

INSPECTION OF THE GRANGE THERAPEUTIC SCHOOL, 08/10/01

ERRATUM

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The figures published in the table of financial details, (page 27 of the report), are incorrect. The correct figures are as in the table below.

Financial year	2000/2001 £
Total income	2,968,250
Total expenditure	2,696,446
Expenditure per pupil	44,941
Balance brought forward from Previous year	- 497,956
Balance carried forward to next Year	- 304,572

INSPECTION REPORT

THE GRANGE THERAPEUTIC SCHOOL

Oakham

LEA area: Leicestershire

Unique reference number: 120330

Headteacher: Mr. D. R. Lee

Reporting inspector: Michael McDowell
1405

Dates of inspection: 8th – 11th October 2001

Inspection number: 194134

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Independent
Age range of pupils:	8 to 16
Gender of pupils:	Boys
School address:	Knossington, Oakham, Rutland, Leicestershire
Postcode:	LE15 8LY
Telephone number:	01664 454264
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Appropriate authority:	The Proprietor
Name of chair of governors:	Dr. and Mrs. A. J. Smith
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1405	Michael McDowell	Registered inspector	Special educational needs, geography, religious education	How well is the school led and managed? How high are standards?
8941	John Fletcher	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
30065	Jenny Andrews	Team inspector	Mathematics, music	How well are the pupils taught?
13101	Mike Kell	Team inspector	English, history	How good are the curricular and other opportunities offered to pupils?
20165	Alan Lemon	Team inspector	Art, design and technology, physical education, equality of opportunity	Residential facilities, pupils' attitudes, values and personal development
19386	Trevor Watts	Team inspector	Science, information and communications technology, modern foreign language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Grange is an independent special school that provides residential education to boys aged 8 to 16 who have emotional and behavioural difficulties. There are 60 pupils on roll, the school's full complement, who may come from across the whole of England but are chiefly from London, the East and West Midlands and the North West. All have statements of special educational needs. On entry, most pupils have low attainments for their age. This is chiefly because they have been unable to take advantage of their previous educational opportunities. In addition to their emotional and behavioural difficulties a number have other learning difficulties that have inhibited their progress. All pupils come from homes where English is the first language but three are of Black Caribbean heritage. The remainder is predominantly of white United Kingdom heritage. The economic and social circumstances of pupils' families are very mixed but a minority of pupils is from backgrounds where there is a high degree of social and economic deprivation. The school is well-established and well thought of. It has "Beacon" status. It strives to combine education with good care of pupils and therapeutic input, so that pupils feel secure and able to benefit from teaching.

HOW GOOD THE SCHOOL IS

The Grange is a very effective school that benefits from strong, purposeful leadership and good management. It achieves great success in enabling its pupils to resolve their emotional difficulties and modify their behaviour so that they can take advantage of the good teaching it offers and achieve well. The care provided for resident pupils is of very high quality and access to therapy and counselling is outstanding. It gives good value for money and fully justifies its status as a "Beacon School".

What the school does well

- Teaching and learning are of good quality; pupils are very well managed, and this serves to promote good achievement.
- Pupils' achievement is very good in both physical and religious education and it is good in history, geography, mathematics and modern foreign languages.
- There is a broad range of learning opportunities in the school day and learning is greatly enhanced by what is provided outside of the classroom, during the evenings, at weekends and through residential visits.
- Provision for pupils' personal, social and health education is very effective.
- Relationships are excellent; these promote personal development and lead to pupils having very good attitudes to school and behaving very well.
- There is very good provision for pupils' moral and social development.
- The school has very good procedures to ensure the protection, health, safety and welfare of its pupils and it provides them with very good personal support and guidance.
- There is very good leadership that ensures that the school's aims are fully reflected in its work and that there is clarity about the educational direction the school must take.
- Links with parents are very effective and parents are kept very well informed about their children's progress.

What could be improved

- The management of the curriculum has shortcomings. Information given to guide teachers as to the content of their lessons and the range and nature of learning experiences that they should provide, is, in some cases, insufficient. Because of this, in art, design and technology and English, in particular, achievement is limited.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. It has made satisfactory improvement and has systematically addressed the issues identified. Attention has been given to ensuring that good provision is now made for pupils' spiritual and cultural development. Assessment of individual pupils' attainments and progress is now accurate and effectively used. Pupils' progress towards the educational and personal targets set for them is thoroughly monitored. Physical restraint is rarely required or used and instances are clearly recorded. Staff have had relevant training. In most subjects improvement since the last inspection is satisfactory; very good improvement has been made in physical education. In art, exceptionally, progress is less marked than previously reported. The quality of teaching remains good and there have been improvements in the curriculum and in the quality of care.

STANDARDS

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

Progress in:		by Year 6	by Year 11	
speaking and listening		B	B	
reading		B	C	
writing		B	C	
mathematics		B	B	
personal, social and health education		B	A	
other personal targets set at annual reviews or in IEPs*		B	A	

Key	
very good	A
good	B
satisfactory	C
unsatisfactory	D
poor	E

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

Achievement in English is satisfactory. Pupils quickly learn to listen carefully. They respond to the good opportunities they are given to speak clearly. By age 16, their achievement in speaking and listening is good. Reading and writing develop well for younger pupils and this supports their learning in other subjects well, so that, by the age of 14 a substantial proportion transfer successfully to mainstream education. Achievement in literacy of those who stay on to age 16 is at expected levels. This is also, partly, because planning in English does not, in every case, clearly identify the way forward for the pupil. Across the age range pupils make better than expected progress in mathematics and achieve well because teaching is, consistently, well planned, and, for

older pupils, guided by the requirements of the accredited course that is followed. Pupils are able to use the numeracy skills they have acquired to aid their learning in other lessons. In science achievement is as good as can be expected; when they are well motivated pupils make good progress but, because a number of more settled and more able pupils return to mainstream school by age 14, the rate of progress for older pupils who, generally, still have significant difficulties, slows. Pupils, across the age range, well exceed expected levels of achievement in physical education and religious education and good progress is made in history, geography and modern foreign language. In design and technology, where what is offered is limited, and in music and information technology achievement is sound. Pupils enjoy their art lessons and within them accomplish good work, however, there is insufficient thought given to the full development of pupils' knowledge of art and making skills over time and achievement is unsatisfactory. The school has set targets in reading, spelling, punctuation, mathematics and swimming and it is on course to achieve these. Because of the very high quality of provision made, both within the school day and in the residential setting pupils of all ages make very good progress in personal, social and health education and they achieve the targets set for them in their individual plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils have a very positive attitude towards the school and are conscious of the many ways in which it has helped them
Behaviour, in and out of classrooms	Very good; behaviour within classrooms and at break times and after school is orderly. Pupils rarely give way to their impulses and following the rare occasions on which this happens they try hard to make amends. There have been very few recent exclusions.
Personal development and relationships	Very good; the first rate relationships within most classes and in the residential setting give a very positive boost to pupils' personal development.
Attendance	Very good; there are few unauthorised absences and attendance is consistently high.

TEACHING AND LEARNING

Teaching of pupils:		Years 1 – 6	Years 7 – 11	
Quality of teaching		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.

Teaching is good, overall; it promotes pupils' learning well. In more than a third of lessons, teaching substantially exceeds expected standards and, in a small proportion of lessons, teaching is outstanding. In these high quality lessons, teachers are thoroughly prepared, are clear about what the lesson should achieve and share these objectives with the pupils. In those few lessons where teaching does not meet the required standard, planning is deficient taking too little account of the needs of individuals and of the necessity to address the full range of content and activities within the curriculum. Teaching in English is satisfactory and teachers in all subjects are aware of the importance of literacy and the development of reading and spelling. The extension of vocabulary is given appropriate

priority. Teaching in mathematics is good overall and for younger pupils aged 11 and below it is very good. Numeracy skills are taught and extended in other subjects such as geography and science. The quality of teaching in science is good across the age range and this enables the pupils to learn well. Teaching is very good across the age range in music, physical education and religious education, and it is good in modern foreign language, history and geography. In information technology and design and technology, teaching is satisfactory overall. Teaching in personal, social and health education extends beyond the confines of the classroom and the school day and is very effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school provides a range of learning experiences that meet the needs of the pupils well. The curriculum is greatly enhanced by what is offered outside the classroom and in the residential setting.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; the overall ethos and the example given by the staff strongly encourage pupils to involve themselves in the community of the school and contribute to it.
How well the school cares for its pupils	Very good; pupils are all well known to the staff who take steps to ensure that their health safety and welfare are promoted. Pupils attainment is assessed well and the school keeps track of pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good; the leadership of the head teacher, principal and key staff is very strong. In general, management is good and this complex residential school is run efficiently and well. Management in the curriculum now needs to be revised and developed.
How well the appropriate authority fulfils its responsibilities	Good; the proprietors fulfil their statutory responsibilities. Those they have appointed to key roles are appropriately qualified and their work is closely monitored. The school makes sound budgetary plans and financial decisions that fully reflect its educational priorities.
The school's evaluation of its performance	Good; the school reviews its performance. The work of teachers is monitored and targets for improvement are set. Targets are also set for pupils' performance.
The strategic use of resources	Good; resources are used effectively to promote the learning and the social and emotional growth of pupils.

There are sufficient, qualified and experienced teachers to meet the needs of the pupils and the demands of the curriculum. There is good additional provision of specialist teachers to address the difficulties in literacy that pupils experience. Classroom support assistants and

pastoral support workers are sufficient in number and work effectively. There are also enough well trained and qualified residential care workers to ensure that the needs of pupils outside of school hours are fully met. Pupils benefit from the first rate support given by the school's team of therapists and counsellors. There are sufficient books, computers and other learning resources. The accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That a wide range of activities outside lessons is offered • That the school expects their children to do well • That their children like school, are well taught and make good progress, becoming more mature and responsible • That the school is well led and managed 	<p>Some parents:</p> <ul style="list-style-type: none"> • Were concerned that there was insufficient homework <p>A few parents:</p> <ul style="list-style-type: none"> • Believe that the school could work more closely with them and give them more information about their children' progress

Parents are very positive about the school and generally have few concerns. The inspection findings support these positive views. Pupils are involved, outside of school hours, in a range of carefully planned activities that take forward their personal and social development; the inspectors conclude that while little conventional homework is set the school makes very full and beneficial use of this time. One or two parents or carers felt they were given insufficient information and that the school did not work closely enough with them but this view is not supported by the findings of the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils across the age range benefit from the learning opportunities they are offered and achieve well. In English, pupils aged between 9 and 11, who in many cases have entered the school with immature communication skills, rapidly begin to make progress in speaking and listening. They quickly learn and use the conventions for conversation and discussion, such as turn taking, and they become increasingly confident speakers. Pupils aged 11 to 14, continue to develop and extend their speaking and listening skills. They can speak in an appropriate manner for different "audiences". By the age of 16, pupils speak, sometimes knowledgeably, on a range of topics and are particularly good at using speech to convey their feelings.
2. Reading develops well for those aged 9 to 11. A range of strategies is used to "decode" unfamiliar words successfully. As they move through the school, pupils show steady improvement in reading. They encounter the works of Dickens and Shakespeare or modern classics such as "A Kestrel for a Knave", They are able to predict what might happen next and to discuss characters. A minority of pupils has specific learning difficulties. With specialised tuition, these pupils make good progress.
3. Writing gets off to a good start; by the age of 11, pupils are accomplished note takers. They go on to write in sentences with correct punctuation. Progress for those aged 11 to 14 is as good as could be expected. They write book reviews, imaginative fiction and poetry. Writing is legible and mostly in a "joined up" style. Those aged 15 and 16, produce extended writing based on works such as "Macbeth". Their achievement is good in some cases and is always at least sound.
4. Pupils of all ages respond to the school's strategy for promoting literacy and they make steady progress overall.
5. Good progress is made by pupils aged 9 to 11 in mathematics. They achieve well, developing their capacity to carry out mental calculations and to solve written arithmetical problems. They are secure in their estimations, knowing, for example, that 37 is nearer to 40 than to 30 on a number line, or that 1 metre and 96 centimetres is almost 2 metres. They know the names and properties of regular 2-dimensional shapes.
6. Their progress continues to be good when they enter the secondary phase and by the age of 14 they have built substantially on their previous knowledge. They are secure in doubling or halving numbers up to three digits, in their heads. They know the meaning of place value and they use fractions, decimals and percentages in their calculations. By the age of 16, they have developed their statistical knowledge and have made a start on solid geometry and use line graphs with x and y axes. They use simple formulae in solving algebraic expressions. The school strategy for teaching numeracy is consistently used and because of this, pupils are able to use their mathematical knowledge to support their learning in other subjects.
7. In science, the youngest pupils get off to a good start. By the age of 11 they have built on their work on living and non-living things and have extended their ability to classify living things according to their characteristics. For example, they distinguish vertebrates from non-vertebrates. By the age of 14, achievement is as good as can be expected. Pupils have broad, and in some cases, detailed, knowledge of the sense organs. They know the purpose of the eye, how its parts are related and the function of each of these. They know about the

major organs of the human body and their purposes. They carry out investigations, for example, into filtration systems and they try out filters they have designed, to test their effectiveness. They have good knowledge of the “water cycle” and they take part in experiments involving evaporation and condensation. By the age of 16, achievement continues to be as good as can be expected and supports entry into General Certificate in Secondary Education, (GCSE), or Certificate of Educational Achievement, (CoEA), examinations.

8. In physical education, across the age range, pupils achieve very well. There is also very good achievement in religious education. In history, geography, modern foreign language, and music, pupils of all ages achieve better than might be expected. Achievement in information technology is satisfactory. Pupils achieve as well as might be expected in design and technology. Here progress is limited by the narrowness of the curriculum that concentrates heavily on making activities in wood, and it gives pupils too little opportunity for design and problem solving and on using a wider range of materials.

9. In art, pupils get on very well in their lessons, which are well organised and well taught, but there is insufficient thought given or plans made by teachers to ensure that pupils’ skills, knowledge and understanding develop over time. Pupils ages 11 demonstrate similar levels of skill within the same activity as those aged 14. Achievement in art is therefore unsatisfactory.

10. The combination of what is taught in the curriculum and the well-planned and supportive experiences offered outside the classroom, ensure that pupils make very good progress in personal, social and health education. Their achievement is far higher than might be expected. Pupils of all ages make very good progress towards the targets that are set for them in their individual plans.

Pupils’ attitudes, values and personal development

11. Pupils respond very well to the high quality of care and positive relationships provided at the school. Consequently, attitudes to the school are very good, which contributes significantly to good quality learning. There are very few if any who are not happy to be a pupil and live at the school. The newest pupils when they arrive are quick to settle; they are readily accepted by others and rapidly form a strong attachment to the positive values of the school. The few black pupils are very much a part of this settled and happy community and share fully in all it offers. In and around the school, pupils go about their lives in a happy and purposeful manner. Pupils feel secure and there is no bullying or undercurrents of harassment.

12. The personal development of the pupils is very good. Pupils enjoy the opportunities for informal association with friends and adults outside of school hours. Around the tables at mealtimes the atmosphere is relaxed and the chatter friendly. While, typically, relationships are difficult for these pupils to form and sustain, because of their special educational needs, the quality of the relationships they achieve in school is nevertheless excellent. Importantly, pupils are able to apply their social skills successfully in many different situations outside of school. They relate to visitors confidently, acting politely and showing interest. An enquiry among a few pupils about how well they read was responded to eagerly; those pupils finding books and confidently demonstrating their reading skills and understanding of stories. Pupils are equally keen to join in the activities planned for them and regard these as worthwhile. Participation in sports has meant some of the older pupils have acquired the skills and interest to play regularly in local football and rugby teams. There are good opportunities for pupils to make choices about activities, show initiative and enjoy the freedom to enjoy quiet time away from immediate supervision. Their clear sense of purpose around the school is

as manifest in the classroom where pupils arrive ready to settle and start work. Many of their lessons provide interest and challenge, so pupils usually make good efforts to learn. However, even when such good teaching is not evident, pupils very often continue to persevere and do their best. They often recognise when a lesson has been particularly good and generously acknowledge this to the teacher.

13. Pupils behave very well and the school has found it necessary to exclude very few pupils in recent times. The school's rules and expectations are accepted as fair and essential. Pupils have a good understanding of how they are helped by being co-operative and keeping to the rules. In an art lesson, a few Year 8 pupils were out of sorts with each other, which was leading to confrontations. They were challenged by the teacher who discussed the bad effect they were having; they listened and obviously reflected on what was said because eventually they apologised voluntarily and put aside their differences. The youngest pupils have the most difficulty in achieving settled behaviour and good learning habits. However, the use of sound and well-planned strategies by teachers increases their capacity to sustain good behaviour. In preparation for going climbing Year 6 and 7 pupils were held tightly to rules about listening and talking; this kept them calm and attentive so they learned important safety facts. The high standards reported in the last inspection have been well maintained.

Attendance

14. Attendance at The Grange is very good and reflects pupils' positive attitudes to the school and their desire to be involved in the learning and development opportunities. There is minimal unauthorised absence and the authorised absence reflects the normal range of illnesses, medical appointments and absence due to college links or work experience programmes. Punctuality throughout the day is good although morning assemblies often overrun thereby restricting the teaching and learning time in the first period. Overall, the very good attendance and good punctuality have a positive effect on pupils' progress and the standards achieved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good and promotes learning well overall. There is a significant amount of excellent and very good teaching that enables pupils to make good progress. There are a few instances when teaching is unsatisfactory either because of the behavioural challenges posed by pupils or because of weak planning. Where the planning is weak the lesson objectives are not sufficiently clear and lesson time is not used effectively.

16. Teaching in English is satisfactory. There are excellent and very good lessons but also some that bear the hallmarks of inadequate planning and that over-emphasise the learning and practising of skills outside of any meaningful context, such as the study of a story or play. The quite outstanding teaching that occurred in some lessons demonstrated that the need to embed work on literacy skills in lessons that capture attention and encourage response is well known to those who teach English. These excellent features should be more generally used. More effective medium- and long-term planning would help bring this about.

17. Speaking and listening skills are promoted through discussion in group or class activities. Pupils are encouraged to express opinions, for example in an English lesson, how would Scott have felt having been beaten to the South Pole. In an English lesson on poetry, the teacher's insistence on clarity of explanations resulted in pupils making very good progress in their ability to express ideas on rhyme and rhythm.

18. Teaching in mathematics is good. The impact of the numeracy strategy in providing a structure for whole class lessons, ensures lessons start briskly and a feature of good teaching is the use of questioning to elicit pupils' responses. In mathematics lessons pupils are encouraged to use language to reason, predict and explain.

19. Where teaching is good and very good, teachers plan the lesson well with clearly indicated tasks that are explained to the pupils at the outset. Learning is strongly promoted by these means. In a physical education lesson on developing football skills, the lesson was planned in detail with time allocated to each activity within the lesson. The pupils concentrated well and put a lot of effort into the work. They learnt new skills and made good progress.

20. Teachers have high expectations of the level of pupil participation; for example, in a lesson on probability pupils were able to demonstrate two possible methods for solving a problem on the whiteboard. They have very positive relationships with the pupils. In a religious education lesson on 'Rites of Passage' pupils were able to talk about death of pets and animals and finally family and friends. They were able to share experiences and empathise.

21. Teachers use a range of ways of organising their teaching including individual work, group work and whole class teaching. They are skilled in choosing the most appropriate approach to meet the needs of the particular group of pupils.

22. In the very small number of lessons where teaching or outcomes were unsatisfactory, teachers' planning lacked sufficient detail and did not take account of the variety or range of needs within the class. Unsatisfactory teaching took place in lessons in history, English, design and technology, and information technology. In some lessons there was an over reliance on worksheets that were not interesting to pupils; when pupils could not be fully involved or became disinterested, poor behaviour was observed. Sometimes, pupils did not fully understand what was expected of them because the instruction or demonstration by the teacher was not clear. Uncertainty led to restlessness and deterioration in behaviour. On occasions, teachers' expectations were too low and pupils were repeating activities and practising skills they were already competent in. In some lessons, pupils completed their work well before the end of the lesson and no additional tasks had been planned. This was unsatisfactory and prevented pupils making progress. Pupils' learning is good. Because of their lessons, pupils are motivated to make their best efforts in most cases. They work with a good degree of energy and purpose. They show pride in what they have achieved, they understand what they have learned and what they need to do to improve.

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

23. The school curriculum is based on a sound rationale and reflects extremely well the school's aims of meeting the academic, care and psychological needs of its pupils. In order to do this it balances the formal school curriculum with individual therapy and counselling sessions very well. It has improved well since the last inspection. The residential provision contributes greatly to these aims by enabling consistency of approach to the pupils' emotional and care needs and in providing a varied programme of enrichment activities. Although the school is not required to provide the National Curriculum, much of its documentation highlights its commitment to doing so as it subscribes to its principle and it believes that it remains an entitlement for all pupils. Therefore, the school provides good learning opportunities for all its pupils through the delivery of the taught curriculum and the incorporation of systems for meeting pupils' individual care and therapeutic needs. The school is committed to equality of curriculum access and therefore all pupils have the

opportunity to follow the curriculum on offer. The withdrawal sessions for individual reading provide a very good example of the school's response to meeting the specific requirements of pupils with additional learning needs.

24. The curriculum on offer is broad and relevant to the needs of all pupils as it places an appropriate emphasis on developing pupils' personal, social and the life skills associated with living in a community alongside academic achievement and progress. Pupils experience a very good comprehensive personal, social and health education programme that includes sex education and drugs awareness. The school's provision for careers education is also particularly good. From Year 10 onwards, personal, social and health education embraces careers education lessons, citizenship and careers guidance. One very good lesson during the inspection involved a group of Year 10 pupils discussing maturely and capably the importance of first impressions when attending a job interview. The school works closely and effectively with Leicestershire Careers and Guidance Service.

25. All pupils have meetings with a careers adviser and individual action plans are developed to guide and help with the preparation for life after school. The well-constructed individual programmes involve pupils using software packages and Internet sources of information, experiencing taster sessions at local colleges and spending time with local companies on work experience placements. All pupils attend Careers Conventions, exhibitions, and visitors to the school support the careers programme with talks on aspects of working life. One ex-pupil, now running a successful courier business, regularly returns to the school to talk about his business experiences. The flexible approach used ensures that pupils receive very good guidance and support with the work related curriculum which prepares them well for the next stage of education and for later life. The school does not currently offer any NVQ or foundation level GNVQ courses but is considering the practicalities of introducing some courses to further enhance the work-related curriculum.

26. The major weakness in the taught curriculum relates to its overall management and organisation. Planning at all stages is not sufficiently well monitored and evaluated and, therefore, there is inconsistent practice within individual subject areas and across the school overall. Subject schemes of work do not fulfil their function of providing a long-term framework that ensures pupils study a progressive and coherent subject curriculum. In addition, lesson plans are not routinely monitored to ensure that teachers identify specific learning outcomes and that these are then evaluated. Finally, the school does not produce a formal programme that allows subject co-ordinators to monitor the quality of teaching of their subject, and this is particularly important in subjects such as English and mathematics which are taught by form teachers in all key stages. Many forms are being taught these lessons by non-subject specialists and, therefore, a systematic programme of monitoring is essential if the school is to raise standards in these areas. There are satisfactory strategies for teaching literacy and numeracy skills but these need to be sharpened, more focused and better planned if they are to become fully effective. However, teachers do make good use of the opportunities provided through other subjects of the curriculum to reinforce basic skills through identifying key vocabulary and encouraging pupils' speaking and listening skills. On the other hand, they do not maximise the use of information and communication technology across the curriculum and this reduces pupils' learning opportunities.

27. Other shortcomings in the taught curriculum relate to aspects of class timetables. The youngest pupils have very long double lessons in subjects such as history, geography and science.

28. Very good relationships exist between the school and other institutions and the local community. Interaction with the community makes a significant contribution to pupils' learning and development. The curriculum is significantly enriched through the extensive range of extra curricular activities enjoyed by all pupils in the evenings and by the many opportunities provided to experience local, national and international places of interest on school outings and residential visits. The study of the Spanish language and culture, which started as an extra curricular activity in the school and is now part of the formal teaching curriculum, is enjoyed and enthusiastically supported by the pupils. There have been two very successful residential visits to Barcelona and pupils have appeared on the local television news programme singing carols in Spanish. Over the last few years, since achieving Beacon Status, the school has proactively developed its relationships with partner institutions. The close working relationships with a number of local mainstream schools and colleges now provide very good curriculum enrichment and integration opportunities that contribute positively to pupils' development. The school aims to, and is successful in, reintegrating pupils to mainstream schools wherever possible. The close relationship with the local comprehensive school enables gradual integration programmes to be tried. One boy is currently following a timetable split approximately half-and-half between the two schools. The close relationships with two local colleges have enabled older pupils to experience work related courses and to use college resources.

29. The residential provision of the school provides an excellent range of extra-curricular activities.

30. There is very good provision for personal, social and health education. The aim of developing personal and social skills is firmly embedded across the teaching curriculum, underpins the residential care provision and is fundamental to all therapy programmes. The personal, social and health education programme is co-ordinated effectively by the deputy head teacher. There is an effective policy and a very good scheme of work, which promote self-awareness, social skills and personal organisation. Comprehensive sex education and drugs awareness modules provide pupils with facts, emphasise the benefits of a healthy lifestyle and give pupils the knowledge and skills to make informed and healthy choices. A sex education lesson seen during the inspection was taught sensitively and effectively. The school uses external speakers and visits to enrich the personal, social and health education programme. The police and various medical specialists regularly contribute to teaching and there have been several visits to a local prison where inmates have performed short plays on drug misuse and the consequences.

The school's provision for pupil's spiritual, moral, social and cultural development.

31. This provision has improved considerably in all of its aspects since the last inspection. Pupils' spiritual welfare is approached well through some assemblies that look at issues of wider importance than the pupils' own immediate experiences. These include great leaders, often from other cultures, such as Mother Theresa and Martin Luther King and his struggle for black rights in America. An assembly in the lower school looked at "Willow Pattern" plates, and the pupils were learning about the importance of being kind and loving, rather than being rich and powerful. A moment for reflection is included well in some assemblies, perhaps with a prayer for a specific reason, such as the floods in Mozambique. Many lessons also have a spiritual content, including the need to think of wider issues, and some meaning in life and nature. This can be considering feelings about death; or how people felt during the Blitz; or deriving a lot of pride and joy from doing something right, whether it is carrying out an experiment in science, succeeding on the climbing wall, or studying a fossil from millions of years ago. What the school does for pupils' spiritual development is good.

32. Even better is the provision that is made for pupils' moral development. This is very good. It runs through everything that happens in the school. Staff are very good role models in their own behaviour and their expectations. They use the merit system to good effect in lessons, and in most of the residences. The rewards may be trips out to bowling, new studs for the rugby boots, or being allowed to join the Spanish groups. Many teachers will speak at length with some children after lessons about their behaviour or attitude, looking at the rights and wrongs of what has happened, and looking for ways for the pupil to understand it better, and how to improve it. Teachers, support assistants, care staff and therapists work very well together, getting pupils to learn that it is unacceptable to behave badly in any part of the school. Pupils know what constitutes bad behaviour, and they learn of its wider implications in society generally, and in history – such as about slavery, or during wars. The present situation with America and Afghanistan is discussed very well, with many sensible, well-considered opinions being expressed. Pupils will approach visitors, and staff, perhaps to apologise for being rude, when teachers have discussed their behaviour with them, and they have understood that some things are not acceptable, whether in school, or in public.

33. Similarly, pupils' social development is very well provided for. This, too, is a major strand through the life of the school – to encourage all pupils to be sociable, to get on with each other, with staff, with visitors, and with the public. It is a prime target of the school – to re-integrate pupils into mainstream schools when their behaviour and their social confidence is good enough. It is a credit to the school that so many pupils do return to mainstream education each year. Pupils are encouraged to work alongside each other, or together in pairs or teams, in science or physical education, for instance. They eat in their house groups at breakfast, lunch times and in the evenings. These meals are “family” occasions, with a good atmosphere, pleasant informality, and learning how to behave sensibly, what to joke about, and what not to laugh about. Trips out into the community develop pupils' social skills further, whether they are to the library, or to local leisure centres, or to more distant places such as a safari park or a castle. Occasional trips have a profound effect on pupils' development in many ways. A recent residential week in the Hebrides, for instance, helped pupils enormously in working as a team, eating, sleeping and travelling together. Another visit, this time to Barcelona, in Spain, was also extremely successful in bringing the pupils together socially for two weeks, with effects that last for much longer.

34. These visits also bring different cultures to the attention of the pupils in much more immediate ways than classroom lessons can. Many pupils are learning Spanish and French, and are learning about the cultures and the way of life in these countries as well as the languages. Many lessons, such as in personal and social development, look at Britain as a society with many cultures within it. Other lessons teach about traditional British culture – the poetry of Lord Byron, the plays of William Shakespeare, for example; and pupils are regularly taken on visits to castles, museums and art galleries. There has been a writer and poet from the Caribbean who came into the school to run a workshop, and to talk with pupils about her role and her work. Such awareness of other cultures is also brought home to the pupils by, for instance, one of the black parents coming in to do a cooking demonstration for the pupils, and, on another occasion, the pupils being taken into Leicester for the Diwali festivities. Music and art from Africa and Australia, for example, are celebrated in lessons, and in displays around the school. The school publicly praises the pupils from ethnic minorities when they achieve something that is a credit to the school, such as one pupil being selected for the county boys' rugby team. Pupils' cultural learning is now good and gives them significant support for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. As was the case at the last inspection, the school's procedures for ensuring pupils' support and welfare are very good and a clear strength of the establishment. The teaching, care and therapy aspects of provision combine to give consistent and very effective personal support and guidance to pupils; this has a positive impact on the standards they achieve and the progress that they make. Within the context of their emotional difficulties pupils are happy, respond well to the personal attention received and there is good evidence to show that the vast majority enjoy and benefit from their time at The Grange. The well being of the pupils is uppermost in the minds of teaching, care and therapy staff at all times. Procedures to deal with child protection issues are very good and meet statutory requirements. The school is vigilant and sensitive in exercising its responsibilities.

36. There are clear procedures to ensure pupils' health and safety and the school is conscientious in ensuring that health risks are quickly eliminated and the buildings and sites are safe for pupils. Formal risk assessments are done in relation to activities in the school, in the residential houses and in relation to outings and visits. There are regular evacuation practices and appropriate records of fire prevention and electrical equipment inspections at the main school site and in the houses. All care staff and some teachers hold up to date first aid accreditation and there are appropriate first aid supplies on all sites. All care staff have attended external courses on physical restraint and the deputy head teacher has recently become a qualified instructor and is planning training for other teaching staff. Matron ensures that all medicines are safely stored, that pupils follow their medical regimes and that records are accurately maintained. There are very good links with a local doctor, a dentist, an optician and a good working relationship with the local cottage hospital. In lessons and at activity sessions in the houses that were observed during the inspection, all staff took great care to ensure pupils' safety. Clear and accurate accident and incident records are maintained.

37. The school has good procedures for monitoring and improving attendance. The pastoral support team (shepherds) enthusiastically monitor attendance by year group, house group and by individual pupil. The school acts quickly in cases where pupils fail to return after weekends at home, and there is close liaison with care staff over any increased or abnormal levels of illness. Any pupils experiencing difficulties with attendance are quickly identified and targeted improvement plans are put in place.

38. The school has very good procedures for monitoring behaviour and personal development that contribute significantly to the progress made by individual pupils. On entry to the school, all pupils undergo therapeutic and educational assessment, which result in the agreement of targets for improving personal development and behaviour. Individual pupils are monitored very closely on a daily basis by teachers and support staff in lessons and by care staff in the residential settings. The shepherds play a major role in ensuring that records are maintained and that all staff are aware of progress or problems. Therapy staff keep comprehensive records of their discussions. There are weekly care and regular teaching meetings that are used effectively to review the progress of individual pupils. Regular senior team meetings review and revise improvement targets on behaviour and personal development for individual pupils whenever alerted by either therapy, teaching or care staff. Formal reviews of progress and development take place annually and parents are fully involved in these meetings. The monitoring and review procedures work very well and ensure that all staff know pupils and their development programmes very well.

39. The school effectively promotes good behaviour and adherence to the behaviour code. All staff use praise and encouragement well and pupils respond positively to the recognition of their efforts and achievements. Award schemes are valued particularly by the

younger pupils and all pupils take pride in the public celebration and recognition of good and caring behaviour. The school has very good procedures in place to deal with bullying and is effective in restricting all forms of oppressive behaviour. A strong feature of the school which contributes significantly to the orderly environment and to the progress individual pupils make is the high quality of relationships generally between staff and pupils; there are very good and trusting individual relationships between pupils and therapy staff, shepherds and personal support workers. The school provides very good opportunities for pupils to enhance their personal and social skills through the extensive range of extra curricular activities, through the very good local community links, through inclusion programmes with mainstream schools and colleges, through work experience and through interaction with the wider community on trips and residential visits.

40. The procedures for monitoring and supporting pupils' academic progress are good. Effective assessments are carried out when pupils enter the school and the results of these are used as the basis for ongoing work. This may mean a programme of long term therapeutic work or short-term intervention, or it may identify those pupils with significant reading problems. In this case, additional diagnostic tests are used to pinpoint difficulties more specifically and effective individual programmes are then put into place. Overall, the school has good ongoing procedures for assessing pupils' subject-based achievements and progress in terms of what they can do, know and understand. They are particularly good in physical education, but procedures in art are unsatisfactory. However the quality of marking is variable as although work is marked there are too many occasions when pupils are not given informative comments that will enable them to improve. The school's procedures for individual target setting are also good. Individual education plans are produced by form teachers each half term. They identify three targets in English and mathematics and these targets are well known by all staff and the pupils themselves. Therefore, the school is able to focus clearly on the ongoing progress of individuals towards meeting these progressive targets and they are reviewed consistently at the end of each half term.

41. Although assessment procedures are good, the school does not always record in sufficient detail individual pupils' progress in developing new skills, knowledge and understanding. Consequently, teachers are not able to use this assessment information effectively to plan future work that meets the needs of individual pupils. For example, lesson planning is not sufficiently sharp in using the information about pupils' achievements to provide extended learning opportunities for higher attaining pupils. Consequently, the different subject reports produced for annual reports to parents have different formats and are of variable quality in identifying subject-specific progress over the preceding twelve months. Subjects such as history and geography provide detailed information about pupils' learning. On the other hand, art reports are much too vague and give no detailed information on achievements in the subject, others use comment banks, and these have the added disadvantage of appearing extremely impersonal. The inconsistent practice in recording assessment and planning between different subjects and within a single subject reflects the uncertainty amongst subject co-ordinators in their role as managers and leaders.

42. Overall, residential provision is of a very high quality and the school has received very positive Social Services reports in each of the last four years. Pupils are exceptionally well cared for in the very stable and secure environment provided by the staff. Pupils say how very much at home they feel and how much they enjoy their time in the residential setting. They enjoy their meals for the good quality of the food and for the warm social interactions that surround eating. Pupils make choices about the food they prefer and are introduced to new dishes. In the Manor House, which is one of the six residential units, the time around the evening meal is enlivened with conversation in Spanish and experiences of Spanish 'tapas' food. This is greatly enjoyed. One of the residential staff has Spanish connections and speaks the language. This continues the links pupils have with Spain and builds on their

summer visit to Barcelona. Pupils have learned many Spanish words and are beginning to converse, using simple phrases and sentences. The programme of evening activities is well planned and communicated to staff and pupils. These reflect the interests of pupils, for example, adventure and sports pursuits as well as giving a wide range of choice between active and quiet things to do. The quality of residential accommodation in all of the units is good. While many pupils share bedrooms, there has been careful attention to providing privacy here as well as in bathrooms and toilets. Bedrooms are large and are personalised with space for pupils to work.

43. The number and expertise of the staff is good. The arrangements for vetting the suitability of all new staff and their continued supervision are managed well by the head of care and are good. The staff has a regular programme of training each year, which involves contributions from professional organisations outside of the school; for example, there was a recent course on working with black families provided by the NSPCC. All of the staff have undertaken an accredited counselling course at a Leicester college and there are plans to develop, in conjunction with another college, an accredited course suited to the broad concerns and approaches in residential care for adolescents. The residential staff in each unit work closely as a team, setting consistently firm boundaries and clear expectations. Their relationships with pupils provide warmth, friendliness and good support, which are readily received by pupils. The trust and openness generated as a consequence contributes significantly to pupils' personal development. They are prepared to be co-operative, take charge of organising themselves and be responsible for domestic tasks in their residential units.

44. There are very clear procedures that staff adhere to well in relation to daily routines, maintaining records and dealing with pupils' medical needs. When they are new, pupils are given a handbook, which explains what they need to know about the school. The new pupil and his personal member of staff read the handbook to ensure a good understanding is reached. The files of information maintained for each pupil are very accessible. They are neat, carefully organised and kept up to date. Good care plans are made for each pupil based initially on the contents of their Statement of Special Educational Needs. This leads to individual targets for improving social skills, independence and behaviour, which are reviewed each term alongside the educational targets in each pupils' individual educational plan. Pupils are helped write a personal report on their progress towards their targets and are encouraged to contribute in the review of their targets and Statement. Pupils have unhindered access to telephones and know how to contact telephone help lines and the "independent listener" if required.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school continues to work hard to develop its partnership with parents. The very good links that exist with parents contribute positively to pupils' learning and development. Despite the school having a geographically large catchment area, a close and interactive relationship has been established with the vast majority of parents. Most parents demonstrate their support for the school by attending sports days and end of term celebrations. Responses to the inspection questionnaire, returned by more than three quarters of parents, and other feedback to inspectors clearly show that parents are very happy with their children's progress, very supportive of the staff and very grateful for the individual help and care that is provided for their children. The concerns expressed by a few parents over the amount of homework being set and about the school not working closely with them are not supported by inspectors. Whilst little formal homework was set during the inspection all pupils are fully engaged in the evenings in a wide range of extra curricular activities which significantly enrich and support their learning and development. There is very good evidence to show that the school does work very closely with parents on all aspects of

education and development.

46. Communication with parents is very good. The school actively encourages parents to contact the school either in person or by telephone at any time and ensures that views and opinions are taken into account. Great emphasis is placed on ensuring that parents are kept informed about development and progress. Whenever it is considered necessary the school happily organises and pays for parents to attend meetings and discussions at The Grange. The excellent system of weekly phone calls home by personal support workers is valued immensely by parents, helps to ensure involvement in the learning and development programmes and strengthens the partnership relationship. Therapy staff ensure that parents of all pupils involved in therapy treatments are fully aware of the programmes. In many cases parents and families work successfully with the therapists at the school to resolve long standing relationship difficulties within their family units. The formal reporting of progress occurs at annual review meetings that are very well attended by parents. At these meetings, parents and pupils are fully involved in agreeing the targets for development. Revisions to care plan or education plan targets during the year are always discussed fully with parents. The annual school report gives a satisfactory overview of academic progress and what has been studied over the year but individual subject reports do not consistently state what pupils' know, understand, can do and what they need to do to improve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. In setting up the school, the founder, who is still the proprietor, wished to ensure that the care offered to pupils, the education provided and the therapeutic support available each received equal emphasis. The principal, the head teacher, the head of care, the deputy head and the head of lower school, fully subscribe to the key idea and they are clear about the direction that must be taken to bring it about. They plan carefully and collegiately to achieve a balance of emphasis between the education that is offered, the care that is given and the therapy available to the pupils. Each of these areas is given equal esteem. The particular challenge of developing a curriculum that meets the requirements of pupils across a broad range of age and attainment is given a great deal of thought. Because of the good practices that have evolved, pupils are well prepared to transfer to mainstream education when their difficulties are sufficiently resolved. Those who remain on roll in their final year of schooling can expect to have their work accredited at an appropriate level.

48. In some cases, the management of subjects is strong but in others, work remains to be done by curriculum leaders to ensure that planning is sufficiently detailed to fully guide those who teach the subject.

49. The leadership offered by those in charge of the residential units is of very high quality as is the overall management of residential care. The excellent therapeutic help that the school provides is very effectively co-ordinated.

50. A start has been made on monitoring the quality of teaching and the school has adopted a strategy to improve teaching by structured observation of planning and teaching. Teachers discuss their performance with their team leaders and targets are set for professional development and improvement in pupils' learning.

51. The school works effectively to meet the overall targets it sets. Currently these commit the school to improve the pupils' literacy and numeracy. As part of a strategy to reach these targets, all teachers are expected to provide reading and writing opportunities within lessons. Where relevant, the mathematical component of lessons is also emphasised.

52. The proprietors fulfil their statutory responsibilities and they closely oversee the development of the school. There is a sound plan for school improvement that specifies essential and desirable developments in provision. The provision of new teaching accommodation is a named priority and this will be essential if the curriculum is to be fully developed.

53. The funds generated by the school are used effectively and efficiently to maintain and improve the high standards of care and good quality of education that it provides. Finances are carefully controlled. As a Beacon School, The Grange is generous in the time and trouble it takes to disseminate its good practice, especially in the field of understanding and managing emotional and behavioural difficulties. Throughout its organisation, sound use is made of information and communication technology. The school is well placed to make further improvements and retains a strong will to do so. It maintains the high standards of leadership, management and efficiency reported by the last inspection.

54. As at the time of the previous inspection, the school has a good level of teachers and support staff to deliver the curriculum effectively. Teachers are well qualified and experienced, although some specialist teachers are not always best employed. Six teachers teach science, for instance, but there are two specialists on the staff. The school intends to employ two additional teachers to keep class sizes down, and to enhance the provision for foreign languages. These appointments will give the school a generous staffing level. Some classes have a support assistant to help with pupils' difficulties, either with the work, or with their behavioural difficulties, and these members of staff are much valued and well employed. There could be a good use for several more such staff in classes. Two "shepherds" patrol round the premises for the purpose of preventing any troublesome behaviour developing, or calming down any situations that may arise. Their role ensures that pupils who become too angry and cannot control themselves have somewhere to go, and someone to talk to in a positive way. The support of the in-class staff and the roaming staff ensures that almost all lessons proceed calmly, and that pupils' learning is not disturbed by poor behaviour. There is also a good complement of therapy staff who work well with the classroom staff to help pupils to manage their own behaviour. The role of the care staff in the evenings is very valuable in giving pupils a secure and warm "home" that enables them to take advantage of the lessons in school, without being worried about out-of-school crises that might otherwise disturb their learning. The school is well supported by the efficient administration staff, and by the staff who keep the buildings and grounds so well maintained and clean.

55. All staff have good opportunities for further training. This may be for teachers and support assistants to learn how to teach subjects better, such as information technology, mathematics or English. Alternatively, it can be care staff learning about child protection and first aid. Many staff learn about managing pupils' behaviour, about setting targets for pupils, about looking after pupils' personal development, and about teaching pupils with specific learning difficulties. Some staff members are on courses that lead to extra qualifications. The school's status as a "beacon" school lends itself to being involved in training of the in-school staff, as well as encouraging staff to think about their own teaching more clearly, and in more depth.

56. New staff have a good introduction to the school. The most recently appointed teacher, for instance, had several days in the school before taking up the post, to become accustomed to the general procedures and the pupils. The senior management team acted as mentors in the early weeks, and the school handbook provided information on a very comprehensive range of school matters. The teacher was supported by fellow teachers as well as by the senior staff, and he was encouraged to attend a relevant course once his precise role in the school had been negotiated according to his strengths. The teacher felt that his introduction had been "great". Other staff have similar experiences in their early

period in the school.

57. The head teacher and senior managers have a good arrangement for monitoring and developing the performance of staff. Senior staff have observed teachers and other staff in their work, and have discussed their impressions with them. Teachers have regular meetings with the head teacher to discuss their performance and their plans for their subject responsibility, for their classroom teaching, and for their personal development. These meetings are formal, and they are the basis of the appraisal and performance management system of the school. All teachers have taken part in discussions about their roles and responsibilities, and their pay, and the head teacher has had specific training in doing this in a formal and approved way.

58. The accommodation continues to be satisfactory, being spread over three sites: a main building in spacious and well-maintained grounds; a smaller site for the younger pupils' classes and homes; and a residential site in a nearby town for the oldest pupils. All buildings are in good condition, well decorated, clean and bright, with good displays of pupils' work. In the residences, pupils personalise their own rooms, and the common rooms are comfortable and welcoming. There are separate rooms for science, music and art, but these are quite small for the number of pupils in some classes. There are also specialist rooms for design and technology, for computers, for small reading groups and for therapy sessions that help to build pupils' self motivation and control. The provision for physical education is particularly good, with a large and well-equipped gymnasium, and an outdoor swimming pool. Good use is also made of many facilities away from the school, often for physical education – swimming, canoeing, sailing and climbing, for instance – and for other subjects such as art and science. There is not a library in which pupils can study, practice their research and library skills, and learn to become more independent in their learning. Although the two dining rooms in the main school are quite small, they are “cosy” and adequate for the small numbers of pupils in each. The school's use of several large “portable” classrooms has been a necessary response to planning regulations that have not allowed further building on the main site. These are of sound quality, and do not inhibit pupils' learning but are inferior to well-designed permanently constructed classrooms.

59. The resources that teachers have to assist in their lessons are still satisfactory, and they have been developed well in some areas, such as science, physical education and information technology. Many other subjects have resources that are sufficient for the present curriculum, but which could be well developed with more ambition and as the school continues its drive to implement the whole of the National Curriculum at appropriate levels. There are good computers and associated equipment and software all around the school, but few teachers use this resource consistently to help their teaching, other than in mathematics and English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The proprietor, the principal and the head teacher should improve teaching and ensure that pupils' learning always moves forward as it should by:

- improving long-term planning in those areas, including English, art, and design and technology, where it is weak, (paragraph numbers 8, 9, 16, 22, 26, 48, 68, 69, 87, 88, 89, 90, 91, 93, 94 and 95).

61. In addition to this, the following minor issues should be addressed:

- Improve monitoring of planning to ensure that it gives sufficient guidance to teachers, (paragraph numbers 16, 26,48 and 50).
- Improve the consistency with which assessment is recorded so that it might be better used in planning learning, (paragraph number 41).
- Make better use of information technology to support learning across the curriculum, (paragraph numbers 91 and 109).
- Improve accommodation for teaching by replacing temporary classrooms with permanent ones, (paragraph number 58).
- Provide a library, (paragraph numbers 58 and 70).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	21	16	19	5	0	0
Percentage	6.2%	32.3%	24.6%	29.2%	7.7%	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	60
Number of full-time pupils known to be eligible for free school meals	N/A

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	60
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.5	School data	0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	57
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y4 – Y11

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	4.05
Average class size	6

Education support staff: Y4 – Y11

Total number of education support staff	4.5
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	2,968,250
Total expenditure	2,696,446
Expenditure per pupil	44,941
Balance brought forward from previous year	580,338
Balance carried forward to next year	852,142

Recruitment of teachers

Number of teachers who left the school during the last two years	0.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Summary of parents' and carers' responses

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	0	2	0
My child is making good progress in school.	61	30	4	0	0
Behaviour in the school is good.	39	39	7	0	7
My child gets the right amount of work to do at home.	13	17	9	13	17
The teaching is good.	65	26	0	0	7
I am kept well informed about how my child is getting on.	72	15	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	83	11	7	0	0
The school expects my child to work hard and achieve his or her best.	70	24	2	0	2
The school works closely with parents.	70	20	9	2	0
The school is well led and managed.	76	17	2	2	2
The school is helping my child become mature and responsible.	70	22	4	0	0
The school provides an interesting range of activities outside lessons.	85	13	0	0	2

Other issues raised by parents

Parents are very pleased with the provision made by the school and by their children's progress. A few raised the issue of whether sufficient homework is given. A very small number have concerns about how closely the school works with them and the information that it gives them.

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

ENGLISH

62. Since the last inspection, provision for and achievement in English have made a satisfactory improvement. Many pupils have immature communication skills when they enter the school. They have low literacy levels with many being non-readers or at the early stages of reading and writing. Pupils benefit from the learning opportunities that are presented during their time at the school. They achieve as much as can be expected and make satisfactory progress. The school sets whole school literacy targets. Evaluation over time shows that these are met and that there has been steady improvement in pupils' reading ages, spelling of key words and punctuation skills.

63. Pupils across the age range make good progress in developing speaking and listening skills. As they move through the school, they begin to appreciate the idea of turn taking and the need to listen to others. This learning is evident in their classroom behaviour as they develop a growing appreciation of when it is appropriate to interject, and when it is necessary to remain quiet and listen. Their responses demonstrate evidence that they have listened carefully to other speakers. Pupils make their meaning clear, adapting how they speak to the requirements of different "audiences". A feature of the school is the confidence with which pupils stand and speak in front of their classmates and adults alike. Many spoke freely and openly with inspectors during the inspection and they reflected sensitively on their own experiences. By the age of sixteen, some pupils can speak knowledgeably and with purpose about a variety of topics, including books and plays that they are studying, and use appropriate language in a variety of contexts.

64. Overall, pupils make satisfactory progress in developing their reading skills. In particular, the school's provision for withdrawing pupils for individual reading sessions is especially effective in raising standards for those with special difficulties with reading. A few pupils are emergent readers, but when reading unfamiliar words and trying to establish meaning they use more than one strategy. Most are independent readers and by the age of 11, they are able to read fluently and with expression. By this age, their progress is good and they make use of a range of cueing systems to tackle information words. They discuss texts and comment on characters and events. Pupils' reading skills continue to improve satisfactorily over time. Those who are aged 14 to 16, are exposed to a wider range of texts that includes novels such as 'Great Expectations', 'A Kestrel for a Knave' and Shakespearean plays. Through these, pupils improve their skills in identifying meaning, and in making predictions as well as drawing inferences and making comparisons. By the age of 16, achievement in reading is as good as can be expected.

65. Pupils produce a wide range of writing. They get off to a good start so that by the age of 11 they begin to develop skills such as extending notes into sentences. They make notes from texts or from web sites that they find independently. The achievement of pupils is satisfactory. Those aged 11 to 14 express their thoughts and viewpoints in non-fiction writing such as writing book reviews and are beginning to develop characterisation and scene setting in their fiction writing. They construct sentences, and in some cases quite complex ones, with appropriate punctuation, although these are not always sequenced into paragraphs. Most pupils' work is well presented with handwriting that has style and is easily legible. A few pupils have poor handwriting in which a mixture of capital and lower case letters is used, words are printed and not positioned on the line, and there is limited understanding of punctuation. Overall however, pupils take care over presentation. Drafting and proof reading skills are encouraged well. Between the ages of 14 and 16, pupils work

successfully towards examinations for the Certificate of Educational Achievement. A minority, who are capable of achieving above level "G", takes General Certificate of Secondary Education examinations. By this stage, the writing of a minority of pupils is imaginative and clear. One pupil, for example, produced a sensitive essay about leaving home to start a new life and the essay entitled 'Who am I?' Pupils clearly understand how to write to convince and persuade. They balance the arguments for and against particular courses of action. Factual writing is informed by research and organised well, which was clearly illustrated, for example, in work produced by designing and building a board game. Overall, as they move through the school achievement is as good as can be expected.

66. The quality of teaching is satisfactory across the school, although some good and very good lessons were observed. No teaching was unsatisfactory. When teaching is of very good quality teachers' expectations are high and they provide activities and use strategies that capture pupils' interest and encourage speaking and listening skills very well. In addition, the success of these lessons is inevitably founded on very secure and well-established classroom relationships. In a very good lesson for 12-year-olds, what had been learned about rhyme and rhythm was brought to life by the excellent choice of materials and theme. The poetry in the lesson was about travel by steam train. Pupils were challenged very well to recall earlier work on W. H. Auden's 'Night Mail' and Robert Louis Stevenson's 'From a Railway Carriage' and they demonstrated their understanding of tempo very competently. Their imagination was then extended even further as they were asked to consider the musical pictures produced in their mind as they listened to the music of Villa Lobos. 'The Little Train of Caipira' represents a train journey through the Brazilian countryside and pupils listened extremely attentively so that they were able to describe their feelings sensitively and to consider concepts such as 'nostalgia'. The teacher's skilful management of the lesson was finally demonstrated as pupils worked in pairs to compose a verse about steam trains in the rhythm of 'rap' music. Pupils had the confidence to perform these in front of their classmates and they, in turn, listened respectfully.

67. Older pupils experienced similar good learning opportunities as they studied aspects of the media aimed at writing reviews of videos. The choice of resources meant that the task was very relevant to the pupils and they were required to apply a number of skills. The teacher's calm and effective management of the class ensured the full participation of everyone. His clear explanation of what was required resulted in pupils having a good understanding of the activity so that they were all able to make meaningful contributions. Some lessons while judged satisfactory, had shortcomings. These lessons reflected an imperfect understanding of how writing, punctuation and spelling might best be improved. Such lessons tended to be focused entirely on technical skills and to lack any meaningful motivational context.

68. The school's strategy for teaching literacy is having a positive effect on reading and spelling standards. More should be done, however, by adopting the practice pioneered in National Strategies more widely than at present. However, teachers do maximise opportunities presented in all subjects of the curriculum to encourage speaking and listening skills and to reinforce reading and writing through identifying key vocabulary and making provision for extended writing. In weaker teaching there is an over-reliance on worksheets, many of which are reproduced from a commercial scheme, and excessive time is spent on mechanical and repetitive punctuation activities. This occurs because whole school monitoring and planning of the subject is not sufficiently well managed and therefore there is insufficient guarantee of a progressive and co-ordinated subject curriculum as pupils move through the school. Books are generally of a good quality and range, and they are appropriate to the needs, interests and abilities of the pupils.

69. However, the school still lacks a library and this limits opportunities for pupils to do research and to browse reading material. There are good links with the local and wider community so that pupils' experiences are enriched through trips to places like the Globe Theatre, the Royal Shakespeare Company and the Nottingham Playhouse. Visitors who have played a part in enhancing the curriculum with their own special contributions include the journalist Ray Gosling, the poet Nefertiti Gayle, and the adventurer Nigel McKnight. Visits have been co-ordinated to give impetus to the highly successful Book Weeks of the school.

MATHEMATICS

70. Overall, the quality of provision in mathematics is good and pupils achieve well. The school has made good progress in mathematics since the last inspection. External accreditation is now used in the School in a form that is suitable to the needs of individual pupils. In 2001, four pupils achieved a GCSE pass (Grade F) and eight pupils achieved a Certificate of Achievement with distinction. Accreditation procedures are fully established and are now used effectively. This is an improvement since the last inspection. Pupils aged 11 to 14, take the National Standard Assessment Tests. In 2001, three pupils in Year 9, (21%) achieved level 5 and two pupils in Year 6, (34%) achieved level 4 and above. These figures are above the national average for schools of this type.

71. For pupils up to the age of 11, the School has adopted the National Numeracy Strategy. The impact of this is seen in pupils' skills in mental calculation. They can carry out a range of mental calculations and know, for example, that 37 is nearer to 40 than to 30 on the number line or that 196 cm is nearly 2 metres and you need to add another 4 centimetres. Pupils are developing mental calculation strategies to add tens and units, for example, rounding up to the nearest ten. Their progress is good.

72. The pupils follow a broad mathematics curriculum including number, geometrical and investigative work. Pupils of all levels of attainment are satisfactorily provided for and are able to make good progress. Pupils draw and measure accurately using standard measures, (centimetres and millimetres). They solve word problems and know how many more has to be added to 15 to make 20. They recognise the mathematical features of 2-dimensional shapes. They are able to carry out a simple investigation, for example, of the different 2-dimensional shapes that can be made using five cubes. They record their results neatly and accurately on squared paper.

73. For pupils aged 11 to 14, achievement is good and it builds on their previous attainment. All pupils can double single digit numbers; higher attaining pupils double and halve two and three digit numbers mentally and show secure understanding of place value. In questions of probability, higher attaining pupils are confident in expressing answers as fractions, decimals or percentages. In a lesson on statistics pupils understood and explained the various averages used (mode, median and mean). They mentally added a list of negative and positive numbers and ordered the same list from smallest to largest. In a lesson on shape all pupils named the regular 2-dimensional and 3-dimensional shapes and identified their mathematical properties; higher attaining pupils drew a net of a cube and other solid shapes.

74. For pupils aged 14 to 16, achievement is again, better than expected. Pupils identify the symmetries of 2-dimensional shapes. They continue to develop mental calculation skills, for example, in money questions, halving amounts in pounds and pence. Pupils work independently to find, for example, the average monthly rainfall using a calculator appropriately and show understanding of recurring decimals. They read a range of scales accurately and draw line graphs using x, and y-axes. This work leads onto the use of simple algebraic formula and expressions.

75. Pupils' progress is well monitored. They are assessed on entry and all pupils have individual learning targets for mathematics. Pupils are re-assessed each half term and achievement recorded. The school keeps detailed data on individual pupil progress and uses this effectively to set individual targets and to ensure all pupils make progress including very able pupils and those who need additional support. Sufficient information is gathered to ensure that each individual pupil makes progress.

76. The quality of teaching is very good for pupils aged up to 11. For those aged 11 to 16, teaching is good with some examples of very good teaching. There is no unsatisfactory teaching. Where teaching is good and very good teachers' lesson planning is detailed with clear objectives. In the best practice, these objectives are shared with the pupils and when pupils understand the purpose of the activity and what is expected of them, they respond with interest and enthusiasm. The teachers know their pupils well and relationships are very good. Pupils respond well to praise and enjoy success. Teachers draw on examples from everyday life familiar to the pupils to help them develop their understanding of mathematical ideas. For example, in developing understanding of 'mean average' pupils listened attentively as the teacher talked about the average family size and the average number of matches in a box. Pupils are able to understand these ideas and so extend their mathematical understanding.

77. Pupils are practically involved in for example making a net of a cube or folding shapes to investigate lines of symmetry. In these situations, pupils are absorbed, concentrate well and make good progress. Good use is made of resources, for example, using white boards for demonstration. Support staff are used effectively to support individual pupils ensuring that they can learn and succeed. Assessment is effective where teachers briefly record each pupil's progress at the end of the lesson and use this information to inform teaching in the next lesson.

78. Where teaching has shortcomings, while remaining satisfactory overall, planning needs more detail. Sometimes the activities have limited interest to the pupils and do not match their needs and interests. On other occasions, the teachers' are over-reliant on the textbook. Where activities are not well matched to pupils' ability, for example, when pupils do not clearly understand how to complete a worksheet they lose interest and this leads to restless behaviour.

79. The assessment procedures in place are not strongly related to the planning for the term, year, or key stage. This planning is mainly a list of topics and provides a minimal structure for teaching mathematics. More detail is needed to get the full benefit.

80. The co-ordinator has been in post for two years and is developing the role. The monitoring of the teaching of mathematics by classroom observation has started. This is in the early stages and further development is planned. Pupils work is always marked and dated and there is a consistent approach to this across the School. An action plan for the development of mathematics is in place and realistic objectives set, for example the implementation of the National Numeracy Strategy at Key Stage 3. The co-ordinator has attended relevant training on the National Numeracy Strategy and has led sessions in school for staff on the Strategy. The Strategy is used very effectively for pupils up to age 11. The school has set challenging but realistic whole school targets for further developing numeracy skills. Resources for mathematics are satisfactory.

SCIENCE

81. The provision for science has made satisfactory improvement but pupils' achievement, overall, is similar to that reported by the last inspection. Pupils are making satisfactory progress in the main, and a minority, chiefly the more able pupils make good progress when they are well motivated. Some of these pupils return to mainstream schools as they mature, and so it is not always possible to see a clear progression of skills and understanding in the school as a whole.

82. Pupils aged up to 11 get off to a satisfactory start, achieving as much as might be expected. They learn to observe and to classify. Initial work on a simple division into "living" and "non-living" things extends well. By the age of 11, they can tell the difference between such classes of living things as those with backbones and those without, those with internal and those with external skeletons, and those that have warm blood and those that do not. Achievement is better than would be expected by the age of 14. Pupils are familiar with the organs of sense. They have detailed knowledge of sight and of how the eye makes use of light to transmit information to the brain. They have dissected and examined parts of the eye. In further investigative work, they link work on physical processes to the development of experimental techniques. In a good investigation, methods of filtering liquids are designed and tried out. Those aged 14 to 16 follow the syllabus for the Certificate of Educational Achievement or, occasionally, the General Certificate of Secondary Education. They achieve well enough to gain such accreditation.

83. The teaching is good. Pupils learn very well in some lessons, when the teaching is lively, enthusiastic, and well resourced, and when the teachers' good subject knowledge shines through. Teachers generally have good, warm and positive relationships with their pupils, and this helps to keep them on task, and putting a lot of effort into their work. Pupils' work is generally neat and well presented especially when they are involved in experiments and practical investigations, and are writing up the results. Some teachers manage their lessons very well in this respect, with frequent practical work, positive relationships and good resources being well used. In a minority of lessons, however, the teaching suffers from weaknesses. These stem from planning that lists activities, but provides no focus on what is to be learned. In some cases, too much use is made of worksheets at the expense of investigative activity. It is also an organisational and planning weakness that too many teachers teach science, and that their work is insufficiently co-ordinated. This has a negative impact on teaching quality and on pupils' learning and achievement because, from time to time, lessons are unknowingly repeated.

84. The leadership and management of science need to be co-ordinated better. The three co-ordinators do not consistently plan together what will be taught throughout the school. This leads to some areas not being taught sufficiently (such as "materials" not being taught in the lower school for two years), and others being unnecessarily repeated (such as the human eye).

85. The school has a very good range of equipment and materials, including a microscope linked to a television screen, for instance, and these are well stored and available to all staff. The accommodation is satisfactory, although the well-equipped laboratory is rather small for a full class. Assessment of pupils' progress is carried out well, but the information is not well used to change what will be taught in future. The school's plans for developing the provision for science are clear, appropriate and wide-ranging.

ART AND DESIGN

86. Overall, the provision for art is inadequate. Except for the youngest pupils, progress throughout the school is less than expected because there is an insufficient breadth knowledge and expertise for teaching art. The most significant factor leading to pupils achieving less than they should is weakness in planning; this is short-term and does not incorporate strategies or content to continuously move learning forward.

87. By the end of Year 6, pupils are doing as well as can be expected in preparing clay for rolling into a flat slab. They cut out basic shapes and assemble these as simple box forms for a model house. By the end of Year 9, pupils are working with clay with as much skill as that of the younger pupils and their ideas for clay models are as basic. There is little progress in refining skills and developing ideas using clay by the end of Year 11. However, these pupils have a greater challenge in planning a large scale model village project and achieve well in collaborating on a joint design. Pupils enjoy the practical pursuit in making work, listening well and following instructions. They put considerable effort into producing accurate and neat work. Throughout the school, pupils make observational drawings, paintings and prints. They experiment with techniques like combining crayon drawing and colour wash. Pupils of all ages visit the Leicester Art Gallery frequently for workshops managed by a community artist. They produce monotype prints of simple line drawings and take casts of their hands. Altogether, it is not convincing that this work contributes effectively to a steady and coherent building of skills and knowledge over time. Each piece of work is an isolated exercise or activity. Observational drawings made of the school building or village houses are not applied to designing clay model houses. Occasionally, a drawing or painting demonstrates reasonable achievement but this is not refined sufficiently in subsequent work to raise standards.

88. There is much in the quality of teaching which is very good and occasionally excellent in managing and motivating pupils. However, there is insufficient knowledge of the subject so that essential elements of learning such as understanding of line, tone, texture and pattern are not directly addressed, developed and refined over time. The extent to which range of art in the diversity of cultures and over epochs is addressed is more limited than expected, although pupils have contacts with art galleries and exhibitions. Lesson plans do not clearly identify and follow closely the key learning objectives appropriate to art or specified in the National Curriculum and, consequently, they are not being assessed. Conversely, the initial skills pupils need in preparing clay are assessed well, which helps construct with the material effectively. Lesson plans do identify other important priorities; for example, in Year 11 the pupils' knowledge of maps, scale and measurement was used to sketch out a joint plan for a model village. These pupils were challenged very well by having to work collaboratively as small groups, discussing and agreeing a course of action. Within the narrow remit of each lessons' activities, work is approached well. The preparation of clay is clearly explained and demonstrated; the key vocabulary is well reinforced and pupils learn and explain words such as wedging and kneading. There are high expectations concerning discipline; pupils are managed very well and their behaviour is very good. This leads to well-paced and busy activity throughout lesson time. Some Year 8 pupils, out of sorts with each other and disrupting a lesson were confronted sensitively. They listened to the teacher's words, obviously reflected on their attitudes and finally apologised in a genuine way for their behaviour. The youngest pupils have the support of a teaching assistant who knows them very well and is a great help in keeping them concentrating and active. Learning is as good as can be expected during lessons.

89. The leadership and management of art are inadequate for achieving a broad and balance curriculum that provides a suitable range of learning opportunities for all pupils. However, there is a clear and strong reflection of the therapeutic aims of the school and

values manifest through the subject, which makes a positive contribution to pupils' personal development. The extent of improvement since the last inspection is unsatisfactory. In particular, pupils are not progressing as well and an effective procedure for assessing progress has not been developed.

DESIGN AND TECHNOLOGY

90. Overall, the provision for design and technology is satisfactory and has developed steadily since the last inspection. Achievement in some elements, notably making products in wood, is better. Pupils of all ages are achieving satisfactorily, but this is within a narrow design and technology curriculum. They are achieving well in making products with wood, where the teacher has good expertise. They are achieving less than expected in developing knowledge and skills for approaching designing, in particular, the extent to which they respond and solve design problems. Most pupils have much too limited access to information and communication technology to learn effectively graphic techniques and computer-aided design.

91. However, by the time they are 11, pupils know what constitutes healthy eating from sorting different foods and their computer generated graphs depicting a balanced diet. Working as groups and in discussion, they design a game and rules on the theme of a good diet. By the age of 14, pupils achieve well making simple wooden toys. The generation of ideas and sketching designs follows obvious pathways, producing predictable results such as toy vehicles. However, in the making, pupils sort the measurements required, cut, assemble and finish their products to a standard about average. In this aspect of their work, achievement is good.

92. By the age of 16, pupils have improved their woodcraft skills and achieve well. They make coffee tables, chairs and small kitchen furniture such as cabinets to standards that are largely near average but sometimes above average. The steps they undertake in designing articles and evaluating the finished products fall short of the same expectations. Technical drawing skills lag behind the more refined skills with tools. Higher attaining pupils enter for GCSE design and technology. In 2000, of the three pupils entered, two gained C grades and the other, a D grade, which are good results reflecting good achievement in using wood. Results in previous and successive years show pupils' achievement was sound. Of the pupils who enter for Certificate of Educational Achievement (CoEA) a good proportion regularly pass with merit or distinction.

93. Teaching and learning are satisfactory. Teaching is well planned and approached in the workshop where pupils are handling materials. The teacher has a considerable knowledge of craft skills, which are put to good use in assessing pupils' skills and setting high expectations. There is sufficient emphasis on evaluation. Pupils are given good advice and demonstrations of the best approaches in measuring, cutting or finishing. Pupils aged 11, were shown different grades of sandpaper and had their purposes explained to them. They learned to smooth wood along its grain and to use very fine 'flour' paper to achieve a high finish. Pupils concentrate well in measuring materials and sustain good efforts while making articles. They learn the importance of well-planned and careful preparation to achieving well made products. Planning is not as effective in the design studio. Learning objectives are not as clear or embedded in developing and planning pupils' own ideas. The pace of learning is not as marked and occasionally pupils are difficult to manage. There were not enough resources, including computers and a variety of illustrations to support a topic on designing a logo with a group of 11-year-olds so their interest was not as intense. In a group of 14-year-olds, while most were being taught technical drawing, two pupils choose to independently research information on timber for their CoEA coursework. They read and copied the text but did not always understand fully what they had written and without the teachers' occasional

support, they learned much less about the advantages and disadvantages of timber as a building material. There is over-reliance on filling in work-sheets as a means of tackling the knowledge and understanding of materials, which excludes the assessment, advice, explanations and demonstrations readily found in the workshop teaching.

94. Design and technology is led and managed satisfactorily. The extent of improvement since the last inspection is satisfactory. The workshop has been refurbished; it is well organised and equipped for work in wood, metal and plastics. The standard of teaching and the quality of pupils' progress have been maintained. The plans for what pupils are taught at different stages of their development are reasonably detailed although the design and technology curriculum is not sufficiently broad in its range of learning opportunities. Food technology barely appears in the larger plans and only the youngest pupils have this opportunity. The nature of designing is not fully understood and so the challenges in learning this aspect of the subject are not addressed well in teaching. The important contribution that information and communication technology could make to the subject is not taken up.

GEOGRAPHY

95. The quality of teaching is good and the achievement of pupils is higher than might be expected. This was also the case at the last inspection. Pupils aged 11 build on the solid start they have made in the primary class and they make very good progress. They achieve very well, increasing their geographical knowledge and extending their skills. By the age of 14, pupils are well placed to tackle the course work leading to an entry level accreditation in geography with success. A minority is capable of moving beyond this to obtain grades in the General Certificate of Secondary Education. Overall, pupils' achievement when they are 14 to 16 is good.

96. In a study contrasting areas, pupils aged 11, learn about the causes and effects of flooding in the United Kingdom and Bangladesh. They know where Bangladesh is and that it is low lying and affected by run-off from the Himalayas when monsoon rains fall and snow melts. They give reasons why human activity such as cutting down trees on the slopes of the Himalayas has made the possibility of flooding worse. They know and use terms such as "infiltration". They are aware that the developed infrastructure of the United Kingdom makes flooding and its effects more manageable than it is in Bangladesh. In their lessons, pupils develop their literacy skills, learning to recognise and spell technical terms and their numeracy skills, by, for example, expressing their findings by the use of percentages or graphically within Venn diagrams.

97. Pupils aged 14 think carefully about the consequences of development in the Amazon rain forest. They cite a range of benefits and disadvantages to developing communication and economic activity in this region. They correctly use terms such as "ecosystem", "canopy" and "convectonal rainfall". They make neat, legible notes illustrated by good graphics. Lessons in geography make a good contribution to the development of social and cultural awareness.

98. Teaching is very good for pupils up to the age of 11. For those who are 11 to 14, the management of learning is particularly strong and it leads to their making good gains. Lessons are well planned and have explicit aims. It is good for those aged 14 to 16.

99. There is variety in the structure, and in the best lessons the teacher is alert for "guessing" when questions are asked and understanding of the facts is double checked. Good use is made of video material and of Atlases and printed fact sheets. Attention to the development of reading, writing and spelling is particularly good. In a very good lesson for eleven-year-olds, pupils are aware the deforestation of the Himalayas makes flooding much

worse in Bangladesh. At first they are unable to say why this is. The teacher skilfully directs them to their previous work, and soon, most pupils remember that this is because trees mitigate the effects of rainfall or melt-water by infiltration. In another good lesson for pupils aged 14, it is by skilful use of questioning that the teacher enables the pupils to recall their past learning, apply it in the present context, and thus take their knowledge and understanding forward.

100. The pupils generally behave well in class and when, on occasion, it is necessary to bring them back to attention this is done well. There are few shortcomings in the teaching. For pupils aged 11 to 14, on occasions, a lesson does not get off to a good start because the teacher's introduction is confusing. This is in part related to the arrangement of the seating in one classroom. Pupils are not seated so as to have their attention focused on the teacher or the board.

101. The subject is well co-ordinated and the work set follows the advice of the Qualifications and Curriculum Authority for each key stage. No pupils have yet been entered for or received external accreditation for their work in geography. This will happen for the first time in 2002. Further development of the subject will require a greater range of resources to support fieldwork and more planned opportunities to develop geographical skills outside the classroom. The link between geography, outdoor education and the Duke of Edinburgh's Award Scheme is beneficial. Geography plays a strong part in promoting pupils' awareness of other cultures, and especially on outdoor excursions, their social development.

HISTORY

102. The achievements of pupils up to the age of 11 are as good as can be expected; they make satisfactory progress. Progress accelerates for pupils aged 11 to 16 and these pupils achieve well. Consequently, pupil progress overall is good. Pupils follow an accredited course from 14 to 16, and seven pupils were successful this year in obtaining Entry Level 1 passes in Certificate of Educational Achievement examinations.

103. Pupils follow a broad curriculum during Key Stage 2 so that by the age of eleven they have increased their knowledge of a number of different periods of British history. They know about the reigns of Henry VIII and Elizabeth I and significant events that occurred in Tudor times, and many features of Victorian Britain associated with factories and the growth of industry. Pupils have also developed some understanding of other societies from the past. They know about the features and background of these past societies, such as details of ancient Egypt, and understand some of their characteristics like aspects of everyday life and details associated with the pharaohs and mummification.

104. Between the ages of 11 and 16, pupils continue to extend their knowledge through a study of British, European and world societies and as they do so, they develop historical skills of enquiry. Pupils are encouraged to learn about the past by seeking clues and through historical questioning and they are required to consider the problems associated with conflicting clues. Consequently, they know about potential sources of evidence and understand the differences between primary and secondary sources through studying events such as the Battle of Hastings and the evidence provided by the Bayeux Tapestry and other sources. Pupils are also exposed to aspects of modern history and their relationships to previous times. For example, they know about the Atlantic Slave Trade and therefore understand the driving force behind the Civil Rights Movement in the United States of America in the 1950s. Topics such as this contribute extremely well to pupils' moral and cultural development as they consider concepts such as 'freedom' and identify black people who they consider icons in music, sport and politics.

105. Teaching is good overall, with some excellent lessons but on occasion, lessons have significant unsatisfactory features. Teaching for those aged 11 to 14 is of a particularly high standard. These lessons are characterised by exceptional oral work during which the teacher challenges pupils to consider complex and sophisticated concepts such as the development of propaganda and how throughout time powerful individuals have manipulated the media to convey favourable impressions. During these sessions, pupils are stretched to the limits of their observation and imagination as their horizons are broadened by the teacher's meticulous planning and highly skilful use of questions and resources based on excellent knowledge of the subject. Therefore, learning is extremely good during these sessions because pupils are attentive and respond well because they are very involved with the subject content. In addition, the activities are varied and interesting and build systematically on pupils' previous learning. Some unsatisfactory features were observed in lessons for pupils below the age of 11 and those aged 15 and 16. These sessions did not present the level of challenge apparent in the best teaching. On these occasions, pupils did not learn as well as they might because activities did not meet their needs. One reason for this is that the planning in weaker lessons does not identify extension work that challenges the learning of higher attaining pupils and therefore they are not given opportunities to work independently in retrieving and interpreting information. Again, those pupils having trouble are given too little individual support. On one occasion, pupil management was insecure and therefore significant amounts of time were lost trying to produce a disciplined and orderly classroom.

106. The subject co-ordinator has only recently assumed whole school responsibility. Management is satisfactory but there are no planned opportunities for the co-ordinator to monitor and evaluate the development and teaching of the subject. As a result, the quality of planning is inconsistent at all levels and a scheme of work that gives an effective and planned overview of how the subject will be taught throughout the school is not fully in place. Lesson planning, in some cases, does not yet focus sufficiently clearly or specifically on developing pupils' historical skills, knowledge and understanding. Attention should also be paid to providing increased opportunities for pupils to use new technology as part of their historical investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. Standards have been maintained in information technology since the last report, with improved resources and weekly lessons in the computer room for all pupils.

108. Throughout the school, individual pupils make steady progress, and they achieve satisfactorily. They learn the basic skills of entering text and numbers into computers, and bringing pictures into their work, making graphs, putting borders and attractive titles on their pages – such as adverts for a club, a sports badge, or a café menu. They have used sensors to see how much light there is in the room, for example, or how quickly a beaker of water warms up or cools down. There is not a lot of difference in computer skills between the youngest pupils and those at the top of the school. This is partly because many of the more able pupils return to mainstream schools as they get older, but it is also a sign that the teaching is not always as challenging as it might be, and that skills are not extended and reinforced in other lessons, apart from English and mathematics, where one particular computer program is used extensively. In other subjects, pupils do not regularly use computers to enliven their learning, although good resources are available in virtually every room in the school.

109. The teaching of information technology is satisfactory in the main. Pupils responded well in one lesson when the teaching had a clear aim, and the work was challenging throughout the lesson. They generally work well alongside each other, and the teacher and

support assistant give valuable assistance to individual pupils, although the teacher has insufficient knowledge of some of the basic programs. Opportunities to extend pupils' skills and concentration are sometimes lost, when, for instance, the teacher allows the pupils to play games for the second half of the lesson instead of continuing with the work.

110. There is not a plan of what will be taught throughout the school. The teacher relies on a series of assessment pages that show what pupils have learned, not what they *will* learn, or *when* they will learn it. Typically, the teacher does not adhere to any form of long term planning, and the lesson planning is often unclear, and lacks a focus. There are times when classes from different parts of the school all do virtually the same lesson, such as entering data about the decline of songbirds in Britain: there is much more scope for the work to be more relevant to other subjects that the pupils are studying.

111. The leadership and management of information technology are satisfactory. Pupils' progress is recorded well, but the information is not used to change what will be taught in future. The resources have been built up well, but the plans for the future development of the subject are not clear. The co-ordinator and the school management team need to agree on the exact role of the co-ordinator, and what the targets are for the subject, including responsibility for the residential provision; the introduction of an externally accredited course for the older pupils; and staff training.

MODERN FOREIGN LANGUAGES

French and Spanish

112. The school has successfully begun to teach foreign languages to many pupils over the age of 11. Although there is not a specialist language teacher, the school plans to appoint one as soon as possible. In the meantime, the good tuition that many pupils are receiving in French and Spanish is a considerable improvement on the situation at the time of the last inspection.

113. French is taught to a group of pupils who are likely to return to mainstream schools in the foreseeable future, and their early learning will stand them in good stead there. The teaching is lively, imaginative and based on practical activities, including a French breakfast with pain au chocolat one morning. The teacher has good skills and a good accent, and she bases her lessons on the spoken language, with some written work. The pupils respond very well to this, and they are beginning to speak French with confidence, working very well in pairs in mock situations, greeting each other, asking for meals and drinks, and enquiring about each other's health.

114. Two members of staff who are based in one of the residential houses speak Spanish fluently, and they teach it to about half of the pupils in school. The lessons are in small groups withdrawn from other lessons at different times of the day, and in the evenings. This teaching is also good, and it has been very effective in giving pupils confidence in speaking Spanish. They speak to each other, to the teachers, to a computer program that records and replays their voices, and to a host of people on the trips to Barcelona that are becoming a regular feature of the provision of the school. One group of pupils has sung "Silent Night" in Spanish, on television! Another group had a "tapas evening" of Spanish food one evening. This was not only a superb opportunity for pupils to practise their language skills, it was also a wonderful social "family" occasion in their residence, with a very good and tasty range of food and drink that the pupils and staff enjoyed very much.

115. This subject is managed soundly at the moment, with appropriate books and computer programs. There are good plans to extend the provision, as well as to continue

with the very good out-of hours sessions and trips.

MUSIC

116. Pupils below the age of 11 achieve well; they perform and compose music and extend their knowledge of notation and of the work of celebrated composers. Achievement continues to be better than expected in many aspects of their work across the age range. However, arrangements for providing teaching are sometimes subject to change, pupils are not always able to attend the small group sessions for which they are scheduled, and in some cases, this affects their progress.

117. By the age of 14, pupils identify note values, for example, crochet, minim, and semibreve, and they copy write notes onto a staff. They can name the notes in the treble clef. Pupils have experience of composing music and they have made a School CD of their compositions. They listen to music by a range of composers.

118. Pupils of all ages are involved in performing music, for example, they sang a carol in Spanish that was recorded and shown on television. At Christmas, pupils take part in a production singing and playing a range of percussion instruments. These activities are a source of pride for the pupils and enable them to achieve highly and make progress. It is also an area of music provision that could be developed further.

119. The quality of teaching in the lessons observed was very good. Lesson planning is detailed with clear objectives. Pupils are interested and motivated by using a computer programme to write music. They concentrate well and make good progress. When pupils see the complex notation generated by their improvised playing on the keyboard that appears on the computer screen they are delighted.

120. The music curriculum includes opportunities for pupils to listen, perform and compose. The plans consist of a list of topics to be covered. However, these topic areas are the same for each year group and the plans do not make clear how the experiences to those of different ages and musical competence will differ. The plan does not provide a sufficiently detailed map on which to plot and track the progress of pupils over time. An assessment is made after each lesson of individual pupils' responses. This process ensures that in the short term, progress is made towards learning the skills being taught. Accreditation is not yet in place; this was the situation at the time of the last inspection.

121. The contribution that music can make to other curriculum areas remains underdeveloped. There are examples of good practice, for example the use of music by Villa Lobos 'The Little Train of Caipira' to support a poetry lesson in English but more could be done in association with art and literature, for example. It does, however, play a good part in promoting pupils' spiritual and social development. Resources for music are satisfactory.

PHYSICAL EDUCATION

122. Overall, the provision for physical education is very good. Pupils of all ages are achieving very well because they are taught very well. They enjoy a very broad range of learning opportunities, including a comprehensive outdoor education programme, that make a considerable contribution to their physical and personal development. For example, in Year 6, pupils begin rock-climbing and know what is needed to keep themselves and others safe. Pupils' listen and respond very well to instructions and co-operate with each other in tackling different grades of vertical climbing. By the end of Year 6 pupils play a range of games and work as part of a team. They swim and make very good progress towards distance targets and achieving swimming awards. By the end of Year 9, pupils have refined their knowledge

and skills in games. In football, they move the ball defensively and invasively using their feet and head, although most have difficulty using the space on the pitch to gain an advantage over opponents. They make better use of space on the badminton court to play a variety of shots. Pupils who find difficulty balancing and co-ordinating hand and eye movements make very good progress by practising basic service and return shots. These pupils are given close support by teachers and nets are adjusted to help sustain rallies. Consequently pupils develop in confidence and take an interest in playing. By the end of Year 11, pupils have made very good progress in acquiring effective playing strategies in football. They understand a more elaborate use of space on the pitch, for example passing the ball between pairs and trios or turning with the ball and moving past an opponent. In Year 11, pupils enter for the Certificate of Educational Achievement in physical education. In 2001, all of the seven pupils entered gained distinctions. Some pupils, when they leave school, go on to study for a National Vocational Qualification on a Sports Instructors Course at a further education college.

123. Teaching is very good. Teachers possess very good expertise in physical education and outdoor education, which is translated into comprehensive plans for what is to be taught. Plans are carefully balanced so that, over time, pupils, whatever their needs, learn systematically. Pupils are very aware, therefore, that they are accumulating a broad range of knowledge, skills and understanding of sports and other physical pursuits and this has a very positive effect in terms of developing interest and confidence. They respond with considerable effort to teachers' high expectations and always behave very well. Several pupils have joined local teams and one of the few black pupils plays for a local rugby club. A significant contribution to pupils' very good progress is made by very effective procedures for assessing their learning. This is linked to several sports awards that pupils gain, demonstrating their increasing competence in physical and outdoor education activities. Those pupils who do not perform as well as most because of additional special needs such as poor balance and co-ordination are assessed appropriately and included effectively with appropriate challenges. Teachers approach their lessons in a very clear-minded manner and work always to well-defined objectives, which are fully shared with pupils. In football coaching, Year 10 pupils, having listened attentively to what the teacher wanted, learned to think ahead about how they moved, used space and passed the ball. Pupils in Year 6 have a major objective for listening and talking constructively and in turn. In their outdoor education lesson, this was a central focus of the teacher's approach and consequently pupils learned to respond properly and when it was appropriate. The timetable of lessons is designed so that classes of approximately similar age are combined into larger groups, which provides the numbers for teams and increases the challenge of activities.

124. Physical education and outdoor education are led and managed very effectively. The teachers responsible are well organised, highly motivated and understand the importance of achievement in these areas of learning, particularly for pupils' personal development. This is clearly expressed in the very good range of learning opportunities provided. There is a rich assortment of activities outside of the school day in sports and outdoor education that complements the curriculum. Very good links exist with sports organisations in the community and with schools, which make a positive contribution to the quality of provision overall. The standards other schools and organisations achieve are known. The extent of improvement since the last inspection is very good. The quality of teaching and the amount of pupils' progress have improved greatly. The development of outdoor education and its resources makes a significant contribution to provision and pupils' achievements.

RELIGIOUS EDUCATION

125. Pupils across the age range learn about the customs and beliefs of major world religions and the lessons for their own lives that can be drawn from these. They achieve very well showing very good knowledge and sensitivity towards, and increasing understanding of,

the purpose of rites, worship and celebrations.

126. By the age of 11, pupils know several stories from The Old Testament. They are familiar with the structure of The Bible and know that it is a special book for Christians. In their work on Genesis, they retell in their own words, the order of creation and the story of Adam and Eve. They know that The Bible is divided into books and that the group of 27 books that describe the life and work of Jesus is termed The New Testament. They know the names of the evangelists and notice the similarities and differences between their accounts of the same incidents.

127. By the age of 16, pupils have developed their knowledge of world faiths. Those who are 14, show impressive empathy as they discuss the rites and customs associated with death in Judaism and Christianity. They have a depth of knowledge about the language used in these religions to articulate rites of passage or beliefs. They know, for example, that in Judaism, the final rite following burial is called "Kaddish". They also know that Christians hope to rise again and that this is termed "Resurrection".

128. This very good progress and highly successful learning in religious education is brought about by excellent teaching. This combines considerable rigour, high expectations and sensitivity when matters that can have personal significance for pupils are being discussed. In a lesson for 11-year-olds on the synoptic Gospels, the teacher's excellent planning and class management enabled the pupils to notice the points of difference in the accounts of Mark and Mathew of Christ walking on water on the Sea of Galilee. They were also able to form some understanding about why the accounts differ. Again, in a lesson on how death is viewed by believers of different faiths, the teacher's excellent management of the group and great attention to their personal feelings prompted the pupils to make very sensitive and thoughtful contributions.

129. The subject is well co-ordinated and the curriculum followed is derived both from the published advice of the Qualifications and curriculum Authority and the locally agreed syllabus for religious education. Further development of a suitable scheme of work is, however, now necessary. This will ensure that teachers, especially those who are not specialists in this subject, are given sufficient detailed guidance about what should be taught, the order that lessons should follow and the resources that it is best to use. No judgement was made on the quality of teaching or pupils' achievement at the time of the last inspection. The outcome of this inspection signifies that the subject has developed well.