

INSPECTION REPORT

TREETOPS SCHOOL

Grays, Essex

LEA area: Thurrock

Unique reference number: 115454

Headteacher: Mr. Paul Smith

Reporting inspector: Sue Aldridge
8810

Dates of inspection: 30th April – 1st May, 2001

Inspection number: 194807

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community special
Age range of pupils: 5 – 16 years
Gender of pupils: Mixed

School address: Treetops School
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Grays
Essex

Postcode: RM17 5LH
Telephone number: 01375 372723
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Appropriate authority: The governing body
Name of chair of governors: Mr. Kevin Brice

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Treetops is a mixed, day, community special school for 116 pupils from five to 16. Most pupils have moderate learning difficulties, but significant minorities have autism, speech and communication difficulties, emotional and behavioural difficulties, and developmental delay. In the primary classes, there are almost as many pupils with autism as there are with moderate learning difficulties. All pupils have statements of special educational need, almost all are white, and very few speak English as an additional language. When they enter the school, pupils have low attainment. Since the school was last inspected, it has become part of the unitary authority of Thurrock, more pupils with autism have been admitted, and a new headteacher has been appointed.

HOW GOOD THE SCHOOL IS

Treetops is a good school, which is developing well towards its goal of becoming a centre of excellence. Good teaching helps pupils to achieve high standards, and strong leadership by the headteacher and senior management team is effective in creating an inclusive school. The school is well managed, and provides good value for money.

WHAT THE SCHOOL DOES WELL

- Good teaching helps pupils to achieve high standards, particularly in English, science and mathematics.
- The headteacher has a clear vision of a school that is a part of an inclusive community; this is shared by a high performing senior management team and the committed staff.
- The school is highly regarded by parents and members of the community.
- A good start has been made in developing provision for pupils with autism.

WHAT COULD BE IMPROVED

- Monitoring and evaluation of the school's work.
- Setting targets for pupils' personal and social development; recording outcomes of IEP targets.
- Reports, and some other information for parents.

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 March 1997. Since then there has been good improvement. Standards of achievement have improved, and the school received a Certificate of Excellence, from the Department for Education and Employment, for improved results in National tests in March 2001. Pupils' attendance has also improved; it was judged unsatisfactory at the last inspection, and it is now good. The process of monitoring the whole curriculum is now well established, and staff have improved their assessment practice, including the marking of pupils' work. Staff now give homework regularly, and the school has developed guidance for parents on how they can help with this. Pedestrian access to the school has been established, making arrivals and departures safer, and there has been significant improvement to the accommodation. The school has reviewed the length of the school day, and has increased the taught time for all pupils.

STANDARDS

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

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

* *Individual education plans*

The school has not yet set whole school targets for improving standards of achievement, although it has carried out preparatory work to enable it to do this. Pupils achieve particularly well in English; there are many opportunities for pupils to improve their speaking and listening, reading and writing skills in subjects other than English. There are clear targets, closely linked to pupils' individual needs, to improve skills in English, and pupils make very good progress against these. By the time they are 16, pupils are competent and confident communicators. In summer 2000, half of the leavers achieved merits or distinctions in their Certificate of Achievement examination in English. In mathematics, pupils at 16 make good progress against their targets, and they achieve well in Certificate of Achievement; in summer 2000, a third of pupils achieved a merit and all others passed. In science, although individual targets are not set in pupils' IEPs, pupils achieve very well in the Certificate of Achievement examination; in summer 2000, the majority achieved merits or distinctions. Not all pupils have targets for personal and social development identified in their IEPs, although the school assesses each pupil on the P scales and predicts an expected level for the following year. Where targets are set in IEPs, most achieve these well, but occasionally targets are not achieved and these are not carried forward to the next IEP.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Good. Pupils show interest in lessons and are keen to succeed. They try hard to complete tasks they are set. Those that need support co-operate well with adults who provide this.
Behaviour, in and out of classrooms.	Good. Pupils behave well in class, around the school, and when out in the community. They are pleased to see visitors and are friendly and polite to them. Exclusions are diminishing.
Personal development and relationships.	Good. Pupils are keen to take responsibility. They grow in self-confidence and independence as they progress through the school. Many pupils are self-assured when performing in front of audiences, in school productions, or as soloists in Song Club. Pupils get on well with one another and with staff, and this helps to create a harmonious learning environment.
Attendance.	Good. The school compares well with similar schools nationally. Pupils like coming to school.

TEACHING AND LEARNING

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

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

Teaching is good, with some very good features, particularly in English, mathematics and science. Altogether, 41 lessons were seen; teaching was very good in 12 (29 per cent), good in 22 (54 per cent) and satisfactory in 7 (17 per cent). No unsatisfactory lessons were seen. The National Literacy and Numeracy Strategies have been implemented well in the school. Training in teaching literacy and numeracy has been effective in further developing teachers' skills. They plan their lessons well, using their good knowledge of pupils' individual needs to ensure that tasks are well matched to pupils' abilities. Good subject expertise contributes well to high standards in science. Pupils work hard in lessons, which proceed at a good pace, and several older pupils are able to work fairly independently. However, pupils do not always know what their targets are, and teachers rarely explain what the lesson's objectives are, or what pupils need to do to achieve success. As a result, pupils do not develop a good knowledge of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	Good overall. All subjects are taught as required. There are excellent opportunities for performing arts, several extra-curricular clubs, and opportunities for residential and outdoor education.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Good overall. The school provides very effectively for the development of pupils' social skills, and moral values. There are satisfactory opportunities for the development of pupils' spiritual and cultural awareness.
How well the school cares for its pupils.	Good overall. Teachers know pupils well and provide good pastoral support. There are good procedures for child protection, and good arrangements to ensure pupils' welfare. Arrangements to ensure the health and safety of pupils are satisfactory; the school has yet to carry out risk assessments on any areas of its work.

The school works very effectively in partnership with parents, who value the provision it makes for their children. In turn, parents support the school's work well; several are active in developments to support and share expertise with others in the community, through support groups.

All pupils are welcome to join the school's extra-curricular clubs, irrespective of their skills and abilities. The Song Club and annual drama productions offer excellent opportunities for pupils to socialise with others, work as a team and perform in public. Some pupils are accomplished soloists and confident actors. Nevertheless, after-school clubs do not offer a wide enough range of activities for all pupils' tastes. In general, pupils are well supported by therapists in their learning. However, at the time of the inspection there was no speech therapy provision because of staffing difficulties, and whilst parents recognised that this was outside the school's control, it concerned some of them a great deal.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Good. The headteacher and staff share a clear vision for how the school can develop in future to best meet the needs of pupils in an inclusive society. Staff work well together as a team, and the school's aims are regularly reviewed. At present, subject co-ordinators do not all monitor and evaluate teaching and learning.
How well the appropriate authority fulfils its responsibilities.	Satisfactory. Governors are very supportive, and are committed to the school's development as a centre of excellence. They monitor the school's work well, but are not yet involved in evaluation. They recognise that they need to develop a more strategic role.
The school's evaluation of its performance.	Satisfactory. The progress that pupils make is carefully monitored through annual reviews, and the school actively seeks the views of both parents and pupils. It includes measurable success criteria in its school development plan. However, it does not yet compare its performance with similar schools nationally.
The strategic use of resources.	Good. All funds are allocated according to need and are used well to improve standards and provision; the school has been successful in obtaining additional sources of funding to support developments. There is a long term plan for improving the accommodation and facilities. The current underspend is satisfactorily explained by the delay in completing existing building projects.

The school has been successful in obtaining the Investors in People Award, and training has been well targeted to ensure that staff have the necessary skills to support the school's changing pupil population. Staff contribute to the training and support of teachers outside the school.

The headteacher is heavily committed to working with colleagues in the local education authority to further develop the school's role as a centre of excellence, and to review Thurrock's provision for pupils with special educational needs. This has meant that the deputy headteacher has taken on wider responsibilities, which currently are not shared well enough with subject co-ordinators. Although their job descriptions identify the monitoring of teaching in their subjects as one of their tasks, they do not have the time to do this at present, although there are firm plans to provide this. Similarly, the task of keeping the curriculum under review rests mainly with the deputy headteacher.

The school applies the principles of best value in a satisfactory manner. It has good arrangements to ensure that it gets value for money from its purchases, but it does not yet compare itself with other similar schools nationally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Parents are comfortable about approaching the school with questions or a problem.• The school expects children to work hard and achieve their best.• The school is well led and managed.• Teaching is good.	<ul style="list-style-type: none">• More homework for secondary aged pupils.• A wider range of activities after school.• A few would like more information about how their children are getting on.

Inspectors are satisfied that secondary aged pupils are given sufficient homework. They agree with parents that after-school activities favour pupils who like sports. They find that pupils' annual progress reports are of variable quality. Some of the reports make clear what pupils know, understand and do, and state what progress they have made in the past year. Others do not do this; they describe pupils' attitudes to their work, and do not meet requirements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching helps pupils to achieve high standards, particularly in English, mathematics and science.

1. There are high standards in English, mathematics and science. These are the result of good teaching, which features good expertise on the part of the teacher, a broad range of learning experiences, detailed planning that takes account of pupils' individual needs, and the use of methods that appeal to pupils.
2. Teachers have been very well trained and supported in implementing the literacy and numeracy strategies. As a result, they are confident and competent in teaching these skills, both within literacy and numeracy lessons, and across the curriculum. They also know their pupils well, and are skilled in selecting methods that appeal to pupils and motivate them. Teaching assistants are well briefed, understand the pupils well, and give finely judged support. This means that pupils are encouraged to work as independently as possible. Many older pupils work on their own for suitable periods of time, seeking help only when they need it.
3. Teachers plan their lessons well; plans for English and mathematics take good account of pupils' individual targets, which are closely matched to the needs identified in their statements of special educational need. In classroom activities, teachers use groups, varying tasks, and individual support to ensure that pupils tackle tasks that are suitably challenging. Pupils respond well; they know that they are required to work but are confident that tasks will not be too difficult, so they tackle them with interest and enthusiasm.
4. In English and other subjects, teachers provide a very good range of opportunities for pupils to practise their speaking and listening, reading and writing skills. In the classes for primary pupils, teachers and support staff sign well, and this supports pupils' understanding of what is said. There is very good signing to accompany the singing in assembly, and at Song Club. In annual productions, and on occasions such as Carols by Candlelight, pupils have opportunities to speak and read poetry to an audience. During the inspection, a group of year 11 pupils were seen learning how to respond in a formal interview. They grew in confidence as they listened to their peers, and all had taken their turn by the end of the lesson. In a history lesson, pupils were seen learning about the causes of the French Revolution, through a discussion led by the teacher, and using written material as a stimulus. There was no shortage of volunteers to read aloud, even though some found this difficult, and were quite hesitant. They were clearly not afraid of ridicule. Teachers also encourage pupils to use the language associated with different subjects. In a science lesson, led by a subject specialist, older pupils were using the terms *aerodynamics* and *streamlining* with confidence and clear understanding. In science, pupils are taught the correct spelling for new vocabulary, which helps them with their written work. In several lessons teachers were seen encouraging pupils to take care with the quality and presentation of their written work.
5. In a literacy session for older pupils, the teacher set an appealing task on synonyms. Pupils were given a range of words, written on cards, that could be used instead of *said*, and they were

asked to arrange these in order of loudness. Pupils enjoyed this task and completed it well; they learned from one another and, through discussion led by the teacher, developed an understanding of the precise meaning of each word.

6. Many mathematics lessons start with a lively mental session, which pupils anticipate keenly and enjoy greatly. Games are used to very good effect, and pupils are taught strategies that they can use to help themselves work out numerical problems. Teachers challenge pupils to explain their answers and methods, and in this way pupils remind others of techniques. For example, one pupil was able to describe how he solved the problem of adding 15 pence, 93 pence and 85 pence. 'I look for the pair that make one pound', he explained. When pupils work in groups, the teacher monitors their work carefully. In one lesson, the teacher successfully intervened to clarify, challenge and extend pupils' understanding of place value.

7. Teachers make good use of investigative work, and choose tasks that appeal to pupils. In one such lesson, the teacher made very skilful use of an excellent piece of apparatus, associated with a game, '4 in a Line', to enable pupils to build up a 3-dimensional bar chart showing how many preferred each of four types of sweets. Pupils were well motivated and involved in this task. Having helped to construct four real columns, using coloured discs, they were able to transfer this to a two dimensional chart on the whiteboard.

8. Teachers use their skills and expertise both to challenge and support pupils. For example, in an art lesson a teacher challenged pupils to produce *masterpieces*, and carefully taught them how to blend colours. She encouraged them to be more self-critical, and to seek to improve their work. Pupils rose well to these challenges. In a design technology lesson, where some pupils had difficulty in carrying out manipulative tasks, the teacher had devised a series of jigs that enabled them to drill and cut angles accurately. This meant that all were able to successfully complete the task.

The headteacher has a clear vision of a school that is a part of an inclusive community; this is shared by a high performing senior management team and the committed staff.

9. Since his appointment, the headteacher has enthusiastically embraced the principle of social inclusion and set out to establish a more outward looking school that serves well its community, as well as its own pupils and their parents. His particular skill in establishing good working relationships with staff has helped to secure strong commitment to this vision, and he has built a high performing senior management team. Each member of the team has contributed very effectively to school development and to developing support for pupils with special needs, and their parents, in the wider community. For example, the deputy headteacher has led the school's work in obtaining the Investors in People Award, and members of the senior management team have successfully led the implementation of the numeracy strategy, and the further development of provision for pupils with autism.

10. By involving staff, in analysing the school's strengths and weaknesses and reviewing their own professional development needs, the headteacher has successfully secured commitment to a more inclusive approach. He shows confidence in the staff, and values the work that they do. As a result, all staff have positive attitudes to innovation, which has resulted in the introduction of such initiatives

as the Youth Club and Summer Play Schemes, where pupils from Treetops mix with others from mainstream schools. The school's

caretaker strongly supports both of these developments. Staff show a willingness to be flexible in order to meet individual needs. For example, pupils from other schools are welcomed into certain sessions during the school day, and others join in extra-curricular activities, such as the football club.

11. The school is committed to playing its part in implementing the local education authority's policy for meeting special educational needs, and this has led to a number of positive developments. There are strong links with special educational needs co-ordinators (SENCOs), who work with clusters of schools within the LEA, and identify support needs in mainstream schools. Links with primary and secondary schools are well established, and members of the senior management team are active in giving staff in these schools advice on the teaching of pupils with learning difficulties. The school has recently started a resources library, so that colleagues from mainstream schools can see resources actually in use in the school, and evaluate them for their own use.

12. The school acts as host to several groups, which meet regularly. The Autism Support Group and the Downs Syndrome Support group both meet at the school, and include parents of pupils at schools other than Treetops. These groups have a room for their meetings, and they may access the Internet whilst in the school and read journals that the school subscribes to for staff use. Cluster SENCOs meet at the school each half term.

13. The headteacher is conscious of the need to ensure that the school does not lose more than it gains in fostering links with the wider community. To this end, the school's aims are kept under careful review as part of its improvement planning process. The school also forges links which will help to inform its own practice. For example, the headteacher took part in a national working group to develop criteria for excellence in special schools, and he attended a conference on inclusion in Sweden. As a result of the latter, pupils at Treetops have been in touch with pupils in Sweden, using electronic mail.

The school is well regarded by parents and members of the community.

14. Parents have very positive views of the school. About a third of parents returned questionnaires and a number of these also wrote comments or letters to give more detail about the reasons for their views.

15. All parents who expressed a view said how welcoming they find the school, and how they would not hesitate to visit because they would 'always be seen'. They feel that the headteacher and staff make time for parents, and that they are valued as partners in the education of their children. One parent wrote of the headteacher's support and encouragement for her family, and described how he has taken the school from 'strength to strength'. Another wrote of the hard work, patience and commitment of staff, adding that her child's life had been 'completely transformed'.

16. Several parents wrote of the gains that their children had made since coming to the school. Many found the increase in confidence most noticeable. Others wrote of their children achieving more than they could have hoped or dreamed of, in speaking, reading, writing and spelling. One mother wrote of the distressing experience her child had had at a previous school, and how well she had subsequently settled and progressed at Treetops. One letter concluded with the words, 'Treetops finally gave us hope'.

17. Members of the local community who work with the school, also regard the school well. During the inspection, a group of eight representatives from the education welfare service, parent partnership scheme, youth club, other schools, support groups, cluster special needs co-ordinators, and social services met with inspectors to discuss their work with the school. All were full of praise for the school, the headteacher and staff. They were able to identify the positive impact of their collaborative work with the school, and plans for future development.

18. The school has also received wider recognition for the quality of its work. Recently, the numeracy co-ordinator, also a Leading Maths Teacher, has been asked by the LEA to fulfil a consultancy role for local primary schools. The literacy co-ordinator has led local and regional training sessions on the practicalities of implementing literacy sessions in special schools, and had an article on the subject published in a NASEN (National Association for Special Educational Needs) journal. In March 2001 the school also received a Certificate of Excellence for its improved results in National Tests.

A good start has been made in developing provision for pupils with autism.

19. The school has made a commitment to making high quality provision for pupils with autism, and a good start has been made, particularly in the primary classes. In these there is a high proportion of pupils with autism, and they are well integrated with others in each class. There has been considerable investment in training staff, and there is a good level of expertise in different approaches that can be used in teaching pupils with autism. Teachers have adopted a selective approach, borrowing from the various approaches those things that add to methods they already use successfully.

20. Pupils with autism learn as well as other pupils at Treetops. There are high expectations of their work and participation, and good strategies to reward them for their efforts. For example, pupils are able to choose a favourite activity during *Golden Time*, but this privilege is withdrawn if pupils do not meet expectations. Good use of schedules helps pupils to understand and accept that they need to move from one task to another, and teachers build structure into the school day so that pupils become familiar with this. Teachers choose methods that help pupils with autism to learn. For example, in a geography lesson, pupils were taken to a nearby house to find out about different kinds of dwellings. This first-hand experience helped all pupils, including those with autism, to make observations.

21. Staff work closely with parents, who appreciate the provision that the school makes for their children. Where pupils with autism have a particular fear, they have been helped to overcome this. One parent described how her child's fear of going to the hairdresser had

been removed after the teacher took the whole class to the hairdresser, where the child was persuaded to have his hair cut. Parents of pupils with autism who are not on the school's roll are invited to coffee mornings at the school. They are able to join the Autism Support Group, and benefit from the facilities and expertise the school has to offer.

22. A member of the senior management team has responsibility for this aspect of provision. She works with colleagues in mainstream schools, advising on the teaching of pupils with autism, and together with a designated educational psychologist and cluster SENCO, she has devised a six-week training course for colleagues in mainstream. Colleagues from mainstream schools are welcomed to Treetops, to see provision at first hand.

WHAT COULD BE IMPROVED

Monitoring and evaluation of the school's work

23. There are co-ordinators for all subjects in the school, and many of them are subject specialists. The good relationships amongst members of staff ensure that there is much sharing of good practice, and co-ordinators support colleagues well in an informal way. Subject leaders for English and mathematics have well developed procedures for monitoring teaching and learning.

24. Although the job descriptions of subject co-ordinators include the key tasks of monitoring and evaluating teaching and learning in their subjects, they do not have sufficient time for this, and have not all been trained to carry out lesson observations. The headteacher and deputy headteacher both monitor teaching, but this is limited in its extent by the headteacher's commitment to the LEA review of SEN provision and the further development of links, which take up much of his time.

25. Although the school regularly seeks the views of pupils and parents, it makes little use of available information to establish how well it is doing in comparison with similar schools nationally. For example, neither the headteacher nor governors have scrutinised the information in the special schools' Performance Assessment and National Contextual Data. (PANDA).

26. Governors are keen to develop a more strategic role. They have identified subjects that they oversee, and they visit the school frequently and sit in on lessons. However, although they report back on their visits they do not have a particular focus. The school's improvement plan identifies targets that are often measurable, and mentions governors as those partly responsible for monitoring and evaluation, but there is little evidence that they are directly involved in this.

Setting targets to improve pupils' personal and social development, and recording outcomes of IEP targets

27. Many pupils have targets for personal and social development identified in their individual education plans (IEPs), and in most cases these are achieved during the lifetime of the IEP. Occasionally, teachers record that a target has not been achieved, or that it has been partly achieved, yet that target is not carried forward to the next IEP. This limits the progress that pupils make.

28. By means of the P Scales, all pupils are assessed annually, on their attention, how well they interact with others, and their independence and organisational skills. For each pupil, a predicted level for the following year is identified. This information is to be used to set whole school targets for personal and social development. However, although the school is predicting where pupils are likely to be in a year's time, targets do not all find their way on to pupils' IEPs. As a result, there is no action taken to support pupils in achieving targets. Not only does this limit the progress pupils make, it also means that whole school target setting will be based on unreliable information.

29. Since the last inspection, staff have done much to improve assessment and recording procedures, and practice is now good. For example, staff have agreed that when it comes to assessing whether IEP targets have been achieved, they will use a system of identifying achievement, partial achievement, and full achievement. However, staff use several different codes to show these differences in achievement, and it is necessary to keep referring to a key to retrieve the required information. This is not helpful, particularly for new or temporary staff.

Reports, and some other information for parents

30. Pupils' annual progress reports set out clearly what work pupils have been doing in each subject. However, they are inconsistent in the extent to which they state what pupils actually know, understand and do in each subject, or give a clear picture of the progress that pupils have made during the year. Some do this well, but others report only on how well pupils have approached tasks, whether they have made a good effort, and if they have behaved well.

31. The governors' annual report to parents does not give details about the training that staff have undertaken in the last year; it simply mentions that the school achieved the Investors in People Award.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The headteacher, staff and governors should:

- improve monitoring and evaluation by:
 - * ensuring that subject co-ordinators have the skills and time necessary to carry out monitoring and evaluation of teaching and learning*;
 - * extending the role of subject co-ordinators to include the monitoring of teaching and learning;
 - * comparing the school's provision and performance with that of similar schools nationally;
 - * involving governors in evaluation of the school's work.

- improve target-setting and recording by:
 - * ensuring that all pupils have targets, in their IEPs, for personal and social development;
 - * ensuring that when PSD targets are not achieved they are carried forward to the next IEP;
 - * using a common format across the school for recording whether targets have been achieved, partly achieved or not achieved.

- improve the information given to parents by:
 - * ensuring that pupils' annual progress reports show what pupils know, understand and do in each subject, and state clearly what progress they have made;
 - * ensuring that the governors' annual report to parents contains all the information that it should.

* This forms part of the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	54	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y R– Y11
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils known to be eligible for free school meals	24

Special educational needs	YR – Y11
Number of pupils with statements of special educational needs	116
Number of pupils on the school's special educational needs register	116

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
National comparative data	10.5

Unauthorised absence

	%
School data	1.26
National comparative data	2.6

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

Attainment

At Key Stages 1 and 2, fewer than 11 pupils were eligible to take National tests, so results are not reported here.

End of Key Stage 3 (age 14)

Tests: 12 pupils eligible

	B	N	2	3	4	Abs
English	12	0	0	0	0	0
Mathematics	6	5	1	0	0	0
Science	6	0	2	3	0	1

Teacher assessment

	W	1	2	3
English	5	2	5	0
Mathematics	1	3	7	1
Science	0	0	6	6

End of Key Stage 4 (Age 16)

Fewer than 11 pupils took external examinations so results are not published here

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	2
White	111
Any other minority ethnic group	2

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	8	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

YR – Y11

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	9.6
Average class size	11

Education support staff:

YR – Y11

Total number of education support staff	19
Total aggregate hours worked per week	435

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	737380.00
Total expenditure	703759.00
Expenditure per pupil	6640.00
Balance brought forward from previous year	61591.00
Balance carried forward to next year	95212.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	92	8	0	0	0
My child is making good progress in school.	68	29	0	0	3
Behaviour in the school is good.	61	34	3	0	3
My child gets the right amount of work to do at home.	45	34	18	3	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	63	32	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	74	24	3	0	0
The school is well led and managed.	84	13	0	0	3
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	70	24	3	3	0