

INSPECTION REPORT

TRENCH HALL SCHOOL

Wem

LEA area: Shropshire

Unique reference number: 123630

Headteacher: Robin Wilson

Reporting inspector: Michael McDowell
1405

Dates of inspection: 27th - 30th May 2002

Inspection number: 196838

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	11 - 16 years
Gender of pupils:	Mixed
School address:	Trench Hall School, Tilley Green, Wem, Shropshire
Postcode:	SY4 5PJ
Telephone number:	01939 232372
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Appropriate authority:	The governing body
Name of chair of governors:	Edwin Thorpe
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1405	Michael McDowell	Registered inspector	Science, geography, history, religious education	Special educational needs, English as an additional language, What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19587	Mary Malin	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8056	Howard Probert	Team inspector	Mathematics, art, music, physical education	How good are the curricular and other opportunities offered to pupils?
16198	Carol Etherington	Team inspector	English, information and communication technology, design and technology, modern foreign language.	Equal opportunities, How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trench Hall School provides education for boys and girls aged 11 to 16 who have statements of special educational need because of their emotional and behavioural difficulties. There are places for 35 pupils. At present there are 25 boys on roll and no girls. Fifteen pupils joined the school at a time other than that designated for first admission and 10 left at a time other than the usual time for leaving or transfer. All pupils are white. They travel to school daily in transport provided by the local education authority. They come from across the county of Shropshire and from the neighbouring unitary authority of Wrekin. On entry, pupils' attainments are in most cases below the average for their age as a consequence of their special educational needs and, in some cases, fragmented attendance at other schools.

HOW GOOD THE SCHOOL IS

The school has struggled over time to offer satisfactory education to its pupils and to resolve intractable problems associated with unsatisfactory attendance and stagnant levels of achievement. Under its new leadership it has taken the crucial step of acknowledging its weaknesses and drawing up plans for improvement. Pupils' achievement is satisfactory with good progress being made in a few areas. Similarly teaching is satisfactory with well planned, well delivered lessons being the rule in some key areas of the curriculum. However, because of its vigorous, and well-informed leadership, and substantial backing from its local education authority, the school is in a position to move forward. It is not yet as effective as it should be and currently, especially because of the low levels of attendance, it offers unsatisfactory value for money.

What the school does well

- Because of well-planned and consistently good teaching, pupils achieve well and make good progress in mathematics, science and, for those in year seven, Spanish.
- Procedures for ensuring child protection and pupils' welfare are good.
- The parents think well of the school and links with them are greatly strengthened by the liaison work undertaken by the school.
- The head teacher provides very good leadership and has a clear view of what the school must do to improve and of the educational direction it must take.
- There is a clear, costed, development plan to eradicate weaknesses and move the school forward.

What could be improved

- In some subjects teaching and planning are ineffective; lessons fail to capture pupils' interest, encourage them to take responsibility for their own learning, and they achieve too little.
- Attendance, which is poor, and the rate of exclusions, which is too high. This is because the range of techniques used to encourage positive attitudes and ensure good behaviour is too limited.
- The curriculum does not at present provide the full range of learning opportunities to which the pupils are entitled, does not promote personal, spiritual and cultural development effectively, and is not significantly enhanced by opportunities for pupils to learn beyond the classroom and outside of the school day.
- Assessment of what the pupils know understand and can do and of their personal development, and the use of assessment to help in preparing coherent individual learning plans and lessons that challenge the pupils to achieve more.
- The effectiveness of the governing body in carrying out its responsibilities.

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

Since the last inspection in March 1997 the school has had several changes of management and there have been few periods of stability in which the issues raised at the last inspection might be addressed. The major issue of ensuring that all pupils receive their curriculum entitlement has not been successfully resolved neither does the school yet prepare individual education plans (IEPs) that fully reflect pupils' known learning needs. The allocation of resources and support does not yet ensure that pupils with literacy difficulties are systematically helped to overcome these. Numbers remain very low. A prioritised and costed development plan has just been put in place. The school has remained broadly static since the last inspection and in some areas, such as pupils' behaviour it appears to have regressed. Improvement since the last inspection is therefore unsatisfactory.

STANDARDS

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

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

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

The school sets targets for pupils' achievement that are at the low end of expectation and lack challenge. Historically, pupils in their final year have achieved modest success in General Certificate of Education examinations in a few subjects. The current targets envisage no change to this situation. Pupils achieve well in mathematics and in science as a result of good, well planned teaching. They also achieve well in Spanish, although this is taught only to pupils in year seven at the present time. Achievement is unsatisfactory in history and in religious education where progress is hampered by the absence of curriculum leaders for these subjects. Individual learning targets in, for example, literacy, numeracy or information and communication technology are not set and pupils' progress towards the objectives set for them at reviews is not efficiently and effectively recorded. However, on the evidence of work across the curriculum it is unsatisfactory. Progress in personal social and health education is unsatisfactory in lessons where behaviour is sometimes uncooperative and rude. These lessons make too little positive impact on pupils' personal development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory: High levels of unauthorised absence suggest that some pupils do not value the school and what it offers very highly, but when pupils do attend they frequently show interest in what they are offered and try to do well.
Behaviour, in and out of classrooms	Satisfactory: There is a high number of exclusions that reflects the lack of co-operation of a small proportion of the pupils. Within lessons the behaviour of pupils is mostly good but on a few occasions, it prevents learning from taking place.
Personal development and relationships	Unsatisfactory: A minority of pupils has begun to recognise that they have responsibilities to themselves and to others but most do not. Relationships with the adults who teach and support them are frequently positive but pupils' relationships with one another are often dysfunctional.
Attendance	Poor: During the twelve months before the inspection attendance was around 70 percent.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 11
Quality of teaching	Satisfactory

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.

Satisfactory: In most lessons, pupils make efforts to conform and to do the work that is set for them. There was teaching of good quality in two thirds of lessons, and, in a small number, the quality of teaching was very good. In just over a tenth of lessons, however, the teaching was unsatisfactory. Where they teach their specialist subjects, teachers have sufficient knowledge and understanding of the curriculum requirements to plan effective learning experiences. Pupils respond well in these circumstances and enjoy their lessons. They try hard and are quite proud of what they achieve. Teachers manage their pupils effectively in most cases but, where lessons have not been well prepared, or where the teacher's subject knowledge is shaky, pupils' interest is not captured and challenging behaviour begins to emerge. Not all teachers deal with initial misbehaviour with sufficient skill to prevent the lesson deteriorating and learning being interrupted. This was a significant reason for teaching being unsatisfactory. In well taught subjects such as mathematics, science, Information Communication Technology (ICT) or Spanish the teachers have high expectations that pupils will recall what they have previously learned and bring this knowledge to bear on their present learning tasks. The quality of teaching in English is satisfactory; good use is made of drama to encourage empathy and collaboration and also to refine reading skills. However support provided for pupils with specific literacy problems or to develop literacy more generally is too unsystematic. Teaching in mathematics is of good quality and enables pupils to make good progress. There is no overall strategy to promote the development of numeracy but the good teaching in mathematics lessons is effective in providing pupils with the skills to cope with the numeracy requirements of other subjects. Good teaching in science makes full use of a range of ICT to give lessons interest and promote learning. Teaching in personal social and health education fails to promote personal

development and is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory: Pupils do not receive all subjects to which they are entitled. Religious education is not regularly taught to all age groups and only pupils in Year 7 are taught a modern foreign language. There is no teaching of music. Some progress has been made since the last inspection in the quality of provision in mathematics and science. The curriculum is not enhanced to any extent by experiences provided by the school outside of the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: Pupils' moral education is promoted by the school's code of conduct and by the good examples provided by staff members. Opportunities for social development are provided within the school community and beyond it, for example, through the work experience programme. Too little is done to promote pupils' awareness of cultures other than their own and there are few planned opportunities for spiritual development.
How well the school cares for its pupils	Satisfactory: Pupils are well known to the staff and relationships between adults and pupils are good. Good Child Protection procedures are in place, pupils' behaviour and personal development are monitored and incidents are logged. Assessment of pupils' attainment is underdeveloped and its use is unsatisfactory. Individual education plans, (IEPs), lack specific, measurable targets. Not enough help is given to pupils with specific learning difficulties.

The school is developing its links with parents. It provides regular newsletters and a liaison worker visits families to act as a channel of communication between home and school and to follow up unexplained absence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory: The head teacher provides very good leadership but his appointment is recent. There is presently too little experience and expertise among the present management team to give full support to the programme of development he envisages.
How well the appropriate authority fulfils its responsibilities	Unsatisfactory: The governors are now fully aware of their responsibilities and strive to carry them out. However, there have been failures of oversight in the recent past. For example, they have not ensured that all pupils received their full curriculum entitlement or that the policies that they endorsed, were properly implemented.
The school's evaluation of its performance	Good: There is a new policy for performance management that has led to the systematic observation of teaching and learning. The school has recently audited its own performance and has listed priorities for future development that address identified deficiencies.
The strategic use of resources	Satisfactory: Support assistants are deployed sensibly to help pupils in the classrooms but better use could be made of those with expertise in the development of reading and spelling skills. The budget set for the

	coming year links educational priorities to planned expenditure. Governors are aware of the criteria of best value but as yet have not rigorously applied them when making decisions.
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There are sufficient teachers and support staff for the number of pupils on roll but there are subject areas where there is insufficient expertise to ensure that pupils receive their curriculum entitlement and make progress. Accommodation is cramped. Classrooms are small and only adequate because there is such a small number in attendance. Science facilities are limited and there is no properly equipped library. Learning resources are adequate in some subjects such as mathematics, and science but unsatisfactory in others such as design and technology, history, geography, physical education, music and religious education. They are unsatisfactory overall.

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 their children like school and they believe that they make good progress and that teaching is good and that they are kept well informed • They feel that the school is approachable if they have a problem and works closely with them and is well managed • They believe that the school has high expectations of their children and helps them to become more mature and responsible and that the school provides an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • The behaviour of pupils • There is insufficient homework

The inspectors note the parents’ positive views but are not able to agree with all of them. The inspection findings indicate that pupils make satisfactory rather than good progress, that while some teaching is good there is some that is unsatisfactory and that provision to ensure pupils’ personal development is inconsistent. They also judge that there are too few out-of-class activities. While pupils who attend regularly may enjoy going to school a considerable number attend irregularly suggesting that their full interest has not been captured. Inspectors agree that there is insufficient homework. They also agree that there is room for improvement in pupils’ behaviour.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many of the pupils are of average ability but their special educational needs have resulted in a fragmented experience of education and in many cases an unwillingness to commit themselves to the effort needed to catch up with others of their age. With very few exceptions, pupils' attainment in all subjects remains well below the average for their age. Some, however, have specific difficulties with literacy or with social communication and these pose additional barriers to learning. Overall, achievement is satisfactory. In one or two cases where subjects are well taught by a teacher who has specialist knowledge, achievement is good and pupils make good progress. Achievement is below expectations and progress is slow in those subjects where there is no specialist to teach them and lessons are taken on a "cover" basis. A further contributory factor that slows progress for individual pupils is their high rate of absence.

2. Pupils' achievement is satisfactory in English; they are particularly challenged because of the nature of their special educational needs in conforming to the requirements of good listening including respecting what others have to say. They do however learn, over time, to take their turn in speaking and to limit the extent to which they talk over others. By Year 11 they have taken good advantage of their opportunities in English and drama lessons to develop their speaking and they learn, for example, to express their thoughts as full sentences.

3. Progress and achievement in reading are also satisfactory so that by Year 11 many pupils are able to read for meaning and grasp the unwritten implications of text. A minority of pupils has specific difficulties with reading. Support assistants, a number of whom have taken courses in teaching reading to dyslexic pupils, work alongside these pupils in some cases. This method makes some contribution towards ensuring that the pupils who have the greatest difficulties continue to make progress.

4. Pupils make satisfactory progress in their writing and achieve as well as expected; they have learned to write in a range of styles by Year 11 and are prepared to successfully complete coursework for the General Certificate of Secondary Education (GCSE) or Certificate of Educational Achievement (CoEA) examinations.

5. Pupils make good progress in mathematics throughout their time in school and achieve well. They are prepared for the GCSE foundation course and those currently in Year 11 are on course to gain a grade in this examination. Pupils enter the school with very patchy mathematical knowledge and few skills. They develop a good understanding of number and of operations such as adding, subtracting, dividing and multiplying. Their understanding and accuracy in measurement, calculation and the graphical representation of data develops over time and is useful to them in other subjects such as science and design and technology.

6. Achievement in science is good, especially in knowledge and understanding. Pupils develop their ability to carry out and record investigations so that by Year 11 they are on course to take and gain a grade in external examinations such as the GCSE or the CoEA. By

using and becoming familiar with a range of information and communications technology pupils improve the accuracy of their investigations and experiments and the neatness with which their work is presented.

7. Achievement is satisfactory in art, and design and technology, and good in Spanish, which is taught only to pupils in Year 7. There are satisfactory achievement and progress in information and communication technology where up-graded resources are now being used effectively. Although achievement in geography in Years 7, 8, and 9 is satisfactory, the absence of a specialist subject leader is limiting pupils' learning. In physical education pupils' achievement and progress are satisfactory in the aspects of the curriculum observed, but no records were seen to indicate pupils' levels of achievement in other aspects including dance and gymnastics.

8. Achievement and progress were unsatisfactory in history in which there is, currently, no subject leader. Music is not taught and consequently pupils make no progress in the subject and their achievement cannot be judged. The long-term absence of the subject leader for religious education, which is not in any case taught to pupils in years 10 and 11, has also had a detrimental effect on standards. Pupils' progress and achievement in religious education are unsatisfactory.

9. Pupils have individual education plans but these do not set measurable targets for achievement in literacy, numeracy or other learning skills and are concerned with attitudes and behaviour. It cannot be said therefore that pupils make progress towards the targets set for them. This is unsatisfactory.

Pupils' attitudes, values and personal development

10. Since the last inspection, some minor improvements have been made but there has also been deterioration in some aspects of this area. Overall, pupils' attitudes to Trench Hall are satisfactory. There are some very positive attitudes from pupils who attend regularly and appreciate the extra help that they can receive in the small teaching groups. However, there are other pupils who show no such appreciation and who attend infrequently or who have a pattern of regular non-attendance. Similarly, pupils' behaviour is satisfactory overall, but can range from very good in informal situations to unsatisfactory in some lessons. Pupils' attitudes towards each other at break and lunchtimes are frequently considerate and these occasions are orderly. Pupils take turns well, are aware of the needs of others and collaborate to play team games.

11. Pupils' attitudes to learning and their behaviour are often directly influenced by the quality of teaching they receive. When teaching is good, teachers have good relationships with pupils and manage them well. Lessons are made interesting and teachers' expectations for what pupils will achieve academically and for how well they will behave are high. The very positive response to this quality of teaching was seen in a very effective design technology lesson for pupils aged 14 to 16, where the teacher treated pupils as mature young adults and insisted on the highest quality 'shop-floor' products. Pupils responded well, contributing confidently to the discussion, answering questions sensibly and working independently to achieve as high a quality of learning as might be found in many mainstream schools. Conversely, when teaching is unsatisfactory, teachers' expectations are much lower and management of pupils less effective. In these lessons, pupils' response was often unsatisfactory, with little enthusiasm shown and episodes of disruptive behaviour developing.

12. Although, overall, the small teaching groups enable staff to make good relationships with pupils, the relationships and interaction between the pupils themselves are unsatisfactory. Pupils generally show little understanding of the effects of their actions on

others and do not always respect others' feelings, values and beliefs. This could be seen in lessons where teachers included group discussions. Often, where differing opinions were expressed, pupils would jeer at the speaker and insult them in a personal way rather than challenging the viewpoint through reasoned argument, and younger pupils found it difficult to take turns in group discussion. As was the case at the time of the last inspection, teachers provide insufficient opportunities for pupils to take responsibility or use their own initiative. Instead, many teachers are overly managing in an attempt to keep behaviour under control; for example pupils do not take registers to the office and learning support staff are asked to put away even the oldest pupils' work and equipment in some subjects rather than pupils doing this for themselves.

13. Attendance at 70 percent is poor. There has been no improvement since the previous inspection. The number of exclusions, although less than before, has a very negative effect on attendance figures. With the small numbers in classes, the absence of one or two pupils can make a significant difference. Registration is efficient and complies with statutory requirements. Punctuality is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is satisfactory; there is a high proportion, better than two thirds, of well-planned lessons that successfully engage the pupils and encourage them to learn. There is also a small but significant proportion of lessons, just over a tenth, that do not stimulate learning nor move the pupils' knowledge and understanding forward.

15. Teaching is satisfactory in English and good in mathematics and science. The teaching of the basic skills of literacy and numeracy, however, is not sufficiently systematic and teachers do not set clear and well considered targets for their pupils in these skills. Teaching is satisfactory in art and geography and good in design and technology, information and communication technology, physical education and Spanish. It is unsatisfactory in history and religious education. Music is not taught.

16. Teachers have satisfactory knowledge of the subjects that they teach as specialisms and in some cases knowledge of the subject and the curriculum requirements is good. This is the case, for example, in mathematics, science, information and communication technology and aspects of design and technology. However, the prolonged absence of staff members or the sudden resignation of temporary teachers has meant that there are subjects where there is insufficient expertise. History, geography and religious education are examples. Preparation of lessons in these subjects is sometimes sketchy and the pupils do not respond well to the dull teaching, often based on work sheets, that results.

17. In lessons where the teacher is secure in their subject, however, stimulating and worthwhile activities are planned that are often successful in capturing interest. Such lessons might well provide the chance for pupils to broaden understanding through a well-chosen use of resources. For example a science lesson for pupils aged 11 to 12, who were learning about acidity, and who had previously used litmus indicators, was broadened by the use of ICT equipment. As a result, degrees of acidity were more finely measured and a different level of understanding of the relationship of acid to alkali was gained.

18. Expectations are sometimes high. Pupils are always aware of what is expected of them in mathematics, for example, where the teacher discusses with pupils what is required and uses questioning skilfully to praise and motivate. Clear objectives are a feature of the successful lessons across the range of subjects. There are, however, lessons where the outcomes are not made known to pupils in advance or where there are tasks that appear to be ends in themselves, such as filling in a worksheet. In these circumstances pupils fill the

vacuum in interest with their repertoire of difficult and challenging behaviours. On occasions behaviour becomes too difficult to manage and valuable teaching and learning time is lost.

19. While good use is made of dialogue and questioning to help teachers match the pace of lessons to their pupils' rate of learning, with few exceptions insufficient use is made of assessment. Individual assessments of what pupils know understand and can do within subjects are rarely used effectively when planning lessons. In a number of subjects no systematic means of assessing and recording attainment is in place. An outcome of this is that sometimes work is set that is too difficult or too easy for individual pupils.

20. Particularly when teaching a subject with which they feel at ease, teachers manage the pupils satisfactorily. Good teamwork with support assistants, anticipation of possible difficulties, and tasks that hold the pupils' interest play a part in enabling a good learning atmosphere to prevail. Use is also made of reward. However, when elements in the planning of the lesson have been misjudged or when expectations of behaviour are not made clear from the outset management becomes ineffective. In more than one lesson in five for pupils in years 7 to 9 behaviour was not managed well and pupils' attitudes were unsatisfactory; this had a detrimental effect on the learning of others.

21. Teachers are conscious of the volatility of their pupils and this plays a part in limiting the opportunities they provide for independent learning. Because of the lack of library provision there is also little opportunity for pupils to pursue their own interests and develop them. In general pupils are given sufficient feedback to judge their own progress but many remain unrealistic about the levels they achieve in relation to their age peers elsewhere. Teachers are conscious of the need to be positive in their feedback to their pupils but they need also to enable them to confront the reality of what they have to do if they are to realise the ambitions they espouse. In this context insufficient use is made of homework and too little demand is made of pupils to do more than the bare minimum. In general pupils do not develop independent learning skills at a fast enough rate so it is a pity that homework, which can be a very effective means of encouraging pupils to take responsibility for their own learning, is not used enough.

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

22. Overall the curriculum is not broad and balanced and progress since the last inspection is unsatisfactory. It does not fully meet statutory requirements. While the school provides a broad range of subjects for all pupils there is no music taught to pupils in Years 7, 8 & 9. Only pupils in Year 7 are taught a modern language. Religious education is not regularly taught across the age groups and assemblies do not include an act of worship. The provision in history is also unsatisfactory. Some progress has been made in the development of mathematics and science. The remaining subjects of art, physical education, geography, design technology and English, the provision is satisfactory but a review of these subjects is necessary to ensure that planning and assessment is improved and that suitable resources are provided that will best enable pupils at all levels of attainment to learn effectively.

23. The pupils' statements of special educational needs are mainly concerned with the management of behaviour and include limited information about the development and progress in subject areas. No disapplications of the National Curriculum have been sought. The absence of a modern foreign language, and the lack of music and religious education deny the pupils appropriate opportunities in accordance with their entitlement.

24. The overall co-ordination of the curriculum is at a very early stage of development and

the roles of the subject leaders requires further definition to ensure that the school has a clear overview of what is being taught and when. Not all lessons are planned with individual learning needs in mind. In Years 10 and 11 an alternative curriculum to GCSE is required in order to meet the needs of the lower attaining pupils.

25. The school has recently improved the provision for information and communication technology and established a suite of computers. Information and communication technology is used in some subjects, for example, the use of paint programmes in art and the Internet in mathematics and remote monitoring equipment in science. The curriculum as a whole, however, has not yet benefited from this development and there is an urgent need to review the existing equipment and resources in terms of the way ICT can support the work in subjects.

26. The numeracy strategy is already having an effect upon the teaching of mathematics and in some other subjects, for example, in science, where pupils' developing numeracy skills enable them to calculate effects in investigations and record their results in numerical form. However, a strategy for improving pupils' numeracy skills has not systematically been implemented across the curriculum.

27. The literacy skills of many pupils are low and there is some evidence that this occasionally retards learning across the curriculum. Where the teaching is good these deficiencies are addressed well and opportunities are used to develop understanding of the written and spoken word. The school is planning to implement a new strategy to improve this aspect of the curriculum. Pupils with specific learning difficulties will then have these systematically addressed.

28. The provision for extra curricular activities is unsatisfactory. The current timetable provides limited opportunities for activities and clubs during the lunch period and the pressure of transport at the end of the school day limits after-school activities. At the moment no provision is made for residential experience and there are no clubs to provide opportunities to develop ideas and skills in subject areas, such as art or computers. A limited start has been made in providing physical education activities such as golf, volley ball and football practice.

29. Because the curriculum does not meet statutory requirements this impinges on the pupils' right to equal access to a broad and balanced curriculum.

30. The provision for personal, social and health education is satisfactory but lessons devoted to this are sometimes unsatisfactory because the techniques used do not take account of the nature of the pupils' special educational needs. More positively, opportunities occur in science for pupils to learn about healthy eating and health and safety. Sex and drugs education is provided but there are no extended tutor periods or circle time to probe some of the deeper issues of personal development.

31. Careers and vocational education are satisfactory. Older pupils receive only a satisfactory preparation for the next steps in their lives. There are opportunities to study for GCSE in some subjects and the chance to take up work experience placements in the locality. For example, pupils have placements in a local hospital and in hedge and path making with the British Volunteer Trust. Others have worked with the police and followed a motor mechanics course. The school maintains links with the County Career Service. This is an important function of the school and there is significant scope for improving the pupils' knowledge and understanding of the world of work and the skills required to access future placements or occupations.

32. There are limited links with the local community at present. The planned development

of the school site will provide opportunities to extend these and to make links with other organisations and services.

33. The school's relationships with partner institutions are satisfactory. Links are made with the schools referring pupils to Trench Hall school and with local colleges. Some pupils in Years 10 and 11 are offered placements on college courses. Currently the school is involved in discussions about placements of disaffected pupils at a local high school. There are no regular established sporting links with other schools.

34. The provision for spiritual education is unsatisfactory. Assemblies provide no opportunities for quiet reflection and planning in curriculum subjects makes little reference to spiritual development.

35. Moral education is developed in the context of the school behaviour policy. The overall provision is satisfactory. When dealing with pupils, staff provide good models of appropriate behaviour. During lunch times pupils eat at 'family group' tables and this encourages good behaviour. Pupils chat with each other in a social and pleasant atmosphere and staff have good rapport with them. This, and the opportunities to have work experience in settings where there are expectations of conformity lead to satisfactory social development.

36. The provision for cultural development is unsatisfactory. In art there is little evidence of the work of artists from other cultures, although there are a few examples of aboriginal art. A few visits have been made to the theatre. The lack of extra curricular activities and visits restricts pupils' opportunities to extend their experiences. The lack of music also inhibits pupils' chances to gain insight into the music of other cultures. Limited religious studies restrict the pupils' chances of gaining insight into other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Members of staff know pupils well. The quality of care they provide is good and this has been maintained since the previous inspection. Relationships between adults and pupils throughout the school are good. Teachers and teaching assistants demonstrate a genuine concern for pupils. Staff treat pupils with respect and set good examples of how to behave appropriately. The school is secure and safe. Child protection procedures are good. The designated member of staff maintains close contact with local authorities and has a good knowledge of guidelines and procedures. Information on these guidelines and procedures is communicated effectively to all staff at their regular meetings.

38. Procedures for monitoring and promoting attendance are good. The school office contacts parents immediately in the event of an absence and although this does have some impact, the high rate of exclusion works against the school and what it is trying to achieve on attendance. The educational welfare officer attached to the school visits weekly and is involved when absence is more prolonged without obvious cause. The school has a home/school liaison officer who works directly with parents and carers and offers support. The high exclusion rate, which has reduced over the last three years, conflicts with the fact that many of these pupils are, in any case, reluctant to come to school and are and poor attenders. This does not help attendance figures.

39. Good behaviour is promoted satisfactorily in school and pupils' behaviour is monitored in every lesson and tracked in a staff de-brief at the end of the school day. The school works on a positive behaviour management system and, where possible, enlists the support of parents at home. The school telephones parents to advise on a good or superb week and encourages parents to make a fuss because every thing has gone so well. Teachers and

class assistants are consistent in how they manage the challenging behaviour of some of these pupils. However, in some lessons where the work is simply not challenging enough or the lesson is tedious behaviour becomes much more of a problem and pupils can become disruptive. Sanctions are in place and generally take the form of detention during break and lunch times. This can also happen after school and transport is arranged to ensure the pupils get home safely. Pupils are reminded that they have choices in how they behave, they are in control of their own destiny, the number of good behaviour points they earn and ultimately whether or not they have sufficient points to take part in the treats on offer. Effective policies are in place to eliminate bullying and oppressive behaviour and the inspection team witnessed no incidents.

40. Procedures for supporting pupils' personal development are barely satisfactory and monitoring is very informal. Target setting for pupils is not as significantly developed as it should be and records are not maintained. The school has effective non-teaching assistants who help to assess, support and monitor pupils and their work.

41. The school's assessment of pupils' attainment when they arrive in school is insufficient and does not provide a sound basis on which to plan for the pupils' individual needs. Recently the school has started to implement procedures which will make this process more informative. The home/school liaison officer has started visiting schools from which pupils are drawn and Standard Attainment Test results from pupils at the end of Year 6 are collected on these visits. Appropriate assessments made by the educational psychologist will be incorporated. This should help in setting targets in academic, social and personal terms that can be monitored. The present annual reports to parents do not clearly state what the pupils know, understand and can do and there is no space for pupils' or parents' comments. No references are made to other achievements in areas of activity outside the range of taught subjects, for example, competence in swimming.

42. The use of assessment to guide curriculum planning is unsatisfactory in English, design technology, history, geography, religious education and physical education. In art and ICT it is satisfactory. In these subjects there are some procedures for skills assessment, termly tests and assessments related to GCSE and Certificate of Educational Achievement courses. Because teachers are not always certain about what their pupils know, understand and can do, they sometimes plan work that is unchallenging and below pupils' capabilities.

43. In mathematics, science and modern foreign languages the quality of assessment to guide planning is good. These subjects have procedures for monitoring progress towards subject targets. Because of this, lessons are matched well to pupils' attainments and are successful in moving their learning forward at a good pace.

44. There is not at present a whole-school system for monitoring academic, social and personal progress. Pupils do not leave school with a comprehensive record of achievement that registers their progress and success during their life in school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Overall the schools partnership with parents is good and has improved since the last inspection. The school has good links and parents think well of the school. Parents who responded to the questionnaire and attended the parents' meeting prior to the inspection agreed that the school works closely with them and that staff are approachable and helpful. They all agreed that the school kept them well informed about how their child is getting on in school. With the exception of behaviour in the school and pupils being given the right amount of homework parents are very happy with the school overall.

46. The quality of information about the school, provided to parents is satisfactory. There is a clear and concise prospectus, a governor's annual report to parents, and a new coloured and informative newsletter every half term. There is an annual parents' evening and transport is provided for parents to attend. For some parents the school arranges to move the meetings to a more central venue, such as the local education office, which is nearer their homes. Consequently, all parents have the opportunity to attend. The head teacher, accompanied by the home/school liaison officer, aims to visit every family at home at least every term. Regular telephone calls are made to parents to give good news and successes as well as giving news of problems. Pupils annual reports are forwarded to parents at the beginning of the summer term but these do not clearly state what pupils know understand and can do. They contain no targets for the following year. There is no mention of individual education plans or individual behaviour plans in the reports. The individual education plans that are in place are concerned exclusively with behaviour and do not address individual learning needs or skill deficiencies.

47. Some parents take an active interest in helping their children with homework when it is set, and ensuring that work is completed and the majority of parents make every effort to attend meetings. They are encouraged to communicate with the school. However, the effect of parents' involvement on the work of the school is minimal. Many could do more to ensure that their children attend regularly.

48. The school is working towards a committed partnership with parents and parents have expressed their overall approval of what the school is achieving for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall, the leadership and management of the school are satisfactory with some recent improvements outweighing deficiencies that have been present for some time.

50. The school has had an unsettled history over the past decade; during this time there have been nine head teachers, acting or substantive, and the continuity necessary to ensure that the school develops and improves has been lacking. In a bid to break into this cycle the local education authority has devised a plan to link the future development of the school with that of a centre for outreach support services. This enabled it to advertise the headship at an enhanced salary and to attract established professionals with good track records to the post. The head teacher appointed took up post little more than a term before the inspection. He has, nevertheless, within this time accurately analysed the strengths and weaknesses of the school and led the production of a good plan for school improvement.

51. This gives priority to the development and implementation of a curriculum that more fully meets the needs of the pupils, the improvement of the quality of teaching with higher expectations of what pupils might achieve being encouraged and an overall improvement in standards. To support these outcomes the plan calls for the school to develop consistent accurate assessment of what pupils have learned, to promote greater inclusion of pupils within the local education and wider communities and to demonstrate more effective management, by monitoring and evaluation of school performance. The plan also calls for the school to make best use of its funding by linking the budget more tightly to its agreed educational priorities.

52. The head teacher has made a purposeful start and is giving very good leadership; he is working hard to communicate his clear vision of the educational direction that the school must follow. Most staff members now understand and share this vision. There is, however, among senior staff, insufficient expertise and experience to implement certain aspects of the plan. The head teacher has had, for example, to take on the curriculum development role

himself, because others lack the knowledge and background to do this work as it should be done. Within subjects such as mathematics and science curriculum leadership is good but in other areas it is no more than satisfactory. Staff absence and resignations have led to weak curriculum leadership in certain subjects.

53. Staff are mindful of the aims of the school and always treat their pupils with respect. However, those aspects of the school aims that concern educational potential and pupils achieving as much as possible in their lessons are not always fully realised.

54. The governors are now much more aware of the strengths and weaknesses of the school than they were. They now understand that the pupils do not all receive their full curriculum entitlement, that the chronic problem of poor attendance has a very limiting effect upon achievement and that behavioural difficulties are not necessarily best managed by a high rate of temporary exclusions. They have not, in the recent past, been as effective as they should have been in overseeing the school, setting an agenda for improvement and reviewing their own contribution. The performance management policy that they have now adopted, enables them to set achievement targets for pupils but the current targets are insufficiently challenging and not linked to any strategies to bring about beneficial change. Targets that are challenging have been set for the head teacher. The performance management strategy also makes possible the monitoring of teaching and this is taking place. Governors are strongly committed to the school and to the plan to develop an outreach centre. They have not as yet, however, clarified the extent of their responsibilities in relation to the centre and its employees when it is established.

55. The budget and its oversight are much more tightly controlled than formerly and the governors play a part in this. Rigorous investigation of anomalies by the new head teacher has clarified the exact extent of the school's funding and a budget related to current priorities has been set. However, some issues, for example the drain on the budget arising from the requirement to meet increased costs because of a suspended staff member, still remain to be resolved.

56. Arising chiefly from the competence of the head teacher, but also because of the willingness of the governors to take advice and act on it, the school has the capacity to succeed now where it has failed in the past to do so. Nevertheless, improvement since the last inspection is unsatisfactory and, particularly because of the poor attendance, the school at present gives unsatisfactory value for money.

57. Since the last inspection the match of teachers to the demands of the curriculum has declined. It is now satisfactory rather than good. Whilst some subjects are led and taught by specialists who are well qualified in their subjects, for example, mathematics, science, design technology and Spanish, others are taught by non-specialists whose subject knowledge and expertise is not always fully developed through in-service training. This is the case in English and physical education. Some long-term staff absences mean that the school is without expertise in the teaching of history and religious education, and there is no music teacher on the staff. There is an adequate number of learning support assistants, some of whom have undertaken subject specific training, but there is a lack of specialist technical support, particularly in information and communications technology. Support assistants make a valuable contribution to lessons but where there are only one or two pupils attending, they are sometimes underused.

58. The accommodation is satisfactory overall. Most subjects have adequate accommodation and there are specialist rooms for English, mathematics, science and art. However the science room lacks the full range of facilities it needs. There is a dedicated computer suite available for discrete lessons in information and communication technology

and also for supporting all other subjects, including careers education. In the extensive grounds, there are facilities for design technology comprising a workshop housed in the old stable block and a food technology room in a separate bungalow. A small football pitch and volleyball area supplement the small separate gymnasium but overall, accommodation for physical education is unsatisfactory. The dining hall doubles as an assembly area, and good quality meals are served efficiently in a very short lunch period by the kitchen staff. The school buildings are kept clean and well maintained by the site manager and cleaning staff. Displays enhance classrooms, corridors and public areas. The office staff contribute to the welcoming atmosphere of the school. A major weakness of the accommodation is the lack of a proper library. Pupils have no area for independent study or for encouraging reading for pleasure. However, this will be addressed by the new-build project which will extend the accommodation.

59. There has been an under-investment in learning resources since the last inspection when they were found to be good. Because of this learning resources are now unsatisfactory overall. They are good in science, where expenditure has taken place recently, and satisfactory in mathematics, art, design technology and information and communication technology. However, they are unsatisfactory in physical education, religious education, personal and social education, and in English. In some subjects, learning resources are completely inadequate for the subject to be taught effectively and in an interesting way, for example geography, history and music. The school still has its own minibus that is available to take pupils on educational visits and field trips.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the provision it makes and take full advantage of the promised new investment by its maintaining education authority the head teacher and senior managers should:

- Take steps to improve the quality of teaching and the effectiveness of teachers' planning, in subjects where this is unsatisfactory so as to raise standards of achievement in those subjects where these are too low. (Paragraph numbers 8, 15, 29, 99, 103 122).
- Take all possible steps to improve attendance, which is poor, and reduce the number of exclusions by making use of a wider range of techniques to manage behaviour. (Paragraph numbers 10, 11,13).
- Ensure that the curriculum provides the full range of learning opportunities to which pupils are entitled, and that it provides opportunities to successfully promote their spiritual and cultural development and their personal development, by setting personal development targets and measuring and recording progress towards these. (Paragraph numbers 22, 23, 27, 29, 33, 35).
- Put in place procedures to assess what the pupils know understand and can do within each subject and make full use of assessment in preparing coherent individual learning plans with specific relevant targets and lessons that challenge the pupils to achieve more. (Paragraph numbers 41, 42, 44).

In addition, the governors should:

- Ensure that they are fully aware of all their statutory responsibilities and that they carry these out effectively. (Paragraph numbers 55 and 56).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	22	9	4	0	0
Percentage	0	5	60	24	11	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	24
Number of full-time pupils known to be eligible for free school meals	12

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	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	17.95

Unauthorised absence

	%
School data	12.05

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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	24
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	101	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: Y7 – Y11

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	4.1
Average class size	5

Education support staff: Y7 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	234.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	376,496
Total expenditure	420,755
Expenditure per pupil	13,573
Balance brought forward from previous year	44,258
Balance carried forward to next year	-1

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

25%

Number of questionnaires sent out

24

Number of questionnaires returned

6

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50%	50%	0	0	0
My child is making good progress in school.	50%	50%	0	0	0
Behaviour in the school is good.	0	50%	33%	0	17%
My child gets the right amount of work to do at home.	17%	33%	17%	17%	17%
The teaching is good.	67%	33%	0	0	0
I am kept well informed about how my child is getting on.	100%	0	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	67%	33%	0	0	0
The school expects my child to work hard and achieve his or her best.	83%	17%	0	0	0
The school works closely with parents.	67%	33%	0	0	0
The school is well led and managed.	83%	17%	0	0	0
The school is helping my child become mature and responsible.	67%	33%	0	0	0
The school provides an interesting range of activities outside lessons.	100%	0	0	0	0

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

ENGLISH

61. Since the last inspection, the school has managed to maintain the satisfactory achievement that pupils make in English. However, it has not fully addressed the key issues relating to ensuring systematic support for pupils with additional literacy needs and the introduction of individual education plans that have appropriate learning targets for all pupils, which would include targets for reading, writing and spelling and other literacy skills. This represents unsatisfactory improvement since the last inspection. The subject has undergone several staffing changes and the school several changes of management over the years since the last report. Consistent staffing has only recently been established. Although the subject leader is not a specialist teacher of English, he has received some in-service training since his appointment, and has benefited from advice and support from the local education authority's literacy adviser. This has been very effective and has produced a marked improvement in the quality of teaching and learning, resulting in pupils now making satisfactory progress at both key stages, although their attainment remains below average for their age.

62. In speaking and listening, achievement and progress are satisfactory in both key stages, taking into account their difficulties in controlling their own behaviour. In Years 7 to 9, pupils have difficulty in participating effectively in discussion activities, as they do not find it easy to take turns in speaking or to listen respectfully to the views of others. Through increasing opportunities provided in English lessons and later in drama sessions, they learn to contribute more appropriately and answer questions in full sentences, giving reasons for their views. In Years 10 and 11, pupils generally start to give more reasoned arguments to support their views, but do not always respect and value the contributions of others, including the teacher and support staff on occasions.

63. In reading, in all year groups, achievement and progress are satisfactory in both the development of individual reading skills, and in response to literature, in particular to non-fiction. A few pupils receive targeted reading support from a trained learning support assistant in withdrawal sessions on a one-to-one basis, and the small teaching groups enable the teacher to deploy support staff effectively to help those pupils with identified learning difficulties. This ensures that all pupils are included in lessons, and that pupils of all abilities make satisfactory progress. In their response to literature, pupils in Years 7, 8 and 9, learn to read and understand a range of texts and their comprehension of these develops satisfactorily. Pupils in Years 10 and 11, continue to develop these skills, often being able to 'read between the lines' and use inferential skills to identify the author's meaning and identify key ideas and themes in the texts studied.

64. In writing, all year groups show sound achievement and make satisfactory progress. In Years 7 to 9 they learn to write in a variety of styles for a limited range of audiences. For example, they learn the main features of journalistic writing and understand that such articles need an eye-catching headline and a particular way of presenting facts to the reader. In Years 10 and 11 pupils continue to develop their writing skills through the coursework that they undertake in preparation for accreditation, for example through Certificate of Achievement or GCSE.

65. The teaching of English is satisfactory. The teacher is improving his own knowledge and understanding of the subject. He is addressing his need to develop skills in the teaching of basic literacy skills through undertaking training in teaching pupils with dyslexia. A strength

of the teaching of English is the recent inclusion of drama sessions for pupils in Years 8 and 9. They gain valuable experience in examining a play script, discussing it together and then acting out parts of the script. Pupils gain enjoyment, understand the texts better, learn to work together and to think through situations from others' points of view by 'putting themselves in other people's shoes'. A weakness in the provision for English is the over-emphasis on non-fiction texts, which means that pupils read and respond to too little fiction. Until the curriculum was re-planned recently with advice and support from the local education adviser, it had too narrow a range of literature. For example, last year, pupils were unable to complete the end of Year 9 national tests, as they had not studied the Shakespeare element. The curriculum is now just satisfactory, and needs further work. However, the range of literature studied does make a satisfactory contribution to pupils' cultural development. Assessment of English remains unsatisfactory. Although pupils are tested by senior staff on entry to the school, the data collected is not used to develop individual learning targets for literacy. There is no systematic support for those pupils with additional literacy needs that is monitored regularly and that is closely linked to the teaching of English and literacy in class.

66. The use of information and communication technology is currently satisfactory, but there is no software to support the development of spelling, phonics or comprehension for those pupils needing this support. Resources for the teaching of English are unsatisfactory and there is no library facility to develop pupils' independent study or their reading for pleasure. The school has plans to address this through the new-build programme later this year.

67. Although the Key Stage 3 literacy strategy has been satisfactorily implemented, the subject leader has correctly identified the need for a whole-school approach to the development of pupils' literacy skills through other subjects in all year groups. Some subject teachers already do this effectively, for example in mathematics and design technology, but this is not the case in all subjects.

MATHEMATICS

68. Achievement in mathematics is good and they make good progress in the subject as they move through the school. This is an improvement since the last inspection. By the time they leave school a number of pupils achieve success in the General Certificate of Education Foundation Course. (Three pupils gained GCSE accreditation in 2001). This achievement is broadly in line with similar schools and the satisfactory standards achieved at the time of the last inspection have been maintained and improved.

69. Pupils' skills and knowledge are frequently very low when they enter the school. They make good progress as they develop through the school. They mainly settle down well to work and start to learn the various aspects of mathematics that are included in the school curriculum. Pupils make good progress across the range of number work, learning to add and subtract numbers, to multiply and divide them, using money, fractions, percentages and decimals. They learn to measure accurately in metres and centimetres. By the time they reach Year 9 they are able to make estimations, work out the area of circles, calculate the volumes of cuboids, make analysis of shape, length, width and height of cuboids and begin to use formula. In Year 10 and 11 they make appropriate use of calculators and protractors to make accurate drawings of triangles. They study rotational symmetry and use a centre of enlargement. Higher attaining pupils plot co-ordinates, learn to draw and interpret different kinds of graphs, such as bar, line and pie graphs. Some of this work is used well in other lessons, for example, science and design and technology.

70. The quality of teaching during the inspection was consistently good and this is an improvement since the last inspection when it was found to be generally satisfactory and sometimes good. An analysis of the work indicates that teaching is consistently good over time. The subject leader (all mathematics is taught by one teacher) discusses work with pupils during the lessons and this prompt feedback assists them to learn from their mistakes and persevere. Lessons are well planned, organised with suitable resources so that most pupils settle quickly, join in with discussions and generally concentrate on their work throughout the lessons. The learning support member of staff is good at helping the subject leader to calm some of the pupils and work closely with them on their behaviour as well as their work.

71. The subject leader uses praise well to motivate the pupils giving them credit for their efforts as well as their successes. She has good subject knowledge and encourages the pupils and demonstrates how to work out problems providing them with constructive help when they are struggling with their work. This assists pupils to learn well in mathematics lessons.

72. While the teaching is good overall there are some under emphasised features. There was use of information and communication technology in some lessons. For example, some Year 10/11 pupils used the Internet to find examples of large triangles but overall this is an aspect of the subject that is under developed resulting in low levels of skill in this domain. Similarly, additional levels of resources are needed to support the 'three-part' lesson structure. For example, chess games, maths, bingo and similar activities would enrich the quality of experience in some lessons. Also the availability of flipcharts would assist the level of participation for some pupils.

73. In Years 10 and 11 although there is some differentiation of work the GCSE courses are not suitable for all pupils. Consideration could usefully be given to allowing lower ability pupils to enter the competency tests provided by ASDAN (Award Scheme Development & Accreditation Network).

74. The subject leader of mathematics provides good leadership and management and has good subject knowledge and awareness of the recent recommendations from the Qualifications and Curriculum Authority (QCA). She has a good plan for how the subject can be developed. The targets are relevant to the school needs within this subject. This includes the need for more training especially concerning the National Numeracy Strategy and its application across the curriculum, the increased use of computers and additional resources to meet the needs of the ability range.

75. There is a good assessment system in place and it is used satisfactorily in the development of the subject curriculum. In Years 7, 8 and 9 there is regular informed feedback and marking comments are constructive. Targets in mathematics are set and related to the key objectives in planning. There are weekly mental tests, which are differentiated, and a traffic light system used to record individual progress. In Years 10 and 11, assessment and targets are related to GCSE course work and specific achievements are recorded on an exam log sheet. The overall planning is good and thorough and directly linked to assessment.

SCIENCE

76. There is good provision for science. Pupils in Years 7, 8 and 9, have five lessons each week and this gives sufficient time to ensure that the programme of study of the National Curriculum is fully covered. Those in Years 10 and 11 prepare for externally accredited examinations, either GCSE or Certificate of educational achievement. Both in

their lessons and over time they make good progress and achieve well, although attainment is mostly below the average for pupils in each age group. The school has consolidated its work in science since the last inspection.

77. Pupils develop their knowledge and understanding well and improve their skills. A number have difficulties with writing and spelling and continue to need adult support when they record their work. The good and extensive use made of information and communication technology, however, enables pupils to present their work and the outcomes of investigations graphically and neatly and these high quality products of their work enhance pupils' belief that they can be successful learners. Pupils also need adult help to remain focused on their tasks. This help is given in a low-key friendly manner that makes it acceptable.

78. By Year 9, pupils have benefited significantly from the well-planned and resourced lessons they are offered so that they have relevant knowledge across a broad range of topics. They are aware of feeding relationships between plants and animals within a range of habitats. They form hypotheses and plan and carry out investigations to test these. They have used identifiable characteristics to correctly classify plants and animal species. Their knowledge of organisms is good. They know that the Earth is a planet within a solar system and that day and night are caused by the Earth's rotation. They also know that the tilt of the Earth upon its axis accounts for seasonal variations. In their work on materials they have learned that matter exists as solid, liquid or gas and that these states are related to molecular structure. They have used physical means to separate mixtures into their constituents. They understand that there is a variety of forces including gravity and magnetism. They make clear diagrams of plant and animal cells and contrast these, correctly naming the parts of each kind. The terms acid and alkali are known and the use of indicators to test PH value has been reinforced by work on acidity using a probe linked to the computer. Practical work on displacement reactions has been safely carried out. Pupils in years 10 and 11 prepare for externally accredited examinations. They have sound recall of what they have been taught. In, for example, a Year 10 lesson on preparing and carrying out a practical investigation, pupils demonstrated their past learning by formulating a testable hypothesis about the variables that might affect the strength of an electro-magnet. With some adult help with spelling and handwriting, clear plans for an investigation were produced.

79. Teaching, as it was at the last inspection, is of good quality and enables the pupils to learn and, furthermore, to understand that they are learning. In, for example, a very good practical lesson on the incidence of plant species within a specific habitat, pupils in Year 8 responded very well to the informative and insistent dialogue of the teacher and support assistants and carried out a random survey. They learned that in order for the results to be valid the small samples of ground picked for examination should be chosen randomly from across the chosen range. Over the course of the lesson they came to see the purpose of the method they were using and to amass their own data which they would use in future work. Particular strengths of the teaching evident in this lesson included the very secure subject knowledge of the teacher, the good preparation, the use of digital photography to record the survey and the effective management of the pupils. Even in the best lessons, pupils temporarily become distracted. The good relationships between the teacher and the pupils are of great benefit in these circumstances in getting learning back on track with a minimum of fuss.

80. The curriculum leader has produced a good set of plans to guide the teaching of science and is developing a useable method for quickly assessing and recording what pupils know understand and can do. Facilities for teaching science are satisfactory; while there is need for better accommodation with provision of gas and low voltage electricity, resources are good. There is much well chosen ICT equipment and this is well used to make lessons interesting. The resources have improved since the school was last inspected. The subject

is well led.

ART AND DESIGN

81. Pupils' achievement is satisfactory across all years. At the end of Year 11 four pupils achieved GCSE grade 4. By the end of Year 9 pupils explore and develop their ideas of decoration and use pattern and line to achieve the desired effect. They demonstrate increasing confidence in the planning of their work and using materials and tools. For example some pupils in Year 9 were developing designs for decoration of a swimming pool or a shop front. As part of this process one pupil was using a computer application to search for ideas before printing the results. Other pupils in Year 8 were completing work on Roman mosaic faces and shield designs. They were learning to sustain work on a chosen theme and using colour and tone in a range of media including aqua crayons, paint and colour crayons and papers. They were interested in the task and worked sensibly and purposefully on their designs.

82. By the end of Years 10 and 11 pupils build on the experiences of their previous work and their understanding of how line, shape and texture can be combined in imaginative ways to create satisfying artistic results. They prepare good presentation and use a range of skills and some artefacts. For example in one lesson observed pupils in Year 10 & 11 were preparing course work for GCSE art around the theme of Panorama. They were making progress in manipulating colour and tone to achieve the desired effect and manipulating shape, form and space with growing confidence.

83. Pupils' work is often inspired by the work of famous artists, for example, studies of Picasso's cubism and Constable and Turner's landscapes. Pupils also draw on Aboriginal art as a source of inspiration. The range of work in their folders indicates that pupils take a pride in their work and that their responses are positive. Pupils generally enjoy their art lessons and over time they refine their skills and understanding. They learn best when they are engaged in practical tasks and are kept busy. They need time to complete their work but can become disruptive if they have completed their tasks and have no other activity. Their behaviour is mainly satisfactory and sometimes good.

84. Taking account of the lessons seen and the scrutiny of pupils work the general quality of the teaching is satisfactory. Lesson objectives are clear and this ensures that the pupils understand the task. The subject teachers' knowledge of the work enables pupils to use books and examples to produce imaginative work of their own. Pupils are encouraged to work hard to produce quality examples for their subject GCSE portfolios.

85. Some aspects and features of the work are under-developed. For example there is a limited range of 3D work available although there are some wire-figures and papier-mache models. There was scant evidence of work with textiles, clay and sculpture. The systematic use of sketchbooks as a tool for developing drawing and designing skills has not been established.

86. Apart from the assessment related to GCSE coursework, assessment as a process is at an early stage of development. For example, there is no assessment of Curriculum 2000 levels of pupils' knowledge skills and understanding, working in a variety of media in two and three dimensions, or the recording of progress and achievement when working with colour and tone, textures, pattern and line and with shape, format and space.

87. The resources for art are satisfactory. The new planned provision for art will require an increase in the equipment and materials available if the subject is to be developed to its full potential in the new accommodation.

DESIGN AND TECHNOLOGY

88. Despite several changes in staffing since the last inspection, the school has maintained standards in the subject and some improvements have been made in the curriculum and range of learning opportunities that pupils have access to. This is a satisfactory level of improvement.

89. Pupils in all year groups achieve well in lessons due to good teaching, which promotes a good quality of learning. However, because the same units are studied by pupils in more than one year group, and therefore pupils' knowledge, skills and understanding are not developed consistently to build on prior learning, their progress over time is limited to satisfactory. In Key Stage 3, pupils undertake a good range of projects that give them opportunities to work with a variety of materials, including wood, metal, plastics and food. They also work with graphics, electronics and systems. They learn to work to a brief, analysing and disassembling existing products, to design several options and then pick the most appropriate one to make. By the end of Year 9, they can choose relevant materials and tools independently, and understand the need for the finished product to be functional and suitable for the target user. Higher attaining pupils evaluate their finished product against their original design and compare these with commercially produced products. Pupils in years 10 and 11 use the knowledge, skills and understanding achieved in prior learning to develop individual projects as part of accredited courses, for example the Certificate of Educational Achievement or GCSE.

90. The quality of teaching and learning is consistently good. The teacher has high expectations for what pupils can achieve, for example he insists on 'shop-floor quality' outcomes at all times. He has very good relationships with pupils and manages them well, giving many opportunities for pupils to work independently, which makes a good contribution to their personal development. Pupils respond well to this approach, behaving maturely and responsibly when using tools and equipment, including hand tools, heavy machinery and computers. They are justifiably proud of the products they design and make, often taking the final products home to show or share with their families.

91. The subject leader has improved the design and technology curriculum since he took over responsibility for the subject, but has yet to structure the good quality units into a coherent plan that develops pupils' skills systematically to ensure that prior learning is built on. He has increased significantly the range of materials that pupils can work with. Although this range does not yet include textiles, there are plans to work with the subject leader for art and design to address this. The emphasis placed on the design and evaluation elements of the curriculum have improved pupils' skills in these areas, and there are plans to incorporate CAD-CAM techniques into the range of learning opportunities in the new workshop facility that will be provided by the school's new-build project. Resources and accommodation for the subject are both satisfactory, but will also be improved under these development plans. Assessment remains unsatisfactory. The subject leader knows all pupils well and undertakes teacher assessment of levels they have achieved in different elements of the subject. However, this is not based on systematic recording of how pupils have progressed in each unit of work so that future units can build on their strengths whilst addressing areas of weakness.

GEOGRAPHY

92. Geography is taught only to pupils in Years 7, 8 and 9. In the absence of a specialist teacher, sensible use is made of planning developed for pupils in this age range at another school with which there are links. Pupils have sound recall of their previous learning but they are adding to this only in the narrow range of topics that the teacher covering the subject feels confident to teach. The progress made by pupils has slowed down in the last two terms but achievement remains satisfactory. This is in line with the findings of the last report.

93. The pupils' opportunities to learn are hampered by inadequate resources; there are, for example too few relevant textbooks and atlases and no maps, photographs or computer programmes. Where video material is used it is drawn from standard loan collections and does not always illustrate the matter being taught with sufficient impact or precision. In these circumstances the teacher does well to produce lessons that reinforce pupils' past learning and enable them to use this knowledge to inform discussion of geographical issues. Much of the effectiveness of the teaching is based on the positive relationships that prevail between the teacher, the special support assistants and the pupils. In geography lessons the climate for learning is good.

94. Pupils in Year 7 are well informed about the water cycle, the importance of water and its uses. From knowledge gained in other subjects they are aware of the environmental uses of water such as effluent processing. They use terms such as evaporation and condensation correctly. They have a clear understanding of the basic processes in river formation and some knowledge of local examples that illustrate these. By year eight pupils know of the existence of tectonic plates and the relationship between plate boundaries, vulcanism and earthquake zones. Their knowledge of the wider world has developed and they recall the names of areas of volcanic activity such as the "Pacific Ring of Fire". In year nine pupils identify world climatic zones and the vegetation that characterises them. They know that deserts may be hot or cold and they transfer information from a world map to their own notes neatly.

95. Teaching is satisfactory. Lessons, within the constraints of limited resources, are soundly planned. Teaching successfully promotes continuous learning activity and enables the pupils to develop good habits of concentration and sticking to the task. Strenuous efforts have been made to compensate for lack of subject expertise by taking good advice about the programme that should be taught. In difficult circumstances the teaching enables the pupils to consolidate their previous learning and to gradually extend it in some areas.

96. Lessons observed at the last inspection were reported to be "stimulating"; a quality arising from the teacher's good, specialist subject knowledge. Lessons could not, now, be so described. There is no established system by which the teacher might assess and record what pupils know understand and can do, which is a significant shortcoming. However, work is still conscientiously marked. Homework was also a prominent feature of the subject at the last inspection. It is a weakness that homework is not now set.

97. Other weaknesses remarked at the previous inspection remain. There is still too much use made of worksheets and a lack of IT software hampers individual learning. At present, while there is no specialist leadership in the subject, fieldwork is not sufficiently used. In order to enable pupils to get the greatest benefit from the subject it will be necessary to re-establish specialist curriculum leadership and develop the resources upon which successful teaching and learning depend.

HISTORY

98. The curriculum leadership and specialist teaching in history have been interrupted by staff absence and by resignation. Pupils in Years 7, 8 and 9, to whom the subject is taught, have had their opportunities to learn disrupted. Lessons are taken by non-specialist staff who use outline planning provided by the recently departed curriculum leader. Because of this learning has effectively stalled and pupils' achievements are unsatisfactory. This represents a deterioration in standards since the last inspection.

99. The outline plan for teaching history matches the content requirements of the National Curriculum but it is clear from pupils' written work over the past twelve months, and from observation in lessons, that there are many gaps in their knowledge and understanding. Pupils in Year 7 who are working on a unit of British history from the mediaeval period lack any appreciation of the time frame into which the events of which they learn properly fit. They remember little of a narrative account of the peasants' revolt that forms the basis of their lesson, although they are able to read the text aloud. When asked to think about "sources" it is clear that the pupils have no real idea what a historical source is. Their work in lessons becomes an exercise in copying agreed answers from the board. Similarly, in a lesson about the rise of Adolph Hitler, pupils in Year 9 show no historical curiosity, pay little attention to explanations and learn very little. They are grateful when the task devolves itself into a worksheet exercise that they can complete mechanically, rapidly and without too much thought.

100. It is not surprising that when all the teaching in the subject is through "cover lessons" delivered by non-specialist teachers it is not successful in promoting learning effectively. The quality of the teaching offered in history is unsatisfactory. Pupils show no interest in the work they are offered and because teachers lack the specialist knowledge to make lessons exciting and stimulating they waste a good deal of time. Behaviour in history lessons observed was unsatisfactory. A particularly unsatisfactory feature of the teaching was the lack of adequate preparation. Teachers have sufficient notice of the lessons they must cover to make themselves better informed about the topics than they were. Given the known special educational needs of the pupils, to offer a minimally prepared lesson based on a badly photocopied worksheet is to court disaster. Homework is not given and marking of work is minimal and makes little reference to its historical basis. There is no system for assessing and recording what pupils know, understand and can do. Work is not, therefore, specifically matched to pupils' individual learning needs. All these matters represent a significant deterioration since the last inspection.

101. Resources for history are unsatisfactory; there are some relevant textbooks but much of what is done now and was done in the past depends heavily on photocopied worksheets. In order to improve the quality of teaching and learning in history and to put right the significant deficiencies reported a curriculum leader with specialist knowledge should be appointed and, following an audit of present resources, the quality and quantity of materials for teaching history should be extended and improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. There have been many changes in the staffing for this subject and in the management of the school which have combined to limit the improvement which could be made to the school's provision. The quality of teaching and therefore of learning has been variable and much of the current provision has been only very recently established. For example, just before the inspection the head teacher took over the leadership of the subject and instigated some significant changes to the subject's curriculum and assessment. He also replaced the computer suite's outdated and poorly maintained hardware and introduced PCs that are properly networked and fully operational. This upgrading of resources took place

only days before the inspection began and some pupils were having their first session with the new equipment during the inspection week.

103. Pupils now make satisfactory achievement in gaining knowledge, skills and understanding of the subject. The quality of teaching has been improved to good and this is matched by a good quality of learning that should lead to pupils making good progress when the changes to the curriculum are fully implemented, supported by systematic assessment of pupils' progress. Improvements to the computers, software and printer have allowed pupils to demonstrate that most can log on independently, use a variety of programs, and print and save their work. Pupils in Key Stage 3 can design and produce an advertisement for a new chocolate bar, undertake research on people's preferences for existing chocolate products and use a simple spreadsheet formula to calculate costings for several bars. They can create a layout for a school newspaper and manipulate collected data in other subjects. For example, in geography work on India, they can display information on types of employment available in Bombay as a pie chart, and percentages of the population living in "shanty town" accommodation as a histogram. Key Stage 4 pupils can use a variety of skills to support their work in preparation for life after school. For example, in a unit on 'The World of Work' they create a diagram showing all the roles in a company. They write formal letters of application or business letters, and use a digital camera to import pictures of the school buildings from different elevations and then annotate these. In a project to organise a summer barbecue at the school, they design posters and invitations using a publishing package, and can use a more sophisticated spreadsheet to cost out the menu and calculate quantities required for different numbers of guests.

104. The teaching of information and communication technology is consistently good, with high expectations for what pupils will achieve and how they will behave. Pupils respond well to this, and behave maturely in the computer suite, showing respect for the new equipment and carefully following the rules for its use. The teacher has an enthusiasm for the subject that he communicates to pupils, and he shows that he values and respects pupils by insisting that they deserve to work on up-to-date hardware. They repay this trust by working hard throughout sessions, concentrating on tasks given and working independently or collaborating in pairs. This makes a good contribution to pupils' personal development.

105. The curriculum for information and communication technology is now satisfactory. The subject leader has devised project-based units of work that are interesting and relevant to pupils' needs whilst also addressing gaps in their knowledge, skills and understanding that have developed whilst subject provision was inconsistent. These units lead to longer-term schemes of work that will cover all elements required by the National Curriculum programmes of study. Assessment procedures have been improved to include skills checklists and end-of-unit assessments to monitor pupils' progress. There are plans to extend opportunities for older pupils to gain accreditation from certificate of achievement to a short GCSE course. Resources are currently satisfactory. Hardware has been upgraded but there is still insufficient appropriate software to support pupils' learning in other subjects of the curriculum. Significant improvements have been made in subject provision already, with even further developments planned into the new-build project for the site.

MODERN FOREIGN LANGUAGES

Spanish

106. At the time of the last inspection, the school did not offer a modern foreign language to its pupils and some pupils were disapplied from studying this requirement of the National Curriculum. Now pupils in Year 7 are taught Spanish by a specialist teacher and there are plans to extend this provision across Years 7, 8 and 9, as required by law. This is a

satisfactory improvement.

107. Because the pupils at Trench Hall have started learning Spanish at age 11, the same age at which pupils in mainstream schools start to learn a foreign language, and they make good progress, pupils attain in line with national expectations for the subject. They make good progress in all areas of the language, including speaking, listening and responding, reading and writing, as the quality of teaching is good. Because the teacher is well qualified in the language, and has high expectations for what pupils will achieve, pupils learn to speak with a good accent and to pronounce words and phrases accurately. The teacher has a good range of strategies to teach new vocabulary, including lots of repetition and relevant consolidation, so pupils learn to listen carefully and to respond to a range of basic commands, to follow instructions and to answer questions appropriately. Pupils learn to write the date, numbers, colours, the names of classroom objects and about members of their families in Spanish, illustrating the new vocabulary with their own drawings or with clip-art pictures to help them to remember it. They can read back what they have written and read from the board, with good pronunciation. The teacher deploys the learning support assistant allocated to the class as an additional learner. She sits alongside the pupils and is often asked to take the first turn in repeating new words and phrases. In this way, pupils do not feel vulnerable by having to 'go first' in spoken tasks.

108. The curriculum planned by the subject leader is good, with a suitable balance of activities covering areas that are interesting and relevant to the pupils, for example *mi familia*, *los animales* and *el colegio*. The subject makes a satisfactory contribution to developing pupils' cultural development by giving them experience of the European dimension as they learn about Spanish culture and traditions. Information and communication technology is well used to research this information and to present written work. However, there are currently no opportunities for pupils to listen to native speakers of the target language. This is due in great part to the unsatisfactory learning resources provided by the school for this subject. There has been little investment in appropriate learning resources to support access to pupils' entitlement to learn a foreign language, for example there is no commercial scheme, no reading books in Spanish and no relevant computer software. The teacher makes all materials currently in use. This is time consuming.

109. Assessment of Spanish is good, and shows at a glance what pupils have achieved in each attainment target. The system that the subject leader has devised is an example of good practice and could usefully be extended to other foundation subjects, especially when extended beyond Levels 1 and 2.

MUSIC

110. No Music is currently taught in the school.

PHYSICAL EDUCATION

111. Standards of achievement and progress in physical education are satisfactory and this means that the findings of the previous inspection have been maintained but not improved. During the inspection no lessons were observed in Years 10 and 11 however a scrutiny of the planning and records indicates that their experiences in the subject is similar to Years 7, 8 and 9. They all have opportunities to participate in a range of games, activities, indoor and outdoor. These include football, hockey, volleyball, basketball, table tennis, cricket and athletics. All pupils have an opportunity to develop their swimming and the records show that they work towards achieving their Amateur Swimming Award Standards. One pupil is able to swim 100 metres, four pupils can swim 50 metres and two have successfully learned to swim 25 metres. A number of these pupils were not able to swim when they started at the

school.

112. Three lessons were observed in Years 7, 8 & 9 during the inspection. The focus of the work during these lessons was the development of football skills. They were learning to control the ball, kicking with the side of the foot on the run and using both feet. Another activity involved dribbling the ball in and out of a line of obstacles showing changes of speed and direction. Extension activities involved stopping the ball, control and pass before practising triangular passing on the run.

113. The majority of the pupils dressed appropriately for these lessons and participated with enthusiasm. There were instances where individual pupils were difficult at the start of lessons and some found the challenge of the work frustrating. In these cases both the subject teacher and the support member of staff were patient and worked consistently and with success to involve them in the lessons.

114. The quality of the teaching and learning in the lessons observed was good. This is due to the subject teacher's knowledge and his relationships with the pupils. The teacher's work was well supported by the learning support worker. At the start of each lesson pupils understand the importance of warm-up exercises and they learn about muscles, position and balance. These warm up activities demonstrated clearly the differences in fitness among pupils and in several cases pupils sat out temporarily because they could not keep up with the rest of the group. However, the small number of pupils involved in some lessons makes the development of teamwork difficult.

115. The overall planning for lessons in physical education is limited and there is no documentation to demonstrate comprehensive coverage of games, gymnastics and dance over the school year and progression from one year to the next. The existing records show good coverage of football skills but there are no references to the way gymnastics is developed and taught or how the school covers the aspect of dance. Although there is good provision for swimming, no details of lessons or records of individual progress are available.

116. The provision for extra-curricular activities and outdoor education is restricted. There have been opportunities for some pupils to make residential visits and to engage in activities like orienteering. However, these do not form part of a coherent programme that pupils experience as they progress through the school. There are few links with other local schools, although Years 7, 8 & 9 have played 5-a-side football.

117. At the moment there is no formal policy of assessment against Curriculum 2000 levels of progress in football, dance and gymnastics.

118. The school will shortly have new and extended provision for physical education. This will be an opportunity to enrich the resources for the subject particularly for indoor games and gymnastics. For example the provision of opportunities for using springboards and trampolines. With this new provision will come the need for additional training for the staff involved.

RELIGIOUS EDUCATION

119. There is a statutory requirement to offer religious education to all pupils in maintained community schools. This is not done at Trench Hall where religious education is taught to pupils in Years 7, 8 and 9, but not to those in Years 10 and 11. This is a significant weakness and provision now is less good than it was at the time of the last inspection. The long-term absence of the curriculum leader in the subject has meant that religious education is taught by teachers who have no training in it, using materials and outline planning selected by

others. While within individual lessons there is, on occasion, lively debate, and some evidence of growing understanding of moral issues over time, achievement is unsatisfactory across the age range and pupils make less progress than they should. At the time of the last inspection progress was good.

120. Lessons observed were chiefly concerned with learning from religion rather than about it but the planned programme for pupils up to the age of 14 does explore the teaching and customs of Christianity and the major world faiths and is consistent with the requirements of the locally agreed syllabus. In large measure, however, in the absence of the curriculum leader, teaching from major parts of this programme is in abeyance.

121. Teaching was effective when pupils in Year 8 were enabled to consider moral questions. The class was well organised, and support assistants were well deployed. Within this tightly structured lesson pupils felt confident enough to make contributions and their notions of fairness and justice began to emerge so that all could consider them. Pupils were also sufficiently motivated by the proficient teaching to wish to complete a questionnaire about their own values. In this lesson they tried hard and worked well. In a lesson with pupils in Year 9 however, the structure and classroom organisation were less tight and the deeply personal nature of the topics being explored, which concerned personal values and relationships, prevented most from joining in the debate. They did not feel sufficiently safe to share their ideas or feelings. In large part this was a reflection on the teaching. At no time during the lesson was the teacher fully in control and pupils behaved poorly at times, seeking to divert attention from questions they would rather not answer by being abusive to one another and on occasions to the adults in the room. In this case teaching was ineffective and unsatisfactory. Evidence from the fragmented nature of pupils' past work confirms that overall teaching is unsatisfactory in the subject, across the age range. Teaching was judged to be good at the time of the last report. There is no established procedure for assessing and recording what pupils know, understand and can do.

122. When the subject leader returns to school much lost ground will need to be made up and plans put in place to teach religious education across the age range. Resources are sparse. There are some textbooks of good quality but no collection of religious artefacts for use in exploring world religions. The curriculum is not regularly enhanced by visits to places of spiritual interest or worship nor by visitors to the school who can speak from personal experience about religion. At present religious education makes little contribution to pupils' spiritual, moral, social or cultural development.