

INSPECTION REPORT

GLEBE SCHOOL

West Wickham

LEA area: Bromley

Unique reference number: 101700

Headteacher: Keith Seed

Reporting inspector: Steven Parker
13033

Dates of inspection: 13th-15th May 2002

Inspection number: 198917

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Foundation
Age range of pupils:	11-16
Gender of pupils:	Mixed
School address:	Hawes Lane West Wickham Kent
Postcode:	BR4 9AE
Telephone number:	020 8777 4540
Fax number:	020 8777 5572
Appropriate authority:	Governing Body
Name of chair of governors:	Peter Quinn
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Glebe is a large Foundation special school for pupils, aged 11-16, with moderate learning difficulties. There are currently 170 pupils on roll. The needs of pupils admitted to the school in recent years have become more complex, and there is a small, but increasing minority, who have severe learning difficulties, autistic spectrum disorder or other complex difficulties. Some of these pupils' needs are being met in a new specialist facility called the Language Support Group (LSG), in which the Local Education Authority (LEA) purchases ten places. The school also has 17 pupils with emotional and behavioural difficulties. As a result of this wide range of special needs, attainment is below national expectations on entry to the school. There are 18 pupils who come from ethnic minorities and 10 of these are identified as having English as an additional language. Six pupils from the traveller community are provided with specialist support. The boy/girl ratio of six to four and the proportion of pupils entitled to free school meals, at 39%, are both fairly typical for this type of school.

HOW GOOD THE SCHOOL IS

This is a good school with a number of significant strengths. Pupils make very good progress in relation to their social skills and they achieve well in their studies, as a result of consistently good teaching. Exam results are very good and this is something of which the school is justifiably proud. The school is very well led by the headteacher and provides good value for money.

What the school does well

- Good teaching and curriculum provision help pupils to learn successfully, make good progress and achieve good results.
- Very good personal and social education enables pupils to become confident young people by the time they leave school, well prepared for their future life.
- High quality relationships and sensitive support encourage pupils to be very positive about school and help them to behave well.
- The headteacher provides very good leadership and works well in partnership with his senior management colleagues and a very supportive governing body.

What could be improved

- The use of a wide range of existing information, better to evaluate individual pupil progress and the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had a number of issues identified from its previous inspection in December 1997 and has been very successful in rectifying them. Standards in literacy and numeracy have been raised through a number of organisational initiatives and, as the result of significant investment, pupils will have access to an impressive new school library by the time this report is published. Much good development work has also been done to improve the way behaviour is managed and the needs of pupils with specific learning difficulties are met. Equally important, however, have been the many, very good changes that the current headteacher has effected since he was appointed two years ago. These have been across a number of aspects of the school's work, including management structures, curriculum opportunities, pupil welfare arrangements and refurbishment of the school. There is a strongly held view, both within Glebe and the wider community, that the school is a better place as a result of these developments.

STANDARDS

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

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

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

The school is ambitious for its pupils to succeed, and, at 16, many of their achievements, across a wide range of certificated courses, are impressive, particularly when compared with similar schools. Results in the General Certificate of Secondary Education (GCSE) for mathematics and science and Certificate of Achievement examinations in seven subjects last year were very good. Targets have been set for this year's leavers, which it is hoped will result in over 60% gaining 1 A-G GCSE pass and 85% achieving five accredited exam passes. The national test results at 14 in mathematics and science compared very favourably with the best of similar schools. Teacher assessments in English for the same pupils demonstrated good achievements. Currently, however, the school's assessment and record keeping procedures are not sufficiently well developed to aid judgement of pupils' progress over time, particularly for lower ability pupils. Despite this, sufficient evidence was gained from classroom observations and scrutiny of pupils' work to support a judgement that pupils make good progress overall in their studies and very good progress in developing their social skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The great majority of pupils are very positive and keen to attend school. They are interested in what they do and very enthusiastic to be involved in the wide range of activities available.
Behaviour, in and out of classrooms	Behaviour is generally good, although when expectations are not made clear to pupils they do sometimes lose their concentration.
Personal development and relationships	Pupils' personal development is very good. Their confidence and self-esteem are strong, because of the high quality of relationships across the school.
Attendance	Satisfactory. The school has worked hard to follow up unauthorised absences and to reward good attendance. As a result, attendance has improved and is now broadly in line with national averages for this type of school.

Very productive and mutually respectful relationships between pupils and staff enable pupils to make the best of the learning opportunities provided. The 'Investigations' project in their first year and the residential and outdoor education experiences they have throughout their time in school, teach pupils very well how to establish and sustain successful relationships with their peers. When they are treated consistently and given responsibility they behave appropriately and maturely, often impressing many of the outside professionals they meet in college or work placement settings.

TEACHING AND LEARNING

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

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

The great majority of teaching is at least good and over four in ten of the lessons seen were judged to be very good or excellent, improving on the standards at the last inspection. The National Literacy Strategy is being appropriately adapted, and new tutor group lessons have been established to meet the particular needs of pupils. This has resulted in improvements to pupils' learning, particularly in their writing, where some high quality extended pieces are produced. The teaching of mathematical skills is benefiting from appropriate application of the National Numeracy Strategy, the introduction of a new scheme of work and grouping by ability. Across all subjects, teachers' very good subject knowledge helps pupils to learn well and make good progress. Pupils are enabled to access their work successfully by sensitive help from good quality teaching assistants. Teamwork between teachers and these support staff is generally good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a wide range of good quality learning opportunities for all pupils. Provision for careers education and guidance, work experience and college links are very good. All pupils have the opportunity to participate in outdoor and residential education and the experiences these provide for pupils are a significant strength of the school.
Provision for pupils with English as an additional language	Satisfactory. The school does not receive appropriate levels of support from the ethnic minority (EMAG) support service, which would help staff better to meet these pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are encouraged to take responsibility for their own actions and to consider the rights and needs of others. The two school councils are valuable in this respect. The broader curriculum is very effective in supporting pupils' personal and cultural development. Provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Staff know their pupils well and provide them with very good levels of care and support. However, whilst teachers' informal knowledge of pupils' needs is often impressive, formal assessment procedures and the information that these provide are not always used consistently or productively.

There have been some significant improvements in curriculum provision since the last inspection, most notably in an extension and broadening of opportunities for pupils to gain accredited qualifications by the

time they leave the school. Provision for information and communication technology (ICT) is also much improved and very good use is made of computers across all subjects to support learning. The school uses the wider community, particularly in outdoor education, very effectively to support pupils' learning. The school works well in partnership with parents and the majority of them are very appreciative of the obvious care that staff take of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has been very successful in changing the school's culture in the two years since his appointment. He is well supported by his newly enlarged senior management team and has created a shared approach to development planning that successfully involves the whole school in a commitment to continuously improving its provision.
How well the appropriate authority fulfils its responsibilities	The school is well served by an interested and involved governing body, who seek to keep themselves well informed about the effectiveness of the provision and work in a good, collaborative partnership with all staff. They have proved themselves to be very effective advocates for the school in the wider community.
The school's evaluation of its performance	Whilst the school has a generally good understanding of its strengths and areas for improvement, the data available from existing good monitoring systems could be used more effectively to identify trends and plan developments appropriately.
The strategic use of resources	Good use is made of staff, learning resources and the much-improved accommodation to support pupils' learning. Financial planning, management and monitoring are good.

Efficient organisation and administration help the school to run smoothly. This is helped by good use of information technology, which is recognised as playing an even more important role in the future. During its period of Grant Maintained status, the school accumulated very significant funds, which it carried forward when it became a Foundation school. There have been a number of well-planned initiatives sensibly and gradually to spend these reserves. These have resulted in improvements to the buildings and learning resources, which are now good overall. There is also a current project, which has successfully involved pupils in its planning and execution, to develop the large quadrangle in the middle of the school. A shortfall in the current year's funding by the LEA threatens to impose a further reduction of these planned for reserves. There is a good level of staffing, with well-qualified and experienced teachers supported by an appropriate number of teaching assistants.

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 are happy at school, are making good progress and achieve well. ▪ That the school deals efficiently and effectively with their enquiries and concerns. ▪ That the school helps their children to become mature and responsible young 	<ul style="list-style-type: none"> ▪ A minority expressed concerns about the exchange of information between home and school, most particularly in relation to what their children do and learn. ▪ A significant proportion have some concerns about homework. ▪ A minority was worried about the impact of some pupils' difficult behaviour.

people. ▪ That the teaching is good.	▪ A small number were concerned about bullying and the school's response to it.
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The inspection team fully endorses parents' positive views and recognises that the school has worked hard to establish and maintain a productive working partnership between home and school. Inspectors agree that there could be some improvement in the detail and quality of information that parents receive about their child's progress. They also feel that, whilst there is a clear policy on homework, the actual delivery of that recently introduced policy has yet to have an impact on practice. Inspectors acknowledge some parents' concerns about how the behaviour of a minority of pupils is managed, but saw no evidence of this affecting other children's education. Inspectors took expressed concerns about bullying very seriously and, in the limited time available, explored the issue thoroughly with staff and pupils. As is the case in most schools, there was evidence of this unacceptable behaviour having occurred, but everyone was clear that, whenever it did happen, there were clear procedures to pursue, and, as far as could be determined, those procedures had been and continue to be effective. The headteacher and pastoral staff were, of course, very concerned about this situation and encouraged parents and pupils always to inform them of any concerns, which they would follow up immediately.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching and curriculum provision help pupils to learn successfully, make good progress and achieve good results.

1. Since the last inspection, the quality of teaching and the range of learning opportunities available to pupils have both shown improvements and are now good. The majority of teaching was judged to be at least good; over four in ten of the lessons seen were very good or excellent. The curriculum has been extended, providing more opportunities for pupils to develop their personal and social skills and to undertake a wider range of accredited courses prior to leaving school. As a consequence of these developments, all pupils make very good progress with their social skills and higher attaining pupils achieve very good results in exams, when compared with pupils in similar schools. In addition to these improvements, there have been significant developments in the school's approach to the teaching of literacy and numeracy skills.
2. The National Literacy Strategy for older pupils is being carefully adapted to take account of the wide range of learning needs in the school. Teachers have received training and been provided with good support materials to help them to make the best use of the new tutor group literacy lessons at the beginning of each day. The co-ordinator of the subject has appropriate plans to monitor the effectiveness of this new approach and will recommend any necessary adaptations as a result of this. It is recognised that there are currently limited opportunities for pupils to practise library and research skills, but the recently built, impressive new library will be stocked and available very soon. The incorporation of ICT facilities into the library will further enhance this aspect of the subject. The emphasis on developing within pupils a positive attitude to reading has resulted in them becoming confident readers who make good, steady progress in developing their skills. It was certainly apparent in the lessons observed, that pupils were prepared to read out loud in front of their peers, and many were developing the facility to read for pleasure. Access to national daily newspapers for older pupils encourages this, and these papers also often provide a valuable focus for teaching. A good lesson, following up an article about a mother jailed for condoning her daughters' truanting, illustrated this well and taught pupils valuable comprehension and analysis skills. This lesson was also typical of many seen, in which pupils demonstrated their ability to discuss challenging topics sensibly and maturely. Writing skills for a range of purposes are generally well taught and, as a result, some pupils produce good quality pieces of extended writing.
3. Good adaptation of the National Numeracy Strategy, together with a new setting arrangement for the subject, the introduction of a new scheme of work and good teaching of numeracy across a range of subjects, have had a beneficial effect on pupils' achievements in mathematics across the school. It is predicted that GCSE results will continue to improve this year. The best teaching in mathematics, as in other subjects, was characterised by careful, detailed planning to take account of pupils' individual learning needs, as detailed in their IEPs. In addition a good structure to lessons, together with well focused, sensitive individual support, encouraged pupils to use their existing skills and knowledge to learn new things. The generally good teamwork between teachers and their very effective teaching assistants is an important part of this support. These approaches were seen being very successfully used in two lessons for lower attainers, one for 12 year olds on identifying number patterns and another for 14 year olds on estimating and measuring length.

4. In science, as in all other aspects of the curriculum, teachers' specialist subject knowledge is very good. This makes them eager to share that knowledge and excite and motivate pupils to make good progress and achieve well. The potential of ICT, both as a subject in its own right and as a learning tool, is being fully explored. Some innovative work is being done in the new, very well designed and equipped computer suite in the teaching of both French and music and elsewhere in the school, for example in design and technology. Good quality teaching in art, food technology and physical education enables some pupils to achieve impressively in these practical subjects at standards that are near or equal to those achieved nationally by pupils of their age. The Sportsmark awarded to the school recognises the impressive results in physical education right across the ability range, both within the school and in competitive sports in the wider community.
5. Very good careers and vocational education and work experience placement opportunities ensure that pupils can go on to good college placements, well equipped for further studies, or have realistic expectations of obtaining worthwhile employment, often with good long-term prospects. As one father put it at the pre-inspection parents' meeting, "My son would have left an ordinary school with nothing – but he now has a career to look forward to because of the special help he has been given here". This sort of outcome has been recognised in the award of Investors in Careers status.

Very good personal and social education enables pupils to become confident young people by the time they leave school, well prepared for their future life.

6. At the heart of Glebe's philosophy is the aim 'to equip students with the social and independence skills necessary for post 16 education and beyond'. Many of the pupils arrive in their first year lacking confidence and self-esteem, often having failed in their previous schools. The great majority of parents are clear that the school is very successful in its ambition that 'by the time our pupils enter adult society, we aim for them to have the confidence and pride in themselves to enable them to be active and responsible participants in that society'. The twin opportunities offered to pupils to achieve success in accredited examination courses and to participate in carefully constructed and integrated personal and social education experiences fulfil that aim very well - and young people are often transformed by their time in the school.
7. All staff are committed to using every available opportunity to help pupils think about how best to develop the necessary skills to function successfully in the world around them. In their first year, pupils spend one afternoon a week participating in 'Investigations', a long-standing very imaginative project, designed to present pupils with the challenge of working collaboratively on a range of activities that require them to solve problems and design solutions together, in small groups. Records show this to be a very successful way of establishing a sense of co-operation in pupils from the start. The first of the high quality annual residential educational experiences later in the year consolidates the sense of belonging that this project engenders. Other activities incorporated in outdoor and environmental education carry on with this theme of working together throughout pupils' school careers. The current project to plan and carry out significant improvements to the quadrangle in the middle of the school has involved pupils from the start, and typifies the success of this approach.
8. Pupil Councils, for both lower and upper schools, introduce elected pupil representatives to the responsibilities and demands of decision making and provide all pupils with an effective voice in influencing how the school functions. The

establishment of a common room for the girls, as the result of their campaigning for somewhere where they could be themselves and mutually supportive, has been an example of the their effectiveness.

9. The school continues to develop successfully a specific personal, social and health education curriculum that incorporates appropriate sex and drug awareness and the recently introduced concept of citizenship. There have been difficulties in selecting and retaining a suitable co-ordinator for this important subject, but the recent appointment of an experienced teacher promises to help consolidate this aspect of the school's work and sustain the high standards achieved.

High quality relationships and sensitive support encourage pupils to be very positive about school and help them to behave well.

10. The quality of relationships between pupils and all staff is impressive. Teachers and teaching assistants know their pupils well, and this knowledge helps them to provide very caring and encouraging support. Consequently, pupils learn to be mutually respectful, and many examples were observed of them helping each other. One clear outcome of this approach is that pupils enjoy going to school and attendance has gradually improved over recent years. Parents' awareness of the importance of regular attendance, and the school's approach to rewarding good attendance, has resulted in a steady decrease in unauthorised absences and, for the first time, in 2000, the school achieved its aim to meet the national requirement of an overall 90% attendance.
11. All staff, recognising that many pupils have had negative experiences of school and been poor attenders prior to attending Glebe, are keen to support the whole child through a well structured and effective pastoral system. All pupils have a tutor who takes day-to-day responsibility for their welfare and is often the first point of contact between home and the many outside agencies with which the school works very effectively. The deputy headteacher, who has overall responsibility for pupils' welfare, very successfully oversees the work of the tutors and year heads and co-ordinates the schools' work with parents and carers. The great majority of parents are very appreciative of this partnership.
12. The school employs a youth counsellor for a full day every week. She works successfully with individual pupils who have a need for the specific personal support she can provide. She also offers much appreciated help to staff who need advice on how best to work with particular pupils, and this helps them to develop their own expertise. In addition she runs two lunchtime groups for pupils who might have difficulties in the lively hurly burly of this part of the school day. One of the issues that she sometimes has to deal with is helping pupils who have been the victims of bullying. Staff recognise that, as in most schools, bullying occasionally occurs, and it takes its responsibilities in this area very seriously. Consequently, there are very clear procedures in place and pupils are encouraged to tell a staff member whom they trust if they are being bullied. A small minority of parents expressed concerns about this issue and inspectors followed those concerns up very carefully. They found that the school does all it can, both to minimise the occurrences of this unacceptable behaviour and to deal with it quickly and effectively when they are informed about it.
13. In the recent past, the school has had to admit an increasing number of pupils with identified emotional and behavioural difficulties. The significant training that it has provided to staff on the management of challenging behaviour and the range of effective organisational and educational initiatives that it has introduced have all

helped to ensure that behaviour is generally good across the school. The school's values, policies and rules on behaviour are very clear and the great majority of pupils accept and respect them. In those few instances where behaviour is not acceptable it is either because activities have not been planned sufficiently carefully to engage the interest of the whole class, or expectations of pupils have not been made clear to them.

14. The school has generally good procedures in place for ensuring the health, safety and welfare of pupils, but recognises that there is a lack of clarity concerning responsibilities for child protection, and the need for assigned staff to undergo appropriate training to update their knowledge.

The headteacher provides very good leadership and works well in partnership with his senior management colleagues and a very supportive governing body.

15. The headteacher was appointed two years ago to build on existing good practice and move the school forward. There is a very clear view amongst his colleagues, parents and in the wider community, that he has been very successful in achieving this aim and that the school is a better place for his committed work. He has continued the work that was required after the last inspection to improve standards in literacy and numeracy, library provision, the management of behaviour and meeting the needs of pupils with specific learning difficulties. He has, at the same time, also pursued an agenda to develop his own vision for the school, recognising the reality that the needs of pupils being admitted are becoming more complex. He has expanded his senior management team to bring wider expertise into the group, extended curriculum opportunities for all pupils, improved pupils' welfare arrangements and embarked on a significant building and refurbishment programme.
16. The headteacher has also worked successfully alongside all his colleagues to bring about important cultural changes. The school is working towards becoming a community, in which the very particular needs of all pupils are met through carefully structured support. One development in this respect is the recent establishment of the Language Support Group, through collaboration with the LEA. It is too early to evaluate the impact of the initiative, but it promises to provide important specialist support for particular pupils with a range of communication needs. It is recognised, however, that there is a requirement for greater clarity about the role and purpose of this provision to ensure its future effectiveness. Other inclusion projects aim, firstly, to provide support and guidance for the most vulnerable pupils within school and, secondly, to develop closer and more productive links with other schools in the borough to facilitate extended curriculum opportunities within or the transfer of identified pupils into mainstream education.
17. All of these changes have been informed through the shared approach to development planning that the headteacher has created to involve the whole school community in a commitment to continuous improvement in its provision. The school has been well served throughout this time by an effective governing body that is interested and involved. All governors are well informed about the complexities of its provision and, as a result, are able to work collaboratively with all staff. The successful and mutually supportive partnership between the headteacher and the chair of governors has been pivotal in creating this ethos.
18. The most important aspects of the governing body's work have been their involvement in managing the budget very effectively and acting as advocates for the school in the wider community. During the period when the school had Grant

Maintained status it accumulated significant unspent funds that were carried forward when it became a Foundation school. Governors have worked very effectively with the school's managers to plan the appropriate use of these surpluses to improve the buildings, learning resources and other aspects of provision. Unfortunately, a shortfall in the funds allocated to the school in the current year threatens to impose a significant constraint on budgeting and cause an unplanned reduction on these carefully managed reserves. The governors' pursuit of this issue with the appropriate authorities is one example of their advocacy work, as are the countless valuable links that they develop and sustain with outside organisations that support the school.

WHAT COULD BE IMPROVED

The use of a wide range of existing information, better to evaluate individual pupil progress and the work of the school.

19. In the few lessons where teaching was satisfactory, and in others, where it could have been better, teachers did not use the information available to them from assessment procedures effectively to plan the next learning steps for some pupils. Consequently, work provided did not take sufficient account of pupils' IEPs and did not clearly identify what they needed to do next, in order to progress against the individual targets set for them. The school has already identified these issues as requiring attention and has put new systems in place to remedy the situation. The concern that a minority of parents expressed regarding the quality of information between home and school about their children's learning and progress is closely linked with these issues.
20. Over time, a wide range of procedures have been developed to monitor how effective the school is and to provide a detailed understanding of its strengths and areas for development. These approaches are helping governors to set targets for senior managers and the whole school, as part of the comprehensive performance management system that has been set up. However, these systems are not always providing the best and most helpful information. It is also clear that the existing data could be used more effectively to identify trends and plan developments appropriately.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to improve further the already good achievement and progress of pupils and the provision the school makes, the headteacher, senior management team and governors should:
 - i) ensure that the existing and potentially good new systems and procedures for planning, targeting, assessing and reporting on pupils' performance are used more effectively to evaluate pupils' progress and achievement, affect future planning of their work (involving pupils appropriately at each stage) and inform parents regularly about their children's learning;
 - ii) review the current good quality monitoring procedures to ensure that they provide helpful data and, more importantly, use the existing significant bank of data more effectively to evaluate the school's performance, identify trends and plan developments appropriately.

The school should also consider including the following minor points in the action plan:

- i) review and, if necessary improve, the existing procedures for monitoring and eliminating oppressive behaviour, with a view to ensuring that pupils are appropriately prepared and protected against such behaviours;
- ii) clarify the responsibilities and arrangements for child protection and ensure that the named person has up-to-date training.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	16	6	0	1	0
Percentage	3	38	41	15	0	3	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	170
Number of full-time pupils known to be eligible for free school meals	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	7.7

Unauthorised absence

	%
School data	1.6

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

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	11	33

Pupils were entered for statutory testing, but, because of their learning difficulties, most did not meet the nationally expected standards. However, because the results are better than those in most similar schools, it was felt appropriate to publish these figures below.

National Curriculum Test/Task Results		Abs.	B	N	2	3	4
English	Boys	0	22	0	0	0	0
	Girls	0	11	0	0	0	0
	Total	0	33	0	0	0	0
Mathematics	Boys	1	3	9	8	8	1
	Girls	1	4	3	3	3	0
	Total	2	7	12	11	11	1
Science	Boys	1	0	3	14	14	1
	Girls	2	0	5	4	4	0
	Total	3	0	8	18	18	1

Teachers' Assessments		Abs.	W	1	2	3	4
English	Boys	0	0	2	20	0	0
	Girls	0	0	2	9	0	0
	Total	0	0	2	29	0	0
Mathematics	Boys	0	0	0	5	13	4
	Girls	2	0	0	4	3	2
	Total	2	0	0	9	16	6
Science	Boys	0	0	0	10	10	2
	Girls	2	0	0	4	5	0
	Total	2	0	0	14	15	2

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
		2001	20	12

GCSE results			
Grade	Mathematics	Science	Total gained
E	0	2	2
F	2	4	6
G	5	9	14
U	6	2	8

Certificate of Achievement Levels	OCR Science COA 3970	OCR maths COA3913	Kings College GAP English	CHGL Basic Food Hygiene Cert.	AQA DT Food Tech. 6614	AQA DT 6616	WJEC Art COA	Number of pupils
Pass	5	1	0	7	0	1	1	14
Merit	18	14	18	0	1	2	2	54
Distinction	7	13	11	0	9	5	5	48

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	4
Black – other	6
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		

White	152
Any other minority ethnic group	0

White	19	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y 7 – Y 11

Total number of qualified teachers (FTE)	22.1
Number of pupils per qualified teacher	7.7
Average class size	11

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	16
Total aggregate hours worked per week	426

Financial information

Financial year	2000-2001
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	£
Total income	1,509,001
Total expenditure	1,521,881
Expenditure per pupil	8,454
Balance brought forward from previous year	228,791
Balance carried forward to next year	215,911

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	1
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

Number of questionnaires sent out	180
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	31	13	5	0
My child is making good progress in school.	38	45	8	8	3
Behaviour in the school is good.	33	26	15	18	8
My child gets the right amount of work to do at home.	18	42	26	11	3
The teaching is good.	35	48	10	3	4
I am kept well informed about how my child is getting on.	45	35	8	9	3
I would feel comfortable about approaching the school with questions or a problem.	65	28	0	7	0
The school expects my child to work hard and achieve his or her best.	58	25	10	7	0
The school works closely with parents.	48	32	10	10	0
The school is well led and managed.	44	36	13	5	2

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

55	28	8	9	0
39	39	5	3	14