

INSPECTION REPORT

Haywood Grove School
Hemel Hempstead

LEA area : Hertfordshire

Unique Reference Number : 131319

Headteacher : Ms K Thomas

Reporting inspector : Mr Colin Williams
T13045

Dates of inspection : 1 - 5 June 1998

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School Inspections Act 1996

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Team member	Responsible for	
Mr C Williams, RgI	Mathematics Science Art Music Religious education	Efficiency Attainment and progress Curriculum and assessment
Mr G Baker, Lay Inspector	Equal opportunities	Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupil welfare Partnership with parents and the community Staffing, accommodation and learning resources
Ms V Wilkinson	English Design and technology Information technology History Geography Physical education Special educational needs	Leadership and management Teaching Attitudes, behaviour and personal development

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Information about the school

Type of school : Special school for pupils with emotional and behavioural difficulties

Type of control : Maintained

Age range of pupils : 5 - 11

Gender of pupils : Mixed

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Appropriate authority : The governing body

Name of chair of governors: Mrs J Marshall

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Main findings

1 Haywood Grove is a very new school still establishing its complement of resources, pupils and staff. 80% of pupils are at Key Stage 2 and there is a small Key Stage 1 group. The headteacher and her staff have worked hard and made a good start developing suitable provision for pupils with emotional and behavioural difficulties. They have shown considerable commitment and skill to achieve present standards. These are consistently high for most pupils most of the time but standards are not yet uniform. They are particularly low at Key Stage 1 and this is a significant weakness of the school.

2 *The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainments against age related national expectations or averages. The report does, however, give examples of what pupils know, understand and can do within both key stages. Judgements about progress and references to attainment take account of information contained in pupils' Statements of Special Educational Need and in annual reviews. They refer only to work within key stages because, as yet, there have not been pupils who have reached the end of a key stage at Haywood Grove.*

3 Progress overall is satisfactory although the progress of most of the small number of pupils at Key Stage 1 is unsatisfactory. Due to the newness of the school there is only sufficient evidence from pupils' past work or teachers' records to make secure judgements on the progress over time of a very few pupils. During the inspection progress overall was satisfactory in 40% of lessons and good in 39%. It was unsatisfactory or poor in 21%. However, many pupils have only been in school a short time, often following periods when they had made little progress or had even been out of school for a long time. Although there is generally a direct link between good progress and good teaching, it is understandable that there should be a short time lag between the two in the circumstances of a new school. It was evident that a number of pupils who had had time to settle into their new classes were making good progress, both with their behaviour and in a variety of subjects.

4 In English, pupils at Key Stage 1 make satisfactory progress. In Key Stage 2, progress is at least satisfactory and it is often good. There is particularly little evidence regarding speaking and listening. Across the key stages, in speaking and listening, pupils are developing an appropriate range of vocabulary, including scientific and technical terms. They are developing the ability to listen for extended periods and to attend to the views of others without making negative comments. They ask questions related to their work, seeking further information about aspects that interest them. When asked questions, they are learning to keep to the point. A small number of pupils are able to listen carefully to instructions and focus their attention on the teacher.

5 In reading, there is evidence many pupils in both key stages have made good progress over time. They demonstrate a range of skills from recognising letters and familiar words to fluent and accurate reading of age appropriate text such as "The Dangerous Trainers". Pupils read for pleasure and information. As their skills develop they begin to use intonation and expression. Pupils use their own word banks and dictionaries to check the meaning of words and their spellings. They understand how to use reference books. They are developing a methodical approach when looking for information.

6 In writing, pupils demonstrate skills that range from copying over letters to writing short stories from imagination. At Key Stage 2, they use their writing skills effectively in other subjects. Higher attaining pupils use an appropriate choice of vocabulary to add interest and variety to their writing. They can write effectively, drafting and checking their work. They present finished pieces to a satisfactory standard in generally well formed and legible handwriting. They can use capital letters and full stops accurately and some can use speech marks. Spelling of short words is usually accurate. Once again there is only sufficient evidence available for a few children to judge that they make good progress with handwriting over time.

7 In mathematics too little was observed to make a judgement on progress during lessons at Key

Stage 1 but, at Key Stage 2, progress is always at least satisfactory and it is good in 80% of lessons. Pupils develop skills and knowledge in all aspects of the subject. During the inspection they collected and displayed data using charts, graphs and information technology.

8 Progress in science is only satisfactory or better in 75% of lessons at Key Stage 2. It is good in 50% of lessons. Where it is poor it is linked directly to teaching which does not promote good behaviour and is associated with a poor response from the pupils. Where progress is good teachers are skilled at managing behaviour and prepare interesting work. Pupils enjoy investigating how plants grow and about the bones of their bodies.

9 There was insufficient evidence to enable a judgement to be made on progress in information technology or religious education. Progress in all other subjects is satisfactory or good, with the exception of music where poor behaviour management results in pupils making poor progress in too many lessons.

10 Pupils' attitudes to learning are good or very good in the majority of lessons. They concentrate well, particularly when their interest is caught. They persevere and complete tasks successfully, showing pride in what they accomplish. Relationships with staff are good and some pupils are beginning to develop positive relationships between themselves. Most pupils understand and respond to the system of rewards and sanctions. However, a number of pupils display inconsistent control of their behaviour which remains unacceptable on occasions. A few individuals have frequent bouts of inappropriate language, both in and out of lessons, and will disturb others who wish to work. All pupils show they can exhibit good self control in the period of quiet reflection that is an excellent feature of each morning assembly. The school has been successful in achieving its first aim of establishing a general ethos that promotes good behaviour.

11 There have been 13 short periods of exclusion in the nine months since the school opened. As new pupils arrived a number were excluded for short periods when they showed challenging behaviour as they became accustomed to their new school. As the rate of admissions has slowed, the level of exclusions has reduced satisfactorily from this rather high level.

12 Attendance is good at 92% and is a strength of the school. Punctuality is good at the start of the day and for lessons.

13 Teaching overall is satisfactory. During the week of the inspection teaching in 83% of lessons was satisfactory or better and, of this, 56% was good or very good. The school has a consistent core of good teaching at Key Stage 2. However, for the small and newly formed group of Key Stage 1 pupils, teaching is satisfactory in only 50% of lessons and poor in the rest. Good teaching was seen across nearly all the subjects of the curriculum and very good work is done in English and personal and social education. Where teaching is good, behaviour is well managed. Rewards and sanctions are applied consistently. Expectations are shared clearly with the pupils and support staff. They know what must be done and how long they have to do it. There is enthusiasm, enjoyment and pace. Teachers know the pupils well and are highly skilled at structuring the lessons to manage the situations they find difficult and maintain the pace of work whilst avoiding unnecessary conflict. At Key Stage 1, lack of effective behaviour management strategies seriously restricts pupils' opportunities to learn. This is reflected in unsatisfactory standards for this age group. It also applies frequently when teachers take classes for which they are not regularly responsible or are not the usual group tutor. Although most teaching is planned well on a day-to-day basis, there is unsatisfactory long and medium term planning for the school as a whole. Teachers' use of assessment is inconsistent and does not yet feed back into improvements in their management of pupils' learning.

14 The curriculum is broad and balanced at Key Stage 2 and meets the legal requirements of the National Curriculum, apart from information technology. Teaching time is reduced by assemblies and tutorial sessions associated with behaviour management. However, these occasions are well managed and improve the receptiveness of the pupils during the teaching day which is of an acceptable length for pupils

at Key Stage 2. At Key Stage 1, pupils are phased into the school using part time placements. They are out of school in the afternoons. Whilst short transitional arrangements for young pupils might be required from time to time in the context of a school such as Haywood Grove, these are over too long a period. The curriculum is not broad and balanced. It does not include information technology, history, geography or religious education. The taught day is too short.

15 Curriculum planning on a whole school basis is in its infancy. Coordinators have not yet been appointed to all subjects. There are few subject policies and little in the way of whole school long and medium term plans that ensure continuity and progression. A training session for curriculum planning was taking place during the week of the inspection. Timescales for subject planning are set out in the school's development plan but these do not take sufficient advantage of the opportunities for curriculum development available at present whilst the school is fully staffed but not yet full of pupils. The curriculum provides equal opportunities and, where pupils have additional needs, these are met satisfactorily. There is suitable documentation for sex education but this has yet to be implemented. Extra curricular activities are restricted because of transport arrangements.

16 Although standard assessment tasks and tests have been undertaken at the end of Key Stages 1 and 2 (for which results are not yet available) and the school is preparing an assessment for new pupils, there is not yet a consistent system that identifies strengths and areas for development (particularly as pupils join the school). This would inform planning for teaching programmes. An assessment of a new pupil's science capability provided a good example of how comprehensive use of such assessments might make a significant contribution to good curriculum planning.

17 The formal monitoring of pupils' progress and of personal development are, at present, unsatisfactory. Teachers clearly know their pupils well and relationships are effective in the majority of classes. Individual education plans with targets for behaviour and learning have been established, however there are too many learning targets. They are not well understood by the pupils themselves nor by all who teach them, including learning support assistants.

18 There is a clear and effective discipline policy which is understood by staff and pupils but is not consistently used by all teachers. The rewards system is used effectively and has a positive effect on behaviour and educational standards.

19 Procedures for monitoring attendance are effective. The headteacher is prompt to follow up unexplained absence with beneficial results.

20 Pupils are safe. They are well supervised at all times and, although child protection training has yet to take place, all staff are aware of procedures.

21 Provision for pupils' spiritual development is satisfactory. The school holds a daily assembly which all pupils attend. Assemblies are effective in inducing a mood of calm reflection which is sustained by pupils. They have a positive impact on their spiritual development. For pupils at Key Stage 2 religious education lessons cover different religions, values and beliefs effectively.

22 Provision for moral development is good. The school ethos, policies and rules emphasise tolerance, empathy, self confidence and integrity. Pupils show by their behaviour that they clearly know right from wrong and understand when they are behaving in an unacceptable manner. In assemblies they have the opportunity to discuss moral values both within and outside the school.

23 Provision for social development is satisfactory. Adults in the school are good role models. Pupils are encouraged to work together in groups and teams and many are able to do this with success. Most relate positively to teachers, visitors and each other.

24 Provision for pupils' cultural development is unsatisfactory at present. There are few resources which enable pupils to appreciate their own cultural traditions or the diversity and richness of other cultures. The school is aware of this and a variety of textbooks and other material has been ordered to improve what is available. Teachers are quick to make positive interventions as informal opportunities arise.

25 Links with parents are satisfactory. There has not yet been a full cycle of parents' meetings and annual reports although the school has put in place regular meetings for parents to review their children's progress and these are approved by parents. There are very strong informal links and parents are always quickly told of significant events (positive and negative) by letter or telephone. Although the pupils are made aware of issues in the wider world and raise funds for charities, there are very few direct links with the local community. Plans for links with the adjacent primary and secondary schools offer great potential as the school matures.

26 The leadership and management of the school is unsatisfactory. The leadership of the headteacher has resulted in a dedicated staff who demonstrate commitment to meeting the needs of pupils. She is establishing a management style which is visible, supportive and caring. However, she is currently fulfilling roles and responsibilities that take time away from strategic development planning. Much of this has been inevitable due to difficulties of recruitment and staff absences and is a matter of acknowledged concern within the school. It is recognised there is now a clear need to delegate responsibility and ensure that sufficient time is given to management issues. A deputy head teacher has been appointed for September which should improve the present situation.

27 The head teacher and staff are beginning to establish priorities which will move the school forward through a school development plan. It provides an appropriate framework to guide the work of the school although the pace of curriculum planning is too slow.

28 Monitoring the work of the school on an informal level has been started by the headteacher, although there are no formal plans. Other staff are becoming more actively involved in planning and decision making. Communication is good.

29 The roles and responsibilities of subject coordinators are not clearly defined or developed and they are not yet sufficiently involved in subject development planning or the monitoring of teaching and learning.

30 Governors are very supportive of the head teacher and staff. They are developing their role as the critical friend but are not yet monitoring the work of the school. The governing body does not yet fully meet its statutory obligations in a number of areas particularly with reference to the curriculum, appraisal and teachers' pay policy.

31 The school is well staffed for the numbers of pupils on roll. The staff have appropriate qualifications and experience for a school such as Haywood Grove. A number of personnel policies and procedures have yet to be put in place such as job descriptions. The lack of an appraisal system inhibits planning for professional development. The newly refurbished premises are satisfactory to meet the needs of the National Curriculum in terms of size and condition. The building is pleasant, displays are good and the standards of cleanliness and maintenance are very high. These contribute to the effective teaching of the curriculum. At present resources are inadequate for a number of subjects. There is a particular lack of equipment for teaching information technology. However, coordinators are very active researching and ordering equipment. During the inspection substantial deliveries were made each day.

32 Financial planning is at present unsatisfactory but has been difficult given the circumstances of the new school. However, the school's development plan is costed and has been approved by the governing body which has established a finance committee. There is very little evidence as yet that the governors are pro-active in fulfilling their responsibilities for financial planning or for monitoring the effectiveness of

financial decisions.

33 The head teacher has taken personal responsibility for financial planning, monitoring and bookkeeping. This has been carried out with accuracy and integrity. However, it has been at substantial cost to her time.

34 The school, quite understandably, has not reached its full potential but, in the short time it has been open, it has achieved a great deal and is providing satisfactory value for money.

Key issues for action

35 Much remains to be done to establish fully this new school. This is acknowledged in the school's development planning which already identifies some of the issues raised below including the acquisition and use of resources for teaching (particularly information technology), policy development and monitoring. The following issues should have priority.

36 Improve provision for Key Stage 1 by:

- * developing behaviour management and improving teaching and learning;
- * ensuring that pupils receive their statutory entitlement to the National Curriculum for a full day.

37 Develop and implement procedures to monitor the work of the school which ensure that:

- * governors fulfil their duty to monitor;
- * appropriate targets are set for individual pupils and for the school;
- * existing good practice is recognised, built upon and shared (particularly in teaching);
- * priority areas for development or improvement are recognised speedily in the context of a developing school.

38 Define the roles and responsibilities of senior management, middle management and administrative staff so that:

- * the tasks and duties undertaken by the head teacher are reduced, enabling an improved focus upon monitoring, evaluation and strategic issues;
- * responsibility for the coordination of every subject is allocated plainly;
- * the role of curriculum coordinators is understood clearly so that planning, resourcing and training for the new school's curriculum can be completed quickly.

Introduction

Characteristics of the school

39 Haywood Grove is a primary day special school for pupils who have emotional and behavioural difficulties. It opened nine months before the inspection, moving from cramped temporary accommodation into its permanent premises (a refurbished infants school) four months later.

40 Although it is planned that forty places will eventually be provided, at the time of the inspection, only nineteen pupils were on roll with the prospect of more enrolments before the end of term. When full, the school will be broadly average in size for one of its type but, at present, it is small to very small.

41 The school began in September 1997 with eight pupils from a closed residential school. Several pupils admitted later had been out of school for periods - some of up to sixteen months. All pupils have a Statement of Special Educational Needs with emotional and behavioural difficulties as their major disability. All pupils have had unsatisfactory academic experiences, sometimes compounded by difficult personal backgrounds where child protection has been an issue. Records on entry are frequently fractured or absent.

42 Few pupils live in the immediate locality and nearly all travel from a wide area of south and west Hertfordshire. Although there are pockets of deprivation, the county overall has low levels of social deprivation and generally high academic achievement. 38% of pupils are eligible for free school meals, a figure well below average for schools of this type.

43 A number of pupils are not looked after by their own family. None are described by their parents or carers as coming from an ethnic minority group. Only two of the nineteen pupils are girls. Four pupils are reception age or in Key Stage 1 and fifteen are in Key Stage 2.

44 The governors' aims for the school are:

"to develop in each pupil positive attitudes and behaviour, skills and concepts which give the pupil confidence and self esteem. In so doing the pupil is able to make and sustain relationships, undertake positive activities, acquire knowledge and skills and take advantage of educational opportunities. The school has identified eleven priorities for the ensuing three years. In subject areas, these are reading, writing, information technology, mathematics and science. In personal development, the priorities include improving the pupils' self-esteem and attitude to the academic curriculum, reduce playtime conflicts and enable 5 to 10% of pupils to reintegrate into mainstream schools by 2001."

Key indicators

Attainment at Key Stages 1 and 2

As the school is so new, there is no information available on attainment at the end of key stages.

Attendance

The school has not been open for a full 'reporting year'.

Percentage of half days (sessions) missed through absence for a typical week		%
Authorised Absence	School	8.1
Unauthorised Absence	School	1.33

Exclusions

The school has not been open for a full 'reporting year'.

Number of exclusions of pupils during the first nine months of the school's first academic year.		Number
Fixed period		13
Permanent		0

Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	9
Satisfactory or better	83
Less than satisfactory	17

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

45 Progress overall is satisfactory. During the inspection it was satisfactory in 40% of lessons and good in a further 40%. It was unsatisfactory or poor in 20%. However, many pupils have only been in school a short time, often following periods when they had made little progress or had even been out of school for a long time. Although there is generally a direct link between good progress and good teaching, it is understandable that there should be a short time lag between the two in the circumstances of a new school. It was evident that a number of pupils who had had time to settle into their new classes were

making good progress, both with their behaviour and in a variety of subjects.

46 In English, pupils at Key Stage 1 make satisfactory progress in lessons. However, on occasions their progress is restricted by the ineffective management of their behaviour. In lessons at Key Stage 2, the progress pupils make is at least satisfactory and it is often good. There is insufficient evidence from pupils' past work or teachers' records to make secure judgements on their progress over time. By the end of Key Stage 2 the majority of pupils demonstrate knowledge, skills and understanding at levels that reflect their abilities.

47 Across the key stages, in speaking and listening, pupils are developing an appropriate range of vocabulary including scientific and technical terminology. Higher attaining pupils are able to use an extended range of vocabulary in their explanations and, when asked, can expand their ideas and provide more detail. Pupils ask questions related to their work and they seek further information about aspects that interest them. Some are able to listen carefully to instructions. In reading pupils demonstrate a range of skills from recognising letters and familiar words to fluent and accurate reading of age appropriate text such as "The Dangerous Trainers". They read for pleasure and information. In writing, pupils' skills range from copying over letters to writing short stories using their imagination. Higher attaining pupils use an appropriate choice of vocabulary to add interest and variety to their writing. They use complex sentences to develop their ideas and when writing stories pupils are beginning to develop their ideas in a logical order. They are able to complete pieces of factual writing to support other subjects. Their handwriting is generally well formed and legible. They use capital letters and full stops accurately and higher attaining pupils use speech marks.

48 In mathematics there is insufficient evidence to make a judgement on progress at Key Stage 1 but, at Key Stage 2, progress is always at least satisfactory and it is good in 80% of lessons. Pupils develop skills and knowledge in all aspects of the subject and take advantage of opportunities to collect and display data using charts and graphs.

49 Owing to timetable arrangements, no science was seen at Key Stage 1. At Key Stage 2 progress in science is only satisfactory or better in 75% of lessons. It is good in 50%. Poor progress is directly linked to teaching that does not promote good behaviour and is associated with a poor response from the pupils. Pupils enjoy investigating how plants grow and about the bones of their bodies.

50 Progress in other subjects is satisfactory or good, with the exception of music and religious education. In these subjects poorly controlled behaviour is linked to poor progress in too many lessons. The timetable did not allow sufficient opportunities for a judgement to be made on progress made during the teaching of information technology.

Attitudes, behaviour and personal development

51 The attitudes and behaviour of the pupils are satisfactory overall. Many pupils experience significant and often extreme difficulties with their behaviour. However, their attitudes to learning and their responses are sound or better in 87% of lessons and they are good or very good in 55%. This is commendable in the context of a school such as Haywood Grove.

52 Pupils' behaviour is good when they respond positively to the clear expectations which are shared with them and are understood by them. Some pupils find concentration difficult even for short periods of time. There are, however, some who can settle to their work for longer intervals and there are a few who give sustained concentration to tasks. Pupils apply themselves to tasks more productively when they know what they are going to learn, the amount of work they have to do and the amount of time they have to complete it. Pupils demonstrate that they can persevere to complete challenging tasks. Despite outbursts of difficult behaviour most pupils are able to get on reasonably well together. There are good relationships

with staff which make a positive contribution to the progress pupils make in lessons. They are developing positive relationships with each other although these are not always robust enough to withstand arguments. A few can organise themselves into small team games at breaks with little adult support.

53 Pupils are polite and courteous to visitors. They take care of the equipment they use and are proud of their new school. They are developing tolerance towards physical disability and cultural differences, including the beliefs, views and opinions of others. Older pupils are able to talk about how their actions affect others. They take care of younger ones when asked, and will help them in the dining room at lunchtime.

54 Pupils take part in discussions and are often keen to share their ideas but do not always listen to each other. They demonstrate positive attitudes to learning in lessons that have good pace and are taught with enthusiasm. Pupils often show enjoyment during activities and excitement when new resources are produced. They are beginning to demonstrate independent learning skills and some are able to take responsibility for elements of the school day, such as putting the chairs away after assembly. Through the systems of rewards and sanctions pupils are beginning to learn how to be responsible for their own learning and behaviour which is often good in class. Pupils are confident to read aloud in front of others or demonstrate their performance in physical education. They recognise what they have done well and are able to appreciate the achievements of others.

55 Nevertheless, pupils are not always able to control how they behave. The relatively high level of thirteen fixed term exclusions over the first nine months of the school's life has been carefully recorded and reported. The exclusions are short and concern only a few individuals. They mostly relate to problems settling-in to a new school and are reducing as pupils become established.

Attendance

56 Attendance is satisfactory overall, and for the majority of pupils it is good and contributes to good progress. A typical week showed attendance levels of 91%. These figures compare very well with other special schools of a similar kind. Most pupils arrive at school promptly and go into class on time. The few late arrivals are generally caused by delays in the taxis bringing them to school. Pupils are prompt for their lessons.

Quality of education provided

Teaching

57 Teaching overall is satisfactory or better in 83% of lessons. It is good or very good in 56%. Teaching of the small Key Stage 1 group is satisfactory in only 50% of lessons and poor in the rest. Teaching at Key Stage 2 is good or very good in 67% of lessons. It is unsatisfactory in 11%. At Key Stage 2, good teaching is seen in the majority of subjects with very good teaching in English and personal and social education.

58 Where teaching is satisfactory, teachers ensure that all pupils are involved in the lesson through open ended and positive responses to their questions. The management of inappropriate behaviour is effective and there is an authoritative but friendly and supportive relationship with pupils. The systems of rewards and sanctions used by the school are implemented consistently and a well controlled working atmosphere is established in classrooms. Humour is used to defuse conflict. On occasions there is a lack of pace and variety to lessons. Teachers' lesson planning is satisfactory although, too often, medium and long term planning lacks coherence. There is a more consistent approach to planning in science and design and technology at Key Stage 2. Teachers use a range of assessment and recording procedures but there is

currently no whole school approach to this area and its implementation and use is inconsistent across the school.

59 Where teaching is effective, teachers have very clear and positive expectations of behaviour which are understood by pupils. The tasks set are well matched to pupils' interests and abilities and thoughtful use of questioning extends their understanding. Teachers introduce and use technical and scientific language at the appropriate time. Pupils' work is marked immediately and supportive feedback enables them to understand what they must do to improve. Where teaching is very good, tasks are meticulously prepared to meet the needs of individuals and the group. The management of pupils' behaviour is very good and a positive attitude to learning is achieved. A pupil who becomes very anxious and volatile when he is uncertain what might be required of him is given sensitive support. His expectations for work are set out clearly on cards in advance and he is made aware of how long he has to spend on each exercise by the use of a timer. Such routines and support structures help pupils to feel secure. Lessons have a good pace and pupils are provided with a variety of tasks. They are given sufficient time to develop their work without becoming bored. Learning support assistants are used effectively to manage the physical environment, prepare materials and support pupils with their learning. They make a valuable contribution to opportunities across the curriculum.

60 Where teaching is unsatisfactory the boundaries of acceptable behaviour are not clearly established and there is a lack of effective strategies for managing inappropriate behaviour. Lessons lack pace and pupils become bored and disaffected. In a significant number of lessons at Key Stage 1 the management of pupils' behaviour is ineffective and restricts their opportunities to learn and make progress. Adults in the class are inconsistent in their approaches.

61 Pupils often demonstrate inappropriate behaviour in lessons where they are not being taught by their own teacher. Such lessons provide good opportunities for teachers to develop specialist subject expertise or to be released for development work. However, in these circumstances teachers frequently do not have a good knowledge of individual pupils' needs and cannot capitalise upon it. Too often behaviour management strategies are inadequate.

62 Homework is not being used currently to reinforce or extend pupils' learning opportunities on a consistent, whole school basis.

The curriculum and assessment

63 The curriculum is broad and balanced and, at Key Stage 2, it meets the legal requirements of the National Curriculum, apart from information technology. Teaching time is reduced by assemblies and tutorial sessions associated with behaviour management. However, these occasions are well managed and improve the receptiveness of the pupils during the teaching day which is of an acceptable length for pupils at Key Stage 2. At Key Stage 1, pupils are phased into the school on part time placements over too long a period. During this time their curriculum is not broad and balanced. It does not include information technology, history, geography or religious education. The taught time of fifteen hours per week is too short. Although there may be good reasons why certain pupils should not start full time school immediately, the school does not ensure that proper arrangements are made to provide a full entitlement to educational opportunities during this period.

64 Curriculum planning on a whole school basis is in its infancy. As yet, it is poor. Coordinators have still to be appointed to all subjects. There are few subject policies and little in the way of whole school long and medium term plans that ensure pupils build consistently upon their achievements. Where it has been considered appropriate, the school is beginning to adopt the Local Education Authority's primary schemes of work as a basis for a more specialised curriculum. A training session for curriculum planning took place during the week of the inspection and timescales for subject planning are set out in the school's

development plan. Nevertheless, the school remains some way from establishing a cycle of what is to be taught to whom and when.

65 Individual teachers provide good examples of planning either for their class or for the subject for which they are coordinator. These standards are not uniform across the school. Good practice is available to be built upon to establish coherent and manageable systems to plan the curriculum.

66 Standard assessment tasks and tests have been undertaken at the end of Key Stages 1 and 2 (for which results are not yet available) and the school is preparing an assessment for new pupils. However, there is not yet a satisfactory and consistent system of assessment that records strengths and areas for development (particularly as pupils join the school) and which informs planning for teaching programmes. It is unclear when pupils achieve many of their targets and it is not yet evident how the system of record keeping will build up a useful profile of each pupil's achievements. An assessment of science capability with a new pupil is a good example of how comprehensive use of such assessments might make a significant contribution to good curriculum planning. The school plans to adopt the scheme of assessment for target setting in special schools currently being developed by the Local Education Authority.

67 There is a sex education policy but it is not reflected consistently in the timetable.

68 A start has been made by joining the adjacent primary school for some sporting activities, but a full programme of extra-curricular work has not yet been developed.

Pupils' spiritual, moral, social and cultural development

69 Provision for pupils' spiritual development is satisfactory. The school holds a daily assembly which all pupils attend. During the inspection week the focus of the assembly was on disability issues. Very effective presentations included a video on cerebral palsy and the circulation of a Braille copy of the Radio Times. These extended pupils' understanding of disability issues and taught them acceptance, tolerance and respect for people with disabilities. Assemblies also include a prayer, a hymn and an impressive one minute silence in which pupils think about the issues that have arisen. The occasions are effective in inducing a mood of calm reflection which is sustained by pupils. They have a positive impact on spiritual development. Religious education lessons cover different religions, values and beliefs effectively at Key Stage 2.

70 Provision for moral development is good. The school's ethos, policies and rules emphasise tolerance, empathy, self confidence and integrity. Right and wrong principles and behaviours are clearly distinguished and are continually emphasised by teachers. Pupils show by their behaviour that they clearly understand what is acceptable and know when they are behaving in an unacceptable manner. In assemblies they have the opportunity to discuss moral values that apply both within and outside the school. Stories read often have a moral theme. Class rules and the reward system have been developed with pupils, the latter being an initiative proposed by senior pupils.

71 Provision for social development is satisfactory. Adults in the school are good role models. Pupils are encouraged to work together in groups and teams and many are able to do this with success. Most relate positively to teachers, visitors and each other. Positive social behaviour is acknowledged and rewarded formally. A number of pupils take responsibility for small tasks both within the classrooms and about the school. At lunchtime the field is shared harmoniously with the pupils of the adjacent primary school.

72 Provision for pupils' cultural development is unsatisfactory at present. There are few resources which enable pupils to appreciate their own cultural traditions or the diversity and richness of other cultures. The school is aware of this and a variety of textbooks and other material has been ordered to

improve provision in this area. Incidents of racial behaviour did not occur during the inspection but teachers are quick to take advantage of any opportunities that arise in conversation with pupils or within lessons to promote positive attitudes.

Support, guidance and pupils' welfare

73 Procedures for the monitoring of progress and personal development are unsatisfactory. Neither the senior management of the school nor the subject coordinators are ensuring consistency between classes or are using information on pupils' achievements to set baselines for progress. Teachers plainly know their pupils well and relationships are effective in the majority of classes. Individual education plans with targets for behaviour and learning have been established, however there are too many learning targets. They are not well understood by the pupils themselves nor by all who teach them, including learning support assistants.

74 Procedures for monitoring and promoting discipline and good behaviour are satisfactory. There is a clear and effective discipline policy which deals with rewards and sanctions. This is understood by staff and pupils but is not consistently used by all teachers. Pupils understand what types of behaviour are unacceptable and what sanctions will be applied if such behaviour occurs. The rewards system is used effectively throughout the school and has a positive effect on behaviour and educational standards achieved.

75 Pupils have individual behaviour plans. Instances of poor behaviour, and the action taken, are recorded in their files. Records show that many pupils have improved their behaviour since arriving at the school. There are no specific policies on harassment or bullying, but such instances are rare and are dealt with severely. Staff are well supported when pupils behave inappropriately in lessons and this is usually effective in dealing with the situation and modifying behaviour. Staff have been trained in restraint techniques and use them correctly. Support staff play an effective part in dealing with inappropriate behaviour.

76 Procedures for monitoring attendance are good. Registers are kept correctly. The school has good links with the educational welfare officer and other professionals and, where pupils are noted as absent, parents and the appropriate welfare services are contacted. The head teacher maintains a close watch on attendance and ensures that problems are quickly followed up with parents

77 The local authority's child protection procedures are used by the school. Although formal child protection training has not yet taken place for all staff, they are aware of what needs to be done if evidence is presented to them of alleged instances.

78 Good levels of supervision are provided at break and lunchtime. Staff support pupils well in their play, allowing independence when this is appropriate but also providing a structure of activities that is very necessary in the rather unstimulating outdoor play area.

79 There are only two girls in the school. Apart from their inevitable lack of a friendship group of their own sex, there were no matters of concern seen during the inspection. Staff are very aware of the potential equal opportunities issues. Discreet advice and support is available when necessary.

80 The completely refurbished premises and mainly new equipment provide a safe environment. Policies and procedures to promote health and safety within the new premises are being developed currently.

Partnership with parents and the community

81 Links with parents are satisfactory. The school takes considerable time and trouble to develop them. The head teacher makes commendable efforts to contact parents frequently by letter or telephone. She also makes home visits. She informs parents of incidents or simply reports that the child has had a good day at school. This is a good feature of the school. There is a Parents' Policy that emphasises the need for a partnership approach with parents and carers. However, very few families live in the immediate area and this inhibits satisfactory links between home and school. There is little involvement by parents in school life outside of formal reporting and occasional meetings. There is at present only one parent governor and one parent attended the parents meeting prior to the inspection. This parent was positive about relationships with the school, and this was generally supported by replies to the questionnaires. There is a special assembly twice a year to celebrate pupils' achievements. Parents are invited and this is well attended. Other local people associated with the school are also invited.

82 The quality of information provided to parents is satisfactory overall but variable in quality. Contact about incidents and positive comments are good. Parents are encouraged to attend annual reviews. The issue of homework has not yet been addressed in terms of school policy. A useful channel of information is the school book each pupil takes home each day with comments in and in which parents can reply.

83 An appropriate series of meetings with parents take place when a pupil first joins the school as set out in the admissions policy. These satisfactorily prepare the family and the school. After admission further regular meetings with parents are planned but there has not as yet been a formal parents' evening.

84 There are few formal links with the wider community and this area is in not yet satisfactory, needing to develop as the school matures. There are good links with neighbouring schools at head teacher and staff level. Some limited use is made of their facilities by the pupils. These include combined sports activities and joining in with a visit from a mobile farm. There is much potential for more links to develop between the three adjacent schools. Although the pupils are made aware of issues in the wider world, raise funds for charities and some classes are members of a pen friend club, there are very few direct links with the local community.

The management and efficiency of the school

Leadership and management

85 The leadership and management of the school is unsatisfactory although some of the reasons have been beyond the school's control. The ages of the pupils who will eventually fill the empty places is not at all clear and this inhibits planning. Difficulties recruiting a deputy head teacher, sickness amongst the temporary management team and the change of premises has meant the headteacher has had few opportunities to delegate and insufficient time to devote to managerial responsibilities including strategic development planning. A deputy head teacher appointment has been made for September which will provide much needed support to the head who is establishing a management style which is visible, supportive and caring. Her leadership has resulted in a dedicated staff who demonstrate substantial commitment to meeting the pupil's needs.

86 Procedures to support teaching, subject development and learning have not been priorities in the new school and they are poorly developed. The head teacher is beginning to monitor the work of the school on an informal level. She is sensitive and well informed. However, provision of formal systems to monitor teaching and pupil progress do not feature in the school development plan for a further year. Although the framework of the plan is appropriate to guide the work of the school, the timescale for this part is too prolonged.

87 Sound advice is being provided from a consultant to support and develop staff skills in long and medium term curriculum planning which have been correctly identified as priority areas. Those policies and schemes of work which are in place are not yet fully reflected by work within the classrooms. Staff are now becoming more actively involved in planning and decision making. An appropriate range of meetings has been established which provides a forum for discussion. Decisions are taken following appropriate consultation. Staff communication is good.

88 Although some individual staff are undertaking good work developing their subjects, the roles and responsibilities of subject coordinators are not clearly defined. There is not yet an adequate and consistent system to ensure satisfactorily the required pace of subject development planning or the monitoring of teaching and learning.

89 The governing body has formed appropriate committees to promote sound school management although some meetings are too informal and minutes are not taken. The full range of committees has not been in place long enough to have a significant influence on the work of the school. Governors are very supportive of the head teacher and staff. They are developing their role as critical friends but are not yet monitoring the work of the school. The governing body does not yet fully meet its statutory obligations. The curriculum does not satisfy requirements for information technology at both key stages and, at Key Stage 1, the part time course does not allow sufficient time to teach history, geography or religious education. There is not yet a teachers' pay policy and the date planned for the start of teacher appraisal means that most of the current staff will not be appraised within the statutory two year cycle. The governing body and senior management of the school do yet have satisfactory procedures to monitor and evaluate whole school developments.

90 The school's aims include a commitment to improving pupils' attainment and progress and to providing a quality learning environment. Although the management of behaviour is always an important aspect of work in schools of this type, Haywood Grove has succeeded satisfactorily in establishing an ethos that concentrates upon moving pupils forward both in their behaviour and their learning.

Staffing, accommodation and learning resources

91 There is a suitable number of staff with relevant experience, qualifications, and range of subject expertise, to teach the requirements of the National Curriculum. Most have appropriate experience and/or qualifications to teach pupils with emotional and behavioural difficulties. There is a good number of support staff and they are used effectively, for example in providing reading and information technology support and in dealing with behavioural problems. When the number of pupils increases, the amount of support to the headteacher in administrative and financial matters will be insufficient. The deputy headteacher will provide welcome support to the headteacher and relieve some of the present burden on her. Staffing has been set as though the school were full and, in present circumstances, the school is very well staffed. Once full, the pupil/teacher ratio will be high when compared with similar schools.

92 The accommodation is satisfactory to meet the needs of the National Curriculum in terms of size and condition. Although some specialist equipment is in place, more needs to be provided to complete the fitting out of the science/technology room. The building is pleasant, displays are good and the standards of cleanliness and maintenance are very high. These contribute to the effective teaching of the curriculum. Outdoor areas do not yet provide good opportunities for recreation. There are too many changes of level and no fixed play apparatus. The good working relationship with the adjacent primary school allows easy access to a playing field.

93 The newness of the school means that, when the school was inspected, levels of resources were unsatisfactory. Much is on order and new equipment is arriving continually. Initially, the school was equipped with second hand or borrowed furniture and curriculum resources but these are gradually being

replaced with new equipment and furniture.

94 Resources in use for the teaching of English, science, design and technology, music and physical education are adequate. They are unsatisfactory for mathematics, information technology, the humanities and religious education. The current lack of computers in classrooms severely inhibits teaching. However, it is understood that suitable equipment is on order and should be delivered soon.

The efficiency of the school

95 The school has not yet existed for a full financial year and there are, therefore, no figures that can be used to judge how efficiently and effectively it has used its resources over time. Overall the efficiency with which resources have been used whilst the school has been establishing has been satisfactory. Although the numbers on roll are low at present, the school is financed as though it were full. This, and the substantial set-up fund, all distort the expenditure per pupil which appears inordinately high for provision of this type. This will fall considerably as the school fills and as the set-up funds work themselves out of the system.

96 The school's development plan is costed and approved by the governing body which has established a finance committee. However, there is very little evidence the governors are pro-active in fulfilling their strategic responsibilities for financial planning or for monitoring the effectiveness of financial decisions. As yet coordinators do not have clear guidance on their authorities and responsibilities. There is not a scheme of financial delegation to ensure the many purchases over the coming months are made with the greatest administrative ease, are appropriate to the curriculum and provide the best value for money. The school plans to carry forward the large unspent sum of £65,000 into the financial year 1999/2000 when there is an intention to spend £30,000 upon premises improvements, mostly to outdoor areas and to complete curriculum resourcing. This represents too long a period before the final equipment needs of the school are identified and the surplus allocated. As yet there is unsatisfactory financial planning by governors, headteacher and middle management.

97 The school has committed itself to a staffing structure that can be sustained by the anticipated income once spending of the set-up funds has been completed. There is a sensible balance of expenditure between the costs of the teachers, other staff, the premises and other expenses. Once the school is full, the staffing arrangements will represent a pragmatic deployment of the funds available. However, they will only allow a pupil to staff ratio that is high compared nationally with other schools of this type. It was sensible to set up a class structure early on that reflects the arrangements anticipated when the school is full. In this way new pupils will not be reorganised constantly as new classes are set up. The deployment of teaching and support staff is satisfactory. Whilst staff are now using their time to select and order furniture and equipment, all opportunities are not being taken to "get ahead" with curriculum planning whilst the pressures from pupils are not as great as they will soon be.

98 The school spent the first term in cramped accommodation with little storage space for anything but immediate equipment needs. It has also "inherited" some basic equipment from a closing school. This was slow to arrive and required assessment for suitability. Coordinators have only recently been appointed for most subject areas and are only now ordering materials and equipment. In the circumstances these represent good reasons why the purchasing of a full range of resources did not occur earlier. Although much was being delivered during the week of the inspection much remains to be done. Coordinators are anxious that what they buy is of use to all teachers and they try to ensure maximum availability of resources. The school makes good, effective use of its new accommodation and the resources so far available.

99 The head teacher has taken personal responsibility for financial control, monitoring and bookkeeping. This has been carried out satisfactorily with accuracy and integrity. However, it has been at

cost to her time and, now the systems are in place, it is recognised that a scheme of delegation is required so she can be employed more efficiently on strategic matters.

100 In terms of value for money, the set up costs have been high and Haywood Grove has yet to prove itself. However, once these costs have worked through, the evidence of the inspection is that the school would provide good value for money if standards are maintained once the school is full. At present, value for money is sound.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

101 In English, too few lessons were observed of the small Key Stage 1 group to make sound judgments on standards for the key stage. Previous education is not well recorded and there are very few records to show how pupils have progressed over time. Nevertheless there is sufficient evidence to show that one pupil has made great progress with his reading during his short stay in the school. He can read simple text and successfully answer questions upon it. Others make a start at phonic work, recognising the letter "a" and suggesting words that start with the sound. There is little in the way of written work to show progress with handwriting or spelling although pupils regularly undertake exercises copying or overwriting adult script. On occasions their progress is restricted by ineffective management of their behaviour.

102 In lessons at Key Stage 2, the progress pupils make is at least satisfactory and it is often good. There is insufficient evidence from pupils' past work or teachers' records to make secure judgements on their progress over time. Scrutiny of pupils' annual review reports indicate that they make satisfactory progress towards the targets set for them.

103 At Key Stage 2, in speaking and listening, pupils are developing an appropriate range of vocabulary including scientific and technical terminology. They are developing the ability to listen carefully to the teacher for extended periods of time and attend to the views of others without making negative comments. Higher attaining pupils are able to use an extended range of vocabulary in their explanations and, when asked, can expand their ideas and provide more detail. Pupils ask questions related to their work and they seek further information about aspects that interest them. When answering questions, pupils are learning to keep to the point.

104 At Key Stage 2 in reading, pupils demonstrate a range of skills from recognising letters and familiar words to fluent and accurate reading of age appropriate text such as "The Dangerous Trainers". Pupils read for pleasure and information. As their skills develop they begin to use intonation and expression. They read accurately with appropriate pace and higher attaining pupils can cope confidently with simple but unfamiliar text. Pupils are able to retell stories in their own words, answer questions about the text and higher attaining pupils can describe the main ideas and themes of the stories they read. Pupils use their own word banks and dictionaries to check the meaning of words and their spellings. They understand how to use reference books to find relevant information to support their work. They are developing a methodical approach when looking for information.

105 In writing, pupils at Key Stage 2 demonstrate skills that range from copying over letters to writing short stories from imagination. Higher attaining pupils use an appropriate choice of vocabulary to add interest and variety to their writing. They discuss why they have made vocabulary choices and they use complex sentences to develop their ideas. When writing stories, pupils are beginning to develop their ideas in a logical order. They complete pieces of factual writing to support other subjects. Higher attaining pupils write with more rigour, draft and check their work and present finished pieces to a satisfactory

standard. Pupils are taught handwriting skills, spelling, punctuation and sentence structure. Their handwriting is generally well formed and legible. They are able to use capital letters and full stops accurately and higher attaining pupils use speech marks. Pupils' spelling of single syllable words is generally accurate. They have sufficient opportunities to develop their literacy skills across other subjects of the curriculum. They take part in discussions, answer questions related to their work and record factual information in a range of different formats. Pupils do not have opportunities to use information technology to support their work. It is being used consistently in only one class where a good routine is established of drafting work in longhand before word processing the final presentation.

106 At Key Stage 2, pupils' attitudes to learning and their responses in lessons are often good. Pupils are able to follow instructions and are beginning to take some responsibility for organising themselves for the tasks that have been set. There are good relationships with the teachers and pupils are keen to answer questions. However, many still call out inappropriately. Pupils' concentration can be good and they persevere to complete tasks. They are often able to work without disturbing others. Some pupils need close supervision and support to complete tasks. Pupils are developing appropriate discussion skills and they are able to share ideas sensibly, although a few still find listening to others difficult. Most pupils, particularly at Key Stage 2, are developing a positive attitude to work and this is demonstrated in the pride they take in what they achieve and the appreciation they show for others' work. Older pupils are aware of their own personal targets and understand the rewards and sanctions used by teachers. Where pupils' behaviour is less satisfactory it is often attention seeking and shows non-compliance which on occasions develops into more serious outbursts of verbal and aggressive behaviour.

107 Teaching overall is at least satisfactory in 90% of lessons and good or very good in 60%. It is always at least sound at Key Stage 2 and 75% of teaching is good or very good at this key stage. Teachers' lesson planning is satisfactory. However, medium and long term planning is variable. There is evidence of a consistent approach to the teaching of skills such as spelling, handwriting, comprehension and punctuation which is having a positive effect on the progress pupils make. There is no whole school approach to assessment and recording. Assessment of new pupils has been undertaken with the youngest group and the assessment of some skills, for example, spelling is more consistent across the school. The learning objectives set for lessons are appropriate and teachers provide suitable activities to support them. Learning support assistants are well deployed to assist teachers and to support pupils in their learning. They make a positive contribution to the opportunities pupils have.

108 Teaching is good or very good when teachers mark work with the pupils and make it clear what they need to do to improve. Where lessons have good pace and a range of teaching strategies are used, concentration is good. Teachers use questioning well to check pupils' understanding and to challenge and extend their learning. They match work well to the needs of individuals, providing sufficient opportunities to consolidate learning but also providing some challenge. Where teaching is unsatisfactory the ineffective management of behaviour restricts opportunities to learn and make progress.

109 There is a coordinator for the subject but the role is currently underdeveloped and does not include subject development planning or the monitoring of teaching and learning. There is no policy or scheme of work in place to guide teachers in the teaching of the curriculum or to ensure continuity for pupils' learning. The school is beginning to use the Hertfordshire scheme of work. English is a priority in the school development plan and there is an appropriate focus on developing teachers' skills related to literacy. The school is intending to develop the subject to be consistent with the National Literacy Strategy. There are sufficient suitable resources to support teachers' immediate planning and these are being improved upon to support the teaching of the full National Curriculum. The school has appropriate plans to involve the local authority library service in an advisory and maintenance role to help set up its own library.

Mathematics

110 In mathematics there is insufficient evidence to make a judgement on progress at Key Stage 1 but, at Key Stage 2, progress is always at least satisfactory and it is good in 80% of lessons. For those pupils who have been in the school longest, there is clearly good progress over time evident from their workbooks. Some are working on simple number bonds to ten whilst others can calculate using hundreds, tens and units, tell the time and understand simple fractions. Pupils develop skills and knowledge in all aspects of the subject. During the inspection they took the temperature at various times and displayed their data using charts, graphs and information technology.

111 Pupils' attitudes to the subject are at least satisfactory and, at Key Stage 2, they are good in 80% of lessons. Pupils work independently, show enthusiasm and will persevere until tasks are completed. They are aware when they have done well and are pleased with themselves.

112 Teaching is good overall. At Key Stage 2, it is good in 80% of lessons and satisfactory in the rest. Here there is clear lesson planning. The tasks are well matched to the needs of individual pupils. There is sensitive, positive support that provides immediate feedback, keeping pupils on task and motivated. Support staff back up the teacher effectively. Pupils are well focused on their assignments. They know what is expected of them and this usually provides the correct mixture of consolidation and challenge. In the small amount of mathematics teaching observed at Key Stage 1, ineffective management of the behaviour restricted the opportunities for pupils to make progress.

113 The coordinator has made a satisfactory start managing the development of the subject. There is a useful draft policy and resources are being built up. However, there still remains much to be done before there is an appropriate whole-school approach to the subject and comprehensive resources.

Science

114 No science was timetabled at Key Stage 1 during the inspection. At Key Stage 2, progress in science is only satisfactory or better in 75% of lessons. It is good in 50%. Where it is unsatisfactory it is directly linked to teaching that does not promote good behaviour and is associated with a similarly unsatisfactory response from the pupils. Good progress is achieved learning about the bones and organs of the body, the properties of magnets and in understanding why, in science, you must set up fair tests and control variables. Pupils can use appropriate language to describe body parts and, for older pupils, this becomes more sophisticated when they use the scientific terms for the bones of the body. In learning about how plants grow they understand the terms propagate and evaporate. They know the conditions required for plant growth.

115 The response to the subject is variable. It is good in 75% of lessons but poor 25%. Where it is good pupils' interest is caught and sustained. They work with care, treating equipment and materials with respect. They cooperate with each other, clearly enjoying their learning. Poor response occurs when behaviour is not well controlled and pupils do not become engaged with their tasks.

116 Teaching is good in 75% of lessons. When it is good teachers know their subject very well and have prepared skilfully so that the activities have interest and pace. The physical environment is well managed in order to provide valuable practical experiences without presenting opportunities for disruption. Unsatisfactory teaching is associated with problems of behaviour management and lesson plans cannot be achieved because of downward cycles of disruption.

117 The coordinator has produced a thoughtful draft policy which will serve well to guide the teaching of the subject. There are already adequate resources but more are arriving and yet more planned. This will allow sufficient for there to be better access to all classes at all times. There are plans to resource a vacant room as a practical area where experiments and investigations can take place more appropriately than in the classrooms. Work is beginning to be coordinated across the school with links and progression evident

between classes. An assessment of the scientific skills of a new pupil is a useful model of how "on-entry" assessments might be developed in different subjects across the school.

Other subjects

Art

118 Although only a few lessons were seen, there is evidence that progress is satisfactory or good in this subject. The pupils know about the lives and styles of well known artists such as Warhol and Miro. They produce work that uses their methods. They have skills in paint wash and ink drawing. They select appropriate brush sizes for the work in hand. Attractive work is produced to decorate the classrooms and corridors.

119 From the evidence available, teaching is satisfactory or good. Behaviour is well managed by encouragement, selection of appropriate tasks and good room management underpinned by a clearly understood system of sanctions and rewards. The best teaching encourages work from the pupils for which they feel responsible and proud. However, some work is over directed and pupils may then have little effective input into the end result.

120 Management of the subject is in its early days. There is no policy or whole-school scheme of work. Resources are adequate but do not provide sufficient art resource books or enough opportunities for 3 dimensional work. The display boards provided for the new school are too small for large imaginative displays.

Design technology (DT)

121 Only two design and technology lessons were seen during the inspection. There is insufficient evidence from lesson observations, pupils' past and present work on which to base judgements about progress by the end of the key stages. There is very limited evidence at Key Stage 1. At Key Stage 2 pupils are able to generate ideas and make realistic and appropriate suggestions. Their knowledge and understanding of the design process is extended during lessons and they learn to analyse what they need to do to realise their ideas. Pupils discuss ideas enthusiastically and show great interest in the tasks set. They are able to use their imagination and plan in a practical and sensible way. Their response to the subject is good. Younger pupils are able to cut and combine materials to make music shakers.

122 Teachers' planning indicates that pupils have opportunities to take part in a range of design and technology activities linked to the National Curriculum programmes of study for both key stages. In the limited number of lessons seen teachers give clear and positive explanations and tasks are well matched to pupils' interest and abilities. Thoughtful questioning extends pupils' understanding.

123 Design and technology is identified for attention in the school development plan for 1999. There is a subject coordinator but the role is underdeveloped, particularly in the areas of development, planning and the monitoring of teaching and learning. The school currently has no formal way to monitor if teachers' planning is being fully implemented or to ensure that pupils' entitlement to the National Curriculum is assured.

124 A budget has been identified to support the development of resources. There are currently sufficient, suitable resources to support teachers' immediate needs and those on order will provide an appropriate range to support the teaching of the full National Curriculum. When the refurbishment of the accommodation is completed the school will have specialist facilities for food technology and design and technology.

Humanities

125 Only one lesson of geography was seen during the inspection and three of history. Humanities do not appear on the timetable at Key Stage 1. Pupils at Key Stage 2 make sound progress in lessons. There is insufficient evidence from pupils' past work at both key stages or from teachers' records to make judgements on their progress overtime in either subject.

126 Scrutiny of teachers' planning indicates that pupils at both key stages have appropriate opportunities to work within the National Curriculum programmes of study and during topic work they have learned about the Vikings, the Victorian era and the second world war, as well as the nineteen fifties, sixties and seventies. There is insufficient evidence from direct observation to make a judgement on teaching at Key Stage 1. Pupils at Year 3 are able to write their names using the Viking alphabet. They are able to make sensible suggestions as to the tools and materials used by Viking people to record the written word. At Years 5 and 6 they are developing an understanding of life in Victorian times and they are able to identify some of the differences between life then and now. Pupils can place dates on a time line in the correct order. They build successfully on past learning and acquire new vocabulary which they use appropriately. They are able to name the major cities of the United Kingdom in an atlas.

127 At Key Stage 2, pupils' attitudes to learning and their responses in lessons are satisfactory. Pupils are ready to share ideas. They work well independently but are not always confident. They often seek adult help when it is not needed. Most pupils are able to take turns but there is some talking out of turn and inattention during discussions.

128 Teaching at Key Stage 2 is satisfactory. Teachers involve all pupils in the session through the careful use of questioning. The management of behaviour is effective and relationships are good. Lesson planning is appropriate and learning objectives are clearly identified. Teachers ensure that the skills pupils need to work more independently, for example the use of reference materials, are taught at the appropriate time.

129 The management of history and geography is unsatisfactory. There is currently no coordinator responsible for either subject and no scheme of work is in place to guide the teaching of the curriculum or ensure continuity for pupils' learning. Teachers' planning is not monitored formally and there is no monitoring of teaching or learning. The school cannot ensure that teachers' planning is being implemented or that pupils are receiving their entitlement to the National Curriculum. The current level of resources is insufficient to teach the curriculum. However it is in the school's planning to have completed resourcing and to have developed a policy and scheme of work by the end of next term.

Information technology (IT)

130 Only two sessions were seen where information technology was being used to support pupils' learning across the curriculum. There is insufficient evidence from observations, pupils' past and present work on which to base judgements about progress.

131 From the limited observations made, pupils in Year 6 demonstrate they can use a mouse appropriately to manipulate software through the use of icons. They are able to use the keyboard for simple word processing and can locate information using the CD ROM. Pupils use a data handling programme to create pie charts and they word process final drafts of their creative writing in English.

132 Currently there is only a computer in the Year 3 and Year 6 classrooms and one of these is unreliable. The majority of pupils in the school do not have access to information technology.

133 The use of information technology to support pupils' learning is identified in some teachers' planning but this is restricted to one class. Information technology is identified in the school development plan as a priority. There is a subject coordinator but the role is underdeveloped, particularly in the areas of subject development, planning and monitoring of teaching and learning. The coordinator is enthusiastic and has sought the advice of the local authority in terms of subject and resource development. Appropriate ideas are being considered. However, these have yet to be put within a formal subject development plan.

134 Pupils do not yet have access to the full National Curriculum programmes of study and the subject does not meet statutory requirements. There is currently no framework to guide teachers in their teaching of the curriculum or to ensure continuity for pupils' learning. There is no whole school approach to assessment and recording. Pupils' progress is not being monitored.

135 A budget has been identified to support resource development and an audit of equipment has been carried out. Gaps in provision have been identified. Resources have been ordered and await delivery. Currently there are insufficient resources in terms of hardware and software to support the teaching of the curriculum. The coordinator has enrolled onto an accredited information technology coordinators' course and the development of staff and pupils' skills has also been identified for attention in the school development plan.

Music

136 In music pupils make unsatisfactory progress in all lessons. Pupils make shakers and have started a module of work on modern popular music but there is little evidence of new learning. Poor behaviour is a feature of much of the lessons which are usually timetabled for an hour and a quarter. As such they are long and difficult to sustain. A downward cycle develops of unsatisfactory teaching that is not effective in managing the inappropriate behaviour. Sanctions are applied inconsistently and the teacher is cautious about allowing pupils full access to the very good range of instruments available. This, in turn, serves to increase their lack of motivation.

137 There is no coordinator appointed but a teacher has taken interim responsibility for the subject and has made a very good start resourcing it with an appropriate scheme and a range of exciting instruments. She has plans to increase the motivation of the pupils by organising performances for Christmas and other events. No policy exists as yet.

Physical education (PE)

138 In physical education lessons pupils were observed to make satisfactory progress in both key stages although evidence is too limited to make independent judgements for Key Stage 1. There is insufficient evidence from teachers' records to make a judgement on progress over time. At both key stages pupils demonstrate a range of skills at National Curriculum levels that are appropriate to their age.

139 At Key Stage 2 there is a clear development of skills during lessons and pupils are able to refine and improve their performance in response to suggestions. Pupils take part in simple circuit training. They are aware of the need for warm up and cool down exercises and the effects of exercise on the body. Pupils are able to bat and field in cricket, they can skip, climb wall bars, do forward rolls and cartwheels. They can run, stop and turn on command. Pupils are able to put out apparatus safely.

140 In lessons observed at both key stages pupils' attitudes to learning and their responses are satisfactory. They generally pay attention but they often need adult help to maintain this for the complete lesson. They are keen to join and are motivated to have a go at new activities. They can follow

instructions and are aware of the need for safe behaviour. However they are not always able to carry this through.

141 All teaching observed is at least satisfactory and it is good at Key Stage 2. There is an appropriate emphasis on individual attention and the activities set are suitable to meet the learning objectives identified in lesson plans. Teachers give pupils appropriate encouragement and offer suggestions to help them improve their performance. Pupils are given responsibility for getting out equipment and proper attention is given to safety. Teachers adapt their plans effectively to meet the behavioural needs of pupils when difficult situations arise.

142 The management of the subject is not yet satisfactory. There is a subject coordinator but the role is currently underdeveloped and does not include subject development planning or the monitoring of teaching and learning. There is not yet a scheme of work to guide teachers in their teaching of the curriculum or to ensure continuity for pupils' learning. Moreover, physical education is not yet identified for attention on the school development plan. Individual teachers' planning indicates appropriate coverage of the programmes of study. The school does not currently have a way of ensuring that planning is being fully implemented and that pupils' entitlement to the National Curriculum is assured. A budget has been identified to support resource development and there is a satisfactory range of suitable equipment. A range of appropriate small equipment is currently being purchased.

Personal, social and health education

143 At Key Stage 1, muddled objectives, a confusing variety of adult interventions and poor behaviour management reduce the pupils' opportunities to make progress.

144 However, good work is achieved in this subject at Key Stage 2. Progress is satisfactory or good. Pupils learn an awareness of disability issues and show considerable empathy regarding blindness. They consider what makes people happy or sad. They understand the fairness of the school's behaviour system and how it contributes to a happier school society. Pupils are sensible and responsive. They share ideas and enjoy the imaginative way the subject is presented.

145 Teaching at Key Stage 2 is good or very good. Teachers are clear about the outcomes they are seeking and plan well to achieve them. Imaginative techniques are used to catch the interest of the pupils and give structure to discussions. One group passed a doll around and pupils could only make a contribution whilst it was held by them.

Religious education (RE)

146 Religious education is timetabled for all classes except Key Stage 1 where statutory requirements are not met. Too few classes were seen to make reliable judgements on progress or teaching in the subject as a whole. Pupils learn the stories and festivals of a variety of religions. They discuss moral issues and older pupils show insight into the expectations and responsibilities of friendship.

147 When teaching is good, it is sensitive and skilled at handling discussion. Teachers move purposefully towards the objectives they have set for the lesson but take the pace from the responses of the pupils. They allow time for them to make their contributions but do not permit the lesson to flag. Less successful teaching does not control behaviour well and standards deteriorate accordingly.

148 The subject is seen as a good vehicle to improve the way pupils consider their own and others' behaviour. The subject coordinator has only just been appointed but has already ordered a range of materials and artifacts that were arriving during the inspection. The local agreed syllabus is in the school but, as yet, there is no effective coordination of the religious education curriculum across the school.

PART C: INSPECTION DATA

Summary of inspection evidence

149 Summary of time spent observing lessons and other activities of the pupils, sampling pupils' work and talking to pupils.

	Key Stage 1	Key Stage 2	Whole school	Total
Hours	6.5	27.7	6.1	40.3

150 The inspection was carried out by a team of three inspectors, including a lay inspector. They spent a total of 13 days in the school.

151 During this time they saw 53 lessons (including assemblies) or parts of lessons for a total of 33.25 hours.

152 In addition, they spent 27 hours holding discussions with all staff, the governing body and pupils, scrutinising work from pupils of all age groups and school documentation, including teachers'

records. Pupils were heard to read and the management of behaviour incidents was evaluated.

153 An evaluation of the premises, grounds and equipment was made.

154 An inspector attended a staff meeting which included a training session with an LEA adviser.

155 Pupil records and assessments, including Statements of Special Educational Need and Annual Review records were considered.

156 A meeting was held before the inspection at which one parent attended. Responses were analysed of the 6 replies received from the 16 questionnaires distributed.

157 During the inspection week four Key Stage 1 pupils were on roll at the school. One of these, a pupil who had attended the school since it opened, was a member of a class of younger Key Stage 2 pupils. Data collected for this class is aggregated into Key Stage 2 and does not separately identify the standards experienced or achieved by this one pupil. The other three pupils had joined the school at a later date and (at the time of the inspection) attended for mornings only whilst they became accustomed to full-time schooling. Data for Key Stage 1 is based upon observations of this small, part-time group.

158 A number of other pupils had only just joined the school and little was available from records that allowed a judgement of their progress over time.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	19*	19	7

- * The three youngest pupils are being phased into full time schooling over a period. During the week of the inspection they attended school for morning sessions only. They are counted above as full time pupils.

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent) *	7
Number of pupils per qualified teacher **	2.7

- * The Headteacher is included in these figures

- ** The number of pupils per teacher will increase rapidly as the school roll expands to 40 as anticipated during the next academic year.

Education support staff (YR - Y6)

Total number of education support staff ***	4
Total aggregate hours worked each week	120

- *** A thirty per hour week post was vacant at the time of the inspection and is not included above.

FINANCIAL DATA

The school has not yet held a budget for a full financial year. Figures quoted are allocations and projections for the present financial year.

Financial year:	1998/9
	£
Total Income	347,066
Total Expenditure	404,831
Expenditure per pupil *	21,307
Balance brought forward from previous year **	125,036
Balance carried forward to next year	67,271

* This figure includes "once and for all" set-up costs and is calculated on the present number on roll which is anticipated to double during the next academic year. Annual expenditure per pupil, excluding set-up costs and based upon a full roll is estimated to be £8677.

** The balance brought forward includes a set-up allowance of £85,888 plus savings from salaries made because it was not possible to staff the school fully during its early months.

PARENTAL SURVEY

Number of questionnaires sent out:

16

Number of questionnaires returned:

6

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	50	17	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	33	0	0	0
The school handles complaints from parents well	20	40	20	20	0
The school gives me a clear understanding of what is taught	33	50	17	0	0
The school keeps me well informed about my child(ren)'s progress	50	33	17	0	0
The school enables my child(ren) to achieve a good standard of work	33	67	0	0	0
The school encourages children to get involved in more than just their daily lessons	17	33	33	17	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	20	40	20	0
The school's values and attitudes have a positive effect on my child(ren)	67	0	17	17	0
The school achieves high standards of good behaviour	17	50	17	17	0
My child(ren) like(s) school	50	33	17	0	0

Other issues raised by parents

159 One parent attended the meeting. No issues of concern were raised that were substantiated by evidence gathered during the inspection. Other written comments and the comments at the meeting gave a positive view of how well the school had established itself.