

INSPECTION REPORT

EATON HALL SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 121263

Headteacher: Mr J Lees

Reporting inspector: Jed Donnelly
23637

Dates of inspection: 13th – 16th November 2000

Inspection number: 223625

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	9 to 16
Gender of pupils:	Male
School address:	Pettus Road Norwich
Postcode:	NR4 7BU
Telephone number:	01603 457480
Fax number:	01603 456211
Email:	head@eatonhallspecial.nfk.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Ball
Date of previous inspection:	25 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jed Donnelly 23637	Registered inspector	English Modern foreign languages Provision for pupils with English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
Yvonne Kalmi 9275	Lay inspector	Personal, health and social education	Pupils' attitudes, values and personal development Partnership with parents and carers Pupils' welfare, health and safety
Brian Fletcher 20457	Team inspector	Geography History Physical education Equality of opportunity	Quality and range of opportunities for learning
Kathleen Hooper 2971	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	Teaching and learning
Howard Probert 8056	Team inspector	Science Art and design Music Religious education	

The inspection contractor was:

Capital Inspections

Chaucer Buildings
Canterbury Road
Morden
Surrey
SM4 6PX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	7 - 9
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	9 - 10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	11 - 12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12 - 13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	14 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	21 - 31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eaton Hall is a maintained residential community special school for pupils aged ten to sixteen who have severe emotional and behavioural difficulties. It is approved for 40 pupils and has 34 on roll. The ethnic background of the pupils is all British white. All the pupils have significantly depressed attainment and gaps in their education prior to admission, as a result of the difficulties they have experienced in mainstream school. Many of the pupils have spent a significant amount of time out of school and two thirds of them have been excluded from mainstream schools. Just under a third of the pupils have specific learning difficulties. The school population is drawn from all over Norfolk from both urban and rural areas, with just over a third of pupils coming from Norwich itself. All pupils have statements of special educational needs. The aims of the school are to work pro-actively with parents to re-integrate children back into the home setting and, wherever possible, back into mainstream school. This involves a gradual and staggered return back home which means that pupils might be at various stages of this process. At the time of the inspection, seven of the pupils are day pupils and the rest are resident for part or all of the week. The school works closely with receiving mainstream schools to re-integrate those pupils who have made enough progress to be considered for a return to mainstream school. At the time of the inspection, 9 per cent of the current pupils are attending mainstream school as part of the re-integration programme back into mainstream school.

HOW GOOD THE SCHOOL IS

Eaton Hall is a very effective residential school where pupils make good academic progress and very good progress in their personal development during their time at school. The school ethos is very good and the quality of team work, particularly in residential provision, is of a very high quality. This provision has a very positive impact on the achievements of pupils. Teaching is good, overall. Staff training and planned career development for all staff is of a very high quality. Pupils' achievements in General Certificate of Secondary Education (GCSE) examinations in comparison with similar schools nationally is very good and the trend is one of continuing improvement. The school provides very good value for money.

What the school does well

- Achievement in English, mathematics and science is good and very good in physical education and art and design.
- Pupils make very good progress in their personal development and some make excellent progress.
- Teaching is good and sometimes very good or excellent.
- The residential provision is very good and makes a very positive contribution to pupils' learning.
- The aims and values of the school are very well met.
- The leadership and management of the headteacher and key staff are very good.

What could be improved

- Standards in information and communication technology (ICT).
- The accommodation for teaching mathematics, science, art and design, outdoor games and the quality of bedroom accommodation.
- The emphasis on numeracy in most subject areas.

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 has made very good progress since the last inspection and all key issues and other weaknesses identified in the last inspection have been addressed with rigour. Pupils' achievements at the end of Year 11 are showing a year on year improvement. The capacity for the school management team to improve further is very good.

STANDARDS

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

Progress in:	by age 11	by age 16	Key	
speaking and listening	B	B	Very good	A
Reading	B	B	Good	B
Writing	C	B	Satisfactory	C
Mathematics	B	B	Unsatisfactory	D
personal, social and health education	A	A	Poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

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

Based on prior experiences and pupils' low attainment on entry to the school, progress is good, overall, and for some pupils very good or excellent. Progress in personal development, behaviour, confidence and self-esteem is very good. This is a result of the high expectations of the staff.

Standards in English, mathematics and science are good. In ICT standards are unsatisfactory. In comparison with similar schools achieving one grade at A-G in GCSE in Year 11, achievements are very good. The residential provision makes a very good contribution to these achievements through an excellent balance of challenge and support for pupils. External accreditation in art and design is above national averages and is also very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils' attitudes to learning are good. Pupils show enthusiasm towards many aspects of school life.
Behaviour, in and out of classrooms	In the context of pupils' prior patterns of behaviour, pupils are developing self-control and their behaviour is very good. On occasions during the inspection, pupils' behaviour in the community was excellent.
Personal development and relationships	Adults are very good role models. Throughout the 24 hour curriculum, pupils make at least very good progress.
Attendance	Based on a comparison with similar schools nationally, attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged 9-11	aged 11-16
Lessons seen overall	Good	Good

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

Teaching is good, overall, with some very good and excellent features. The strengths are that lessons are well prepared, they are taught with enthusiasm and teachers are secure in the behaviour management of very challenging pupils. Learning objectives are made explicit, the lessons are taught

with pace and humour. Weaknesses, in otherwise satisfactory teaching, are at the end of lessons where assessment and the use of individual education plans and weak subject knowledge are areas for development. All evening activities provided by care staff are well planned to include clear learning outcomes and contribute to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum provides a very good range of highly relevant and interesting opportunities for learning. The range of extra-curricular activities is excellent. Links with the community are very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social development is very good. Moral and cultural development is good. Spiritual development is satisfactory.
How well the school cares for its pupils	The procedures for child protection and pupils' welfare and support are very good with some excellent features.
Partnership with parents and carers	The whole school is very pro-active in its partnership with parents and there are many very good features, particularly the links with the residential staff which parents find very supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The commitment and enthusiasm in leadership by the headteacher, deputy headteacher and principal core manager are very good. The school is focused on its aims and values and has very high expectations of pupils' behaviour and learning.
How well the appropriate authority fulfils its responsibilities	The governing body is effective and understands the strengths and weaknesses of the school. Statutory requirements are not met with regard to ICT.
The school's evaluation of its performance	The headteacher and staff are effective in analysing their own performance at various levels through the developing use of ICT in school administration.
The strategic use of resources	The use made of cramped accommodation is good and learning resources are clearly focused on improving standards. The residential accommodation has significant shortcomings.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children's personal progress and development. Growing maturity. Information from the personal tutor. The breadth of opportunities the school provides. 	<ul style="list-style-type: none"> The quality of information about the curriculum.

The inspection team agrees with the parents' views, overall, but recognises that the school does provide homework in the residential element after school and does report satisfactorily to parents, overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1. The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainment against age-related national expectations or averages. The report does, however give examples of what pupils know, understand and can do in each key stage. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews. References to more and less able pupils and those with additional needs are made within the context of the school's population.*
2. In English, pupils' achievements during their time at school are good. In comparison with similar schools nationally at the end of Year 11, pupils' achievements are in line with national averages. Pupils of all ages are meeting the targets set out in their individual education plans. Their attainments are appropriate to their needs and backgrounds and they make good progress, overall. The majority enter the school with poorly developed skills in reading and writing. The youngest pupils can identify initial letters by name but not all can read or spell simple words accurately. Their letter formation is irregular, their sentences are brief and basic punctuation is often missing or inaccurate and they make satisfactory progress in the writing from a very low starting point. However, with encouragement, they speak clearly and listen well to one another.
3. In mathematics, standards, overall, are good in relation to schools of a similar type and achievement in relation to progress against individual education plan targets is good and has improved since the last inspection. In Years 6 and 7, the introduction of the National Numeracy Strategy has led teachers to structure pupils' learning into small steps which helps all pupils to make good progress in all aspects of mathematics. In Years 8, 9, 10 and 11, pupils attain good standards in all areas, because they have good opportunities in mathematics lessons to practise number skills and to investigate mathematical problems. Results in national tests indicate that standards are improving. Pupils are working just below national average standards and, by the time they leave school, they are working at levels close to those expected nationally in externally accredited examinations. Pupils who have additional special needs are supported well by classroom assistants and make satisfactory progress.
4. In science, standards, overall, are good in relation to schools of a similar type and pupils' achievements during their time at the school are good. The subject results in science in 2000 indicate that the 5 pupils who entered the GCSE London Modular Course were 100 per cent successful in achieving a pass rate A to G which is a significant improvement both on the 1999 results and the subject evidence for Key Stage 4 in the last inspection. This outcome is largely due to the effective teaching and lesson planning and the introduction of a broad, balanced and relevant curriculum in science. At Key Stages 2 and 3, standards are above comparisons with similar schools nationally and, overall, the trend in standards in science is improving. Discussion forms an important part of all science lessons and, in this way, pupils improve their speaking and listening skills. There are good opportunities for pupils to make progress with both their literacy and numeracy skills.
5. Achievements and standards in art and design are good in lessons observed across all the key stages and very good in last year's GCSE in comparison with all schools nationally. They have improved since the last inspection. In design and technology, standards are good, overall. Standards have remained good in Key Stages 2 and 3 since the last inspection and are now good in Key Stage 4. In geography, the good standards seen in the last inspection have been maintained at Key Stage 2 and improved to good at Key Stage 3. Standards in history are better now than they were at the last inspection. By the end of Key Stages 2 and 3, they reach levels in line with pupils at similar schools nationally. There is no history taught at Key Stage 4. In ICT, standards are unsatisfactory across the school. However, pupils in Year 6 make satisfactory progress. Pupils' standards are low, because they do not have opportunities to systematically develop knowledge, skills and understanding as identified in the National Curriculum. In French, pupils' achievements during their time at school are good as a result of good and often very good teaching. In music, pupils at Key Stages 2 and 3 achieve well and make good or very good

progress. As at the previous inspection, music is not offered to Key Stage 4 pupils. The good standard in physical education, noted at the previous inspection, has been fully maintained and in some respects, especially in activities outside of the classroom timetable, it has been considerably enhanced. Pupils' achievements in physical education are at least equal to those seen in mainstream schools and make consistently good progress at all key stages. In religious education, at Key Stages 2 and 3, pupils make good progress and pupils at Key Stage 4 make sound progress.

6. Personal development is very good. Pupils' gain a sense of positive esteem in response to the ethos and opportunities the school offers through its twenty four-hour curriculum programme and the care they receive. They gain in confidence during their time in the school and the residential units.

Pupils' attitudes, values and personal development

7. The vast majority of pupils have good attitudes to school and learning. They respond well to the opportunities the school provides for them. In discussions, they were keen to explain how highly they value the school and staff and how they appreciate the educational opportunities presented to them in the school and residential units. Most pupils show good levels of motivation and interest in lessons, responding well to the good teaching. This has a positive impact on the learning that takes place; for example, Year 8 pupils showed a high level of interest reading *Oliver Twist* and, in science, Year 9 pupils were interested throughout a lesson on a particular group of elements, contributing well to the discussion. A wide range of activities take place in the residential units in the evenings and are very highly valued by pupils. Some activities, for example, judo, are very popular and pupils develop a high level of commitment. The number of celebration certificates awarded for pupils' attitudes and achievements in these extra school activities exemplify the high level of pupils' response and enthusiasm for them.
8. The standard of behaviour in and around the school and in the residential units is very good. This has a positive effect on life in the school and makes an important contribution to pupils' achievements and learning. The overall atmosphere is settled and relaxed. Pupils come to the school with a wide range of behaviour problems and respond well to the positive ethos that has developed in the school and residential units. Most pupils respond to the clear structures and the high levels of behaviour expected by all staff. In lessons, behaviour is generally very good and contributes effectively to learning. Pupils behave well in the residential units both before and after school. They behave very well in assembly, when rock climbing off the site and on a trip to the swimming pool. The behaviour of Year 10 and 11 pupils at the local agricultural college was excellent. There were, however, during the inspection, some incidents, both in and around the school and the residential units, when pupils did display inappropriate and challenging behaviour. It is also clear from the school's very detailed records that there are frequently instances of very challenging behaviour. Pupils show high levels of respect for the school property and equipment. There is no litter or graffiti around the school and residential units. In the past year, there have been eight fixed term exclusions of pupils and one permanent exclusion. These relate to just four pupils. This is a significant reduction since the previous inspection. The school uses exclusion only when it is absolutely necessary and works very hard, involving parents, wherever possible, to prevent it recurring.
9. Relationships in the school are very good. They are based on a mutual respect that underpins the whole school ethos. Pupils generally get on well together and with teachers and other adults who work with them, including the residential care staff. The very good relationships between pupils and teachers and care staff are a strength of the school. They enable pupils to gain in confidence and self-esteem and contribute to their motivation and learning. Pupils are courteous and polite to visitors. They readily hold open doors and volunteered to escort the inspectors around the residential units. Throughout the school, pupils generally relate well together in social situations, for example, playing basketball and pool amicably during activity sessions in the evenings.
10. Pupils' personal development is very good. They benefit from the more independent living environment at Surlingham House and, in particular, the independence flat in Bramerton Lodge. As they settle in the school, many pupils listen carefully to the contributions of others in lessons and are very much aware of other people's feelings. This was particularly evident in the many

drama lessons during the inspection when pupils accepted that not all were able to actively participate in role-play. Personal confidence and social skills are developed effectively through a wide range of activities, including the opportunity for social interaction when pupils eat their meals with the care staff. Discussions and debates about topics affecting young people, such as the use of drugs and bullying, prepare pupils well for making informed choices on issues that can have a considerable impact on their lives. Pupils respond particularly well to the twenty four-hour curriculum and the wide variety of activities it offers them to select independently.

11. Levels of attendance are in line with similar schools, although they are below what is expected of all schools nationally. Many of the pupils have a good level of attendance and seven pupils currently have one hundred percent attendance for this term. The poor attendance of a small minority of pupils has a significant effect on the overall figures for the current term. The school has continued its practice of one school register and this remains well maintained.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Teaching is good, overall. During the inspection all teaching was at least satisfactory. In five out of six lessons it is good and in one in every three it is very good or excellent. Since the last inspection, teaching has improved, overall. Schemes of work have now been established for most subjects. However, in some subjects; for example, mathematics, design and technology and ICT, there is no whole school plan which supports teachers' medium term planning and a coherent assessment system across the school.
13. Teachers, apart from in ICT, have good knowledge of their subjects and of the pupils they teach. In good lessons, they make the planned learning accessible to pupils. Good teaching ensures that the purpose of the learning is made clear and relevant to pupils' own experiences. They set the new learning into a context that pupils understand. For example, Year 7 pupils learned about equivalent fractions when working out how to share bananas between members of a spider's family. When the teacher asked questions to check their understanding, it was clear that pupils had a good understanding of how different strategies might be used to solve the same problem. In the best lessons, teachers present high levels of challenge to which pupils readily respond. They use methods that ensure all pupils are successful. They do this by helping pupils work things out for themselves, rather than giving them the right answer. Thus, pupils are helped to become independent learners. Problem solving activities and investigations, therefore, engage pupils' attention better than when they are set exercises from a textbook or worksheet. Pupils' progress is good when the work makes sense to them and they understand what to do and how to do it.
14. The very good relationships in the school between teaching and care staff help pupils to feel secure, confident and valued. All teachers and care staff are effective role models for pupils in terms of their attitudes and behaviour. Pupils learn and behave well in lessons and in after-school activities where clear boundaries are set and the rules are fair. This is demonstrated in pupils' willingness to co-operate and in their enthusiasm for the work in many lessons. In the very best lessons, teachers manage the learning and behaviour, so, skilfully, they give positive feedback to pupils that acknowledged positive features of their behaviour and attitudes. Where this is not the case, pupils lose impetus and confidence and begin to opt out of learning. A strong feature of the teaching is the quality of counselling that pupils receive out of lessons when their behaviour is unacceptable. This strategy enables pupils to return to their lessons quickly and carry on with their work. The understanding of teachers, where they accept the pupil back without further fuss, is an important dimension of this strategy.
15. Pupils make good progress and persevere well when teachers use relevant resources and plan practical activities that help pupils to understand abstract concepts. For example, pieces of different coloured paper were used to investigate a mathematical problem to generate a formula. Activities were changed frequently and learning was shared and analysed to maintain a good pace and involvement. The transition from one activity to another is used to draw conclusions from previous learning and to generate predictions for the next stage lesson. Pupils' understanding is thus deepened and extended.
16. Lessons where learning was satisfactory rather than good, but not so successful, had some of the following features. The focus of the lesson was lost so that pupils were not clear about the

purposes of the learning. In other lessons, the teacher talked too much or too much time was spent on one activity. Thus, the pace of learning was reduced and pupils made less progress than they might have done. Similar outcomes were the result of teachers giving too much information and asking too few questions. Such situations created opportunities for pupils' attention to wander. In some lessons, the beginnings and endings of lessons were poorly focused or did not create opportunities for pupils to show what they knew. In occasional lessons, the teacher did not acknowledge pupils' own relevant experience or gave too much negative feedback.

17. Overall, homework is well used, it is set regularly and promotes pupils' achievement. Care staff recognise their role in supporting homework. Marking is regularly carried out in most subjects. Some teachers miss opportunities to annotate pupils' work, so that it represents a clear record of pupils' achievements.
18. Across the school, the targets identified on pupils' individual education plans are not always sharply focused which makes it difficult to measure pupils' progress. Although teachers reinforce and extend pupils' literacy across the curriculum, there are too few opportunities presented to pupils in lessons to reinforce numeracy and ICT. The school's system of identifying lessons objectives and the lack of clarity in pupils' targets result in too little acknowledgement by some teachers in their planning of pupils' individual needs.
19. Classroom assistants are well deployed to support pupils with additional special needs. Greater clarity in pupils' targets would help all teachers to make their planning more specific and effective. Planning needs to contain much more detail of the intended learning for high attainers and for those with additional special needs, such as specific learning difficulties. Some teachers have unsatisfactory records of pupils' progress. This means that they cannot be used either for establishing accurate levels of attainment for pupils or for supporting planning of lessons for teachers.
20. In English, teaching in all key stages is always satisfactory, good, overall, and often very good. In drama, teaching is often very good. Teaching is now more focused and effective as a result of the literacy hour. Their weekly planning is detailed and they are so familiar with the format that their lesson plans simply identify learning outcomes, tasks and activities. They focus clearly on individuals' learning needs. In Key Stages 3 and 4, written plans for lessons are sometimes brief and learning objectives are not always fully detailed, although the teacher is very clear about them.
21. In mathematics, the quality of teaching and learning throughout the school is at least satisfactory and good, overall. In over half of all lessons observed, it was good and, in the occasional lesson, it was excellent. The National Numeracy Strategy has had a marked impact on the quality of teaching throughout the school. Good features of lessons are the lively and engaging manner with which they are delivered. Pupils are confident when they explain their reasons and ask challenging questions. Pupils are encouraged to draw conclusions from their work. These strategies lead pupils to deeper understanding which accelerates their progress. Although there is no mathematics specialist, all teachers have sufficient knowledge to teach their classes. However, although each pupil has a mathematics target, these are sometimes too general to be measured and the teaching of numeracy through most subjects is an area for further development.
22. The quality of teaching in science is consistently good and sometimes it is very good. The teachers' knowledge and understanding of the subject are good. Lessons are well planned and there is good management of investigative experimental work and due regard given to health and safety factors. Teachers know the pupils' abilities and, because of this, they plan work that is well matched to their needs.
23. The quality of teaching in art and design, design and technology, history, French and religious education is always good and very good in geography, music and physical education. In ICT, teaching is unsatisfactory. The level of knowledge among staff has improved, but is still insufficient to meet the demands of the curriculum. Statutory requirements are not met in ICT.

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

24. Overall, the school provides a very good curriculum that is broad, balanced and relevant to pupils' needs. A wide range of opportunities is provided to meet the interests and needs of all pupils in the school, including those with additional special needs. The residential provision, to which all pupils have equal access, is extensive and very well managed. It provides very strong support for pupils' personal development. The broad aim in curriculum planning is to ensure a range of academic and social activities, which will prepare the pupils for return to home and to mainstream secondary education. This aim is wholly met. The school's record of reintegration into home and school is impressive.
25. All subjects of the National Curriculum are taught, including religious education. Sex education and drugs awareness programmes feature prominently in personal and social education tutorial provision, where pupils not only receive information, but also have a good opportunity to air their personal concerns in a safe and secure environment.
26. There have been many improvements in the curriculum since the previous inspection. The residential provision is now wholly succeeding in its aspirations to provide a full and varied range of activities. Pupils may choose to be active throughout the entire working day if they wish. The planning, monitoring and evaluation of the residential provision is exemplary. The aim of each activity is clear and pupils have achievement targets that are realistic and add extra impetus to their efforts. Teacher expectations are high and so are the levels of support.
27. There are many examples that demonstrate pupils' personal, social and physical gains. A mixed-age group visits the local leisure centre to practise rock-climbing skills in readiness for field trips later in the year. Pupils make very good progress. They develop self-confidence and learn quickly how to be part of a team. At a different venue, pupils learn the basic holds of judo and rapidly acquire the skills that enable them to reach award level. One pupil already has sufficient knowledge and skill to be able to instruct his peers. Pupils enjoy the use of the nearby UEA sports ground and have an excellent opportunity to improve their soccer skills. Meanwhile, back at the school, pupils are engaged in bicycle maintenance or in using their newly acquired sewing skills to make robins for the festive season. At each venue the quality of teaching is high and relationships are excellent. As one ex-pupil said: 'The school changed me as a person. It showed me how to achieve and now I want to achieve more'.
28. A good range of opportunities is provided at GCSE level, which is a significant improvement since the previous inspection. Pupils are now able to study six subjects for examination: English, mathematics, science, drama, art and design and design and technology. Most teachers are now subject specialists, which considerably enhances the quality of provision. Pupils also study for the Youth Award Scheme, which supplements the GCSE programme and allows for skills development in other areas. In physical education, pupils work towards a Certificate of Educational Achievement. There are good links with the local agricultural college and, at the school, pupils may choose to study motor vehicle maintenance. This is an impressive curriculum for a relatively small school with limited resources. It prepares pupils well for a return to mainstream education and for continuing in post-16 education.
29. Provision for pupils with additional special needs is satisfactory. A personal tutor supervises the individual education plans of each pupil. However, planning does not take sufficient account of individual needs for different activities. The link between individual education plans, subject objectives and the targets of the annual review is not sufficiently clear. There is insufficient use of ICT to support pupils with specific learning difficulties.
30. There is good emphasis on literacy across the curriculum, but insufficient attention to numeracy in most subjects.
31. The school has a comprehensive equal opportunities statement. Good practice was evident throughout the inspection week. The school uses reintegration into home and school as a yardstick for success. In conversation with students, it was clear that they saw this as a fundamental aim of the school and as a personal goal.

32. The range and quality of extra-curricular activities is excellent. Activities are immensely varied and cater for the needs of all pupils equally. They are particularly well focused in the project weeks and include fishing, cycling, water sports, bee keeping, action and adventure games and a dinosaur trail! Extra-curricular activities extend through the week and, at lunchtime, pupils enjoy basketball, radio-controlled cars, drama club and model railways. All activities are carefully organised by highly committed staff that corporately have a very wide range of skills.
33. Careers education is good. Individual needs are paramount and infinite care is taken to meet them. Good careers information is available and pupils are well prepared for job-interviews by experienced and knowledgeable staff. There are good links with the county careers advisors. Pupils receive good quality careers advice throughout their time at the school. They also enjoy a wide variety of work experience placements, which are thoroughly researched and followed up. Pupils are visited on their placements and concerns are discussed.
34. The personal and social education programme is well organised and delivered through the tutorial system by the teachers and care workers whom the pupils know best. This ensures that pupils ask the questions of greatest significance to them and that they have the confidence to pursue the answers until their needs are met. This was evident in a tutorial on drugs awareness where pupils felt secure enough to disclose minor personal experiences and to express opinions and to seek further information.
35. The contribution of the community to the curriculum is very good. Community links are strong. For example, pupils visit local homes for senior citizens to sing carols and the steel band gives performances in other schools. Groups of pupils visit the local theatre and the school receives sponsorship from Norwich Football Club. The Youth Award Scheme takes pupils out into the community to conduct traffic and shopping surveys and the Fringe project allows pupils to become involved in environmental issues; such as making owl boxes and conservation work on sluice gates. The 'Project weeks' facilitate excellent involvement with the local community and, among many other events, involve visits to and from the major public services. Overall, the interaction between the school and the local community is very good and highly positive.
36. Relationships with partner institutions are very good. The route back to mainstream education is kept firmly open and this provides good motivation for pupils' work and behaviour. Contact with local primary and secondary schools and nearby colleges is very good. Pupils from the school are welcome and enjoy a good reputation for cooperation and conduct. Recently the whole of Year 7 spent a week in the local secondary school and, in return, the school provided a behaviour management course for mainstream staff.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has maintained the high levels of support and guidance for pupils identified in the previous inspection. The care the school gives its pupils in school and the residential units complement one another. They are a significant strength in the work of the school. All the staff, including residential care staff, know the pupils very well and demonstrate genuine concern for their welfare. They offer pupils a caring, supportive atmosphere in which to develop. Pupils' personal and social needs are effectively met through twenty-four hour support in which there is a strong emphasis on improving behaviour and social skills alongside developing positive attitudes to learning. Although pupils are closely supervised at all times, the atmosphere in the school and residential units is relaxed and friendly.
38. There are very good procedures for supporting pupils as they enter the school. These include home visits as well as familiarisation visits to the school by the pupil and his family where they meet the personal tutor, teacher tutor and all the school's routines, such as the Pupil Induction book, are explained.
39. There are good arrangements for assessing and monitoring pupils' attainment, progress and personal development. The school is efficient in identifying and collecting information about pupils' strengths and weaknesses and discussing them with pupils, parents and other agencies. There is a clear procedure from the statement to admission and baseline assessment in English and mathematics and the individual education plan provides opportunities for other subjects like

art and design, history and others to contribute towards meeting the pupils' targets. There are some good examples of teachers who use lesson evaluations to inform future planning, but, overall, there is insufficient use of assessment information to guide curriculum planning. The setting of individual development plan targets is now consistently applied in English and mathematics, but the targets set are not always specific and measurable. Baseline assessment is developing in some other subjects, for example, geography. Overall, the procedures for monitoring and supporting academic progress are good, but the arrangements for using assessment to guide curriculum planning are satisfactory.

40. The school's arrangements to ensure the welfare, health and safety of the pupils, including arrangements for child protection, are very good and contribute to pupils' ability to learn. Detailed checks of the site, premises and annexe are regularly carried out. They are systematically documented and any action required carried out. Fire and electrical equipment is subject to annual checks. First aid procedures are in place. Most staff have attended a basic first aid course, although insufficient have a full 'first aid at work' certificate. All accidents are formally recorded. The principal care manager is the named responsible officer and her training is up to date. All staff know the procedures to follow in the event of any concerns. Teaching staff are regularly up dated in staff meetings and all care staff receive formal training, attending Area Child Protection courses. The school receives support from many outside agencies to supplement the care it provides and has also received resources from Railtrack that enabled staff to talk about dangers on the railways in a whole school meeting.
41. Procedures for monitoring and improving attendance are good. The school is committed to encouraging good attendance and reducing its high levels of unauthorised absence. There is a first day notification system in place and unexplained absences are followed up by phone calls and letters to parents. The education welfare officer is appropriately involved where pupils have persistent absence. Detailed accurate records are kept of attendance and these are regularly analysed. Pupils with good attendance are rewarded with commendation certificates.
42. Pupils' personal development is particularly well supported through the caring ethos of the school and the residential provision. Monitoring of personal development is extremely strong. Each pupil is assigned a personal tutor who is responsible for their pastoral care, monitoring progress and personal development through their individual social programme. Pupils are well known as individuals and they receive a high level of support through the daily interactions between staff and pupils. Their personal tutor has the additional responsibility for maintaining contacts with parents and external agencies, monitoring attendance as well as setting specific targets in the individual social programme. They are involved in pupils' review meetings and the process of reintegration into both home and mainstream school. The regular one-to-one reviews of individual progress are particularly good at monitoring their personal development, discussing progress and future targets. Daily monitoring takes place. Each pupil has a unit diary and, each morning, information is shared about any issues arising from the previous evening. The school maintains very detailed written records to keep track of personal development and communicate information so as to enable informal decisions to be made about pupils' welfare, development and learning.
43. The school has maintained its very good procedures for monitoring and promoting good behaviour. High expectations of behaviour are very clear and are implicit in the ethos and values of the school and residential units. A well-established behaviour management programme is in place giving clear guidance to staff. Great emphasis is placed on promoting improved behaviour and the school operates a range of reward incentives and a privilege scheme to encourage and reward pupils' good behaviour. In discussion with pupils, however, there were some who felt that there was not always sufficient emphasis on recognisable rewards. Whilst the inspection team considered that most teachers had good skills in managing behaviour, there was still some inconsistency in the way the programme is applied. A number of good systems are in place to record and monitor serious breaches of discipline. Appropriate strategies are in place to deal with any incidents of harassment and bullying that take place and all incidents are carefully documented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The vast majority of parents are very supportive of the school. They are very happy with what it provides and achieves. They unanimously agree that the school provides an interesting range of outside activities, that teaching is good and the school expects pupils to work hard and achieve their best. The large majority of those returning the questionnaires say that they feel their children are making good progress and the school is well led and managed. The findings of the inspection support these positive views and, in particular, agree that the wide variety of activities available to pupils through the twenty four-hour curriculum is a strength of the school. There was, however, a minority of parents who raised concerns about levels of homework, did not feel the school worked closely with parents and did not feel they receive sufficient information about progress. Inspection evidence confirms that, although parents receive frequent information about their children's social and personal progress, the arrangements for reporting how well pupils are doing in the subjects of the curriculum are less well developed. Inspectors are not able to agree with those parents who feel that the school does not provide the right amount of homework or that the school does not work closely with parents.
45. The school has established very good links with its parents. The school is highly committed to working closely with parents and those with parental responsibility, viewing a close partnership as crucial in the successful educational and personal development of pupils and their reintegration into the home environment. It regularly canvasses parents' views. A strength of this partnership is the high level of communication between the school and home beginning with the good arrangements to familiarise parents with the school and their children's personal tutor before entry. Personal tutors telephone parents every week to share 'good news' and discuss any issues related to their child's work or behaviour. Staff work closely with parents to establish reward systems to ensure a consistency of approach at home and school. Parents are encouraged to visit their children in the evenings and at weekends, although few do so. Additional face to face contact meetings are held with the personal tutor each half term and most take the form of home visits.
46. A good range of information is provided for parents. Information about pupils' social and personal progress is very good, although information about their academic progress is less well developed. In addition to the weekly telephone calls, parents are invited to a review of their children's progress twice a year and, in addition, are invited to come into school each term to meet with their children's Teacher Tutor. Copies of celebrations, commendations, certificates and awards gained are sent home. The written reviews provide parents with good information about attitudes to learning, their progress towards targets set in both their individual education plans and individual social plans. They provide good information on what pupils know and can do in the subjects they are studying as well as setting targets for the future. 'Eaton Alive' is an interesting newsletter produced each term, informing parents about significant events that have happened in school, but it does not provide information on forthcoming events. Additional letters are sent home when necessary, advising parents about school matters and key dates. The prospectus offers an effective range of information about the school's routines and expectations.
47. Parents' involvement in their children's education is good, but, because of the catchment area and because many pupils board, it is difficult for parents to be regularly involved in the life of the school. The majority of parents attend their children's annual review and a great many visit the school on the annual open day when lunch is provided. Homework has been introduced since the previous inspection and for those pupils reintegrating into their homes this does enable parents to have some understanding of work being done in lessons. However, the school has not yet offered parents opportunities to gain an understanding of the curriculum or provided them with systematic information about work planned over a term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is very well led by the headteacher. The leadership and management of the headteacher, deputy and principal care manager are very good. The headteacher has been very successful in building a very good team to meet the needs of the pupils during the school day and in the residential provision. The residential care staff make a significant contribution to the

achievements and progress that the pupils make. The headteacher has a very clear vision for the school which is reflected in the effective school development plan.

49. Governors are clear about the strengths and weaknesses of the school and monitor the work of the school satisfactorily. Governors have demonstrated their ability to make strategic building developments as a result of 'best value' principles.
50. The aims and values of the school are reflected in practice and are very good. The headteacher, deputy and principal care manager monitor the work of the school at many levels which include lesson observations to include feedback. There are very well defined structures for performance management of staff and monitoring and evaluation are an accepted part of the culture of learning in the school for all. There has been good progress since the last inspection, overall, where the leadership of key staff was of a high quality.
51. There is a very effective staff induction system in place which helps new teachers to settle into the school quickly and enables pupils to make good progress. All care staff are appropriately trained and there is a very good system for continuing support and training. Teachers, care and support staff work together well to improve provision for pupils and there is a good consistency of practice between teachers and care staff. As a result, pupils develop a sense of security and confidence in the school and are helped to modify their behaviour. The school is a very orderly community.
52. There is a very good system for staff development that provides very effective support for teachers' professional development and for the professional development of care staff. The school is an accredited trainer for National Vocational Qualifications in Caring for Children and Young People. The system has continued to develop since the previous inspection and continues to improve.
53. The school is well staffed with suitably qualified and experienced teachers. All staff are well managed and deployed. Classroom assistants are effectively used to support the progress of pupils, particularly those with additional special needs.
54. The school's accommodation is unsatisfactory. It is well maintained and attractive, but extremely cramped. This restricts the further progress pupils can make. The science laboratory is very small and cramped and there is no classroom for teaching mathematics. Although there is no specialist provision for art and design, new facilities are currently being built. There are no outdoor facilities but good use is made of outside facilities for physical development. There is not a space for a dedicated ICT suite. The residential provision is cramped. There are no doors on bedrooms, only curtains and it is difficult for pupils to make them homely. The corridors are very narrow and this impedes movement. Consequently, accommodation is adequate only when it is partially occupied as it was during the inspection.
55. Learning resources are satisfactory, overall. They are good in music and religious education. The library now contains an adequate range of books and ICT facilities. The ratio of computers to pupils is not as good as the national average but, nevertheless, they are insufficiently well used to promote pupils' learning. Although the adequacy and use of learning resources have improved since the last inspection, ICT remains under-developed.
56. The school, under the direction of the headteacher, has established effective and efficient working practices to plan, manage and monitor the school's finances. Financial management is secure and prudent. The school's policy of reintegration is successful. This has implications for the budget that are skilfully handled. Detailed financial analysis, shared with the governors and the staff, demonstrate that financial resources are used in the best interests of the pupils.
57. The previous inspection report noted that the school was not in a position to fully report the benefits accruing from the innovative use of care workers as personal tutors. Since that time the personal, academic and social development of the pupils and the success of the reintegration policy has indicated very clearly the efficacy of the deployment of the residential care staff. The educational and emotional needs of the pupils are complex. The school management provides imaginative and progressive strategies to meet them, which are wholly commendable, particularly in the light of the current financial restraints and uncertainties.

58. Budget setting is firmly linked to development planning and reflects well the educational and emotional needs of the pupils. Long term planning is of good quality. Financial records are detailed, accessible and accurate. Spending is monitored regularly by the headteacher and in-year adjustments are made to secure prudent use of school funds and to meet additional needs as they arise. The Governors' finance committee meets regularly to review expenditure and to plan for the future.
59. The school's financial procedures are very clear and set the tone for good management. Day to day financial control is sound and efficient. The accounts secretary is meticulous in maintaining records of expenditure on computer. Good use is made of the new technology in the school office. There are email facilities and the school is about to set up its own website. The most recent audit found that the finances are properly managed. The school responded promptly to the recommendations made. The school fund account is audited separately.
60. The available accommodation is used effectively and efficiently. However, there are deficiencies in some aspects of the residential accommodation and the gymnasium does not fully support the physical education curriculum of a secondary school. The management of learning resources is sound and they are used well, with the exception of some classroom computers, which are insufficiently used to support pupils' learning. The school recognises that this is an area for development. Heads of Department use their delegated budgets effectively to support learning. Teachers are well deployed across the curriculum and are given efficient support in the classroom by learning support assistants, although some are insufficiently involved in the planning of the lesson.
61. Good use is made of the various additional grants that the school receives. Funding available for pupils with special educational needs is used efficiently. In all aspects of expenditure, a careful check is made to ensure that the school is receiving best value for money. Waste is kept to a minimum and any savings are used in the best interests of the pupils. A good example is the very recent provision of a new art and design room for whole school use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve standards further, the headteacher, school and governing body should:
- (1) Improve standards and teaching in ICT.
(Paragraphs: 23, 105-107)
 - (2) Provide specialist provision with regard to science, mathematics, art and design and improve bedroom accommodation in the residential areas.
(Paragraph: 54)

In addition to the issues above, the following minor issues should be considered for inclusion in the development plan:

- improve the emphasis on numeracy in all subject areas (Paragraph: 77);
- assessment to inform future planning (Paragraph: 18);
- use and quality of individual education plans in teaching (Paragraph: 19).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	51	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	34
Number of full-time pupils eligible for free school meals	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	14.3

Unauthorised absence

	%
School data	7

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	3		3

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	0	0	67

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	0	0	67

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	7		7

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 5 or above	School	0	0	25

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 5 or above	School	0	50	75

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	6		6

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	4	5
	Total	0	4	5
Percentage of pupils achieving the standard specified	School	0 (0)	67 (25)	83 (100)
	National	46.1 (46.1)	87.3 (87.3)	93.4 (93.4)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	14.3 (14.5)
	National	36.9 (36.9)

Figures in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	0

Teachers and classes

Qualified teachers and classes: Y5 – Y10

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	3.6
Average class size	5.3

Education support staff: Y5 – Y10

Total number of education support staff	6
Total aggregate hours worked per week	179

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	1 052 193
Total expenditure	1 018 281
Expenditure per pupil	27 522
Balance brought forward from previous year	107 313
Balance carried forward to next year	141 225

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	32
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	28	5	10	0
My child is making good progress in school.	76	19	5	0	0
Behaviour in the school is good.	33	57	0	10	0
My child gets the right amount of work to do at home.	33	38	14	10	5
The teaching is good.	85	14	0	0	0
I am kept well informed about how my child is getting on.	85	0	0	14	0
I would feel comfortable about approaching the school with questions or a problem.	76	14	5	5	0
The school expects my child to work hard and achieve his or her best.	85	14	0	0	0
The school works closely with parents.	80	5	5	10	0
The school is well led and managed.	76	14	0	5	5
The school is helping my child become mature and responsible.	66	23	0	10	0
The school provides an interesting range of activities outside lessons.	100	0	0	0	0

]

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

ENGLISH

63. Pupils' achievements during their time at school are good. In comparison with similar schools nationally at the end of Year 11, pupils' achievements are above national averages.
64. Pupils of all ages are meeting the targets set out in their individual education plans. Their Attainments are appropriate to their needs and abilities and they make good progress, overall. The majority enter the school with poorly developed skills in reading and writing. The youngest pupils can identify initial letters by name but not all can read or spell simple words accurately. Their letter formation is irregular, their sentences are brief and basic punctuation is often missing or inaccurate. However, with encouragement, they speak clearly and listen well to one another.
65. Good progress is made across Key Stage 2 and, by the end of the key stage, reading has improved, so that most pupils can read frequently occurring words and have some strategies for decoding unfamiliar ones. They show a good understanding of the text, anticipate well and ask good questions. Their vocabulary is increasing and they are learning some technical words in other subjects, such as mathematics, science and geography. Most pupils identify common adverbs and learn to use these skills to improve their writing. They are gaining confidence in reading and learning to pay attention to clarity, pace, rhythm and intonation when reading aloud. They can speak clearly and, in a drama lesson, they devised and acted out scenarios, showing a range of emotions. Most can write in sentences, letters are generally accurately formed and common words spelt correctly. However, there is too little imaginative writing or writing for different purposes.
66. Good progress is made across Key Stages 3 and 4. By the end of Key Stage 3, pupils can make intelligent guesses about the meanings of unknown words, their vocabulary of known words has increased and they have acquired more skills for decoding unfamiliar words. Pupils enjoy listening to stories and videos; for example, when learning about Oliver Twist, they make creative interpretations of and predictions about the plot and characters. They can explain events to others. Pupils have a good grasp of how sentences are structured; their handwriting shows some maturity and most can produce neat and well-presented written work. In drama, pupils develop confidence and self esteem whilst performing elements of the vampire legend in the drama studio.
67. By the end of Key Stage 4, most pupils can read simple texts with comparative confidence and accuracy and they know how to use a dictionary. Their handwriting, punctuation and sentence formation are reasonably neat, accurate and well structured. They can produce good answers to questions intended to test their comprehension of a previously read text, setting them out in short but complete sentences. Their responses to poetry about the Great War showed good understanding and empathy. During the inspection, pupils explored the variety of designs used in advertising and made hypotheses about each one's success. As they move through the two key stages, pupils begin to produce some longer pieces of work, including creative writing, and they practice drafting and re-drafting. Overall, however, some have difficulty in writing extended prose and in experimenting with a variety of genres. There are frequent opportunities to practise literacy skills in other subjects, such as science, music and design and technology, and in assemblies.
68. The introduction of the literacy hour has enabled teachers and pupils in Key Stage 2 to improve the pace and variety of teaching approaches and adapt successfully to the recommended strategies. The pace and variety of activities built into the hour are particularly effective in keeping pupils' interest and involvement and pupils respond well. For the majority of the time, they show positive attitudes to reading and speaking and they listen well to other pupils and to their teachers. They generally enjoy working together and often spontaneously help one another. They are enthusiastic about stories and proud of their achievements. Pupils enjoy contributing to discussions and thinking of the meanings of words for themselves. The excellent relationships between the staff and pupils enable pupils to take risks and attempt unknown words. When

pupils do become angry or distressed, they try hard to control their behaviour and generally return to work after a few minutes and become reabsorbed in the activity.

69. Pupils in Key Stages 3 and 4 respond well to the subject on most occasions. They concentrate well and focus on their tasks during reading sessions. In drama, pupils in Year 7 enjoyed the activities, participated fully and collaborated with one another and with the teacher and the instructor. They are generally keen to respond to questions and to ask them and they stay on task for most of the time. Even when some of the group were being disruptive, pupils in Year 10 followed a story being read by the teacher and were able to answer questions accurately. When pupils are upset they respond positively to their teacher's calm and unruffled manner by making efforts to calm down, if they are upset, and by talking freely in discussions.
70. Teaching in all key stages is good and often very good. In drama, teaching is very good. Teaching is now more focused and effective as a result of the literacy hour. The weekly planning is detailed and they are so familiar with the format that their lesson plans simply identify learning outcomes, tasks and activities. The focus is clearly on individuals' learning needs. In Key Stages 3 and 4, written plans for lessons are sometimes brief and learning objectives are not always fully detailed, although the teacher is very clear about them.
71. Teachers of English across the school know the subject well and employ a wide range of strategies to maintain the momentum and purpose of the lesson, to retain pupils' enthusiasm and to defuse any emerging problems. They are calm, patient and firm and their management of pupils is sound. They expect pupils to try hard and to behave well and pupils respond well to these expectations. Teachers read fluently and expressively, providing good models for the pupils to emulate. Reading records are generally very well kept. However, assessment and recording are not always used to plan for the following lessons. The excellent working relationships in drama lessons ensure that pupils are challenged, learn effectively and make very good progress.
72. The curriculum follows the framework of the National Literacy Strategy in Key Stage 2 and meets the requirements of the National Curriculum at Key Stages 3 and 4. It is broad and balanced and the programmes of study have been sensibly modified to meet the needs of the pupils and to make them more relevant. The subject is well led and organised and there have been significant improvements since the last inspection.

MATHEMATICS

73. Standards, overall, are good and have improved since the last inspection. At Key Stage 2, the introduction of the National Numeracy Strategy, broken into small steps, enables all pupils to make good progress in all aspects of mathematics (number, algebra, space and measures and data handling). At Key Stages 3 and 4, pupils attain good standards in all areas, because they have good opportunities in mathematics lessons to practise number skills and to investigate mathematical problems. Results in national tests in Year 11 indicate that standards are improving. Pupils are working just below national standards and, by the time they leave school, they are working at levels close to those expected nationally in externally accredited examinations (General Certificate of Secondary Education). This represents good achievement for pupils who have missed significant amounts of schooling. Pupils who have additional special needs are supported well by classroom assistants and make satisfactory progress.
74. By the age of eleven, most pupils know the 2, 5 and 10 times tables and add and subtract mentally, using 2 digit numbers. The least able double any whole number up to 50. Some have difficulties in counting on in 3s and 4s. Year 7 pupils know several ways of distributing bananas among spiders when they work on equivalent fractions. By the end of Year 9, some pupils know the properties of common 2 and 3 dimensional shapes and use appropriate specialist terminology when comparing them. Pupils know how to work out the area of a rectangle, measure angles and understand the function of various conventions such as brackets in an equation. Pupils gain in confidence because they are increasingly able to work with numbers in their heads and explain their reasoning. By the age of sixteen, they enjoy solving mathematical problems. Pupils look for patterns, make predictions and the higher attaining pupils generate algebraic equations to describe the patterns.

75. The quality of teaching and learning throughout the school is good. In over half of all lessons observed, it was good and in some lessons, it was excellent. The National Numeracy Strategy has had a marked impact on the quality of teaching throughout the school. Good features of lessons are the lively and engaging manner with which they are delivered. In these lessons, pupils persevere well and, occasionally, the pupils' thinking is almost tangible. Pupils are confident when they explain their reasons and ask challenging questions. The high level of teachers' questioning challenges and extends pupils well. Pupils clearly enjoy mathematics lessons and expect to work hard and learn. In the best lessons, teachers explore pupils' errors and their ways of working, so that pupils learn that there are many ways to work out problems. Pupils are encouraged to draw conclusions from their work. These strategies lead pupils to deeper understanding, which accelerates their progress. In lessons that are satisfactory rather than good, pupils practise mathematical operations through working on exercises from books, but do not always fully understand the reasoning. Occasionally, the work set is too difficult for some pupils and does not meet their individual needs well. Nevertheless, relationships within the class are sufficiently good for pupils to persevere well. Although there is no mathematics specialist, all teachers have sufficient knowledge to teach their classes. However, although each pupil has a mathematics target, these are sometimes too general to measure pupils' progress.
76. Management of the subject is satisfactory. The National Numeracy Strategy and baseline assessments have been introduced. Planning is detailed in Years 6 and 7. However, although there are schemes of work for each year, these are particular to each teacher and there is no whole school long term plan and no record of evidence to track pupils' progress as they move through the school. Information technology is insufficiently well used to support pupils' learning. Although resources are adequate, there is no designated space for mathematics teaching. As a consequence, specialist terminology cannot be displayed easily. The school has made satisfactory improvements since the last inspection.
77. Across the school, numeracy is reinforced in design and technology when they annotate their design work with measurements. In this, pupils are generally accurate. In science, older pupils work confidently with equations. In music, they count beats in a bar, clap rhythms and keep time and in physical education, older pupils work out the percentage of shots on target. However, numeracy across the curriculum is unsatisfactory. Teachers do not systematically reinforce and extend pupils' abilities to work with numbers, because there is no whole school numeracy policy.

SCIENCE

78. Pupils' achievements in science are good. The subject results in science in 2000 indicate that the 5 pupils who entered the GCSE London Modular Course were 100 per cent successful in achieving a pass rate A to G which is a significant improvement on the previous years. This outcome is largely due to the effective teaching and lesson planning and the introduction of a broad, balanced and relevant curriculum in science. Overall, the trend in standards in science is improving. Discussion forms an important part of all science lessons and, in this way, pupils improve their speaking and listening skills. There are good opportunities for pupils to make progress with both their literacy and numeracy skills.
79. At Key Stage 2, pupils are introduced to a range of practical experiences for separating mixtures of materials, for example, flour, sand, sugar and salt. They prepare their experiment, setting up their beaker, funnel and filters. Questions are asked like "What do you expect to happen?" "How can we be sure it is a fair test?" Pupils learn and explain how differences are used to classify substances and the methods used to separate an insoluble solid from a liquid by filtering. When their experiments are completed they record their evidence in table form. An appropriate balance of discussion and activities helps to generate an enthusiasm for science.
80. At Key Stage 3, pupils understand the differences between elements and compounds using the appropriate symbols for equations; for example, magnesium + oxygen = magnesium oxide. They learn to identify and describe similarities between some chemical reactions with metals and the reaction of a variety of substances with oxygen. During these experiments, pupils recognise that there are hazards in materials and physical processes and take the necessary actions to reduce risks to themselves; for example, not looking directly at a magnesium flame and the wearing of goggles at appropriate moments. Another Key Stage 3 group were studying reproduction as part

of the cycles of life and living processes. They were able to recall the essential characteristics of living things and life, digestion, eating and excretion before learning about the onset of puberty. They talked knowledgeably about these changes and were learning about the normal changes that effect living things, including human beings. Books like 'What is happening to me' were part of a sensitive exploration of the topic. The pupils were fully absorbed throughout the lesson.

81. At Key Stage 4, pupils recorded results of an 'acid rain' experiment and identified lead pollution and other forms of pollution. They had been observing the effects of acid rain on a range of materials; for example, the change of colour on wood. They were able to identify which materials caused the most and least changes; for example, they observed the bubbling and crumbling reaction on zinc, magnesium dissolved and used terms like copper oxide as one of the reactions.
82. Pupils' achievement and progress are directly linked to the quality of teaching which is consistently good and, on some occasions, very good. The management of pupils by teacher and support staff in lessons is good and ensures that all pupils have opportunities to participate in lessons and make good gains in learning. They help pupils to maintain their concentration and interest in investigative and experimental work. Teachers subject knowledge is good and their knowledge of pupils' needs is good. Consequently, they plan work that is well matched to the needs of the pupils and when difficult behaviour arises, there are effective strategies to deal with it, so that it does not impede the work of the rest of the group. Attention to health and safety issues is exemplary. Appropriate use is made of worksheets which the pupils are keen to read to extend their knowledge.
83. The co-ordinator has worked hard to develop the science curriculum since the last inspection and there are agreed objectives for assessing pupils in science lessons. Homework is set weekly and there are half yearly curriculum levels assessed for each pupil. However, lesson plans do not consistently include assessments which can be used to inform future curriculum planning for individual pupils and this is a weakness.
84. There has been significant improvement in the science provision since the last inspection. Overall, there is a better balance of work and study at Key Stages 3 and 4 which has had a motivating influence upon the attitudes and learning of pupils in the subject. There has been some improvement in the quality and range of learning resources, but the accommodation for science still has a constraining effect upon the quality of demonstration of experiments and there is no fume cupboard. However, at each key stage (including Key Stage 2) pupils have regular opportunities to experience and to plan experiments, make predictions, observe or measure evidence on life processes, materials and their properties and physical processes. They are also given regular opportunities to enhance their knowledge and understanding of science; for example, Key Stage 3 pupils have visited the London Planetarium. Key Stage 2 pupils have visited a local science centre.
85. The school has established a new policy and scheme of work which is having a good effect upon achievement and learning across the key stages. A major development has been the introduction of the GCSE which has provided motivation and success for pupils in Key Stages 3 and 4.

ART AND DESIGN

86. Achievements and standards in art and design are good across all the key stages in the lessons observed and standards have improved since the last inspection. Pupils enter school with limited skills in art and design work. Good progress is made at each key stage and very good achievements in last year's GCSE are very favourable in comparison with all schools nationally obtaining a grade A-C. This is evident in the attitudes they show in their lessons and the quality of the work in art and design as pupils progress through the school. In 1999, four pupils were successful in achieving GCSE in art and design. The 2000 GCSE result shows that the four pupils entered for the GCSE examination achieved a 100 per cent success rate. The introduction of this course has contributed towards the improvement in standards at Key Stage 4 since the last inspection. Work planning and teaching have also improved since the last inspection. In Key

Stages 2 and 3 the ground work for the Key Stage 4 work is prepared and progress can be seen in the development of work in the individual sketch books.

87. Teaching is very good, overall. Teaching and learning at Key Stage 2 is good, overall. The teacher provides consistent opportunities to use sketchbooks to collect information and to develop ideas, skills and techniques in art and design. Pupils develop visual and spatial awareness of nature. Pupils developed their knowledge through the theme of autumn as a stimulus for their work. Visiting a park, pupils collected leaves and made pressings on their return. Pupils used leaves to explore shape, colour and texture. Using air-drying clay, pupils made and decorated their own leaves which inspired them to make mobiles representing the spirit of autumn. On another occasion, pupils made a trip to Norwich Cathedral, saw the boss of the Green Man before making their three dimensional model which became the source of their drawing and painting their own autumn character. The work shows that their interest and attitudes towards art and design develop, as pupils get older.
88. Teaching and learning in Key Stage 3 are good. By the time pupils reach the end of Key Stage 3, pupils can manipulate pencils and paint brushes well and have worked in a variety of media in both two and three dimensions. Pupils understand such concepts as tone, texture, shade, warm and cold colours. Pupils can produce artefacts in clay and paper and understand that artists use colour to give a feel to their work and that all colour can be made from three primary colours. The quality of their direct observational drawing improves and they blend their ideas with skills in art and design. Their portfolios are full of a diversity of paintings and drawings which incorporate their original ideas.
89. Teaching and learning at Key Stage 4 is very good. A strength of the teaching is the planning of a series of lessons on themes and the teacher selects and uses the materials well and uses the work of artists to stimulate ideas. One pupil's study of Edward Munch's painting 'The Scream' in tempera and oil pastels led the pupil to develop sketch studies of the face, eyes, lips, which in turn led on to the creation of his own faces in his sketchbook and decorated work on a time face. Another pupil's butterfly project included a study of a picture by M C Escher and direct observation of movement pattern included the use of the Dazzle Art program on the computer to create a stamp pattern.
90. The co-ordinator's subject knowledge, who teaches across the school, is very good and it is used to give the pupils confidence in their own ability which, in turn, improves the quality of their work and their attitudes to the subject.
91. The existing accommodation for art and design is poor and it has an adverse effect upon the lesson organisation and, occasionally, the behaviour of the pupils. There is little or no storage, limited display space and not sufficient room to provide each pupil with sufficient space to work comfortably. The lack of a kiln means that ceramics cannot be developed across the key stages and it is difficult to provide papier-mâché and three dimensional work and fabric printing. There is also limited space in the art and design room for research, using ICT. The school has the necessary improvements in hand and, at the time of the inspection, a new purpose-built art and design block was nearing completion.
92. The assessment of work in art and design is good, but there is limited evidence to show that these assessments are consistently used to inform future lesson planning and to track pupils progress through the school. The co-ordinator has started to monitor the work and has developed better resource packs to support topic work.

DESIGN AND TECHNOLOGY

93. Standards are good, overall. Standards have remained good in Key Stages 2 and 3 since the last inspection and are now good in Key Stage 4. Good progress has been made since the last inspection. By the end of their time in school, pupils attain standards that are comparable with those nationally, in schools of a similar type, in General Certificate of Education. All pupils gain passes in the Certificate of Motor Vehicle and Road Users Studies. By the time they are eleven, pupils have made good progress. They use construction kits to make a range of models to understand mechanisms; for example, how gears can make a funfair ride go faster or slower. By

the time they are fourteen, pupils have worked with wood and plastic to make models; for example, of an improved shopping trolley for their grandparents and toys. They use a range of small equipment safely and accurately. Younger pupils make good quality pull-along toys for children. Some pupils use CD-ROMs to find images to use in these designs. Sixteen-year old pupils carry out research when working on their chosen project. They present their work well, using word processing and graphics. Pupils develop good manipulative skills and they handle a range of materials successfully. However, their knowledge, skills and understanding of designing are less well developed, because teachers give less emphasis to this aspect of the work. Pupils' designs do not, therefore, show development throughout the project.

94. Teaching is good, overall. The standards are good because teachers have good subject knowledge and advise pupils well on appropriate methods and procedures. They enable pupils to become skilful and successful. The outcomes from the lessons are, therefore, of a good quality; for example, an older pupil designed and made a chair for the future from his own design for his examination. Pupils are taught to work and measure accurately and to produce careful diagrams of their models. Pupils' learning is extended where teachers relate the work to real situations; for example, pupils compared their toys with those that have been industrially manufactured. Younger pupils particularly enjoy their lessons in the workshop. They enjoy the supportive and respectful relationships they have with teachers. Older pupils find their work with cars especially interesting and relevant. Teachers make good use of humour and maintain pupils' motivation well. However, teachers do not always give the same emphasis to developing pupils' designing skills of evaluation, management of time, research or investigation in their lessons. As a consequence, pupils are not always aware of the relationship between design and the function of the products that they make. Teachers make good contributions to pupils' learning through extra-curricular activities. Some pupils have had good results from learning how to turn wood. However, teachers do not take the pupils' improved knowledge, skills and understanding into account when planning lessons. Classroom assistants make a good contribution to pupils' learning, especially in lessons in the workshop.
95. The subject is well managed. However, the assessment system is not yet informing the next stage of learning. The constraints of the accommodation limit the pupils' use of materials; for example, it is not possible to use metal or food until the art and design block is completed. ICT is used for research, word processing and clip-art. Although some younger pupils use a computer aided design program, overall, there is insufficient use of computers for designing or teaching pupils about computer aided manufacture. Since the last inspection, accreditation has been extended at the end of Key Stage 4 and this has provided greater rigour for older pupils.

GEOGRAPHY

96. When the school was last inspected, standards in geography were good at Key Stage 2 and unsatisfactory at Key Stage 3. No geography was taught at Key Stage 4. Since then, the good standards have been maintained at Key Stage 2. Standards are now good at Key Stage 3. There is still no geography taught at Key Stage 4. The improvements at Key Stage 3 have been achieved because of better teaching and an improved scheme of work which includes regular opportunities for fieldwork. At Key Stage 2 pupils visit Yorkshire and Derbyshire and in Key Stage 3 visits are made to the Lake District and Snowdon in Wales. Much of the classroom work in geography is related to these locations; for example, during the visit to the Lake District pupils recognised geographical features. They use maps for reference, study the features associated with different rock types, including limestone, sandstone, granite and shale. They study the conflicts and problems of tourists in the countryside as they appreciate the scenic beauty of the mountains and lakes.
97. Pupils in Key Stage 2 understand the effects that rivers have on people and landscapes. They learn about hydro-electric power, dams, the origins and courses of rivers. They understand why rivers flood and understand why houses get flooded, if built on flood plains. In one lesson, the pupils were looking at recordings from recent BBC TV News bulletins on flooding in Yorkshire, in Gloucester and on the Severn. Their discussion included reasons why there had been no recent flooding in Norfolk. They were very interested and keen to discuss their observations and, by the end of the lesson, their vocabulary included words like sources, tributaries, mouth of rivers. They had learned the effects of high rainfall levels and saturated ground which lead to rivers breaking

their banks. In these lessons they develop their speaking and listening skills as they consider why rivers are important and why many major cities are located on rivers.

98. At Key Stage 3, pupils study local and distant environments. In one lesson observed, pupils were studying Brazil and were learning about the conflict between development and conservation caused by the rapid expansion of Brazilian Industry. Through reading and discussion they were identifying three industries in a valley that are causing pollution and the adverse effect pollution is having on farming in the valley. Individual pupils read the text of their books fluently and were able to describe the physical and human features of Cubatao accurately. This work has a positive impact upon their literacy skills, as they answer questions about the contamination of farm products and speculate on solutions to problems of the environment.
99. Teaching in geography is very good at both key stages. Teachers put a lot of thought into their lesson preparation and their approach to the pupils in the classrooms. They know the needs and abilities of the pupils, use questions and answer techniques efficiently and use a lot of visual aids to support their presentations. The co-ordinator has added to the subject resources and has purchased a scheme which is more supportive for pupils with special educational needs. Teachers do make individual assessments of pupils' progress, but there is no consistent recording of individual targets and progress that can be used to inform future lesson planning. The plan to implement an individual assessment of mapping skills and baseline assessment is at an early stage of development. Resources for the subject are generally sufficient.

HISTORY

100. Pupils' achievements in history are now good. The improved standards are due to better teaching and the development of resource packs to support the topics studied. More use is made of ICT and primary and secondary sources of information around the chosen topics.
101. At Key Stage 2 pupils know about the characteristics and lives of the Ancient Greeks and in particular the features of a Greek home. They were discussing the similarities and differences between their homes and those of the Greeks and the kind of work carried out. They understand the differences between the homes of the Greek citizens and the temples. They talked knowledgeably about the lives of citizens and slaves quarters. They were keenly interested to share their ideas and responded well to questions from the teacher.
102. By the end of Key Stage 3, pupils make good progress in developing their knowledge and understanding of historical figures and events. In one lesson observed they were learning about working conditions in factories in Britain prior to the Factory Act. Pupils were able to talk knowledgeably about the work of Richard Arkwright and his speeding up of the process of making cloth. Pupils were able to follow the evidence provided by several members of the parliamentary commission and to understand the importance of evaluating evidence. They discussed their ideas and read the evidence before writing down their impressions. In another class pupils were being required to write an imaginative letter home from the front at the time of the First World War. They studied how soldiers were transported to the front by old London buses. Using original photographs, newspaper articles and diary extracts they were developing an understanding of the different perspectives of a historian, British and German soldier.
103. The quality of their learning and the progress pupils make is good and directly relates to good quality teaching. Teachers manage the pupils well and engage them in lively discussion. Their contributions are praised when they are relevant and skilfully handled when they are not. Teachers have good subject knowledge and are at their best when they employ a story-telling approach to convey information and using a range of sources and evidence. This engages the interest of the pupils and effectively. Pupils are fully involved in the lessons and often are eager to read passages aloud and to share their thoughts and ideas. The use made of assessment of pupils' performance in lessons to inform future lesson planning is an area for development.
104. The subject co-ordinator has started to monitor the quality of teaching and pupils' work. The programme of planned observation by the co-ordinator is resulting in a better understanding by the staff of the objectives for their teaching. This, together with the additions to end of unit tests will pay dividends to the progress of pupils in the subject. This is at an early stage. Some visits

have been arranged; for example, to the Fitzwilliam Museum and there are plans to establish a class visit related to every unit of work studied and to access better resources and greater use of artefacts. Improvement since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards are unsatisfactory across the school. This was an issue in the previous inspection and standards have not improved. However, pupils in Year 6 make satisfactory progress. Pupils use computers in occasional lessons and during recreational activities after school, pupils make use of computer games. Pupils' standards are low because they do not have opportunities to systematically develop knowledge, skills and understanding as specified in the National Curriculum. Year 6 pupils use a program competently to word process their work and manipulate text. They can find information; for example, about the Greeks, from CD-ROMs. Pupils make effective use of clip-art and Kid-CAD in design and technology. In English, history and geography, pupils word process their work. In some lessons in Year 8, pupils' work in geography is illustrated with photographs. In art and design, older pupils make good use of ICT; for example, after direct observation of butterflies and pictures of M.C Escher, pupils represent movement in pattern, using a draw program. Older pupils present their project work well for external examinations, because they use word and graphics programs. However, some Year 11 pupils are unable to use a word processing package independently. All Year 6 pupils gain a Primary Information Technology Competence Certificate. However, there are too few opportunities given to pupils in lessons to use ICT to develop their ideas, exchange and share information or review, modify and evaluate their work as it progresses. Too few pupils use computers independently to support their learning.
106. Teaching is unsatisfactory, overall. Teachers have varying levels of confidence and competence even though they are supported by the co-ordinator and one of the classroom assistants. The level of knowledge among staff has improved, but is still insufficient to meet the demands of the curriculum. Few teachers plan to include ICT in a systematic way. There is no whole school curriculum plan to guide teachers' medium and short term planning. Assessments have begun, but they are at an early stage and do not yet show the attainment or progress of pupils as they move through the school. Folders of pupils' work in ICT are beginning to be kept, but, apart from those of Year 6, they contain very little work.
107. The school development plan contains clear details of how the school intends to develop the subject. A whole school plan showing how pupils will gain access to their entitlement to the National Curriculum is needed to support teachers in their medium and short term planning. There should, too, be an accompanying assessment system to record pupils' progress and attainment. There should be a system for monitoring that ensures that ICT is regularly included in lessons in other subjects. Staff training is required to ensure that all staff have the requisite level of skills to deliver the National Curriculum. Statutory requirements are not met.

MODERN FOREIGN LANGUAGES

French

108. Pupils' achievements in French are good, as a result of good and often very good teaching.
109. Pupils in Key Stage 3 have a satisfactory knowledge of numbers up to twenty and remember the names for all numbers up to ten. Their accent and intonation are well developed. Pupils in Year 9, are able to say complete pragmatic phrases in French with confidence. They have a basic vocabulary and knowledge of sentence structure and could identify single key words. Some pupils are beginning to understand the principles of gender with nouns. Written work showed that pupils in Key Stage 4 were able to produce short, reasonably accurate answers to comprehension exercises. Pupils in Year 9 responded well to the teacher and played a game of 'object recognition', using flashcards.
110. The teaching of French by the co-ordinator is always good and often very good. The pace of the teacher is of a high level. The French teacher is not a subject specialist, but has taken trouble to bring her own knowledge of the language up to the necessary level of competence. A good

emphasis on spoken French was observed in the lessons seen and this is strength of the teaching. The teacher's relationships with pupils are very good and she demonstrated a wide range of classroom management strategies. In a Key Stage 3 class, she used a variety of activities to maintain pupils' interest and made good use of the limited resources. Planning is good, assessment is thorough and takes the needs of individuals into account.

111. The curriculum for Key Stage 3 is based on a commercially produced multi-media course designed for pupils with special educational needs and linked closely to the four attainment targets in the National Curriculum. This provision is satisfactory and offers an appropriate unit accreditation at Key Stage 4 in the youth award scheme. In order for external accreditation to be fully developed more taught time is required across the school.
112. The leadership and management of the subject are good. The dedicated classroom has a sound range of posters, photographs or visual learning aids. Facilities for recording and playing back speech are limited, as are other technical resources. There is an adequate number of relevant books and dictionaries, although more reference books about the country would be useful. Most of the issues mentioned in the last Inspection report have been addressed. Improvement since the last inspection is good.

MUSIC

113. At the previous inspection, it was reported that the music curriculum supported the personal and academic development of the pupils very well. This standard has been fully maintained through the intervening years. Pupils at Key Stages 2 and 3 achieve well and make good and sometimes very good progress. As at the previous inspection, music is not offered to Key Stage 4 pupils. The music curriculum is primarily designed for the enjoyment of performance and in that respect it is very successful. Attitudes to music are very positive and the pupils undoubtedly enjoy making music. Other aspects of the curriculum are not neglected. Pupils listen to music and say what they think about it. They also have the opportunity to compose and write down their compositions on a simple score.
114. Pupils sing well. They sing enthusiastically and with a good appreciation of rhythm and tempo. They enjoy singing together and sing a simple round with good control and good phrasing. They 'warm-up' energetically before each performance and sing a range of arpeggios at the tops of their voices. As singers, they are equally at home with songs for the school carol concert, sea-shanties or songs from World War Two. Supported by a visiting piano accompanist they perform a series of vocal exercises before launching into a spirited rendition of 'O What a lovely morning' followed by an unaccompanied 'rap', enhanced by actions. In this, they demonstrate good vocal control and the ability to sing loud and soft.
115. Pupils also learn musical notation and distinguish between steps and leaps in a melody. They use a simple score to practise independently on keyboard, xylophone and glockenspiel, the three part harmony of 'Love me tender', in preparation for a class performance. Pupils compare different musical forms and are able to talk about the difference that makes to the mood of the music. They listen to classical extracts and say how the music makes them feel. Pupils are aware that music creates atmosphere.
116. The quality of teaching is very good. An accomplished musician teaches all lessons. The key features are enjoyment of many different kinds of music and the opportunities to perform. The teacher is highly skilled in managing the pupils and sets a perfect atmosphere for a creative subject. Lessons are well planned and have a good balance of theory and practice. They move at a good pace and motivate the students well. The teacher shares fully in the pupils' enjoyment and the result is often music making which is fun. Resources are well used, especially those of the excellent visiting teacher who accompanies the singing and joins in with the class. Assessment is good and the teacher is well aware of what the pupils know, understand and can do.
117. The well-planned music curriculum is supported by public performances of the choir and the very successful steel band. Pupils take part annually in a talent contest that provides a good opportunity for developing musicians. Resources are better than those at the time of the

previous inspection and are well maintained and well used to support learning. The music curriculum fully supports the overall aims of the school and makes a very good contribution to pupils' cultural development.

PHYSICAL EDUCATION

118. The good standard in physical education noted at the previous inspection has been fully maintained and in some respects, especially within the 24 hour curriculum, it has been considerably enhanced; for example, in basketball, judo and rock climbing classes, pupils' achievements are at least equal to those seen in mainstream schools. Pupils make consistently good progress at all key stages. They continue to demonstrate laudable sportsmanship and, as was clearly in evidence at the rock-climbing class, they have an acute awareness of the benefits of teamwork.
119. Pupils in Key Stage 2 visit the swimming pool of the nearby middle school. Their behaviour on the way to the pool and on the way back is exemplary. They interact very well with each other and with their teachers. Pupils are confident in the water and are developing good swimming skills. They are all able to float and some turn somersaults under water, demonstrating controlled breathing. The same group is at home in a dance class where pupils simulate the actions of toys on Christmas day. They are well on the way to a festival ballet.
120. Pupils in Key Stage 3 are learning the skills of basketball. Many are competent players. Pupils are athletic, see the ball well and move swiftly to defend and attack. They rapidly improve the percentage of shots on target. In Key Stage 4, pupils put their basketball skills to use in a fiercely contested game, but they play by the rules and understand when an infringement has occurred.
121. The quality of teaching is very good. The teaching observed during the inspection at Key Stage 4 is excellent. Classes are expertly managed and expectations of work and behaviour are very high. Pupils respond very positively to the leadership given and excel in physical effort. Lessons are very well planned and are based firmly on prior learning. Skills are sequentially developed and invariably practised in games play. Teachers are specialists in physical education and this ensures that the pupils acquire the essential skills of major team games.
122. As was noted at the previous inspection, the physical education curriculum offers a very wide range of sporting activities. All areas of the National Curriculum are in place and are greatly extended through the very good 24-hour curriculum and the residential camps that take place at the end of each school year. Physical education continues to make a very good contribution to pupils' moral and social education.

RELIGIOUS EDUCATION

123. The religious education curriculum is fully in place and is based on the locally Agreed Syllabus. It is broad and balanced and offers all pupils an insight into the beliefs and practices of the world's major religions. This is a significant improvement since the time of the last inspection when there was too little evidence to support a judgement about progress at Key Stages 3 and 4.
124. At this inspection, judgements are made on the basis of the lesson plans and pupils' oral contributions in the classroom. At Key Stages 2 and 3, pupils make good progress and pupils at Key Stage 4 make sound progress. Pupils make posters to illustrate the work they are doing; such as the Creation story, but usually they do not write down what they know and an opportunity to re-inforce learning is lost. However, pupils make spirited contributions during the lessons and from those it is possible to judge what they know about the world religions.
125. Pupils In Key Stage 2 can recall accurately the story of Noah and remember the dove which returned to the ark with an olive branch, indicating that dry land had been sighted. Pupils asked lively questions about this story and were clearly thinking about the implications for the weather conditions that prevailed at the time of the inspection. One pupil was not sure whether God had kept his promise. In Key Stage 3, pupils watch a video of the Plagues of Egypt and are knowledgeable about the biography of Joseph. They learn about the customs of Sikhism, can ask intelligent questions and handle the artefacts with care and respect. Pupils spend time

discussing the notion of service to others and then produce a poster to illustrate how that might be achieved. Pupils also talk about the difficult idea of life after death and compare the beliefs of various religions. They make perceptive comments and understand words like resurrection and reincarnation.

126. Pupils in Key Stage 4 relate religious ideas to moral behaviour and take crime and punishment as their theme. They also debate the use of hard and soft drugs from a moral perspective and share ideas about the ethical issues relating to the recent separation of Siamese twins. Their response is not as strong as younger years, because they lack practice in this kind of discourse. Nonetheless, they understand that religion has something to say about right and wrong ways of behaving.
127. Teaching is good in Key Stages 2 and 3 and sound in Key Stage 4. Lesson planning is firmly based on pupils' prior learning. Teaching is sequential and clear. The teacher has high expectations that the pupils will contribute and the junior classes do so. Older pupils are less familiar with religious and moral discourse. The teacher understands the beliefs of the world religions and encourages the pupils to make comparisons. Relationships are generally good and the teacher values the contributions made by the pupils. She uses what the pupils say, so that they become more involved in the lesson.
128. Resources for religious education are good. Texts are available to support the teaching of the world religions and there is a growing stock of artefacts to support the pupils' learning. Assessment is sound and based on key objectives. The teacher is keenly aware of what the pupils know, understand and can do. There are appropriate plans to continue to improve the quality of provision in the subject.