

# INSPECTION REPORT

## **DEERSWOOD SPECIAL SCHOOL**

Crawley

LEA area: West Sussex

Unique reference number: 126157

Headteacher: Mr R Turney

Reporting inspector: Mr C Henry  
OFSTED No: 16979

Dates of inspection: 25 –27 September 2000

Inspection number: 223637

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Moderate Learning Difficulties and Autistic Spectrum Disorders
School category:	Community Special
Age range of pupils:	5 to 16 Years
Gender of pupils:	Mixed
School address:	Ifield Green Ifield Crawley West Sussex
Postcode:	RH11 0HG
Telephone number:	01293 520351
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs T Nye
Date of previous inspection:	17 –20 June 1996

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Deerswood School is a community special school for boys and girls aged 5-16 with moderate learning difficulties. There is also an assessment class for pupils aged five to seven and since the last inspection the number of special classes for pupils with autistic spectrum disorders has increased from two to three. There have been a number of staff changes including, after a period of vacancy, the appointment of a new headteacher 12 months ago. The school is undergoing a period of consultation about its future role within the Local Education Authority. There are currently 157 pupils, 102 boys and 55 girls attending school. All pupils have Statements of Special Educational Needs. Fifteen per cent of the pupils are from ethnic minorities. The attainment on entry of the pupils is low. The number of pupils eligible for free school meals is above average at 25.5 per cent. Pupils travel to the school from the largely urban area of Crawley where many families have been rehoused from London. The school is on two sites approximately five minutes walking distance apart.

### **HOW GOOD THE SCHOOL IS**

Deerswood is an effective school. Pupils achieve well and develop very positive attitudes to their work. They are taught well and for a significant number of lessons, very well. The school gives good value for money. Leadership and management are good and ensure effective and continuing school improvement.

#### **What the school does well**

- Pupils achieve well because of the high quality of teaching.
- Pupils' moral and social development are promoted very well and this results in very good attitudes and personal development.
- Good quality leadership and management have ensured that the curriculum for pupils in the assessment unit, those with autistic spectrum disorders and for those pupils at Key Stage 4 (aged 14 to 16) is particularly suitable to meet their needs.
- The high quality of care and effective systems for improving behaviour ensure that pupils behave well and are happy at school.

#### **What could be improved**

- The curriculum for information and communications technology, design and technology, music, modern foreign language and religious education are insufficiently developed.
- Pupils' spiritual development.

*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 responded well to addressing the key issues from the inspection in June 1996 and only a small number of aspects of these key issues remain. Overall, this is a good level of improvement given the extent of change of key staff and ongoing difficulty with some recruitment during this period. The school has made a very good improvement in raising expectations and standards for pupils at Key Stage 4. The introduction of a good range of qualifications has contributed to this. The special educational needs policy is now in place and associated statutory requirements are met. There has been significant improvement in individual education plans for pupils with autistic spectrum disorders and for pupils at Key Stage 1 in the assessment unit and at Key Stage 2 (aged 7 to 11). However, at Key Stage 3 (aged 11 to 14 ) and Key Stage 4 (aged 14 to 16) these plans are still not sufficiently developed to ensure that key learning targets are met. There has been a considerable improvement in the identification of the professional development needs of staff and this has resulted in very appropriate in-service training. Following a review of their role and successful in-service training, special support staff are now very clear about what they have to do and contribute effectively to promoting pupils' learning. There has been some improvement in the promotion of pupils' spiritual development, however, this still needs further development. The assessment unit has had a change of leadership and is now run very well indeed.

## STANDARDS

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

Progress in:	by age 16	Key	
speaking and listening	A	Very good	A
reading	A	Good	B
writing	B	Satisfactory	C
mathematics	A	Unsatisfactory	D
personal, social and health education	A	Poor	E
other personal targets set at annual reviews	A		

- Pupils at Key Stage 1 within the assessment class and pupils with autistic spectrum disorders make very good progress overall and achieve their individual educational targets very well.
- Pupils at Key Stage 4 make very good progress overall. They acquire a wide range of skills, knowledge and understanding that prepares them well for when they leave school.
- Pupils make very good progress in literacy and numeracy throughout their time in school which contributes towards their particularly good progress in mathematics and reading. The standards reached in these areas have improved over time, as shown through the improvements in the school's standardised assessment results.
- Pupils achieve well within General Certificate of Education (GCSE) examinations in science and art.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are well mannered, keen to learn and confident.
Behaviour, in and out of classrooms	Most pupils behave well. Those with additional behaviour difficulties improve their behaviour throughout the time they are in the school.
Personal development and relationships	This is a very positive element of pupils' development. Their relationships with staff are extremely good which really helps them to learn as they want to do their best.
Attendance	Although just below 95 per cent, this is a good level because there are good reasons for the absences.

Pupils enjoy coming to school. They are very confident and like to do their best. The school's approach to encouraging pupils to behave well is effective, including for those pupils who have behavioural difficulties. Pupils show respect for one another and listen carefully to others' views and opinions. The attendance levels were slightly below the guide level of 95 per cent because of a small number of pupils who have taken extended holidays to visit relatives in other countries and an equally small number of persistent non-attenders at Key Stage 4. The school has taken appropriate action in all instances of pupil absence from school.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Ninety-eight per cent of the teaching is satisfactory or better and 83 per cent is at least good. This includes 45 per cent which is very good or excellent. The highest quality of teaching and learning is consistently for pupils with autistic spectrum disorders in the special classes, for pupils at Key Stage 1 in the assessment unit, and for pupils at Key Stage 4.

The best teaching takes place when high expectations are set both for pupils' behaviour and their work. Teachers are very clear about the learning intentions of the lessons and they show the very best strategies for managing difficult behaviour. This allows pupils to concentrate well on their work, understand what they are learning and achieve their best.

Occasionally there is inconsistent and ineffective management of unacceptable behaviour and the best behaviour is not sufficiently praised. At these times there is a lack of sufficient clarity in what pupils are expected to learn in the lesson and pupils do not learn as well as they should because teachers sometimes set work that is too easy.

English and mathematics are taught well as a result of the clear commitment to, and thorough adoption of, the National Literacy and Numeracy Strategies. Pupils with the most significant learning difficulties are taught well. This includes the effective use of individual behaviour plans for pupils with these difficulties and individual educational plans (IEPs) for pupils with autistic spectrum disorders and for pupils at Key Stages 1 and 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is satisfactory. It is very good for the assessment class, autistic classes and for the oldest pupils, and good for English, mathematics and science. Some subject areas require further development.
Provision for pupils with English as an additional language	One pupil receives specialist support which is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral and social development are very good. Cultural development is good. Spiritual development, although improved since the last inspection, remains unsatisfactory.
How well the school cares for its pupils	The school has very effective systems for the care and welfare of the pupils.

The curriculum for pupils with autistic spectrum disorders and for pupils within the assessment unit is very good indeed. It is based effectively on the pupils' individual needs as identified through their individual education plans. The curriculum for pupils at Key Stage 4 is also very good and is very relevant to developing their skills, knowledge and understanding in preparation for when they leave school. This preparation includes a good and increasing range of accreditation opportunities, attendance at a local college of further education and work experience. Effective links with the community enhance these opportunities. The curriculum for the core subjects of English, mathematics and science are very good. Information and communication technology (ICT), design and technology, modern foreign languages, music and religious education are, however, underdeveloped areas of the curriculum. These weaknesses



are related to the lack of permanent specialist staff and are currently being addressed through recruitment and planned in-service training.

The school's approach towards pupils' moral and social development has a very positive effect on pupils' attitudes and behaviour. The provision for pupils' cultural development is promoted particularly well through art and literature; last year pupils performed three Shakespearean plays. Festivals are celebrated and there are strong links and exchange visits with a special school in France. The spiritual development of pupils is not sufficiently promoted through the different subjects of the curriculum.

Staff have in-depth knowledge of the pupils and monitor attendance and progress in learning and improving behaviour carefully.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The positive leadership of the new headteacher, deputy headteacher and the senior management team has raised the standards of pupils. This has been achieved in a relatively short period following a number of changes in key staff.
How well the appropriate authority fulfils its responsibilities	The governing body are knowledgeable, very supportive and suitably involved in the running of the school. Statutory requirements are substantially fulfilled.
The school's evaluation of its performance	The school is very aware of its strengths and weaknesses. Teaching is monitored effectively and clear improvements have been made.
The strategic use of resources	Resources are used well to support the curriculum.

Since his appointment twelve months ago the headteacher, together with the deputy headteacher and other members of the senior management team, has worked quickly and effectively to clarify the roles of all staff. The process has included a thorough and accurate identification of in-service training needs. This strategy of clarification and planning has contributed to the improvement of the quality of education provided by the school and the standards achieved by its pupils. The school improvement plan has involved all members of staff and accurately identifies the areas requiring further development. These are monitored effectively as part of an overall school performance management plan.

The governing body is effective and suitably involved in guiding the direction of the school. They provide very good support to the headteacher and other senior staff.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The very good supportive atmosphere of the school</li> <li>• Being able to talk with the new headteacher more easily</li> <li>• The good rate of progress the children make</li> <li>• The quality and range of information they receive</li> <li>• The taking into account of their children's views</li> <li>• The specialist provision for those with autistic spectrum disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• None reported</li> </ul>

The inspection team fully supported the parents' views. The open and supportive atmosphere created by the new headteacher and supported by all staff encourages effective liaison between home and school and contributes well to pupils' personal development. The systems in place for ensuring the welfare of pupils and for monitoring their progress and behaviour are very effective. Overall, pupils make at least good and

often very good progress. The information provided for parents about their children's progress in particular, is of exceptionally high quality. This ensures parents are well aware of how their children are doing at school. There are clear and effective procedures to ensure pupils' views are taken into account, for example they comment on each subject report and there is an effective school council. The provision for pupils with autistic spectrum disorders is a strength of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve well because of the high quality of teaching.**

1. The quality of teaching overall is good and as a result pupils achieve well. Ninety-eight per cent of teaching is satisfactory or better, with 83 per cent at least good, including 45 per cent which is very good or excellent. There are examples of excellent and very good teaching and learning in many areas of the school but notably for pupils with autistic spectrum disorders, for pupils at Key Stage 1 in the assessment unit and for pupils at Key Stage 4.
2. Teachers' high expectations of pupils within GCSE examinations in science and art contribute to the very successful results in these subjects. In each of these subjects, six pupils achieved grades 'A'-'G', with five achieving grades 'B' and 'C' in art. These are very good results compared with similar special schools. Similarly, the expectation that pupils within the assessment class and in the classes for pupils with autistic spectrum disorders will make very good progress is the most significant reason why such progress is achieved. These pupils make very good progress in achieving the targets for their development that are carefully and accurately identified within their individual education plans.
3. Overall, the best teaching and learning is characterised by the setting of high expectations for good behaviour and the superb management of challenging behaviour. These allow all pupils to concentrate on their work and learn well. Teaching is also well planned and teachers are very clear about what they want pupils to learn. This clarity allows effective ongoing assessment and, consequently, helps pupils understand what they are learning. For example, in a Key Stage 3 mathematics lesson, three groups of pupils worked on different aspects of measurement, some estimating, some measuring and some converting inches to centimetres according to the level they had reached. They all made good progress because the work was pitched at the appropriate level for them. This involvement of pupils in monitoring what they are learning also means that the pace of lessons is maintained at an appropriately high level. The good use of special support assistants and a variety of activities also contribute to making sure that pupils are learning as well as they can. This means that pupils throughout the school show interest in their work. The older pupils develop study skills and take responsibility for their learning, going beyond what the teacher has taught them and seeking information for themselves. For example, they use a data base to search for information during a business studies lesson, to find answers for their own questions, not just those set by their teacher. Homework is used consistently to practise and extend the teaching and learning within lessons.
4. English and mathematics are taught well throughout the school. The National Literacy and Numeracy Strategies have been thoroughly adopted. These approaches have contributed well to high quality teaching and the raising of standards in these subjects. The teaching and effective learning of these basic skills and provision for pupils' personal and social development is continued well through other subjects. Pupils are interested and respond well to the challenges offered by teachers. For example, when Year 11 pupils are invited to design a novelty hat in art they are shown some exciting and thought provoking models from previous year's work. Made largely in papier mache, one pair of hats has a fish entering one and leaving the other and another represents a tiered and 'iced' wedding cake.
5. Pupils with the most significant learning difficulties are taught well. In particular, teachers plan very accurately and this effectively guides these pupils' learning. This includes following individual behaviour plans for pupils with additional behavioural difficulties and individual educational plans (IEPs) for pupils with autistic spectrum disorders and for pupils at Key Stages 1 and 2. The use of the IEPs for pupils at Key Stages 3 and 4 is less well developed and does not yet ensure that the most important learning targets are taught in all subjects.

**Good quality leadership and management have ensured that the curriculum for pupils in the assessment unit, those with autistic spectrum disorders and for those pupils at Key Stage 4 (aged 14 to 16) is particularly suitable to meet their needs.**

6. The new headteacher, together with the deputy headteacher and other members of the senior management team, have quickly identified both the areas of strength and those requiring improvement. The resulting school improvement plan accurately targets these areas for further development and shows how they will be tackled. Key targets have been prioritised effectively through the involvement of the whole staff. These targets are appropriately costed and planned for. Developments are monitored effectively, as are other aspects of the routine management of the school, as part of an overall school performance management plan. An early priority for development has been clarifying the roles for teaching staff and special support assistants. Priority training needs have been established and have effectively guided staff development. The consequent clarification of responsibilities and development of important skills, for example, in helping pupils to behave better, have contributed successfully to raising of pupils' standards and an increase in their progress in many subjects. These impressive developments have occurred in a relatively short space of time, following a prolonged period of staff change, the lack of a permanent headteacher and with a senior manager post still unfilled.
7. The headteacher and deputy headteacher have identified the areas of the curriculum requiring improvement both in terms of curriculum development and leadership. A good example of the effectiveness of these plans is the very substantial improvements that have been achieved for pupils in the assessment class. Other areas of the curriculum have been identified as requiring specialist staff and plans for these appointments are underway. All staff have been encouraged to raise their expectations of what pupils will achieve, for example, the achievement of very good results in GCSE examinations in science and art. Similarly, the high targets set for raising standards in reading and numeracy have been well exceeded.
8. The leadership and management of the curriculum for pupils with autistic spectrum disorders and for pupils within the assessment class is very effective. The curriculum for these pupils is based very well on their individual needs and includes a broad and appropriate range of areas for learning, including literacy and numeracy as well as their social and behavioural development. This curriculum includes the Early Learning Goals of the Foundation Key Stage. It appropriately leads, as pupils make progress, to the Programmes of Study for Key Stage 1 of the National Curriculum. Through the skilful planning and accurate assessment by the teachers, the work is set at an appropriate level of difficulty and this ensures pupils build on what they have already learnt successfully.
9. The curriculum for pupils at Key Stage 4 is very good and relevant to their needs. There is a wide range of accreditation to enable pupils to leave school with appropriate qualifications. The range is increasing and currently includes General Certificates in Secondary Education (GCSE) in art and science, Certificates of Achievement in English and mathematics and modern foreign languages and the General National Vocational Qualification (GNVQ) (Foundation Level) in business studies. Additionally, there is the Challenge 21 Project, which recognises the development of key skills, including communication, numeracy, information technology and personal development. The curriculum also involves pupils attending the local college of further education on a link course and undertaking work experience. In addition members of the local business community act as mentors; this involves providing support and guidance helping pupils towards their career ambitions.

**The provision for pupils' moral and social development is very good and results in pupils' attitudes and personal development being very good.**

10. Pupils' moral development is very good. The use of clear rewards and sanctions procedures, including the use of individual behaviour plans, very clearly show pupils the difference between what is good and what is unacceptable or inappropriate. Staff provide very good models of how to behave politely and treat all people with respect. This effectively encourages pupils to learn these approaches and values. Pupils are very aware that it is right to help each other if there is a problem. They actively contribute to charities, for example, Christmas carol singing to raise money for a hospice and collecting for the Blue Peter Romania appeal.

11. The school is very good at encouraging pupils' social development. Arrangements for lunch and break times, where pupils and members of staff discuss a range of topics of interest, contributes well to this area. The encouragement of independent travel for pupils from Year 9 is valuable. The school council also makes an effective contribution to this area of development as well as to the very positive attitude that pupils have towards school. In this forum elected representatives from classes in the upper school meet regularly with the headteacher to debate problems and discuss suggestions. Pupils learn to represent the views and wishes of others and abide by a majority decision. For example, the group decided it was good to wear appropriate headwear in the summer, but in the playground not in school. During Key Stage 4 in particular, pupils' social development is impressive. These older pupils show confidence in new social situations, including at college and when on work experience. They are keen and eager to talk and discuss things of interest. For example, they are able to discuss which career they would like to follow and what they need to do to achieve this.
12. Pupils' personal development is very good. They listen to each other with respect and value what each other has to say. They are polite both to adults and to each other. Pupils' very positive relationships with staff are a strength of the school and this contributes effectively to learning as pupils want to please their teachers and do their best. Pupils enjoy learning and they like coming to school. They are very confident, volunteer information and readily undertake a range of additional responsibilities and jobs. Pupils at Key Stage 4 are well prepared for when they leave school at the age of sixteen. They have a good attitude to work. This attitude is seen within the care they take with their schoolwork and this is reflected in reports from work experience placements.

**High quality of care and effective systems for improving behaviour ensure that pupils behave well and are happy at school.**

13. Deerswood School takes very good care of its pupils. Staff know their pupils well and monitor their progress effectively, especially in the classes for pupils who have autistic spectrum disorders and those in the assessment unit at Key Stage 1. Special support assistants are used well to support the development of individual pupils' learning needs. The school has effective systems for promoting good behaviour and the management of unacceptable behaviour. These approaches benefit both from their consistent use by members of staff as well as the active involvement and support of the headteacher and deputy headteacher. Where necessary, these senior staff deal directly with pupils who find difficulty in doing what is asked by removing them from the class and taking time to talk through difficulties. They also praise pupils and celebrate their success making it clear that it is important. The very few instances of bullying are very effectively dealt with and there is no evidence of any racial harassment. Procedures for dealing with Child Protection issues are very good.
14. The behaviour of most pupils is good. They have a clear understanding of what is acceptable and want to please the staff they work with. Pupils who have behavioural difficulties improve their behaviour as they move up through the school. Records show that some pupils in the assessment class, for example, increase their concentration span and learn to do what staff ask them to do by the time they are seven. The school's reward system is very effective. Pupils like and frequently receive 'gold slips' for good work and behaviour. They feel that the approach helps them to behave well and achieve high standards. Similarly, pupils are very clear what happens if they misbehave and again this encourages good behaviour to be maintained.

**WHAT COULD BE IMPROVED**

**The curriculum for information and communications technology, design and technology, modern foreign language, music and religious education are insufficiently developed.**

15. Some areas of the curriculum are underdeveloped. This situation is related to the lack of permanent specialist staff in these areas. Most of these areas of weakness are currently being addressed through recruitment and planned in-service training for staff.
16. Only a small amount of time is allocated to teaching information and communication technology as a discrete subject. This is insufficient to develop the necessary levels of pupils' skills, knowledge and understanding given that the subject is not taught through other subject areas effectively. In

addition, information and communication technology lessons are too long to sustain pupils' attention and the conditions they work in are too cramped. Design and technology is taught through food technology, fabric work and through a range of craft based design, however, there is insufficient emphasis on the resistant materials area of this subject. This narrows pupils' range of skills, knowledge and understanding of important aspects of design and technology.

17. The curriculum for modern foreign language is good and carefully thought through so that it meets the needs of pupils who have learning difficulties. However, since this subject is only taught for two out of the possible three terms in the school year it is very difficult for pupils to maintain their knowledge. Some ideas are being considered to see how this weakness can be overcome.
18. The curriculum for religious education is unsatisfactory. The subject lacks sufficient co-ordination and leadership. There is no overall scheme of work to show what pupils are intended to learn since this was lost following the departure of the previous subject co-ordinator post holder. Although a peripatetic teacher provides some teaching, music also lacks overall co-ordination and leadership across the school and pupils do not do as well as they could in these subjects.

#### **Pupils' spiritual development.**

19. The provision made for pupils' spiritual development remains unsatisfactory. There have been improvements in this area of the school's work, including through a daily act of collective worship and reflection, and the celebration of Christian and other religious festivals. However, this aspect of pupils' development is not sufficiently promoted through the different subjects of the curriculum. This area is not identified in schemes of work or teachers' planning and, in consequence, opportunities are missed for pupils to reflect or to respond, for example, to pieces of music.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school has undergone significant improvement since the last inspection. More recently there have been significant changes of key staff and, twelve months ago, the appointment of a new headteacher. The school is now addressing the gaps in its staffing specialisms by seeking appointments in music and religious education.

The headteacher, senior management team and staff should:

Improve the curriculum by:

- Co-ordinating the learning of information and communication technology throughout other subjects; providing in-service training to increase the expertise of staff and ensuring the facilities for whole class teaching of information and communication technology skills are improved; (paragraph 16)
- Increasing the study of design and technology using resistant materials; (paragraph 16)
- Developing further the current ideas within the teaching of modern foreign languages so that pupils are able to maintain their knowledge and understanding of this subject throughout the school year; (paragraph 17)
- Writing comprehensive schemes of work for music and religious education which show what pupils are intended to learn and ensure pupils build on their learning as they move up through the school. (paragraph 18)

Improve the provision made for pupils' spiritual development by:

- Identifying appropriate opportunities in all areas of the curriculum and ensuring they are included in lesson plans; (paragraph 19)
- Monitoring how effectively pupils' spiritual development is taught. (paragraph 19)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	40	38	15	2	-	-

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	157
Number of full-time pupils eligible for free school meals	40

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

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

### Attendance

#### Authorised absence

	%
School data	5.2

#### Unauthorised absence

	%
School data	2.7

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 1***

- There were insufficient pupils to report results at the end of this key stage

### ***Attainment at the end of Key Stage 2***

	Year	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	11

- English: four pupils achieved at level 1 , four pupils achieved at level 2
- Mathematics: four pupils achieved at level 1, four pupils achieved at level 2 and one pupil achieved at level 4
- Science: two pupils achieved at level1, six pupils achieved at level 2 and one pupil achieved at level 3

### ***Attainment at the end of Key Stage 3***

	Year	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	17

- English: one pupil achieved at level 1, three pupils achieved at level 2, twelve pupils achieved at level 3 and one pupil achieved at level 4
- Mathematics: one pupil achieved at level 1, three pupils achieved at level 2, ten pupils achieved at level 3 and three pupils achieved at level 4
- Science: one pupil achieved at level 1, two pupils achieved at level 2 and ten pupils achieved at level 3 and four pupils achieved at level 4
- Design and technology: seventeen pupils achieved at level 2
- Information and communication technology: five pupils achieved at level 1, ten pupils achieved at level 2 and two pupils achieved at level 3
- History: three pupils achieved at level 1, four pupils achieved at level 2, nine achieved at level 3 and one pupil achieved at level 3
- Geography: eight pupils achieved at level 2 and nine achieved at level 3
- Modern foreign languages: all pupils were working towards level 1
- Art: fourteen pupils were working towards national expectations, three pupils were achieving at national expectations
- Music: all pupils were working towards national expectations
- Physical education: fifteen pupils were working towards national expectations, two pupils were achieving at national expectations

### ***Attainment at the end of Key Stage 4***

	Year	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	20

- Literacy: Certificate of achievement eight pupils achieved a distinction award, two pupils achieved a merit award and four pupils achieved a pass award
- Numeracy: Certificate of achievement Three pupils achieved a distinction award, seven pupils achieved a merit award and two achieved a pass award
- Science: GCSE Three pupils achieved a grade F pass, and three achieved a grade G pass
- Art: GCSE Two pupils achieved a grade B pass, three pupils achieved a grade C pass and one pupil achieved a grade F pass



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	5
Pakistani	11
Bangladeshi	3
Chinese	0
White	134
Any other minority ethnic group	0

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y1 – Y11**

Total number of qualified teachers (FTE)	18.4
Number of pupils per qualified teacher	8.5
Average class size	10.5

*FTE means full-time equivalent.*

#### **Education support staff: Y1 – Y11**

Total number of education support staff	18
Total aggregate hours worked per week	423

### ***Financial information***

Financial year	1999 - 2000
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	£
Total income	1,037,978
Total expenditure	1,036,981
Expenditure per pupil	6,605
Balance brought forward from previous year	36,210
Balance carried forward to next year	37,207

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	17

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	-	6	-
My child is making good progress in school.	65	29	6	-	-
Behaviour in the school is good.	53	47	-	-	-
My child gets the right amount of work to do at home.	35	41	6	18	-
The teaching is good.	81	12	6	-	-
I am kept well informed about how my child is getting on.	59	29	12	-	-
I would feel comfortable about approaching the school with questions or a problem.	59	24	6	6	6
The school expects my child to work hard and achieve his or her best.	65	29	6	-	-
The school works closely with parents.	56	31	12	-	-
The school is well led and managed.	65	24	12	-	-
The school is helping my child become mature and responsible.	53	29	18	-	-
The school provides an interesting range of activities outside lessons.	59	18	12	-	12

The inspection did not support the views of the small number of parents who questioned the level of homework and the school's role in encouraging their children's maturity and sense of responsibility. Inspectors found that homework was regularly set and contributed well to pupils learning. They also found that the provision made for pupils' social and moral development was very effective and a strength of the school.