

## INSPECTION REPORT

### **BELMONT PARK SCHOOL**

London

LEA area: Waltham Forest

Unique reference number: 131697

Headteacher: Ms M Loizou

Reporting inspector: Mr M G Whitehead  
21061

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> February 2001

Inspection number: 230079

Full 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 special
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
School address:	Leyton Green Road London
Postcode:	E10 6DB
Telephone number:	020 8556 0006
Fax number:	020 8556 5680
Appropriate authority:	The governing body
Name of chair of governors:	Cllr C Kitson
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21061	Mr M Whitehead	Registered inspector	Science Design and technology Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19650	Ms S Thomas	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
17530	Ms M Cureton	Team inspector	English Geography Modern foreign languages Religious education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
23412	Mr A Jeffs	Team inspector	Mathematics Information and communication technology Art and design History Special educational needs	How well does the school care for its pupils?

The inspection contractor was:

Bench Marque Ltd  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset TA8 1AN

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS OR STUDENTS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Belmont Park School is a day special school that caters for boys and girls who have emotional and behavioural difficulties and who are aged between 11 and 16 years. There are 16 pupils on roll comprising 15 boys and one girl. There are eight pupils in the school from ethnic minority groups and two of these pupils have English as an additional language. However, there are no pupils at an early stage of language acquisition. The number of pupils on roll has been kept deliberately low because of the plans for the future of the school, which involve major building and refurbishment. The school opened two and a half years ago following the education authority's reorganisation of provision for pupils with emotional and behavioural difficulties. All pupils who attend come from the Waltham Forest area. Approximately 70 per cent of pupils who attend are entitled to free school meals. The attainment levels of all pupils when they enter the school are well below the national average.

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

Belmont Park School is a good school. It provides a consistently high standard of teaching for all pupils and ensures that they learn well and make satisfactory progress in English and mathematics, and good progress in other targets set, throughout their time in school. The level at which pupils work is low, but as they spend more time in school, their standard of work improves. By the time they leave school, some pupils are working at levels that are almost in line with the national average in some subjects. Belmont Park is an inclusive school that provides equality of access and opportunity for all pupils regardless of age, gender, ethnicity, background or attainment.

The headteacher and her deputy provide excellent leadership for the school and give very clear educational direction. The governing body is newly established and effective. The school is awaiting major building and refurbishment and has therefore kept the numbers on roll very low whilst maintaining the services of the generous number of staff. Because of this, the cost of educating each pupil in school is extremely high. Consequently, the school provides unsatisfactory value for money.

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

- The excellent leadership of the headteacher and her deputy ensures clear educational direction for the school.
- The school's aims and values are very clearly reflected in its work.
- The school makes excellent use of new technology in its organisation and administration.
- There is total commitment to improvement by all staff of the school.
- The school provides a caring and supportive environment which all pupils value highly.
- The quality of teaching throughout the school is consistently good.

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

- Strategies for teaching the basic skills of reading and writing.
- Establish a coherent and consistent procedure for assessment and recording across both key stages.
- Increase opportunities for pupils to follow accredited courses particularly in Key Stage 4.

*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

This is the school's first inspection.

### 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	C	very good	A
reading	C	good	B
writing	C	satisfactory	C
mathematics	C	unsatisfactory	D
personal, social and health education	B	poor	E
other personal targets set at annual reviews or in IEPs*	B		

*\*IEPs are individual education plans*

The school aims to create an atmosphere where pupils, staff and visitors feel welcome and safe. The school also aims to promote a positive image reflecting the ethos that is conducive to learning in an environment of high quality teaching and learning. The school is successful in these aims. The standards of work seen are generally well below the national average. However, it is clear that all pupils make good progress in meeting their personal targets concerning behaviour, personal, social and health education. Pupils take the Assessment and Qualifications Alliance (AQA) achievement tests in literacy and numeracy. The national test results show that pupils' achievements are below average. Despite the difficulties that pupils have experienced prior to attending Belmont Park School, they make satisfactory progress in English and mathematics and good progress in many other subjects. Progress in all subjects and aspects is celebrated through the internal certificates that are presented to the pupils. These certificates are awarded for work in drama, music, English, physical education, drugs education and work experience.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and these have a positive effect on their learning. Pupils are often totally absorbed in their lessons.
Behaviour, in and out of classrooms	Behaviour is good. Pupils show respect for others and for their surroundings.
Personal development and relationships	Pupils' personal development and relationships are very good. Pupils' confidence and self-esteem develop well.
Attendance	Attendance is poor when compared with the national average, but attendance rates are adversely affected by the continual absence of a few pupils.

Relationships are very good between pupils and adults in the school. All pupils have the same opportunities regardless of gender or ethnicity and teachers treat all pupils with respect. The behaviour of pupils throughout the school is good; they show interest in their lessons and are enthusiastic about their work.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 11-16</b>
Lessons seen overall	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 in the school is good. Teaching in English is satisfactory, in mathematics and science the teaching is good, whilst the teaching of personal, social and health education is very good. There are particular strengths in the teaching of design and technology throughout the school. Here, lessons are very well planned in line with the National Curriculum, they proceed at a brisk pace, pupils are highly motivated by the skills and knowledge of the teachers and the management of pupils' behaviour is excellent. The teaching of science and history is also a strength of the school. The school provides very good careers education and guidance for pupils, with excellent arrangements for work experience. The teaching of literacy in the school, particularly skills of reading and writing, are underdeveloped. The teaching of numeracy skills, whilst satisfactory is also an area which is in need of further development. Closer attention needs to be paid to the National Literacy and Numeracy Strategies in order to address these issues.

During the inspection, the quality of teaching in all of the lessons observed was at least satisfactory, in 9 per cent of the lessons teaching was excellent, in 24 per cent of lessons the teaching was very good and in 38 per cent of lessons the teaching was good. The high quality of teaching has a very positive effect upon the learning of all pupils. There is no significant difference between the learning of boys and girls, nor is there any difference in learning by pupils of different ethnicity.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for the pupils. There is a wide range of subjects that are well balanced and well suited to the pupils' interests, aptitudes and needs but do not incorporate enough opportunities for pupils to follow accredited courses.
Provision for pupils with English as an additional language	Whilst there are two pupils for whom English is an additional language, none of them is at an early stage of language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils have good opportunities to improve their behaviour and take on responsibilities. They are taught to know right from wrong. The school provides good opportunities for pupils to learn about their own culture and those of others. The school respects and values the contribution of all its pupils.
How well the school	The school makes pupils feel welcome and secure. This, in turn,



cares for its pupils	assists pupils in both personal and academic development.
----------------------	---

The school works very closely with parents who are very grateful for the help and support that they receive from the school. The school provides a good quality of experiences for all pupils through the carefully planned curriculum that meets all statutory requirements. The school is very successful in promoting good behaviour amongst its pupils. This is reinforced by the excellent role models set by all staff in the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her deputy provide excellent leadership and management of the school. There is some inconsistency in the subject co-ordination in that there is some excellent leadership of some subjects, but there is no designated co-ordinator for science.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities in a satisfactory manner. There is now an established and secure group of governors who are working well to develop the school and increase their effectiveness in shaping the direction of the school.
The school's evaluation of its performance	The school has very good procedures for performance management and evaluation. The headteacher and deputy headteacher monitor carefully the quality of the teaching in the school and the governing body monitors, through the school development plan, the overall educational provision. They have a very clear understanding of the strengths of the school and of the areas in need of development.
The strategic use of resources	The strategic use of resources is very good. Financial planning is good and supports the school's priorities. The school uses special grants very well indeed to support the pupils and also makes very good use of facilities in the school and also those that are available within the community. This is particularly true of local sports and athletics facilities.

The school has more than an adequate number of teachers to meet the needs of the small number of pupils. The accommodation and resources overall are satisfactory. The school benefits greatly from the excellent leadership and management of the headteacher and her deputy. The governors are effective in their roles. The school has very good procedures for applying principles of best value when spending on goods and services.

## 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 school helps their children to become mature and responsible.</li><li>• Parents receive good quality information about their children's progress.</li><li>• The school provides a good quality of teaching.</li><li>• The school helps parents with their problems.</li><li>• Communication between school and home is good.</li><li>• There is a good range of activities outside of lessons.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework is not sufficient.</li></ul>

The inspectors agree with the positive views of parents concerning the school. However, the inspectors do not agree with parents about homework. The school has a policy that is realistic in providing opportunities for pupils to be given homework when they ask for it.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Although all pupils experience difficulties with their behaviour and emotional development, a few experience additional problems in the form of dyslexia and hyperactivity. These pupils often perform less well than their peers in both key stages, but they all make good progress in terms of increasing skills, attention span and self-esteem. Taking account of these difficulties, the pupils' achievements in both key stages are good.
2. The pupils at Belmont Park School follow some accredited courses leading to the award of certificates in literacy and numeracy. Awards are also gained for their work in music and drama as well as drugs awareness and work experience. Many awards are created within the school in recognition of the effort and achievements of the pupils. This is also very effective in raising pupils' self-esteem.
3. The results of the national tests show that the levels that pupils reach are below the national average. Despite the comparatively low levels of attainment, pupils in the school achieve well and succeed whereas previously many were failing.
4. Pupils make satisfactory progress in English in both key stages. They learn to speak clearly and confidently, taking part in discussion sessions, and are confident in asking questions of each other and of the teachers. By the time they leave school, pupils have basic reading skills, though not all pupils are able to read successfully without the support of an adult. Pupils make satisfactory progress in mathematics in Key Stages 3 and 4. There are times when pupils' lack of ability to read sufficiently well has a negative effect upon their progress in mathematics as they are unable to read or interpret the questions correctly. Pupils make good use of their limited mathematical skills when they study science, information and communication technology and design and technology. All pupils make good progress in science as they are highly motivated and well taught. The levels that they reach are low when compared with the national average, but pupils achieve well when taking account of the difficulties that they have encountered previously.
5. Pupils' achievements in information and communication technology, religious education and geography are satisfactory throughout the school. Achievement is good in music, physical education, history, art and French for pupils in both key stages. All pupils make very good progress in design and technology.

#### **Pupils' attitudes, values and personal development**

6. Pupils' attitudes to school are very good and sometimes exemplary. This has a positive effect on their learning. Teachers have appropriate expectations and set clear boundaries for behaviour. Pupils respond well. In the majority of lessons, pupils are motivated to learn. They are involved in discussions. In a Key Stage 3 English lesson on mysteries, pupils clearly enjoyed their work and made positive contributions to the lesson. In a Key Stage 4 music lesson, pupils were absorbed in their work and willing to answer difficult questions. In lessons where there is chatter, it is usually purposeful and relevant to the task.

7. In a few lessons, pupils' progress is adversely affected by their attitudes and behaviour. In a Key Stage 3 lesson, pupils' interest in their work varied from absorption to complete disinterest.
8. Behaviour is good overall. Pupils usually show respect for their surroundings. They move around the school carefully. They are aware of the need to behave responsibly. Issues of behaviour are discussed in school council meetings. Solutions are then debated and agreed. The effectiveness of the action taken is then reported back to the following council meeting. There are some instances of unsatisfactory behaviour. In a Key Stage 4 art lesson, pupils' behaviour was poor initially. With good management by the teacher, pupils settled and entered into a constructive discussion on the topic of the lesson.
9. Attendance is poor but improving. Absences are often due to pupils' social circumstances. The small number of pupils in total means that attendance rates are distorted by the continual absence of a few pupils. During the previous school year, there were 27 fixed-term exclusions that involved 15 boys. There were also four boys who were permanently excluded from the school.
10. Relationships throughout the school are very good. Pupils are prepared to trust staff. Teachers value pupils as individuals. They always praise pupils' positive achievements as well as pointing out where improvement is needed. Pupils are willing to talk to visitors about their work and school routines. They often do so with enthusiasm.
11. There are numerous opportunities for pupils to show initiative. At the time of the inspection, pupils were discussing how best to support Comic Relief. Staff encourage pupils appropriately to take responsibility for their own actions. At the end of lessons, teachers assess and agree with each pupil the progress which has been made against his or her targets. The school council provides a valuable opportunity for pupils to contribute to the life of the school.
12. Pupils who experience additional difficulties in literacy and behaviour have a positive reaction to lessons. Their behaviour is usually satisfactory or good within lessons and around the school. Where this is not the case, there is often a good reason in terms of the stress and anxiety levels they are experiencing. Pupils in general become more accepting of others as they move through the school. This assists those who have specific difficulties in helping to cope with life within the classroom and outside.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. The consistently good standard of teaching is a strength of the school. The very good relationships between teachers and pupils ensure that pupils have confidence in the teachers. This means that pupils are willing to answer questions and take an active part in the lessons without risking ridicule or scorn if they get an answer wrong. Teaching assistants play a large and effective part in the education of pupils, and the way in which teaching assistants work closely with teachers is a credit to the professionalism of all staff.
14. During the inspection, in all lessons that were observed, the quality of teaching was never less than satisfactory. The quality of teaching was good in one-third of lessons observed and in one-third of the lessons, the quality of teaching ranged from very good to excellent. Outstanding teaching was observed in English, science, history, music, design and technology, religious education and personal, social and health education.

15. The high quality of teaching has a very clear and positive effect upon the way in which pupils learn. In the very best lessons observed, teachers planned their work very well. In design and technology especially, the objectives of the lesson were tightly matched to National Curriculum targets. Teachers also made excellent use of the blackboards where new words were clearly written to help pupils to grasp the new terms being used. The best teaching also took place in lessons where the teachers were highly skilled at managing any difficult or inappropriate behaviour presented by the pupils.
16. The overall quality of teaching in English is satisfactory. Pupils make satisfactory progress but not enough attention is paid to teaching the basic skills of reading and writing. The school does not have an effective literacy strategy in operation.
17. In mathematics, the teaching is good. Teachers have a clear understanding of the pupils and their needs, as well as a good knowledge of mathematics. Teachers work patiently with the pupils and help them to gain in confidence. Teaching assistants also work very well with pupils in mathematics lessons and work alongside the pupils to give them support and help them gain in confidence.
18. Teaching in science lessons is also good and sometimes outstanding. Lessons are well planned and the teacher manages the behaviour of pupils extremely effectively. The confidence in teaching enables pupils to learn about human reproduction and discuss the different stages of pregnancy, without any silliness or smuttiness.
19. The overall quality of teaching in history and design and technology is very good. Teaching in music, French and information and communication technology is good overall. Teaching in religious education and geography is satisfactory overall. Occasionally, the pace of English and mathematics lessons is rather slow and there is an over emphasis on the completion of English worksheets. It is in these lessons that the quality of teaching is judged to be satisfactory and where there is some room for improvement.
20. Teachers show a good level of awareness with regard to the individual needs of pupils. They use individual education plans and advice from external specialists well to ensure that tasks and lessons are appropriately adapted to pupils who experience additional difficulties. Where there are extreme behaviours, all staff show high levels of skill in supporting pupils through difficult periods. Lesson planning and the very good teamwork between teaching and non-teaching staff assist in providing the most appropriate level of teaching and care for those pupils with additional special educational needs. The use of external staff to support, for example, pupils with dyslexic problems or hyper activity, is good and assists in the progress of those pupils.

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

21. The school curriculum is good at both key stages. The requirements of the National Curriculum and religious education are fully met. Pupils' interests are taken into account in all subject planning, so that lessons hold pupils' attention. This helps their understanding. A suitable emphasis on English and mathematics helps pupils' access to the full range of subjects on offer at the school. Pupils are taught effective skills which enable them to manage their own behaviour, and this enables them to learn well. Strategies for teaching numeracy and literacy are satisfactory but as yet, there are no lessons based on the National Literacy Strategy. There are some subjects where there are not enough opportunities for pupils to follow accredited courses which would give them tangible evidence of their success whilst at school.

22. The needs of all pupils and the curriculum provision set out in statements are fully met. Despite the shortage of subject specialists in some areas, the school makes good use of the specialities and interests of teachers, whilst acknowledging that staff with heavy timetables teach beyond their areas of greatest expertise. The school day is well organised to maximise pupils' learning. A pre-school breakfast club, breaks and lunchtimes are successfully structured to promote social development and allow for purposeful leisure activities, such as football and snooker. An information and communication technology club and art club support pupils' learning.
23. The school's arrangements for equality of access and opportunity are good. The staff, pupils and governing body are fully involved in its consistent and successful application which permeates the life of the school. The Child and Family Consultation Service offers special programmes to pupils to help their development. Psychiatrists visit the school and the school also employs a counsellor/play specialist. The school profitably uses a wide range of services provided by the local authority and provides good support for pupils and good advice and in-service training for staff.
24. Provision for extra-curricular activities is good. A professional football coach helps pupils to improve their game. A talented pupil attends specialist drama classes. Pupils attend Gamelan workshops where they listen to and learn to play Indonesian percussion instruments. There are opportunities to practise judo. Homework is set for pupils on request.
25. The school makes very good provision for personal, social and health education. The lessons are highly appropriate to the ages and needs of the pupils. Health education is very well addressed and provides pupils with the knowledge and understanding to enable them to make informed choices related to their health. The governors have approved policies for sex education and information on drugs awareness. A sex education lesson observed during the week of the inspection was highly effective. There was a sensitive approach to the topics covered and its messages were understood clearly by the pupils.
26. Careers education in the school is very good and begins in Year 9. Good use is made of professional careers advisers who interview pupils, often with parents present. They give each pupil an action plan, which is carefully monitored by the careers service and the school. Work-related education is very well taught in personal, social and health education. In English, pupils in Key Stage 4 write their own curriculum vitae and practise oral skills at mock interviews. All pupils in Key Stage 4 spend one morning a week at a local college of further education where they learn basic skills in bricklaying, catering and painting and decorating. Liaison between school and college is very good and pupils are well supported by the staff of both institutions. Pupils are sometimes interviewed by the college, at their own request, for full-time courses of further study which are specially tailored to their needs. There are good opportunities for all pupils to undertake appropriate and successful work experience through excellent and well-sustained links with the local business partnership. Pupils spend a fortnight in a carefully chosen workplace in Year 10, and in Year 11, they may spend up to a day a week gaining further experience. Pupils are presented with a survey of their academic and personal achievement at the end of Key Stage 4. These give pupils some guidance on making a realistic choice of further education or career. The school has a small careers library and there is good access to more comprehensive reference material if it is required.

27. The standard of communication, application of number and information and communication technology taught in the school provides a satisfactory basis for pupils' future careers or well supported further study. Links with the community are good and contribute to pupils' learning. Parents are invited to have breakfast with the pupils who often prepare food for them, thus firmly cementing positive and productive home/school relationships. Representatives from the community, such as the police and fire service, visit the school regularly and have a positive effect on the way in which pupils learn. They gain an improved understanding of health education issues and a clearer understanding of their roles and responsibilities as young adults. Pupils attend sporting events, such as matches with other schools, to broaden their experience. Some boys have had trials for professional football teams. As yet, the school has no Internet link with schools in other countries.
28. The curriculum is further supported by an interesting programme of visits, mainly to the galleries, museums and the sights of London. Visitors to the school have included representatives of a variety of faiths, including the Gideon's Christian faith. The school has constructive and secure relationships with partner institutions. Links with the local pupil referral unit, from which some of pupils come, are constructive and provide the school with a good range of information on new pupils' strengths and weaknesses in literacy and numeracy and about their attitudes, values and personal development. This information provides a secure basis on which to build. Induction procedures for new pupils are excellent. Pupils, parents and carers are left in no doubt as to the expectations of the school. Great care is taken to familiarise new pupils with the school's established learning routines. Strong links with the local college of further education help older pupils' transition from school to the world of work or to further education. There is impartial, realistic and well-informed advice on offer to pupils as to what they should do when they leave the school. This process is carefully monitored.
29. When it is planned to return a pupil to mainstream education, the school liaises carefully and effectively with the pupil, parents or carers and the new school. A consistently high level of support and guidance is given to all parties. Integration may be for one subject, physical education and games, for example, in the first instance.
30. Provision for pupils' spiritual, moral, social and cultural development is good. There are good opportunities for pupils' spiritual development in the daily group assemblies, which frequently allow time for pupils to reflect quietly about meaning and purpose, values and beliefs. All pupils are encouraged to pray silently in accordance with their beliefs. On Fridays, whole-school assemblies are planned to celebrate achievement and promote co-operation, mutual care and trust between the pupils, thus extending their spiritual horizons. Lessons in religious education, which encompass many faiths, help pupils to explore the spiritual values of others. The ethos of the school which values the contributions of all its pupils further ensures their spiritual development.
31. Good provision is made for pupils' moral development. The school promotes values such as honesty, fairness and respect for truth and justice. It promotes and values the ability of all pupils and staff to work together calmly and without argument. It aims to engender trust between pupils and between staff and pupils, so that they respect one another. The school is a highly moral community. Pupils are left in no doubt as to the consequences of their actions and their responsibilities to other pupils and their teachers. A strong and consistently applied behaviour policy encourages pupils to accept the consequences of their actions, whether positive or not. They are expected to acknowledge bad behaviour and make amends if necessary, even if it is only to apologise. Pupils are also encouraged by the school to make choices that enable them to change their behaviour. There is a clear expectation as to pupils' roles within the



school. Rewards and sanctions are clear and very well understood by staff and pupils alike.

32. The school provides good opportunities for the pupils' social development. Some pupils are given opportunities to take responsibility when they become members of the school council. Pupils are given responsibilities ranging from becoming a referee to marshalling the dinner queue. The quality of relationships is very good. Staff provide excellent role models. There are good opportunities for pupils to co-operate during lessons, in small group work, for example. They are encouraged to play fairly in organised games lessons. Staff are careful to promote good manners at lunch and breakfast. Work experience, or the opportunity to undertake a college link course, widens pupils' social competence. There are good opportunities for residential experiences, which prepare pupils for living in the community.
33. There are good opportunities for pupils to develop knowledge about a range of cultures. Pupils study Shakespeare in English and a good variety of classic poetry, such as 'The Pied Piper' and 'The Highwayman'. In music, pupils study Holst, Elgar and Beethoven alongside a range of music by black composers. In art, pupils study painting and sculpture from a range of cultures. One scheme of work in art, for example, successfully celebrates black achievement through the study of mixed media. In French lessons, pupils learn of other European customs. In history, pupils learn of the holocaust and the history of slavery. Pupils study major world religions and cultures in religious education. The school visits churches, temples and other places of worship. It celebrates a range of religious festivals such as Christmas, Easter, Passover, Eid and Diwali and affords them equal emphasis and respect.
34. Every effort is made to ensure that curriculum targets for pupils with additional special educational needs are met within the classroom and through appropriate withdrawal from class. In this way, all pupils receive the wide curriculum on offer. The assessment and monitoring of these pupils by classroom teachers is good and assists in the progress they make.
35. Pupils who experience high levels of need are encouraged to work co-operatively and observe the same rules of conduct as other pupils. This provides a consistency which is a strength of the school.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school aims to create an atmosphere where pupils feel welcomed and safe. It does this well and in turn, assists pupils in their personal and academic development. When it has to exclude pupils, usually for a very short period, it does so for reasons of health and safety, keeping pupils and parents fully informed and involved.
37. Very good teamwork between teaching and non-teaching staff ensures that pupils' welfare and safety is promoted effectively. Staff know their pupils very well and provide a climate of trust which allows each one to feel secure and valued. Relationships between staff, pupils, parents and carers are very good and a regular dialogue between school and home means that problems are dealt with promptly and effectively with everyone involved. Some pupils experience a regular need for support and privacy and this is ensured by the efficient use of the building and the very good co-operation between staff to counsel and support individual pupils. In this way, challenging behaviour can be contained and worked with on a one-to-one basis, minimising the disruption to the classroom routine and to other pupils' work. In addition, the use of the school therapist encourages pupils to reflect on and deal with their own difficulties.

38. The school is a safe environment. Much attention has been given to health and safety issues and following a recent detailed audit, a new policy and new procedures are being prepared which will further increase safety. This needs to be a priority for the school's management team. First aid and medication issues are dealt with appropriately and accidents or concerns are communicated to parents immediately and recorded properly. Issues of health and safety are also well addressed within lessons such as science and design and technology. The site officer and cleaning staff make the building a clean and attractive environment and this assists in encouraging and supporting pupils. The school undertakes a good training programme to ensure that its child protection, first aid and risk assessment procedures are kept up to date. The very low level of vandalism bears testimony to the way that this aspect of care and support is rewarded by pupil maturity and respect.
39. There is very good liaison between the school and external agencies such as the Youth Offending Team, Child and Family Consultation Service, the Careers Service, Education Welfare and the Child Protection Team. Educational psychology and social services links are often good but can be less than effective due to staffing reasons beyond the school's control. This liaison adds to the effectiveness of the school's early responses to crises and to the development of appropriate targets within individual education plans. It also increases the chance of pupils' problems being dealt with effectively and promptly.
40. There are good procedures for promoting attendance. Attendance figures are often undermined by the poor attendance of a small number of pupils. Procedures for developing good behaviour and reducing bullying are very good. They represent very detailed and sensitive thinking on the part of all staff involved and are a strength of the school. The policies are relevant, they are implemented consistently and pupils are clear about the boundaries being set and the reasons for staff actions. This clarity assists in making pupils feel secure. During the inspection, half of one information and communication technology lesson was cancelled to deal with a bullying problem that had seriously upset the class. This flexibility and promptness of response is very therapeutic for young people who become anxious when problems linger. It also re-emphasises the importance placed by staff on pupil welfare and safety. This emphasis is greatly valued by parents who see how well it contributes to the development of personal maturity.
41. Staff monitor pupils' work and behaviour well. Each teacher pays close attention to the individual education plans and works closely with pupils to identify progress with regard to their own targets. There is regular assessment in most subjects, either by formal tests, accredited course modules or samples of work. However, there is no effective co-ordination of assessment and the tracking of pupils is not consistent throughout Key Stages 3 and 4. As a result, the school lacks the ability to identify where individual pupil's academic progress is slowing or where gaps in curriculum provision may be contributing to this lack of progress. The school's use of six-week assessment periods for pupils new to the school is a powerful way to identify their real needs and is a facility that the school provides for young people who have a range of complex problems. The skills of the staff in assessing and monitoring pupils' behaviour in particular are very good. The combination of behaviour and learning assessment, together with a programme of clear and realistic targets, is a powerful means of identifying priorities and thus relieving pupils of much anxiety and insecurity.
42. Records of achievement are used to collect examples of pupils' successes and good pieces of work from across the full range of the curriculum. This is potentially a good

method to celebrate success and contribute to pupils' self-esteem. The records are used inconsistently at present and could be more effective if kept up-to-date and shared more often with pupils.

43. The inspection team was impressed by the detailed and thorough nature of the individual education plans. Not only do they meet statutory requirements but they allow the development of clear and relevant targets which can be monitored and used as a basis for adapting work for individual pupils. The mixture of academic and behaviour targets is entirely appropriate and provides a good vehicle for the discussion of progress with pupils. Staff vary in their ability to develop targets with specific outcomes and more training needs to be done to further strengthen what is already an effective tool for meeting pupils' needs.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. The school works very closely with parents. Parents feel the school has developed an excellent and effective partnership with them. Staff work hard to gain parents' trust and confidence. This encourages parents to support their child in school. At their child's pre-admission meeting, senior management makes clear to parents their responsibilities regarding their child's education. Parents who attended the pre-inspection meeting spoke very highly of the school. They feel the school liaises closely with them. They appreciate the fact that they can discuss with staff problems at home which might affect their child's education. Ninety-two per cent of the parents who completed the questionnaire feel that the school works closely with them. Parents feel welcome in school. They respect the staff and what they are trying to achieve.
45. Communication between home and school is very good. All parents who completed the questionnaire feel well informed about their child's progress. The school uses every possible means to communicate with parents including home visits, where appropriate. The school prospectus and the governors' annual report are helpful summaries of school procedures and routines.
46. Most parents are involved in their children's education. They are invited to all school events. Most attend whenever possible. This raises pupils' morale and self-esteem. There was a high attendance at the parents' pre-inspection meeting and the majority of parents returned the questionnaire. Most parents attend their child's review. Attendance at parents' afternoons is very good. Parents also enjoy breakfast with their child's group. The two parents on the governing body make a significant and valued contribution to the work of the school.
47. Parents and carers of pupils with complex additional needs are kept well informed of the statement process and are actively encouraged to contribute to review meetings. They are happy that they are kept appropriately informed by telephone, face to face and by formal letters. Every attempt is made to alert parents early when a problem arises and this is also appreciated. Often the school works with outside agencies such as the Youth Offending Team or the Child and Family Consultation Service. When this happens, parents are kept fully informed and are always encouraged to actively participate. There have been a number of instances where this close co-operation has assisted in significant progress for the young person and their family.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The leadership and management of the school are strong. The headteacher and her deputy provide excellent support and guidance to all staff and pupils. They have a very

clear vision for the future of the school and work unstintingly for the benefit of everyone in the school. The excellent educational direction of the headteacher and deputy headteacher makes sure that the school reflects totally its aims and values in the education that it provides.

49. There are subject co-ordinators for all subjects except science, and these staff work effectively, providing satisfactory monitoring of the subjects and the progress of the pupils. The governing body is complete and enjoys the services of two parent governors who have recently been appointed. All governors work effectively and have a good knowledge and understanding of the strengths and weaknesses of the school. They are developing well as a governing body and have now established strong committees to be responsible for personnel issues, curriculum issues and disciplinary procedures. The governors are very supportive of the headteacher and work closely with her to maintain the management of the school and plan for the future.
50. Future planning is an area that has caused some concern for the school as there is some uncertainty about the planned development and refurbishment of a large part of the school. This uncertainty is the result of a 'hold' being put on the development work by the local education authority. The school is now in the position of having a satisfactory contingent of teachers and other staff but only about half the number of pupils that it should have.
51. The financial management of the school is very strong; there are very secure controls kept on all money and accounts. The accounts are audited regularly and the few items that were raised in the latest auditors' report have now been addressed fully. Financial planning is good, though it is restricted by the uncertainty concerning the development of the building. The administrative staff work very well in a rather small office. Records are maintained efficiently and the administrative staff meet the high demands that are made of them by all staff and pupils. They monitor meetings and minute them when necessary. Administrative staff also manage the petty cash very effectively and ensure that all money is accounted for very clearly. There are strict rules about spending which are carefully observed and the school is very good in applying principles of best value when ordering and paying for goods and services. The administrative staff are often the first people to meet visitors to the school. They are excellent ambassadors for the school and make visitors feel very welcome.
52. The headteacher and deputy headteacher monitor effectively the quality of teaching in the school. However, monitoring could be improved by spending more time in direct observation of teaching in order to help improve the quality of teaching even further and help share the good practice that abounds within the school.
53. The school is well staffed with appropriately qualified teachers and assistants who meet fully the special educational needs of the pupils. The school responds well to pupils' statements of special educational needs, developing appropriate targets and reviewing these on a regular basis. Training is provided for staff where pupils' additional special educational needs are concerned. The school has recently undertaken effective training with regard to behaviour management and a day is planned to work with the Child and Family Consultation Service. To reinforce support for dyslexia, the school uses both training and regular contact with the external specialist teacher involved. There is a high level of awareness with regard to special educational needs throughout the school. This contributes well to effective teaching and the good progress that develops from that.

54. The school has more than adequate numbers of staff to meet the needs of the small number of pupils on roll at present. They are appropriately qualified and have subject expertise and special needs qualifications. The accommodation is satisfactory when looking at the small numbers on roll. The school has plans to improve the accommodation considerably. However, these plans are on hold at the moment at the direction of the local education authority. Resources throughout the school are satisfactory overall with the exception of physical education, where resourcing on site is unsatisfactory.
55. The school is in a difficult position at the moment in that it is well staffed, extremely well managed and yet is catering for only a very small number of pupils. The financial expenditure on each pupil each year is extremely high, more than twice the amount that would be expected in a school of this type. It is for this reason that, despite the high quality of education that the school is undoubtedly providing, the school must be judged to be providing unsatisfactory value for money.

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

In order to improve further the quality of education provided for the pupils, the headteacher, governing body and staff should:

- (1) Introduce and implement effective strategies for the teaching of reading and writing in line with those described in the National Literacy Strategy. (Paragraphs 4, 16 and 63)
- (2) Establish a coherent and consistent procedure for the recording of the work and progress of pupils in both key stages. (Paragraphs 41 and 69)
- (3) Increase the opportunities for pupils to follow more accredited courses before they leave school, particularly in Key Stage 4. (Paragraphs 21, 89 and 113)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	24	38	29	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	16
Number of full-time pupils known to be eligible for free school meals	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	11.7	School data	8.3

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

## Standard Assessment Test Results 2000

### English

1 Boy	Level 5
2 Boys	Level 4

### Science

1 Boy	Level 4
2 Boys	Level 3

### Mathematics

3 Boys	Level 4
--------	---------

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	9
Any other minority ethnic group	0

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	7	0
Black – African heritage	0	0
Black – other	9	0
Indian	0	0
Pakistani	0	0
Bangladeshi	2	0
Chinese	0	0
White	8	0
Other minority ethnic groups	1	4

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

### Teachers and classes

#### Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	2
Average class size	5.3

#### Education support staff: Y7 – Y11

Total number of education support staff	6
Total aggregate hours worked per week	155

*FTE means full-time equivalent.*

### Financial information

Financial year	1999/2000
	£
Total income	499,214
Total expenditure	549,715
Expenditure per pupil	27,486
Balance brought forward from previous year	65,027
Balance carried forward to next year	14,526

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	16
Number of questionnaires returned	13

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	8	23	0	8
My child is making good progress in school.	23	62	8	0	8
Behaviour in the school is good.	46	23	31	0	0
My child gets the right amount of work to do at home.	15	38	38	8	15
The teaching is good.	77	15	8	0	0
I am kept well informed about how my child is getting on.	85	15	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	0	0	0	8
The school expects my child to work hard and achieve his or her best.	69	23	8	0	0
The school works closely with parents.	69	23	8	0	0
The school is well led and managed.	69	15	0	0	15
The school is helping my child become mature and responsible.	92	8	0	0	0
The school provides an interesting range of activities outside lessons.	69	23	0	0	8

The totals for each row may not add up exactly to 100, as each figure has been rounded up or down to the nearest one per cent.

### Other issues raised by parents

Parents are extremely positive about the help that their children get to develop their speech and language skills. This, and the work done by the school in connection with the careers service, is also greatly valued by all parents. The school's introduction of a breakfast club is highly valued by parents and their children, it gives them the opportunity to develop skills which are useful in adult life.



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

### **ENGLISH**

56. Pupils make satisfactory progress in English. By the end of Key Stage 3, pupils listen carefully to the teacher and to each other. They delight in having their opinions heard, and make good oral contributions to the lessons. In one lesson in Year 9, for example, pupils spoke interestingly about the Bermuda triangle, the Marie Celeste and other mysteries of the sea. Pupils ask and answer questions confidently and sensibly. They do not always understand that they must vary their speech according to who they are addressing, however. By the end of the key stage, all can read the simple texts put before them in lessons. All have at least a basic understanding of the literature that is read in class, although not all of them can read it independently. Pupils enjoy such novels as 'Buddy', 'A Kestrel for a Knave' and 'The Machine Gunners'. Pupils have some knowledge of genre and are able to categorise the books they read. Those confident enough to read aloud during the week of inspection, did so fluently with good understanding. At the end of the key stage, pupils' writing contains major errors of spelling, punctuation and grammar, but improves when it is redrafted. Pupils write accounts, narratives and diary entries. They answer questionnaires and produce a range of original poetry. They have written and illustrated a children's story, showing some sense of audience. A strong feature of their writing is work that is based on the books they have read. Pupils use information and communication technology to draft their work and present it neatly.
57. By the end of Key Stage 4, some pupils are articulate and fluent speakers but others are hesitant in their speech. Pupils have developed some skills of oral collaboration. They continue to ask and answer questions in lessons in a way that helps them to learn. All have learned how to speak in a sociably acceptable way. Pupils have opportunities to practise more formal speech in group and school assemblies. They begin to understand that they must vary their speech to suit more formal situations when they undertake mock job interviews, for example. A high proportion of pupils read more fluently by the end of the key stage. Understanding improves. All have tackled Shakespeare with at least a modicum of success. Pupils' level of interest in books varies. Lower achievers do not practise their skills frequently enough out of school to make much permanent improvement. Pupils do not pay the close attention to text which would support successful literary criticism. All understand the plots of novels they read and can say something about them. Pupils' written work still shows major errors in spelling, punctuation and grammar. It improves when it is redrafted to the point where some is substantially correct. The best work is personal, reflecting pupils' experiences and describing their interests and emotions. Good use is made of information and communication technology to present their writing tidily in original ways.
58. Teaching is entirely satisfactory. Pupils are usually obedient and often interested. They make effective oral contributions to the lessons. Little time is lost through bad behaviour. The most effective lessons are well planned to include a variety of activities which maintain pupils' interest. Learning is good when speaking and listening, reading and writing are all addressed equally in the lessons. In the best lessons, teachers question the pupils skilfully to ensure that all take part and the subject matter is well covered. In the less successful lessons, the pace can be too slow and expectation too low. In a Year 9 lesson on types of literature, the teacher was content for the pupils to recapitulate the plot of a folk tale. She did not encourage them to think about the

characteristics of other stories of a similar type. Reading materials such as fairy tales and folk tales are not always well chosen to appeal to pupils' interests. Strategies to motivate pupils, such as using a tape recorder, were absent from the lessons on basic skills. There was no pair work in these lessons to aid learning. When pupils spoke about their weekend activities in another lesson, the teacher did not explain to them that speech varies in its degree of formality. It is for these reasons that the quality of teaching is judged to be satisfactory rather than good.

59. Management of the pupils is good. Relationships in the classroom are good. Pupils feel secure enough to make mistakes but they are not always motivated enough to work to the best of their ability. Although pupils take external examinations on demand, there is no external examination to work towards at the end of Key Stage 4, so that some are demotivated. The library stock is not age-appropriate and fails to reflect pupils' interests, so pupils are not enthusiastic readers. The department does well to introduce real tasks to pupils which they find motivating and useful, and these are particularly effective as part of careers education in Key Stage 4.
60. Co-ordination of English, basic skills and the very highly valued contribution of the local education authority teacher of dyslexia are satisfactory.
61. Pupils' standards of literacy do not fully support their learning. Pupils do not read widely to support their study. Some read simple age-appropriate fiction but most are content to look at magazines which reflect their leisure interests. Some read tabloid newspapers. Pupils, with help, can use a simple dictionary or reference book. They can obtain information from a CD-ROM.
62. Major errors in spelling, punctuation and grammar persist in much of the writing. A small proportion of redrafted work can be substantially correct. All, with help, can present their work effectively using a computer.
63. Pupils do not make enough progress in literacy across all areas of the curriculum because there is no whole-school literacy policy which would allow teachers to promote reading and writing in a consistent way. Pupils' social use of language is satisfactory.

## **MATHEMATICS**

64. Pupils make satisfactory progress at Key Stages 3 and 4. Occasionally, a pupil finds it very difficult to develop mathematics skills over and above those relating to basic numeracy, but many pupils are working at levels appropriate to top primary and early secondary years. There are many occasions when low levels of literacy skills prevent adequate progress being made.
65. Pupils aged 11 to 14 years have a wide spread of ability within mathematics. Less able pupils master early tables work and consolidate number bonds up to 20. They work on two- and three-dimensional shapes and early aspects of probability. A small, but valuable mathematics vocabulary develops to describe shapes, such as 'circle', 'rectangle', 'pyramid' and 'cylinder', and processes, including 'addition', 'subtraction', 'division' and 'multiplication'. Basic numeracy skills, including the use of money and telling the time, are a priority as many pupils have had an irregular and uneven experience of mathematics. During their time in Key Stage 3, all pupils have the opportunity to work on the full range of mathematics attainment targets, number, shape, space and data handling, but often lack the overall understanding to know which process is best used when. Approximately half of Key Stage 3 pupils develop their

mathematical skills well by the age of 14 and the year 2000 national test results indicated that three pupils succeeded at Level 4, appropriate to the start of secondary education.

66. Between the ages of 14 and 16, most pupils progress well, showing a developing understanding of decimals, three-dimensional shapes and using basic processes such as number bonds and multiplication tables without needing calculators. The occasional pupil continues to need regular reinforcement in basic skills, although appropriately modified work on probability and graph work can be attempted. In one very good Key Stage 4 mathematics lesson, this wide range is evident. While three of the four pupils work using co-ordinates in all quadrants of a graph and are developing a clearer understanding of minus figures, a fourth is working consistently with only positive numbers in one quadrant. The more able group also succeeds with removing brackets and converting formulae using both plus and minus signs. Every year is different and groups are small but there was clear evidence during the inspection that 60 per cent of Key Stage 4 pupils are on course to achieve at Level 5 of the National Curriculum, with only one remaining at Level 2.
67. The response of pupils to mathematics is good. They enjoy succeeding at their own level, acquiring externally accredited certificates and moving on to more difficult work. Although frustration can become a problem, there was strong evidence during the inspection that good progress takes place because pupils increasingly sustain concentration on tasks that challenge them. They work best on their own and benefit greatly from the skilled support of teaching assistants. In a Year 9 lesson, one pupil is proud to demonstrate the work he has carried out constructing cuboids. Although retention of the technical vocabulary is difficult, he concentrates well and answers most of the questions posed by the teacher which represent effective revision of previous work carried out on lines and angles. The wish to succeed and the security of the classroom atmosphere powerfully assists pupils in persevering and presenting work in a neat and accurate format.
68. The quality of teaching in mathematics, which is never less than satisfactory and often good or very good, contributes significantly to the satisfactory progress that pupils make at both key stages. This good teaching is characterised by a sound knowledge of the subject, very good teamwork between all adults within the classroom and a close attention to individual needs when planning and advising. In a good Year 10 lesson, relationships are good, the teacher and teaching assistants have a clear plan to follow and questioning is effective in moving pupils on without frustrating them. The very good use of pace, humour and sensitivity to mood means that each pupil feels that there is always someone there to support them. Similarly, the emphasis on positive comments from the teacher reinforces the feeling of success. In a very good algebra lesson for Year 11 pupils, the teacher moves around the room providing accurate and practical advice to pairs of pupils and teaching assistants. The pupils feel well supported and remain on task for the full 50 minutes. At the end of the lesson, the teacher draws the group together and emphasises what they have learnt during that lesson. All pupils leave with a sense of fulfilment which will provide confidence for the next mathematics lesson. The importance of security is summed up by one pupil's comment on his assessed work, 'I know my tables, but sometimes I like the teacher to tell me if it is right before I go on'.
69. Despite staffing difficulties, co-ordination in mathematics is good. The co-ordinator is a highly skilled and knowledgeable practitioner. She has ensured that together with two other teachers, she covers the full curriculum. Each teacher plays to their own professional strengths. Accredited courses are developing and pupils receive positive

feedback from their success in gaining certificates. This success now needs to be consolidated for Key Stage 4 pupils. Assessment is developing well as is record keeping. With a range of staff involved in teaching mathematics, there needs to be a consistent framework for recording results and tracking the progress of individual pupils. The inspection team were impressed by the exciting work undertaken for the school's 'Maths 2000 Week'.

70. Good use has been made of the numeracy hour structure and this now needs evaluation to see what works best for the pupils concerned. Pupils are involved in their own assessment and can be even more involved to enhance the learning that develops as a result. There is effective cross-curricular use of mathematics in science, information and communication technology and design and technology. This can be extended, as it has shown to be a valuable way of reinforcing basic mathematical skills.

## SCIENCE

71. All pupils make good progress in science, despite the difficulties that they experience in reading the written word. Pupils carry out practical experiments and test different substances to find out whether they are acidic or alkaline. In order to do this they use red and blue litmus paper, learning that acids turn blue litmus paper red, whilst alkaline substances turn red litmus paper blue. The teaching assistants work extremely well to support pupils who have difficulties in reading and writing. Teaching assistants sit with pupils and work alongside in order to give them confidence. This enables all pupils to take an equal part in the lesson and to ask and answer questions appropriately.
72. As the pupils get older and move through Key Stage 4, they study carefully the stages of human reproduction. Pupils work very carefully and sensibly as they produce detailed drawings showing the different stages from conception to birth. Pupils are highly motivated by the good quality of teaching that they receive; they work sensibly and consistently in most lessons. When producing visual displays, they exhibit considerable skills in drawing and assembling diagrams and collages of the female body.
73. During lessons, whilst doing the practical tasks, pupils take the opportunity to discuss their work with other pupils and with the adults. They answer questions sensibly and ask for help when they find that the task becomes too difficult. As pupils gather more information about the development of babies, they organise information into a table and then, with the help of the teacher, create a graph that compares the length of the developing child with its age in months. Pupils are well motivated by the skills of the teacher as he understands their difficulties and helps them to succeed with their work.
74. Relationships between pupils and the teacher are very good. The teacher is very skilled at managing difficult behaviour in a way which avoids any conflict and maintains the mutual respect that there is between teachers and pupils. The classroom assistant also works extremely skilfully as she supports a pupil who is having a difficult time and helps him to manage his bad feelings about work and cope with the lesson in a positive way. The pupil became very angry when the printer did not work for him. Thanks to the teaching assistant, he was able to leave the classroom briefly and then return and complete his work. In one lesson, the pace was rather slow and the pupils were rather unsettled. Generally, pupils respond well to the teaching. They show high levels of interest and are keen to complete the work that they are asked to do. They work well with each other and, when it is appropriate, they help each other.

75. There are limited resources available for science and the science room is used for design and technology as well as a science laboratory. There are very limited opportunities for pupils to do practical science work and the resources for such work are also limited. Despite these restrictions, the science curriculum is appropriate in many ways in meeting the individual needs of the pupils. It is taught in such a way as to become interesting and exciting for the pupils. They are able to forget their difficulties and become engrossed in the work that they are doing.
76. There is a significant weakness in the management of the subject as there is no co-ordinator. Science is taught by a supply teacher and the school has been unsuccessful in appointing a permanent science specialist to take responsibility for the subject. The management and co-ordination of science is an issue that is in urgent need of resolution.
77. Procedures for assessment in the subject are satisfactory. Each module of work that is completed by the pupils is marked by the teacher and recorded. Pupils are given the opportunity to make their own evaluation of the work that they have been doing. One pupil wrote: 'I understood the work, I was pleased. I enjoyed the lesson'. This is a reflection of the positive work ethos that is so often present in lessons.

## **ART AND DESIGN**

78. Progress in art with regard to skills development within the National Curriculum is satisfactory at both key stages. However, the strength of the subject is that it provides stimulation and spiritual and emotional support for pupils, many of whom have a poor image of themselves and the world in general. In this sense, the work carried out within art and its contribution to the overall learning environment is good and improving.
79. All pupils experience the opportunity to develop skills with a range of media, from paint, clay and pencil to collage and Internet images. They also have the opportunity to reflect on what they want to say and how they want to say it. Inspection evidence, including displays of work, indicates that all pupils make good progress in the sophistication and control that they develop as they move through the school. Pupils' early pictures indicate a very wide range of maturity and eye-hand co-ordination. Some of the immaturity continues until the end of Key Stage 4. However, for the majority of pupils, there is a gradual growth of technical skills and a maturity of expression. This is most evident in current work such as self-portraits in paint and card head sculptures.
80. Pupils normally enjoy their artwork, although some tasks that require persistence are occasionally seen as 'boring'. They appreciate the opportunity to express ideas through paint, to develop colourful displays using collage and gain a lot of confidence from seeing their work displayed well around the school. During art lessons, their responses vary, often according to mood and fear of failure. Despite this, most pupils derive great satisfaction from the work and the opportunity to choose how they express themselves is something that contributes significantly to their personal development.
81. Teaching in art is good. It is well informed, sensitive to individual needs and susceptibilities and patient when pupils experience difficulties or frustrations. The scheme of work is developing gradually but each element is carefully thought through and well planned. The topics are varied and always strike a chord with pupils. Thus, in a good Key Stage 4 lesson, two teachers work with three pupils to plan T-shirts with black achievement images. The task has been staged so that pupils experiment with the use of image and text in the design of a CD case before embarking on the T-shirt itself. When questioned about this, pupils indicate that they feel it is necessary to

prepare well before producing the final article. The teachers work well as a team and have developed a well-orchestrated approach that allows different themes to be explored. There is a mutual respect between pupils and staff and this helps in the volunteering of ideas. It is the seriousness with which staff consider pupil views that emphasises the respect they have for pupils. This, in turn, encourages pupils to persist with a task and try out new ideas. The teaching is also characterised by good cross-curricular work. Subject teachers work closely with the specialist art teachers to introduce art into as many topics as possible. The success of this approach is evident from the colourful and stimulating displays from history, information and communication technology, design and technology, science and English.

82. Co-ordination in this subject is good. The two specialist teachers work together well and provide complementary skills and approaches. There are creative approaches to assessment and some work has been taken forward to encourage pupils to reflect on their work. More can be done in this area. There is still a lot of work to be done before the policy and scheme of work are complete and this could be accelerated. Work in media such as clay and textiles is not adequate and work based on famous artists is too limited. These are elements which can easily be developed as new modules are developed.

## **DESIGN AND TECHNOLOGY**

83. Pupils make very good progress in design and technology, within the aspects that they cover, in both key stages. Pupils are limited in the breadth of experience available to them. There is very little work done using resistant materials such as wood and metal but a great deal of work involving card and fabric. The levels at which pupils are working are well below the national average but their achievements are very good. Many pupils have missed a great deal of time in school because of their difficulties and have very limited experience of design and technology. Nevertheless, all pupils are well motivated and respond very well to the tasks that are set by the teachers. Teachers have high expectations of the pupils and the pupils rise to those expectations.
84. The subject policy was written several years ago and is in urgent need of review to ensure that the changes in staffing and provision can be reflected in the policy. Schemes of work and individual lesson planning are excellent. Lessons are carefully planned to meet the individual special needs of each pupil. This includes taking account of each pupil's level of reading and past experience of work in the subject. All lessons are carefully planned to meet the National Curriculum requirements and the learning objectives are carefully matched to both the curriculum requirements and the needs of the pupils.
85. The quality of teaching in the limited aspects of design and technology throughout the school is very good. The relationships between teachers and pupils are excellent, each respects the other and they work extremely well together. During the inspection, all lessons observed were team-taught. Two teachers worked extremely well together, each taking turns to lead the lesson whilst the other supported individual pupils. This excellent approach to teaching the subject ensured that all pupils were able to make very good progress, each at his or her own pace. The questions that the teachers asked of the pupils were very carefully worded to make sure that they were clearly understood and that pupils were able to answer them confidently and correctly. In this way, lessons proceeded at a brisk pace and all pupils were able to take a positive part in the lessons. All pupils remained on task and all pupils enjoyed the lessons.
86. Pupils were set excellent design briefs and through the skills of the teachers, all pupils

were highly motivated. The teachers asked questions which helped the pupils to define the technical terms that were being used and understand new vocabulary that was being introduced. The two words 'luminous' and 'reflective' were discussed carefully in order that pupils had a clear understanding of the similarities and the differences between colours that were luminous and those that were reflective. Teachers also encourage pupils to develop their skills in speaking and listening. At the end of each lesson, there was a plenary session during which pupils described what they had done, how they achieved it and whether or not it was successful.

87. In Key Stage 3, pupils are working on a project entitled 'Be Seen'. They are asked to design and make an item of clothing or an accessory that will help to make people safe when they are out at night walking along the footpaths, to make them more easily seen by motorists. Pupils' ideas are varied and range from T-shirt designs with bright reflective patterns to scarves and a baseball cap sporting a reflective plastic logo. Pupils usually work independently and enjoy the challenge. There are times when they work together in pairs and help each other. Pupils are very supportive of each other and are very complimentary about the work of their classmates.
88. Pupils in Key Stage 4 have done investigative work on interior designs. Their work has had an ergonomic dimension as they have designed the interior of a new restaurant. This includes colour schemes, furniture size and shape, working space in the kitchen and even the uniforms that the staff would wear. The culmination of their work has been a scale model presentation of the final design. Another project that has been very successful has been the designing and making of a presentation 'wrestling belt'. The results are proudly displayed around the school.
89. The work is carefully assessed at the completion of each project and the pupils have a part to play in this process. They make their own evaluation of their work and the project as a whole. This information is carefully recorded and filed. At the moment there is no accredited qualification for pupils in design and technology. This is an area that is in need of careful development.
90. The accommodation is adequate but uninspiring. There is sufficient room for the small numbers of pupils being taught but there is little in the way of machinery or small hand-tools for working with resistant materials. Opportunities to work with electronics are minimal and there is no provision for studying control technology.

## **GEOGRAPHY**

91. It was possible to observe only one lesson in geography during the inspection. The quality of teaching in this lesson was satisfactory. The pupils' learning was also satisfactory as they identified and marked areas of hurricane activity on a world map. From the scrutiny of pupils' work, it is clear that pupils at both key stages know something of world hazards such as volcanoes, hurricanes and earthquakes. They also have a basic understanding of what causes these natural disasters.
92. Resources for the subject are unsatisfactory. The school does not have enough textbooks to enable the subject to be taught effectively. Curriculum planning is limited but satisfactory. Effective co-ordination of the subject is not yet in place. There was insufficient evidence available to enable inspectors to make any detailed judgements on the teaching and learning of pupils as far as geography was concerned. The school is aware of the shortcomings within the subject and is planning to address them as quickly as possible.

## HISTORY

93. The teaching of history is a strength of the school. All pupils progress well in their understanding of historical events and the lives of others. The quality of learning is good as pupils make a very large effort and concentrate very well during their lessons. They become better at considering source materials and develop opinions based on evidence presented to them. The school's history policy states: 'We aim to promote skills of communication, extend vocabulary and use of language in different contexts. We also aim to encourage discussion and problem solving'. The school succeeds very well in all of these aims.
94. Many pupils experience difficulties when confronted with unfamiliar situations and people from different settings than their own. Through their study of history, they come to understand why other people act the way they do and how men and women in times past lived their lives and dealt with major issues. In addition, they progress in their ability to listen to opinions other than their own. Reading, writing, speaking and listening skills also develop well. Work within Key Stage 3 indicates a growing ability to consider a range of evidence with regard to the Native American, conditions in the First World War and life in the Roman army. Similarly, in an excellent Key Stage 4 lesson on slavery, the group listens to, reads about and comments effectively on a range of views for and against. Despite the strong emotions that the topic engenders, pupils develop a very real ability to consider views diametrically opposed to their own.
95. Teaching in history is always at least very good and often excellent. Pace, very good use of questions, respect for views, a good knowledge base and a natural rapport with pupils form the repertoire of the specialist teacher. Topics meet National Curriculum requirements and individual lessons are planned to provide variety, information and a range of evidence and viewpoints. A very good Year 9 lesson on the 'underground railroad' sees the teacher using probing questions to challenge pupils' memory and the evidence for their opinions. Well-chosen textbooks assist pupils at different levels to organise their views; a good example of developing secondary sources. The teaching assistant contributes her opinions and this assists pupils in their confidence to respond. Relationships are very good throughout the lesson and pupils express enjoyment of a sensitive and complex topic.
96. The excellent choice of topics ensures that pupils always enjoy history. Topics are deliberately designed to catch the interest, through the horror of World War 1 poetry, the excitement of the 'underground railroad' assisting the escape of slaves or day-to-day life at Mounfitchet Castle in Norman times. Pupils behave well in lessons because their interest is captured within every topic. They respect the views and guidance of a very expert teacher and they appreciate the importance placed on their own views and ideas. They are always highly motivated to look at new themes and tackle work that might otherwise be thought too difficult. They produce extended pieces of writing, sometimes up to three or four pages, and use mature debating skills. This, together with the very mature level of behaviour in lessons, is a sign of their real enjoyment of the subject.
97. History is co-ordinated very well. Very good resources, books, visits, worksheets, artefacts and videos have been built up to support new topics. Every effort has been made to incorporate elements from other subjects such as geography, English, art, design and technology, mathematics and information and communication technology. Particularly good use has been made of art and Internet resources in the black achievement topic. Computer programs and the use of word processing and data collection can be further extended to build on these early initiatives. Recording of



progress and assessment of work in history is good and there is room for further development in order to identify the very real progress that pupils make in speaking and writing skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

98. Standards achieved and progress made in information and communication technology are satisfactory throughout the school. This is limited by the development of the ICT curriculum, but the gradual growth of a scheme of work with realistic targets and skills development suggests that the current success will continue as new aspects are added.
99. When they enter Belmont Park, pupils usually have very limited computer and ICT knowledge. By the end of Key Stage 3, they access the Internet, send e-mails and use websites for information and illustrations. All will have developed early skills in word processing and data handling appropriate for Key Stage 3. This progress continues through Key Stage 4 and a few pupils develop quite sophisticated skills and a high degree of independence in a range of computer uses. Although the ICT curriculum is in an early stage of development, pupils are on course to consolidate skills over the full range of print, data, control, communication and information retrieval. All pupils at Belmont Park have progressed satisfactorily over a short period of time and are now highly motivated to acquire more skills.
100. Much of the progress that has taken place has occurred because of the very good resources purchased by the school. The computer suite allows a small group to work with good quality hardware. Concentration on a single program for word processing, data handling and art work has focused the attention of pupils and assisted in the consolidation of their skills. Pupils enjoy using computers in lessons and during the three-times-a-week computer club. This is well supervised and allows a sensible freedom for pupils, while ensuring that access is limited to appropriate materials. Pupil progress is also assisted by expert supervision from both teacher and teaching assistant. Pupils know they can rely on these staff for interest and skilled advice. This assists in maintaining their concentration when problems arise.
101. Teaching in ICT is always good. The specialist teacher demonstrates a high level of knowledge and understanding of both his subject and the pupils. Lessons are always well planned and there is regular support from a specialist teaching assistant who is rapidly developing good ICT skills. Their combined skills allow good attention to individual needs and this in turn means that problems and frustrations can be reduced throughout the lesson. Thus, in a good Key Stage 4 lesson with pupils who are unsettled, the teacher moves around the room and provides advice and support as it is needed. He demonstrates a clear idea of which aspects of the work will motivate pupils, reinforces the basic skills he has planned for and assists in the production of effective results for the pupils themselves. This combination contributes to satisfactory progress from a group of pupils who are tired and fractious. A similar lesson sees a similarly unsettled group finding it difficult to focus on the early discussion. However, as soon as the teacher asks them to go to their computers and provides them with support that helps them overcome difficulties, the atmosphere changes to one of settled work and sensible behaviour. ICT is a good example of progress occurring from a combination of good resources, trust and support.
102. Although the ICT curriculum is in its infancy in the school, the co-ordinator has provided good leadership in this subject. Modules are developed term by term with appropriate planning, resources and assessment. There is particularly good liaison between ICT

and science and art. The inspection team observed a number of occasions when the use of computers across the curriculum strengthened the learning that was taking place. In a good science lesson, a data handling program is used to back up work on the growth of babies, while a link between art and ICT assists two pupils in the development of T-shirt designs incorporating images and text from black achievement websites. More work needs to be carried out to develop control work and data handling before the full curriculum is available to all pupils.

## **MODERN FOREIGN LANGUAGES**

### **French**

103. Pupils make good progress in French. They listen carefully to the teacher and fully understand classroom instructions which are given in French. They understand and use a limited range of vocabulary and some sentence constructions which enable them to understand and respond to questions about everyday things. They know the days of the week in French and the months of the year. They describe themselves and their friends and say where they live, using good French.
104. Pupils read words and phrases written in French. Some can read and understand simple sentences. They read and understand simple worksheets written in French. Some understand a French menu. Pupils copy vocabulary and use words to answer simple questions. Some have written 'For Sale' notices. Pupils date their writing using correct French. Their notebooks are very well presented.
105. Pupils, with the help and encouragement which is readily given, speak up confidently to reply to the teacher's questions in class. They describe their appearance, for example. They greet the teacher and each other politely using good French.
106. Pupils do well because they are well taught. The teacher is a native French speaker who delivers a high proportion of each lesson in French. Expectation of pupils is high and the pace is brisk. Tasks are well pitched to allow pupils to experience success. This keeps them well motivated and working hard. Planning is systematic and the lessons build well on what has gone before. All attainment targets are systematically addressed. Strategies are interesting to the pupils. Sealed envelopes containing pictures of French houses were given to the pupils in preparation for a matching game. Flash cards are used well to reinforce sentence construction and vocabulary. The standard of teaching enables pupils to understand French that is spoken by a native French speaker and they find this interesting and motivating.
107. Learning is supported by a scheme of work of good quality. Assessment is accurate, ongoing and gives good guidance to pupils. The teacher uses praise effectively to motivate the pupils and their knowledge of France is extended by activities such as French cooking and eating a French breakfast. A trip to Boulogne is planned. The subject makes a positive contribution to pupils' cultural development. Co-ordination of the subject is good.

## MUSIC

108. Pupils make good progress in music throughout Key Stage 3 and Key Stage 4. The schemes of work in music are closely linked to the National Curriculum guidelines. The music lessons include a variety of rich and interesting experiences. Pupils in Key Stage 3 learn basic musical notation. They have a good understanding of the time values of different notes including semibreves, minims and quavers. They also learn that the musical term 'dynamic' relates to the volume of the music whilst 'tempo' relates to the speed. Pupils compose and play a four bar phrase in four-four time, adding dynamics to the phrase. By the time that pupils reach Key Stage 4, they have a sound knowledge of rhythm and notation. In one excellent lesson that was observed, pupils carried out their breathing exercises and their voice exercises, they rehearsed vowel sounds and consonant sounds at increasing speeds.
109. Behaviour of pupils in lessons varies considerably. In some cases it is excellent whilst at other times behaviour can only be described as unsatisfactory. However, the highly skilled teacher uses her solid relationships and firm approach to discipline very effectively. Pupils who arrive at the lesson with any negative attitude towards learning are carefully persuaded to take part in the lesson and by the end of the session, they take work home to complete.
110. The quality of teaching is good. The teacher has excellent knowledge of the subject and is extremely competent and confident when she speaks with the pupils about music. This high quality of teaching ensures that pupils learn well and that they make good progress, gaining in confidence and ability. Although the level of attainment of pupils is well below the national average, they do make good progress and achieve well. Lessons are very well prepared and ensure that pupils cover a wide curriculum that includes the study of well-known musicians including Beethoven, Holst and Tchaikovsky. Pupils are also taught to analyse the content of musicals, looking at the different roles played by each character. Pupils study the drama element as well as the musical element.
111. The pupils also benefit from visits by a percussionist who teaches pupils to play both tuned and untuned percussion instruments. Pupils from the school also take part in the Gamelan Music Workshop at the Royal Festival Hall in London.
112. Many pupils are totally engrossed in their work and are very willing to answer difficult questions. They are not afraid to make a mistake because the teacher picks up any wrong answer and helps pupils to make those answers right. During the inspection, pupils worked well on developing a rap around city life. Pupils put words into rhythms and use a keyboard and microphone to investigate different rhythm patterns in order to produce a pleasing and appropriate sound. A great deal of time and effort is spent on developing a knowledge and understanding of music for different cultures, especially black cultures.
113. There is a room, which is set aside for teaching music, and this is adequate. There are also limited but adequate resources including keyboard and bongo drums. Pupils' work is assessed regularly and each pupil has a folder in which his or her work is kept. Unfortunately, there is no accredited course on offer for the pupils. This is an area for development that would help raise pupils' self-esteem as well as celebrating their achievements.

## **PHYSICAL EDUCATION**

114. The school offers a good quality and range of sporting and other physical activities for pupils, despite the fact that provision for these on the actual school site is unsatisfactory. The school more than compensates for this by its excellent use of local facilities. There is a sports complex close by, which pupils visit in order to use the athletics track and the long jump facilities. The school also makes good use of the complex's hockey and football pitches as well as basketball and tennis courts. A local outdoor activity centre is also put to good use by the school. Pupils also play badminton and volleyball using facilities within the community; they swim in a local leisure lagoon and even go rock climbing.
115. The achievement of all pupils is good, as they are highly motivated by the staff and by the rivalry between each other. There is a good and healthy sense of competition throughout all sporting activities. Pupils perform at levels which are close to the national average and are only diminished by their lack of experience and the difficulties which they have experienced in their previous schools.
116. Despite the fact that the facilities within the school site are unsatisfactory, excellent use is made of them. There is a table-tennis table sited in a mobile classroom and there is an uneven area of grassland that is used as a football field. Pupils take responsibility for organising football matches during lunchtimes. Senior pupils choose teams very efficiently and very fairly. They ensure that there are two well-balanced teams playing against each other in order to generate an interesting and useful game of football.
117. No physical education lessons took place during the days of the inspection, therefore it is not possible to make a judgement on the quality of teaching. Physical education is co-ordinated by a teaching assistant and she carries out this role extremely effectively. She is very knowledgeable about sports and physical activities. Her knowledge and enthusiasm is infectious; she stands at the touch-line during unofficial matches at lunchtimes and cheers on all members of both teams.
118. Internal certificates are awarded to pupils who take part in sports events. These are valued highly amongst pupils. They enjoy sharing responsibilities and are very willing to accommodate each other's strengths and weaknesses, giving and receiving lots of encouragement from pupils and staff. Pupils build on their experiences and enjoy developing their skills.

## **RELIGIOUS EDUCATION**

119. Pupils make satisfactory progress in both Key Stages 3 and 4. By the end of Key Stage 3, pupils know the significant events in the life of Jesus and have some understanding of their religious significance. They know key facts about Buddhism, and understand some of Buddha's teachings, including that of spiritual enlightenment. Pupils discuss how religious beliefs influence behaviour and personal decisions.
120. By the end of Key Stage 4, pupils have some knowledge of ethics and are helped to discuss subjects such as 'Is it ever right to kill?' in a thoughtful and constructive way. They talk about the way in which religious beliefs can and do influence behaviour.
121. The quality of pupils' learning reflects the standard of the teaching, which is entirely satisfactory but variable. Where it is best, the teacher has particularly good subject knowledge. Explanations are interesting and pupils are encouraged to participate actively in the lesson. Authentic artefacts aid pupils' understanding of religion. When

they are allowed to handle these items, they become more interested in the culture. When they are enabled to write Buddhist prayer notes, they become interested in the nature of prayer. In one lesson in Year 11, behaviour was exemplary and concentration absolute as pupils were enabled to experience a wide range of religious artefacts associated with Buddhism.

122. Achievements are satisfactory throughout the school; much of the pupils' understanding is at a basic level. Teaching is also at a very basic level to enable all pupils to understand the concepts of different beliefs and cultures. The school provides religious education teaching that is in line with the local education authority's agreed syllabus. The curriculum reflects the multi-ethnic nature of the school population and supports their cultural development well. Co-ordination of the subject is satisfactory.
123. There are adequate resources including artefacts that are used in celebration and ceremonies from different major world faiths. The school accommodation is satisfactory and the teacher's knowledge and understanding of the subject is good. Pupils behave well in lessons and their attitudes to work are good.