

# INSPECTION REPORT

## TRINITY SCHOOL

Condercum Road, Newcastle-upon-Tyne

LEA area: Newcastle-upon-Tyne

Unique reference number: 131766

Principal: Mr D Edmondson

Reporting inspector: Mr J Morris  
23696

Dates of inspection: 22<sup>nd</sup> – 26<sup>th</sup> January 2001

Inspection number: 230087

Full inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	7 to 19 years
Gender of pupils:	Mixed
School address:	Central Administration Condercum Road Benwell Newcastle-upon-Tyne
Postcode:	NE4 8XJ
Telephone number:	0191 2261500
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Lamb
Date of previous inspection:	None

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23696	J Morris	Registered inspector		<p><b>All sites</b></p> <p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and pupils' achievements</p> <p>Pupils' attitudes and personal development</p> <p>How well are pupils or students taught?</p> <p>How good are the curricular and other opportunities offered to pupils or students?</p> <p>How well is the school led and managed?</p>
13462	R Mothersdale	Lay inspector		<p><b>All sites</b></p> <p>How high are standards?</p> <p>Attendance</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>

Team members			Subject responsibilities	Aspect responsibilities
32055	G Davies	Team inspector	<b>Oakfield College</b> Mathematics Science Art and design Design and technology Geography History Religious education	
23412	A Jeffs	Team inspector	<b>Oakfield College</b> English Information and communication technology Modern foreign languages Music Personal, social and health education Physical education	
4989	L Lewis	Team inspector	<b>Kenton Lodge</b> English Science Art and design Information and communication technology Modern foreign languages Music	

Team members			Subject responsibilities	Aspect responsibilities
30142	J T Morris	Team inspector	<b>Kenton Lodge</b> Mathematics Design and technology Geography History Personal, social and health education Physical education Religious education	
20466	A Tattersall	Team inspector	<b>Deneview</b> Mathematics Art and design History Information and communication technology Modern foreign languages Physical education Religious education	
22821	L Wolstencroft	Team inspector	<b>Deneview</b> English Science Design and technology Geography Music Personal and social education	

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

### **INFORMATION ABOUT THE SCHOOL**

**Trinity School.** This is a new and complex school in Newcastle-on-Tyne which was formed as a result of the local education authority's review and re-organisation of its provision for pupils with special educational needs and which opened in September 1999. All of the pupils who attend Trinity School have emotional and behavioural difficulties and as a result of these difficulties, all of the pupils are reluctant learners and many have a history of poor attendance at school. All pupils have a statement of special educational needs. About two-thirds of the pupils are eligible for free school meals and this is very high. Nearly a quarter of the pupils are or have been in the local authority's care. There are no pupils with English as an additional language. Pupils' attainment on entry is well below average. There is a school principal, one governing body and a central administration block. The pupils attend one of three separate sites which are some distance apart.

The separate sites are:

**Oakfield College** has up to 72 places for pupils from 14 to 16 years of age and students over 16. At present, the site is in an establishment phase and there are ten boys who are younger than 14; 57 boys and one girl between 14 and 16 years of age; and one boy who is 17. There is a working farm on this site managed by school staff. The headteacher has only been in post since September 2000. Pupil numbers have increased by 18 in just over a school term.

**Kenton Lodge** has up to 48 places for pupils from seven to 14 years of age including up to 15 residential places. At present there are 13 boys and one girl between nine and eleven years of age and 30 boys and two girls between 12 and 14 years of age. Eleven pupils are in residence for three or four nights a week and most of the other pupils participate in evening activities at some time. The deputy headteacher had been absent for a long period at the time of the inspection.

**Deneview** has up to 25 places for pupils aged between 11 and 16. At present there are 18 boys and two girls on roll. The pupils who attend Deneview present the most challenging behaviours and have a very poor history of school attendance and achievement. This facility was set up on one site in September 1999 and only moved to the current site in May 2000. The headteacher has only been in post since May 2000 and the deputy headteacher since January 2001.

There is an additional facility, managed by Trinity School, very close to Oakfield College which incorporates a Youth Training programme and a motor vehicle studies programme (Motorvatin' Youth). These provide places for young people from across the city of Newcastle including Oakfield College and Deneview pupils.

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

Trinity is a good school with some very good features. It is meeting the needs of the pupils well. It benefits from strong leadership provided by a very effective principal and good leadership at the different sites. Teaching is good overall. All pupils make good progress in their personal development and many make good progress in literacy and numeracy. The school provides very good value for money.

## What the school does well

### OAKFIELD COLLEGE, KENTON LODGE and DENEVIEW

- Pupils make good progress in their behaviour and personal development. This is because there are very good relationships between pupils and adults. The school provides a good range of learning opportunities to promote the pupils' personal, social and health education and the school's provision for the pupils' moral and social development is very good.
- The pupils have positive attitudes to school and their behaviour is good overall. This is a very positive outcome for a school of this type.
- Teaching and learning are good overall. Teaching is good with very good features at **Oakfield College** and **Kenton Lodge** and satisfactory with good features at **Deneview**. The support staff make a significant contribution to the quality of teaching and learning.
- Leadership and management are good overall. Senior staff provide a strong lead to school improvement.
- The school cares well for the pupils. It provides a safe environment where pupils feel increasingly confident to talk about their difficulties and want to improve their behaviour and learning.

### KENTON LODGE

- The residential provision is excellent and contributes significantly to the progress made by the pupils who stay overnight or just stay for the evening activities.

## What could be improved

### OAKFIELD COLLEGE, KENTON LODGE and DENEVIEW

- At all sites there are considerable difficulties with staffing in terms of experience and expertise in some subjects of the curriculum. Consequently, the delegation of responsibilities and subject co-ordination is highly variable and at times unsatisfactory. These problems are currently more severe at **Deneview**.
- The school does not provide a sufficiently broad range of learning opportunities. The statutory requirements for religious education and modern foreign languages are not met and there are significant shortcomings in other subjects such as music. The provision for the pupils' spiritual and cultural development is unsatisfactory.
- The procedures to assess what pupils know, understand and can do and the use of this information is inconsistent. It is satisfactory overall ranging from unsatisfactory to very good. Individual education plans (IEPs) are not as effective as they could be as a key element of the school's work. The quality and use of the IEPs at **Kenton Lodge** have many positive features and could usefully be used as a model for improvements at all three sites.

*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

Trinity School is a new school, which has been open for only four school terms, and has not been inspected before. The school has achieved considerable success with a very

challenging pupil population in a short period of time. There is substantial evidence that the school has a good understanding of its own strengths and weaknesses and is fully committed to improving the quality of education it provides. There are considerable difficulties with the recruitment and retention of staff and there have been significant changes in senior staff in the past year. Nevertheless, the school has made good progress since the Supported School Self Review carried out by the school's senior staff and a team of five local education authority personnel in April 2000.

## STANDARDS

These tables summarise inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

### TRINITY SCHOOL

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

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

### OAKFIELD COLLEGE

Progress in:	By age 14	By age 16	Key	
Speaking and listening	B	B	Very good	A
Reading	C	C	Good	B
Writing	C	C	Satisfactory	C
Mathematics	B	B	Unsatisfactory	D
Personal, social and health education	B	B	Poor	E
Other personal targets set at annual reviews or in IEPs*	B	B		

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

## KENTON LODGE

Progress in:	By age 11	By age 14
Speaking and listening	A	A
Reading	A	A
Writing	A	A
Mathematics	B	B
Personal, social and health education	B	B
Other personal targets set at annual reviews or in IEPs*	B	B

Key	
Very good	A
Good	B
Satisfactory	C
Unsatisfactory	D
Poor	E

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

## DENEVIEW

Progress in:	By age 14	By age 16
Speaking and listening	B	B
Reading	C	C
Writing	C	C
Mathematics	C	C
Personal, social and health education	B	B
Other personal targets set at annual reviews or in IEPs*	B	B

Key	
Very good	A
Good	B
Satisfactory	C
Unsatisfactory	D
Poor	E

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

Pupils at all sites make good progress in their personal development. Most, if not all of the pupils have very low self-esteem and view themselves as underachievers when they start at Trinity. The staff successfully help them to understand their difficulties and demonstrate that they can succeed. During their time at school, all pupils develop self-confidence and become more mature in their attitudes to school. This is because the provision for personal, social and health education is good at all sites with some very good features at **Kenton Lodge**.

Progress in speaking and listening is very good at **Kenton Lodge** and good at **Oakfield College** and **Deneview**. Progress in reading and writing is very good at **Kenton Lodge** and satisfactory at **Oakfield College** and **Deneview**. Progress in mathematics is good at **Oakfield College** and **Kenton Lodge** and satisfactory at **Deneview**.

Other subjects in which pupils achieve well are:

- Good progress in art at **Oakfield College**.
- Very good progress in art at **Kenton Lodge**.
- Very good progress in design and technology at **Oakfield College**.
- Good progress in design and technology at **Kenton Lodge**.
- Good progress in geography and history at **Kenton Lodge**.
- Good progress in information and communication technology at **Oakfield College** in Year 9 and at **Kenton Lodge**.
- Good progress in physical education at **Oakfield College** and **Deneview**.

Pupils at all sites make unsatisfactory progress in religious education, modern foreign languages and music because they do not experience enough learning opportunities in these subjects.

In all other subjects at all sites, progress is either satisfactory or there was insufficient evidence during the inspection to make a reliable judgement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils demonstrate a good and improving level of enthusiasm for school and involvement in both classroom and other activities.
Behaviour, in and out of classrooms	In relation to the pupils' difficulties, behaviour during the inspection was good overall. There were many examples of very good behaviour and only a few instances of aggressive or violent outbursts. In the previous school year there were three short-term exclusions from <b>Oakfield College</b> , two short-term exclusions from <b>Kenton Lodge</b> and none from <b>Deneview</b> . These figures are very low for a school of this type.
Personal development and relationships	Pupils make significant gains in understanding themselves and forming very good relationships with adults. Their understanding of how they can affect others and their relationships with other pupils are satisfactory.
Attendance	Attendance overall is 70 per cent and this is well below the national average for schools of this type. Attendance rates of 68 per cent at <b>Oakfield College</b> and 50 per cent at <b>Deneview</b> are well below average. Attendance at <b>Kenton Lodge</b> is 91 per cent and this is well above average.

## TEACHING AND LEARNING

*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.*

### TRINITY

Teaching of pupils:	Aged 7-11	Aged 11-16
Lessons seen overall	Good	Good

A total of 95 lessons was seen during the inspection. Teaching was unsatisfactory in three per cent of the lessons. Teaching was satisfactory or better in 97 per cent of the lessons, it was good or better in 71 per cent and very good or better in 37 per cent.

### OAKFIELD COLLEGE

Teaching of pupils:	Aged 11-16
Lessons seen overall	Good

A total of 37 lessons was seen during the inspection. Teaching was satisfactory or better in all of the lessons, it was good or better in 81 per cent and very good or better in 43 per cent. Overall this amounts to good teaching with some very good features.

### KENTON LODGE

Teaching of pupils:	Aged 7-11	Aged 11-14
Lessons seen overall	Good	Good

A total of 30 lessons was seen during the inspection. Teaching was unsatisfactory in three per cent of the lessons. Teaching was satisfactory or better in 97 per cent of the lessons, it was good or better in 83 per cent and very good or better in 43 per cent. Overall this amounts to good teaching with some very good features.

### DENEVIEW

Teaching of pupils:	Aged 11-16
Lessons seen overall	Satisfactory

A total of 28 lessons was seen during the inspection. Teaching was unsatisfactory in seven per cent of the lessons. Teaching was satisfactory or better in 93 per cent of the lessons, it was good or better in 43 per cent and very good or better in 21 per cent. Overall this amounts to satisfactory teaching with some good and very good features.

## ALL SITES

***These statistics amount to a very good outcome for a school of this type.***

A significant strength of the teaching throughout the three sites is the quality of the relationships between pupils and adults. A measure of the school's success is that many lessons feature good levels of pupil interest, motivation, concentration and perseverance. This clearly demonstrates that the classroom staff are effective in their efforts to motivate pupils and overcome their reluctance to learn and fear of failure. The teaching of literacy and numeracy is good overall. It has improved since the Supported School Self Review in April 1999, as a result of recent changes arising from implementation of elements of the National Literacy and Numeracy Strategies.

Common shortcomings of the teaching are that the teachers do not make the objectives clear enough at the start of the lesson nor allow enough time at the end to check whether or not these objectives have been met. These defects occurred in many lessons which were judged to be good, satisfactory or unsatisfactory overall. A significant issue is that no homework is set.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a relevant range of learning opportunities for all the pupils, particularly in terms of personal development. There is an increasing emphasis on literacy and numeracy and the provision for the development of these key skills is good at <b>Oakfield College</b> and <b>Kenton Lodge</b> . The school does not meet the statutory requirements of the National Curriculum in some subjects, particularly religious education and modern foreign languages at all the sites. Because of weaknesses in these and other subjects, the school is not providing a broad enough range of learning opportunities. The provision of out-of-class activities is very good through lunchtime activities at all sites and the residential provision at <b>Kenton Lodge</b> . The provision for careers education and work experience at <b>Oakfield College</b> and <b>Deneview</b> is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for the pupils' moral and social development is very good because staff provide clear guidelines and good models for individual behaviour, relationships, co-operative working and healthy competition. Provision for spiritual and cultural development is unsatisfactory because many opportunities to broaden the pupils' knowledge and awareness through subjects such as religious education and music are missed.
How well the school cares for its pupils	Good overall. The quality of day-to-day care is very good. Procedures for improving attendance and behaviour are very good. The procedures to assess what pupils know, understand and can do and the use of this information in teachers' planning is satisfactory overall. It ranges from very good to unsatisfactory with the better practice being seen predominantly at <b>Kenton Lodge</b> .

The school has a very good partnership with parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The principal provides strong and effective leadership to the work of Trinity School. The headteacher of <b>Kenton Lodge</b> is a well-established effective leader and he has been supported well by senior teachers during the long-term absence of the deputy headteacher. The new headteacher and established deputy headteacher of <b>Oakfield College</b> have made a good start to providing stable and effective leadership, as have the new headteacher and very new deputy headteacher of <b>Deneview</b> .
How well the appropriate authority fulfils its responsibilities	The school governors have a remarkably good understanding of the nature and complexity of the school. They have made a good start to establishing good working practices and fulfilling their responsibilities. They do not yet have a sufficiently clear view of the curriculum.
The school's evaluation of its performance	Good. The school identifies appropriate priorities for improvement through its school development plans. It analyses attendance figures rigorously and is developing a very sophisticated system for the recording of and analysis of changes in pupil behaviour.
The strategic use of resources	Good. Specific grants are used well in accordance with the prescribed purpose. Modern technology is used well by teachers and administrative staff. Classroom staff use available learning materials well.

Difficulties with the recruitment and retention of staff mean that there are some deficiencies in terms of subject knowledge and expertise. The accommodation and learning resources are adequate for the delivery of the school's current curriculum but there are deficiencies in some subjects which are likely to impede improvements to the curriculum which this inspection finds to be necessary. The residential accommodation is to a very high standard.

The school applies the principles of best value well. Available funding is used wisely. The school asks questions about its own performance and uses the limited information available to compare its performance with that of similar schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

### TRINITY

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Many parents think that: <ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• The school expects their child to work hard and achieve his or her best.</li><li>• The school is approachable.</li><li>• The school works closely with them.</li><li>• The teaching is good.</li></ul>	Some parents think that: <ul style="list-style-type: none"><li>• There is not enough homework.</li><li>• Behaviour in school is not good enough.</li><li>• Their child does not like school.</li><li>• Their child is not making good progress.</li></ul>

### OAKFIELD COLLEGE

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Many parents think that: <ul style="list-style-type: none"><li>• The school is approachable.</li><li>• The school expects their child to work hard and achieve his or her best.</li><li>• The school is well led and managed.</li><li>• The school works closely with them.</li><li>• The teaching is good.</li></ul>	Some parents think that: <ul style="list-style-type: none"><li>• There is not enough homework.</li><li>• Behaviour in school is not good enough.</li><li>• Their child is not making good progress.</li><li>• They do not have enough information about how their child is getting on.</li><li>• Their child does not like school.</li></ul>

### KENTON LODGE

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Many parents think that: <ul style="list-style-type: none"><li>• The school works closely with them.</li><li>• The school expects their child to work hard and achieve his or her best.</li><li>• The school is well led and managed.</li><li>• The school is approachable.</li><li>• The teaching is good.</li><li>• The school provides an interesting range of activities outside lessons.</li><li>• The school helps their child become more mature and responsible.</li></ul>	Some parents think that: <ul style="list-style-type: none"><li>• There is not enough homework.</li><li>• Behaviour in school is not good enough.</li><li>• They do not have enough information about how their child is getting on.</li></ul>

## DENEVIEW

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<p>All of the parents who expressed a view think that:</p> <ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• The school works closely with them.</li><li>• The school is approachable.</li><li>• They are well informed about how their child is getting on.</li><li>• The teaching is good.</li><li>• The school provides an interesting range of activities outside lessons.</li><li>• The school expects their child to work hard and achieve his or her best.</li><li>• The school helps their child become more mature and responsible.</li></ul>	<p>Some parents think that:</p> <ul style="list-style-type: none"><li>• There is not enough homework.</li><li>• Their child does not like school.</li><li>• Behaviour in school is not good enough.</li></ul>

The inspection team agrees with the parents' positive views of the school. There is not enough homework. Many of the children do like school and all make at least satisfactory progress. Behaviour is good. The school provides satisfactory written information and there are good arrangements for parents to talk to teachers about how their child is getting on.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. 'If you looked at my writing when I came to this school you wouldn't believe how bad it was. I can now write straight on the line. I am really pleased and I enjoy the work. This teacher has helped me a lot and he is really brilliant with my work and helping me sort out the problems I have'. This statement by a Year 9 pupil at **Kenton Lodge** provides an excellent example of the effectiveness of **Trinity School**. In a new school catering for pupils with emotional and behavioural difficulties and having major difficulties in their learning, it is inevitable that standards will be highly variable. There is substantial evidence that all pupils at **all sites** are making satisfactory or better progress in their work in English, mathematics and personal, social and health education.
2. Pupils at all sites make good progress in their personal development. Most, if not all, of the pupils have very low self-esteem and view themselves as underachievers when they start at Trinity. The staff successfully help them to understand their difficulties and demonstrate that they can succeed. During their time at school, all pupils develop self-confidence and become more mature in their attitudes to school. This is because the provision for personal, social and health education is good at all sites with some very good features at **Kenton Lodge**.
3. Progress in speaking and listening is very good at **Kenton Lodge** and good at **Oakfield College** and **Deneview**. Progress in reading and writing is very good at **Kenton Lodge** and satisfactory at **Oakfield College** and **Deneview**. Progress in mathematics is good at **Oakfield College** and **Kenton Lodge** and satisfactory at **Deneview**.
4. Other subjects in which pupils achieve well are:
  - Good progress in art at **Oakfield College**.
  - Very good progress in art at **Kenton Lodge**.
  - Very good progress in design and technology at **Oakfield College**.
  - Good progress in design and technology at **Kenton Lodge**.
  - Good progress in geography and history at **Kenton Lodge**.
  - Good progress in information and communication technology at **Oakfield College** in Year 9 and at **Kenton Lodge**.
  - Good progress in physical education at **Oakfield College** and **Deneview**.
5. Progress in academic subjects is often slower at **Deneview** than it is at **Oakfield College** and **Kenton Lodge**. This is because the pupils at **Deneview** have the most severe emotional and behavioural difficulties and they are taking longer to establish good attendance rates and more positive attitudes to school work. Nevertheless, they make satisfactory progress overall in English and mathematics and good progress in personal development and physical education. Furthermore, these pupils constitute a small proportion of the population of **Trinity School** as a whole.
6. Pupils at all sites make unsatisfactory progress in religious education, modern foreign languages and music because they do not experience enough learning opportunities in these subjects. In all other subjects at all sites, progress is either satisfactory or there was insufficient evidence during the inspection to make a reliable judgement.

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

7. All pupils have poor attitudes to learning when they start at **Trinity School**. They see themselves as underachievers in many aspects of their education, particularly the key skills of literacy and numeracy. Their low levels of confidence in their ability to read and write in particular lead them to believe that they will have difficulty making progress in most other subjects with the possible exception of physical education which many of them naturally enjoy and try hard at. These attitudes are often deeply entrenched and result in an indifferent manner or aggressive personality in class. They are most evident in the pupils who attend **Deneview**. Such difficulties are not readily overcome. The school's success in helping pupils develop more positive attitudes to learning and control their own behaviour is the most significant factor in the progress that they make in their learning.
8. In relation to their difficulties, pupils have satisfactory attitudes to learning and more often than not, behave well at school. Many pupils at **Kenton Lodge** and **Oakfield College**, and an increasing number at **Deneview**, have good attitudes in that they are much more enthusiastic about attending school than they have been in the past. They are much more willing to listen to the teachers and other staff and have a go at set tasks. Pupils who have frequently left classrooms in the past now stay in their place and get on with their work for a good length of time.
9. Behaviour is good overall. It was satisfactory or better in 93 per cent and good or better in 72 per cent of the lessons seen. Behaviour was less than satisfactory in a total of seven lessons and of these one was at **Oakfield College**, four were at **Kenton Lodge** and two were at **Deneview**. Attitudes and behaviour were very good or better in about half of the lessons at **Oakfield College** and **Kenton Lodge**. These standards are primarily due to the positive relationships which have been established between the pupils and the staff at **all sites** and the increasing sense of belonging and achievement which pupils feel. Relationships among pupils are satisfactory overall but they are variable and on occasion, violent or aggressive outbursts are triggered by apparently minor incidents. However, regular attenders at school are welcoming and supportive to less regular attenders. For example, there was spontaneous applause at the start of the day at **Deneview** when a pupil arrived at the school for the first time for a long time.
10. A common characteristic of the pupils is the liberal use of unpleasant and abusive language. In many cases this is habitual behaviour and is not meant to cause offence but it is often used in a deliberately provocative way. The staff manage challenging physical and verbal behaviours very well and the consistent use of clear rewards and sanctions is resulting in considerable improvement. Consequently, the rate of exclusion is very low at **all sites**. However, there are occasions when pupils lose control of their feelings and actions altogether. This results in violent outbursts with learning materials being thrown, furniture turned over, work destroyed or physical attacks on other pupils or staff.

## **Attendance**

11. Attendance at **Trinity School** as a whole at 70 per cent, is well below the national average of 81 per cent for a school of this type. However, the attendance of the majority of pupils at the school is good. Several factors account for the overall low attendance. A number of pupils at **Deneview** have major personal and anti-social problems and there are pupils on roll **at all three sites** with a history of having been school refusers at mainstream school. When related to many of the pupils' previous

history of attendance at mainstream school, where it was minimal at best and non-existent at worst, pupils' attendance is improving. Some pupils may only be able to cope with the discipline of just a few hours in school during their day and arrangements are made to meet their needs. Other pupils, particularly at **Oakfield College**, will perhaps be coming into school for only one day a week, but are in supported work placements, found by the school, during the rest of the week. Registration procedures at all sites comply with statutory requirements and registers are entered on an individual school database and compiled on the central computer database. All sites keep a late book and have good procedures for signing pupils in and out. Pupils' attendance at **Kenton Lodge** is 91 per cent and this is well above the national average for schools of this type. Pupils' attendance at **Oakfield College** is 68 per cent, which is well below the national average for a school of this type. Pupils' attendance at **Deneview** is only 50 per cent and this is well below the national average for a school of this type. The overall rate of unauthorised absence of 14 per cent is also well above the national average of eight per cent. However, when seen in the context that many of the pupils at **Deneview** and **Oakfield College** may not have attended school at all for much of their school life, for some pupils any attendance is to be celebrated.

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

### **TRINITY SCHOOL**

12. A total of 95 lessons was seen during the inspection. Teaching was unsatisfactory in three per cent of the lessons. Teaching was satisfactory or better in 97 per cent of the lessons, it was good or better in 71 per cent and very good or better in 37 per cent.

### **OAKFIELD COLLEGE**

13. A total of 37 lessons was seen during the inspection. Teaching was satisfactory or better in all of the lessons, it was good or better in 81 per cent and very good or better in 43 per cent. Overall this amounts to good teaching with some very good features.

### **KENTON LODGE**

14. A total of 30 lessons was seen during the inspection. Teaching was unsatisfactory in three per cent of the lessons. Teaching was satisfactory or better in 97 per cent of the lessons, it was good or better in 83 per cent and very good or better in 43 per cent. Overall this amounts to good teaching with some very good features.

### **DENEVIEW**

15. A total of 28 lessons was seen during the inspection. Teaching was unsatisfactory in seven per cent of the lessons. Teaching was satisfactory or better in 93 per cent of the lessons, it was good or better in 43 per cent and very good or better in 21 per cent. Overall this amounts to satisfactory teaching with some good and very good features.

### **ALL SITES**

16. **These statistics amount to a very good outcome for a school of this type.** A significant strength of the teaching throughout the three sites is the quality of the relationships between pupils and adults. Pupils respect their teachers and other staff. A measure of the school's success is that many lessons feature good levels of pupil interest, motivation, concentration and perseverance. This clearly demonstrates that the classroom staff are effective in their efforts to motivate pupils and overcome their reluctance to learn and fear of failure.

17. The teaching of literacy and numeracy is good overall. It has improved since the Supported School Self Review in April 1999. This is primarily because the school has recently implemented changes arising from elements of the National Literacy and Numeracy Strategies. This is less well developed at **Deneview** than the other sites.
18. Common shortcomings of the teaching are that the teachers do not make the objectives clear enough at the start of the lesson nor allow enough time at the end for whole-class discussion in order to check whether or not these objectives have been met. One or both of these weaknesses were noted in many lessons which were judged to be good, satisfactory or unsatisfactory overall. Teachers and support staff quite rightly seek to achieve a balance between activities which will capture the pupils' interest but not be so challenging as to trigger disinterest, refusal to work altogether or aggressive behaviour. However, teachers do not always give enough attention in their planning to what they want the pupils to learn nor to explaining this at the start of the lesson.
19. A literacy lesson for pupils in Year 9 at **Kenton Lodge** provided a very good example of the strengths of the teaching. Because the teacher and support assistant have very good knowledge of the pupils' previous learning and needs and have established good working relationships, pupils understood the tasks and worked well for a good length of time. Very good support for individual pupils and different tasks and strategies successfully move them on when they slow down. Consequently, all pupils made substantial gains in writing and, for example, one pupil planned and wrote a story with considerable imagination. However, this was not acknowledged at the end of the lesson.
20. Lunchtime activities and educational visits at **all sites** and the activities provided after school at **Kenton Lodge** are planned well to extend the pupils' learning beyond the classroom. However, no homework is set in the way that it is in mainstream schools. The school states that attempts to set homework have proven ineffectual because the work has not been completed and books have not been returned to school. Through the questionnaires and meeting with the registered inspector, some parents expressed the view that they would like their children to receive homework and that they would help them with it. A very small number of parents said that their children feel uncomfortable not having homework because their brothers or sisters at mainstream school do.

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

21. The school provides a relevant range of learning opportunities for all the pupils, particularly in terms of their personal development. There are some significant weaknesses in the breadth and balance of learning opportunities provided for pupils. These arise largely out of staffing difficulties and the newness of the school which is still in an establishment phase. **Oakfield College** will provide for pupils between 14 and 16 years of age and students older than 16 but at present there are some pupils in Year 9 and only one student in Year 12. **Deneview** provides places for pupils between 11 and 16 who present the most challenging behaviours in the city of Newcastle. A priority at both these sites is to establish better rates of attendance and develop good classroom routines.
22. The school has clear educational priorities for the pupils. Many of these are well established and readily seen in practice. Others are not in place because the school is new and there have been major staffing difficulties. Literacy and numeracy are viewed as key skills and these are improving well through the implementation of elements of the National Literacy and Numeracy Strategies. This is good at **Oakfield College** and

**Kenton Lodge** but is not yet sufficiently focused at **Deneview**. This is primarily because the pupils' behaviour is such a priority at **Deneview** that this currently dominates other considerations and the teachers' planning does not demonstrate a satisfactory balance between academic and behavioural objectives.

23. The provision for personal, social and health education (PSE) is a strong feature of the school at **all sites** and it is very good at **Kenton Lodge**. There is increasingly effective liaison between staff at the different sites and a common approach is being developed. The provision for careers education and work experience at **Oakfield College** and **Deneview** is very good. Considerable success has been achieved in a short time in placing pupils in the work place whilst at school and obtaining employment on leaving school. One pupil has left school to take up full-time employment and two pupils have left for part-time jobs. This is largely due to the excellent work of the careers co-ordinator at **Oakfield College** and the careers officer and the very positive working relationship between the school and the careers service.
24. There is a strong emphasis on physical education and the provision is good. Many pupils respond positively to physical activities and there are a good range of opportunities at all sites. Very good use is made of off-site facilities such as leisure centres and a golf club and activities such as canoeing are provided off site.
25. The working farm at **Oakfield College** is an important feature of the school's provision and provides valuable and meaningful learning experiences for many pupils. For example, pupils learn about caring for and feeding a wide range of livestock and this develops their understanding of responsibility and contributes to the development of mathematical and scientific understanding. The excellent residential provision at **Kenton Lodge** makes a substantial contribution to the social development and learning of the pupils, both through the overnight stays provided for some pupils and the extended day, which all pupils at this site experience at some time when they stay after school into the evening. The Youth Training programme and Motorvatin' Youth facility close to **Oakfield College** provide worthwhile practical experiences for some pupils from **Oakfield College** and **Deneview**. This is primarily in motor vehicle maintenance, repair and construction activities.
26. Provision in science is satisfactory at **Oakfield College** and **Kenton Lodge** but it is not established as a discrete subject at **Deneview** because of a lack of staff expertise. There are at least satisfactory learning opportunities in design and technology and information and communication technology at **all sites**.
27. The school does not meet the statutory requirements of the National Curriculum in some subjects particularly religious education, modern foreign languages and music at **all sites**. The provision of art is very good at **Kenton Lodge** and unsatisfactory at **Deneview**. At **Oakfield College**, art is good for those pupils who choose to do it but, because this is optional, it is not meeting the statutory requirements for pupils in Year 9. Provision in geography and history is variable between the sites and the limited evidence available during the inspection strongly indicates that the learning opportunities for pupils from 11 to 14 years of age are not yet broad enough.
28. The school provides well for the different needs of the different groups of pupils who attend the different sites. There is very good equality of access and opportunity to the provided learning experiences and the specific provision stated in individual pupils' statements of special educational needs is made. There are good arrangements for the transfer of pupils to mainstream school on a part-time or full-time basis and



constructive relationships with other schools. This is essentially a feature of **Kenton Lodge** which caters for those pupils most likely to respond favourably to and benefit from mainstream experience. The school identifies pupils with particular talents and makes specific provision to meet their needs, for example in art and football. There are good links with other mainstream schools and other special schools. Pupils at **Oakfield College** have made a Wendy House and are involved in planning a sensory garden for pupils at another special school.

29. Provision for the pupils' moral and social development is very good. This is because staff provide clear guidelines and good models for individual behaviour, relationships, co-operative working and healthy competition. The school is very successful at promoting the pupils' personal development in terms of understanding their own problems and forming more positive relationships within the school community. Staff set a good example for the pupils and lay down clear boundaries in terms of what is right and what is wrong. Group activities, particularly in physical education, promote the value of teamwork and develop personal qualities such as tolerance. The school effectively develops a sense of personal responsibility and is raising awareness of the needs of others by involving pupils in fund-raising activities. All pupils have targets for personal and social development, particularly behaviour, in their individual education plans and this is at the heart of the school's work. At **Deneview**, targets are set and reviewed daily by staff and pupils together and this is a very effective strategy with this particular group of pupils.
30. Provision for spiritual and cultural development is unsatisfactory. This is because many opportunities to broaden the pupils' knowledge and awareness through subjects such as religious education and music are missed. There are whole-school assemblies and meetings at all sites and these include opportunities for pupils to reflect on issues, prayers and the use of music. The educational visits from all sites, particularly **Deneview**, do promote the pupils' awareness of the world at large and the different feelings that can be experienced in the countryside, for example. Visits to local Roman sites and the old and new bridges over the River Tyne develop the pupils' understanding of their own heritage. Some use of stories from China, India and the Middle East and Chinese music was seen at **Kenton Lodge**. The display of works of art by famous artists and pupils at **Oakfield College** makes a positive contribution to the pupils' cultural understanding but this was not the case at the other two sites. The school is not providing enough opportunities to consider some of life's big questions or develop their understanding and appreciation of the diversity of British and world culture.

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

31. The school's procedures for child protection and ensuring pupils' welfare are good. The school's procedures for child protection follow those of the Newcastle Area Child Protection Committee. A trained designated person, the headteacher, is available on all three school sites. The school is well supported by the presence of the social worker, based at the **Kenton Lodge** site, who can advise on child protection issues, the regular 'drop in' sessions of the school nurse and the overall support of the Education Welfare Officer (EWO). All residential care staff at **Kenton Lodge** have received up-to-date training in child protection awareness and the school has identified that all of its teaching and support staff still require this training.
32. The school's procedures for health and safety are good and all sites have had recent health and safety risk assessments. The school has good procedures to ensure the health of its pupils. There are qualified first-aiders on all sites. Medication dispensing procedures in the residential provision at **Kenton Lodge** are detailed and secure and

support any medical requirements of other pupils at the school. No pupils at **Deneview** presently require medication and **Oakfield College** is reviewing its dispensing procedures, which are currently organised by the headteacher. The school insists on parental authority for any dispensation of prescribed medication. Pupils' arrivals and dismissals at all the sites are well organised and safe. The headteacher at **Oakfield College** makes a point of being present at the school gate, both to greet pupils and parents or carers and to ensure that no bullying of pupils occurs. Pupils are supervised well by staff at breaktimes and lunchtimes. There is a wide range of activities on all sites. The school is very conscious that some pupils may not have had breakfast before coming to school and there is generally the opportunity at **all sites** for pupils to have a drink and a biscuit or toast. Care of pupils in the residential provision is exemplary and provides pupils with a very high standard of comfort, professional care, stimulating activities and a safe environment. Efficient procedures result in consistently high standards of care in the residential provision and liaison with the teaching staff. The school makes very good use of assemblies and meetings to monitor and guide pupils' personal and social development. The systems for awarding merit marks, certificates and bonus points are individual to each site and well understood by the pupils. In **Kenton Lodge**, pupils can select their own work and successes to be shared in assemblies.

33. Across the school, the monitoring of pupils' academic performance and personal development is satisfactory. **Oakfield College** has a range of assessment and recording procedures which vary between teachers and do not provide a standardised working model and consistent record of individual achievement. A working party has been set up to establish more consistency. Assessment in **Deneview** is generally unsatisfactory. A whole-school system has not been established and there is no history of individual assessment being carried out in some subjects. There are some portfolios of pupils' work which are building towards accreditation through different nationally recognised courses and assessment materials. Assessment procedures at **Kenton Lodge** are generally good with an effective system of checklists closely linked to personal targets and extensive recording of learning in literacy and numeracy skills and personal and social development. Overall, there are aspects of good practice at all sites, but there is not a uniform approach to assessment across the school. The format of individual education plans (IEPs) is different at each site. This lack of a common approach is not helpful to those staff who work at more than one of the different sites and does not form a good basis for pupil transfer between the sites. Targets for individual care plans (ICPs) for pupils in the residential provision are not linked to IEPs, but the school has plans to address this in its development plan. The IEPs at **Oakfield College** are not specific enough and targets do not always match those identified in the pupils' statements of special educational needs. The IEPs at **Kenton Lodge** are often good or very good in quality and provide the best model for future developments but they do not always set clear targets. The IEPs at **Deneview** are variable, with either very succinct or too broad targets. This makes it difficult for teachers to measure accurately the progress pupils are making. This lack of consistency in the quality of IEPs and their use means that they are not yet effective key documents on a day-to-day basis in classrooms.
34. The school's procedures for monitoring and promoting attendance are very good and it is very persistent in following up any absences. There are well-organised and effective systems to monitor patterns of attendance, which are supported by the computerised registration system, very efficient central and local administrations procedures, home visits, letters home and telephone calls. Staff find that most families respond well to the school's procedures of routinely following up absence on set days and then automatically referring cases onto the education welfare officer (EWO) for discussion

and action. The school has a very good working relationship with the EWO, who visits all three sites on a regular basis to follow up problems of attendance and is available to follow up any referrals at the pupils' homes. The social worker, who is based at **Kenton Lodge** but works with pupils at the other sites on the basis of need, makes a very positive contribution to encouraging pupils' attendance in her work with the families of some pupils. The school has identified a number of strategies and individual programmes to increase pupils' attendance, for example a supported work placement for a Year 11 pupil. Certificates and prizes are regularly awarded for good attendance. Pupils at **Oakfield College** can spend the merit marks they have earned for good attendance at the weekly 'merit mark café'. Even more important, they have to be in school early in order to place their orders for the merit mark café, and then stay to eat their orders. The establishment of a school tuck shop reduces the need for pupils to leave the premises at break-time to buy snacks and helps to promote good attendance in lessons. The school has adopted a very realistic approach to praising attendance, recognising that praising pupils for short-term improvements in attendance is often more realistic than only rewarding a pupil with 100 per cent attendance. For example, awarding a prize for the 'Attender of the Week' or welcoming back pupils who have been non-attenders for long periods of time without embarrassment to them. All three sites have good procedures in place for monitoring and following up those pupils who may abscond during the school day. Some pupils at **Oakfield College** have individual attendance contracts that have been negotiated with staff and parents and these have proved very successful in bringing pupils back into education.

35. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school has very recently devised and established a detailed and analytical procedure for monitoring the behaviour and progress of pupils and establishing rewards and targets for their behaviour. This is a very sophisticated computerised system, called TAMS, produced with an information and communication technology consultant. Its use has only just been introduced to all three sites and it is already proving a useful guide and indicator to pupils' behaviour. This is an exciting development and a potentially extremely powerful assessment tool.
36. Detailed procedures for the recording of incidents provide staff with a valuable database for looking at patterns of behaviour and meet with requirements for recording restraints. At **Oakfield College**, the practice of keeping an 'out of class' record gives pupils a useful opportunity to look back at the reasons why they left or were sent out of lessons. At **Kenton Lodge**, the recording of 'minutes' provides an end of day summary for staff and pupils. The School Council at **Oakfield College** makes a very positive contribution to pupils' individual personal development and helps to monitor whole-school issues such as bullying. Training all staff in Team Teach methods of restraint and the ability to manage conflict and aggression has successfully enabled them to develop and share expertise of managing pupils with challenging behaviour.

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

37. Parents' views of the school are good. Many parents think that the teaching is good and the school is well led and managed. They are pleased that the school increases their children's confidence and supports their knowledge of life skills for when they are out of school. Parents enjoy the fact that they can come into, or phone, any of the schools to talk to staff or to see how their child is progressing. Most of the parents are happy with the information they receive from the school. Those with children who use the residential provision are comfortable that they can come into the school to see where their child is staying and that their children can phone home if they want to. Some parents are concerned that there is no provision for homework at any of the sites.

Parents of pupils at **Deneview** have attended a series of coffee mornings held at the school and at **Kenton Lodge**, parents come in for an open afternoon and share a carol service with the pupils. The inspection team agrees with the parents' positive views of the school. The inspection team shares the parents' concerns about the lack of homework but does not share the concerns of a few parents about the pupils' behaviour and progress or the information the school provides for them.

38. Parents are encouraged to contribute to their child's annual education reviews and, if necessary, school staff or a social worker will assist with transport to attend this event. The quality of information that the school provides for parents is satisfactory and the school is addressing all the statutory requirements for providing parents with a governors' annual report and an annual written report on their children's attendance, progress and achievement. Staff at all three sites work hard to keep in contact with the parents, families and carers of pupils. Staff make home visits, regular telephone calls, write notes or contact the service they consider will best meet the need for keeping the partnership going, for example the social worker based at **Kenton Lodge**, the education welfare officer or a health professional. The school has established its own range of home-school contracts with parents to support their children's attendance or behaviour at school, and to try and address the issue of getting pupils into school. Overall, parents do not make a significant contribution to the life of the school and are not involved on a day-to-day basis with their children's learning.

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

39. The principal provides strong and effective leadership to the work of Trinity School. He is an experienced practitioner in working with pupils with emotional and behavioural difficulties. He has a very good understanding of the needs of the pupils, past and current educational practice and effective working relations with other professionals within education, health, social services and the wider community. He has a clear vision for the future development of the school.
40. A major difficulty for Trinity School is the recruitment and retention of staff, particularly senior staff. In the four school terms of its life to date, there have been changes in headteacher and deputy headteacher at **Deneview** and headteacher at **Oakfield College**. **Kenton Lodge** has experienced a long-term absence of the deputy headteacher. This has been managed by three senior teachers covering the deputy headteacher's role on a rotational basis. This is an unusual arrangement but has been effective in maintaining stability in the school and developing the skills of these members of the staff.
41. The headteacher of **Kenton Lodge** is a well-established effective leader and he has been supported well by senior teachers during the long-term absence of the deputy headteacher. The new headteacher and established deputy headteacher of **Oakfield College** have made a good start to providing stable and effective leadership. They have clear plans for developing the learning opportunities for all pupils but particularly the development of recognised accreditation opportunities for all pupils and the provision for students over 16 years of age. The new headteacher and very new deputy headteacher of **Deneview** have a good understanding of the pupils' particular needs and are moving towards a more consistent and rigorous approach to the key areas of personal and academic support and assessment.

42. There are weaknesses in the role of subject co-ordinator at all sites and these are currently greater at **Deneview**. This situation is due to:
- The newness of Trinity School as a whole and **Deneview** in particular as a specific facility for a specific group of pupils.
  - The significant number of staff changes in a short period of time and employment of several temporary staff at the time of the inspection.
  - A lack of subject expertise or low priority given to some subjects at this time, for example science, religious education, modern foreign languages, music and art.

Many of these difficulties are beyond the school's control. However, the lack of any provision at all in some subjects and unsatisfactory co-ordination in others does mean that the school is not meeting the full statutory requirements and pupil entitlement in terms of learning opportunities.

43. Trinity School is a single school and there are some good examples of collaboration amongst staff across the sites and good use of available expertise at more than one site. The very good provision for careers education at **Oakfield College** and **Deneview** is primarily provided by one teacher. Teachers from the different sites are working well together in developing a consistent, common model for the school's very good provision in personal, social and health education. A temporary teacher with considerable skills in physical education and design and technology was being employed at both **Kenton Lodge** and **Deneview** at the time of the inspection. The new headteacher at **Oakfield College** is understandably reticent about a lot of staff mobility between the sites at this time. Nevertheless, this collaborative working is not yet sufficiently widespread and opportunities to maximise the potential benefits are being missed.
44. There is a single governing body for Trinity School. The governors have a remarkably good understanding of the nature and complexity of the school given the short period of time it has been in existence and the way in which the pupils' very challenging behaviour affects academic provision. The governing body benefits from the fact that some of its members are very experienced local authority professionals. The governors have made a good start to establishing good working practices and fulfilling their responsibilities.
45. The principal and senior staff at the three sites have co-ordinated the production of effective development plans for the whole school and each of the separate sites. In this way, the school identifies appropriate priorities for improvement and responsible individuals to lead the stated actions and evaluate success. It analyses attendance figures rigorously and is relentless in its efforts to improve attendance. The very sophisticated system for the recording of and analysis of changes in pupil behaviour (TAMS) developed by the school staff with an information and communication technology consultant is potentially a very powerful tool.
46. There are good arrangements for staff development. Specific funding for school improvement has been used effectively to train all staff in team working, conflict management and TAMS. The principal has produced proposals for an ambitious regional project, named ADEPT, which is seeking to resolve the issue of staff recruitment and retention by providing training for mainstream teachers in a special school setting. Appropriate and effective procedures are in place for the induction and support of new and temporary staff. The school has an agreed policy and guidelines for staff appraisal and performance management. However, the implementation of this new programme has been delayed by ongoing discussions between the governors and external consultants about the arrangements for the initial appraisal of the senior staff.

47. The staffing, accommodation and learning resources were adequate overall at the time of the inspection. The ongoing difficulties with the recruitment and retention of staff mean that there are some deficiencies in terms of subject knowledge and expertise. The accommodation and learning resources are adequate for the delivery of the school's current curriculum. There are some good common features to the accommodation at the three sites, particularly in science and information and communication technology, which encourage a sense of familiarity when pupils transfer from one site to another. However, there are deficiencies in the learning resources for some subjects, such as science, modern foreign languages, music and religious education, which will impede improvements to the curriculum which this inspection finds to be necessary.
48. The residential accommodation is to a very high standard. There are two flats at **Kenton Lodge** for up to 15 pupils who stay overnight three or four nights a week and all the pupils who all stay for evening activities at some time. These flats are decorated and maintained extremely well and the kitchens, lounges and bedrooms reflect the pupils' personal interests and needs.
49. The funding made available to the school is well below average for such schools nationally. The school applies the principles of best value well and available funding is used wisely. Financial planning effectively supports the identified educational priorities. Specific grants are used well in accordance with the state purpose. Modern technology is used well by teachers and administrative staff. Administrative staff at 'Central Admin' and each of the three sites ensure smooth day-to-day running of the school and provide high quality support for the teachers. Classroom staff use the available learning materials well. The school asks questions about its own performance and uses the limited information available to compare its performance with that of similar schools.
50. The school has not been inspected before. There has been good improvement since the Supported School Self Review in April 1999. There is a clear commitment to an ongoing process of improvement and, given a reasonably stable staffing situation, very favourable indicators that the school will be successful in fulfilling this aim.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

### Key issues

51. The senior staff at all sites and school governors should now:
- (1) Improve subject co-ordination by:
    - appointing a co-ordinator for all subjects at all sites as staffing, finances and school development allow; (Paragraphs 40, 42, 47, 92, 103, 123, 158, 164, 165, 171, 178, 179, 190)
    - developing guidelines for all subjects which help teachers plan what they will teach and when. (Paragraphs 22, 91, 92, 93, 103, 123, 126)
  - (2) Improve the learning opportunities offered to pupils by:
    - ensuring that pupils receive their full entitlement in accordance with the National Curriculum and local syllabus for religious education; (Paragraphs 5, 22, 26, 27, 42, 47, 75, 92, 93, 103, 133, 134, 150, 165, 166, 173, 178, 179, 190)
    - increasing the range of opportunities provided to promote the pupils'

spiritual and cultural development. (Paragraph 30)

- (3) Improve the procedures to assess what pupils know, understand and can do and the use of this information in teachers' planning by:
  - agreeing and adopting a common approach at all sites to measuring and recording pupils' achievements; (Paragraph 33)
  - agreeing and adopting a common approach to the format and day-to-day use of individual education plans. (Paragraph 33)

The inspection team recognises that aspects of all these issues are contained in the current school development plans.

### **Minor Issues**

52. The senior staff at all sites should

- (1) Explore ways of developing more collaborative working across the three sites. (Paragraph 43)
- (2) Explore ways of providing more homework. (Paragraphs 20, 27)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	83

### Summary of teaching observed during the inspection

#### Trinity overall

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	28	34	26	3	0	0

#### Oakfield College

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	38	38	19	0	0	0

#### Kenton Lodge

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	23	40	13	3	0	0

#### Deneview

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	21	50	7	0	0

These tables give 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	136
Number of full-time pupils known to be eligible for free school meals	91

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	4



## Attendance

### Authorised absence

	%
School data	16

### Unauthorised absence

	%
School data	14

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	136
Any other minority ethnic group	0

This figure includes:

70 at Oakfield College, 46 at Kenton Lodge and 20 at Deneview

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

This figure includes:

3 at Oakfield College, 2 at Kenton Lodge and 0 at Deneview

## Teachers and classes

### Qualified teachers and classes: Y4 – Y12

Total number of qualified teachers (FTE)	28
Number of pupils per qualified teacher	4.8
Average class size	8.1

### Education support staff: Y4 – Y12

Total number of education support staff	18
Total aggregate hours worked per week	542

FTE means full-time equivalent.

## Financial information

Financial year	1999/2000
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	£
Total income	897,940
Total expenditure	843,882
Expenditure per pupil	6,917
Balance brought forward from previous year	0
Balance carried forward to next year	54,058

## Results of the survey of parents and carers – Trinity School overall

Questionnaire return rate = 27%

Number of questionnaires sent out	136
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	38	14	11	3
My child is making good progress in school.	30	41	19	5	5
Behaviour in the school is good.	5	46	24	11	16
My child gets the right amount of work to do at home.	5	16	38	19	22
The teaching is good.	51	35	3	3	8
I am kept well informed about how my child is getting on.	57	24	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	19	3	3	3
The school expects my child to work hard and achieve his or her best.	54	41	0	3	3
The school works closely with parents.	59	32	5	3	0
The school is well led and managed.	65	30	0	3	3
The school is helping my child become mature and responsible.	46	32	8	5	8
The school provides an interesting range of activities outside lessons.	62	16	5	3	5

## Results of the survey of parents and carers – Oakfield College

Questionnaire return rate = 18%

Number of questionnaires sent out	71
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.	7	62	15	15	0
My child is making good progress in school.	7	46	38	7	0
Behaviour in the school is good.	0	38	23	23	15
My child gets the right amount of work to do at home.	7	23	31	31	7
The teaching is good.	31	46	7	7	7
I am kept well informed about how my child is getting on.	31	38	23	7	0
I would feel comfortable about approaching the school with questions or a problem.	62	31	0	7	0
The school expects my child to work hard and achieve his or her best.	31	62	0	7	0
The school works closely with parents.	31	46	15	7	0
The school is well led and managed.	46	46	0	8	0
The school is helping my child become mature and responsible.	23	46	7	15	7
The school provides an interesting range of activities outside lessons.	38	15	15	7	23

## Results of the survey of parents and carers – Kenton Lodge

Questionnaire return rate = 26%

Number of questionnaires sent out	47
Number of questionnaires returned	12

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	25	8	8	8
My child is making good progress in school.	33	42	8	8	8
Behaviour in the school is good.	8	42	25	8	17
My child gets the right amount of work to do at home.	8	17	42	8	25
The teaching is good.	42	42	0	0	17
I am kept well informed about how my child is getting on.	50	25	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	17	8	0	8
The school expects my child to work hard and achieve his or her best.	67	25	0	0	8
The school works closely with parents.	58	42	0	0	0
The school is well led and managed.	58	33	0	0	8
The school is helping my child become mature and responsible.	50	33	8	0	8
The school provides an interesting range of activities outside lessons.	75	8	0	0	17

## **Results of the survey of parents and carers - Deneview**

Questionnaire return rate = 67%

Number of questionnaires sent out	18
Number of questionnaires returned	12

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	25	17	8	0
My child is making good progress in school.	42	42	8	0	8
Behaviour in the school is good.	8	42	33	0	17
My child gets the right amount of work to do at home.	17	0	50	17	17
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	92	8	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	92	8	0	0	0
The school is well led and managed.	92	8	0	0	0
The school is helping my child become mature and responsible.	67	17	0	0	0
The school provides an interesting range of activities outside lessons.	75	25	0	0	0

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

### **OAKFIELD COLLEGE**

#### **ENGLISH**

53. Pupils' achievements in speaking and listening, reading and writing at age 14 and 16 in relation to their needs are only satisfactory. However, given the problems that most pupils experience, the short life of the school and the recent staff changes, the situation is very positive with many promising initiatives taking place that are already beginning to enhance the experience and attainment of pupils.
54. All pupils enter the school with limited communication skills and a restricted vocabulary. By the age of 14, they have developed much greater confidence in speaking, have learnt to listen carefully and follow a range of instructions in different settings easily. They express ideas and feelings well and are sensitive to the contributions of others. This progress continues through to the age of 16 and, with the help of careers activities, visits and meetings with a range of adults, speaking and listening skills develop to the point where pupils explain themselves satisfactorily, pass on information and conduct short, but effective, conversations and discussions. Higher attaining pupils' speaking and listening skills develop well and they learn how to use the good technical vocabulary they acquire in the different subjects they are taught. They also gain enough confidence to speak clearly and purposefully in lessons, during school assemblies and when guiding visitors. The inspection team was impressed by the willingness of most pupils to engage in conversation, to ask for explanations when necessary and to use appropriate vocabulary in a range of learning situations and social settings.
55. All pupils experience some reading difficulties. At the time of the inspection, reading age figures indicate that one in five pupils read at a level appropriate for seven-year-olds, with only one-fifth of pupils reading at a ten-year-old level or above. The majority read at a level expected of eight- or nine-year-olds, experiencing significant difficulties in developing fluency, phonic skills and a large vocabulary of common words. This under-performance adds to the anxiety that many feel with regard to using books and worksheets. Despite this apprehension, the very supportive relationships between staff and pupils assist in the significant progress many pupils make. A Year 11 lesson dealing with different types of text was noteworthy for the way that pupils had retained earlier information about explanatory and persuasive texts and also for the confidence shown by pupils in reading out their contributions.
56. A number of initiatives are being implemented and contributing to an improvement in English provision. The inspection team observed some of the first literacy support lessons carried out by a highly skilled special needs assistant. The response of a wide age range of pupils in these lessons indicates that a structured programme of assessment and phonic development is already beginning to improve the confidence of some pupils. Pupils who experience severe reading difficulties, and worry about these, participate in reading tasks with surprising confidence. Many pupils express an interest in reading and by the age of 16, there is a much greater willingness to explore books and use reference materials. Although there have been improvements in library provision, most pupils are not provided with enough opportunities to use the library and the range of materials, such as books, audio tapes, magazines and newspapers, is limited. Consequently, opportunities are missed to enhance reading development within the school and this reduces the pupils' experience of print and limits the progress they

make. Use of funding from the Barclays New Futures initiative has been planned as a practical response to this deficiency to enhance the reading environment and develop library skills.

57. Writing, spelling and punctuation present problems for most pupils. Work in Year 9 focuses on developing presentable work with correct basic punctuation. Re-drafting is encouraged to aid correct spelling. Pupils begin to use dictionaries and produce uniform print or joined up writing with the support of worksheets. A few write fluent pieces of text in the form of descriptions, explanations or short stories. These skills are developed sensitively in a very positive atmosphere. By 14 years of age, all pupils write simple narrative pieces, neatly presented and properly punctuated. They know how to improve their writing by re-drafting, but have insufficient opportunities to use computers to develop their presentation and editing skills.
58. As pupils vary with regard to both confidence and skills, the English programme continues from 14 to 16 years of age with a strong emphasis on presentation and accuracy. A Year 10 lesson looking at speech marks featured a good variety of activities well matched to a wide range of ability. Most pupils have developed basic punctuation skills and are beginning to write direct speech using speech bubbles, while one higher attaining pupil moves on at a faster rate, producing nearly a page of continuous writing that has speech and question marks together with the appropriate use of commas and capitals.
59. The teaching of English is good overall and it was very good in four out of nine lessons seen. Work is planned well, teachers and support staff work effectively as a team and every effort is made to ensure that pupils are challenged without being put off by the demands of the work. Humour, pace and a good match of tasks to pupils' needs all underpin sensitive and effective teaching. In a very good Year 10 lesson, pupils developed form-filling skills. The lesson was planned well and time was used to the full. There was a strong emphasis on legibility and writing for a real-life purpose. The teacher paid excellent attention to detail and pupils were encouraged to produce a finished piece of written work that was successful in itself, but should also be valuable for them when they seek employment.
60. The very strong relationships between staff and pupils ensure that pupils are encouraged to listen, read and commit themselves to paper. During a good Year 10 English lesson, pupils worked on punctuation. The teacher's movement around the class ensured prompt marking and assistance for pupils. Standards expected of both presentation and behaviour were consistent and high. As a result, pupils were keen to succeed and work for the whole of a sixty-minute lesson.
61. Pupils respond very well in English lessons and this often results in good learning. Behaviour during the inspection was usually good and often very good, occasionally excellent. Strong work habits develop quickly and pupils are aware that in producing good work they are repaying the teachers' interest as much as helping themselves. This high level of involvement assists the retention of information and the willingness of many pupils to re-draft work to improve spellings and appearance. Examination of pupils' written work also indicates that in subjects such as science, teachers encourage a high level of written presentation and pupils produce work that is their best. The positive support that staff provide also encourages reluctant writers to produce longer pieces of writing in a range of subjects.

62. Co-ordination of English has been disrupted by staff changes. However, the current co-ordinators are providing good leadership. They have supported staff in developing a consistent approach to planning, a detailed programme of work and accreditation at both key stages. Not enough attention has been paid to some elements of the National Literacy Strategy, but this is improving. The reading environment within individual classrooms and around the school is insufficiently well developed. Work has already started on developing a reading skills programme that assists pupils in acquiring better skills, and the planning for resources and training appropriately addresses the concerns within this report. The assessment and recording of individual pupil progress is not detailed enough or consistently used. Although there is scope for improvement, the provision for English at Oakfield College is helpful for all pupils in terms both of skill development and improving personal confidence.

## **MATHEMATICS**

63. Achievement in mathematics is good overall at both 14 and 16 years of age. The recent focus on the subject, with the introduction of the National Numeracy Strategy, has increased its profile throughout the school.
64. Despite low levels of numerical ability on entry to the school, pupils make good progress. They consolidate their knowledge of addition and subtraction, understand the cost of various items they purchase and increase their understanding of division and multiplication. Pupils collect and use data to draw different graphs such as block graphs and pictograms. They interpret the results of their investigations quite well and make good use of information and communication technology in mathematical activities to supplement their learning.
65. Eight lessons were observed during the inspection covering most of the teaching groups. Teaching and learning were satisfactory or better in all lessons and they were good or very good in seven of the lessons. Teaching and learning are good overall. The very best lessons featured very good knowledge of the subject and very effective planning for individual pupils. All lessons were conducted at a good pace and resources were used well. The pupils' learning was good overall. Given the degree of learning difficulties, a good proportion of pupils demonstrates considerable pride in the layout and presentation of their work. They take good care of materials and willingly help to tidy up at the end of the lesson.
66. All teachers participate in the delivery of mathematics with each pupil allocated to a specific set based on their mathematical attainment. As a result of recent training, teachers have improved their understanding and strategies for the teaching of the subject. This training has had a direct and positive impact upon the pupils' learning. Additionally, it has ensured that all pupils make good use of their skills in other subjects such as design and technology and science when they need to measure, weigh or compare sizes, for instance.
67. Co-ordination is very good and there are good guidelines to help teachers with their planning. These schemes of work are soundly based on the National Curriculum Programmes of Study and the National Numeracy Strategy. The procedures to assess what pupils know, understand and can do are good. The co-ordinator provides very good leadership in the subject and has a good overview of the work throughout the school. There is a clear policy with long-term plans to work towards accreditation using suitable courses. The co-ordinator has undergone extensive training in the numeracy scheme and has organised in-house training of the school staff. Resources are satisfactory. These have been acquired over a period of time and suitably modified to



meet the needs of the pupils. There is a good method of recording each pupil's progress, as every teacher has to complete a weekly record and observation form. These results are monitored and the co-ordinator has a weekly meeting with the headteacher to discuss any changes required in the organisation of the subject.

## **SCIENCE**

68. Pupils achieve well by the age of 14 and satisfactorily by the age of 16. The highest attaining pupils reach good standards. This judgement is based on lesson observations and an examination of a representative sample of pupils' work throughout the school.
69. Pupils, particularly the more able, make good gains in learning. Pupils are interested in their work and co-operate well. Throughout the school, pupils make good progress in their knowledge and understanding of life processes and living things and the refraction of light and the vibrations of sound. Pupils carry out experiments, record their findings through written descriptions and diagrams, make observations and document changes that occur from one lesson to another. However, insufficient use is made of information and communication technology. The subject makes a significant contribution to their social and personal development.
70. The teaching of the subject is the responsibility of the two specialist teachers both with different science qualifications. The quality of teaching is good from 11 to 14 and varies from satisfactory to good from 14 to 16. Scrutiny of pupils' work shows that pupils make good progress from year to year, particularly the more able pupils. Where the lessons are good or better, they are planned well with a variety of strategies that both extend the pupils and keep them interested in the work in hand. Staff work well together as a team, relationships between pupils and adults are good and praise and encouragement are used to good effect with the result that pupils gradually become more independent. The majority of lessons are brisk and pupils' work is marked regularly with constructive and encouraging remarks. Due care is always taken concerning health and safety.
71. The school has a policy that seeks to promote awareness and understanding of science, to develop scientific skills and to provide opportunities for learning through practical investigations. The scheme of work covers a two-year Programme of Study and is divided into modules and each one of these contains the learning objectives, targets, references to the National Curriculum, suggested learning activities, resources and cross-curricular aspects. There is a good range of resources and these are used well. However, these resources are not up-to-date and there are not enough of them to meet the needs of the new scheme of work and fulfil the requirements of the National Curriculum. The school has recently refurbished a well-appointed laboratory with all the services available. The co-ordinator has only been in post for a very short period of time and has not had time to monitor learning standards in the subject.

## **ART AND DESIGN**

72. The achievements and progress of pupils are very good throughout the school. The teachers' knowledge and understanding of the subject has a positive impact on the pupils' work and the subsequent gains in learning.
73. Pupils study the different aspects of art, such as the use and properties of colours and different techniques of making marks. They understand the concepts of primary, secondary and complimentary colours. Pupils mix colours to produce a desired result

and, through using a simple dying method and collage technique, produce a colourful pattern. In this way, pupils gain experience of producing and varying multiple colours. A very good lesson was observed using these skills with very pleasing results. Pupils achieve a good level of understanding investigational and making skills in practical art and design activities. They describe and make comparisons between their own work and that of others.

74. The quality of teaching is very good. The teachers prepare lessons very well. They use a wide variety of well-organised and readily available resources to enable the pupils to develop their work independently. The high quality of teaching has a positive impact on the standard of work produced by the pupils. Evidence of their work may be seen all around the school and the level of display is very good and this enhances the learning environment. The teacher is skilled in the use of language that is appropriate to the pupils' level of understanding and at the same time uses the technical vocabulary of the subject. Realistic praise and encouragement are used effectively to motivate pupils and sustain their interest.
75. A special needs assistant organised the 'Graffiti Project' on one of the external walls. Pupils volunteered to participate in this project and were allowed to design their own patterns and choose their own colours. The project has improved the environment of that area of the school significantly. The school has no designated art room and the lessons are taught in the library. This limits the scope of the teaching and can cause difficulty when storing the art resources. The subject is not co-ordinated throughout the school and consequently there are some lost opportunities to enhance the whole-school curriculum. Art is taught as an option throughout the school and is, therefore, not complying with the requirements of the National Curriculum from 11 to 14 years of age.

## **DESIGN AND TECHNOLOGY**

76. Achievement is very good in every aspect throughout the school. Teachers provide learning tasks that engage the pupils' interest and develop their ability to make choices. For example, in food technology pupils choose and then distinguish between the tastes of different kinds of food and clearly demonstrate their likes and dislikes. In woodwork, pupils have made a very high quality 'Wendy House' for another special school. Pupils' behaviour in the workshop and kitchen is always good and often very good. They relate well to each other and are always willing to help each other if necessary in a practical situation. When asked to do so, pupils work extremely well on individual tasks independently. Pupils are highly motivated and show high levels of concentration and perseverance. They always treat materials and equipment with care and respect.
77. The quality of teaching is never less than good, in most lessons very good with one excellent lesson in food technology. The teacher knows the pupils well and lessons are very carefully planned to take account of their individual difficulties. Lesson planning is closely linked to the National Curriculum Programmes of Study and pupils are encouraged to make decisions for themselves. Where the teaching is most successful, the teacher uses a wide variety of strategies to make sure that pupils of all abilities stay on task. Teaching is brisk and lively. Due care is always taken concerning health and safety issues whether in the classroom, workshop or food technology room. The special needs assistant is qualified in many practical skills such as woodwork, metalwork, electric, plumbing and building and brings considerable additional expertise to the department. He makes a valuable contribution to the teaching through his support for the pupils in developing and refining their practical skills and knowledge of tools and materials.

78. For every aspect of the subject there is strong leadership and there is very good co-ordination throughout the school. The co-ordinators have built up very good resources over a period of time and the food technology classroom and workshop are well equipped. The department has been involved in a partnership with a local special school where they are designing and refurbishing a sensory garden. It enables the pupils of both schools to work together on a joint project and develop contact with local firms for the materials required for the project. This provides a challenge for the pupils and raises their confidence. Their behaviour is also enhanced as they acquire new skills and this makes a valuable contribution to their self-esteem.
79. Design and technology is a strength of the school's provision. The policy and scheme of work reflect the National Curriculum Programmes of Study very well. There are opportunities for 16-year-olds to achieve recognised accreditation through courses matched well to their needs and learning difficulties. The subject covers a broad-based syllabus that includes food technology, woodwork, metal work, plumbing, electric and building.

## **GEOGRAPHY**

80. The subject is taught as part of the humanities syllabus with history on a rotational basis. This term history is taught. Therefore evidence is based on discussions with the teachers involved and scrutiny of pupils' work and it is not possible to make a reliable judgement of the quality of teaching.
81. Achievement is good throughout the school. The work completed during the term prior to the inspection was quite extensive and, for example, a study of the environment included waterways, wetlands and river traffic. The effects of different forms of transport on the environment were studied, particularly pollution. Pupils know about the various forms of transport, for example road, rail and water travel. Different forms of rocks were studied and the effect of erosion due to climatic and weather conditions. Various minerals were classified, especially those that are refined and used for jewellery. Pupils found information from a wide range of sources, such as maps, books, plans and aerial photographs. They acquired and consolidated new knowledge through discussion and written tasks.
82. Pupils build a good knowledge and understanding of the main geographical features of the area. They have a developing awareness of the influence of economic activities on natural resources. Most understand and use geographical terminology accurately. For example, they know the four countries that make up the United Kingdom and the names of these countries' capitals and they understand the concept of a capital city. Pupils' written work shows good progress in knowledge and understanding. For example, they identify local land use for leisure, farming and industry, building on their previous knowledge and experience. There is evidence from the pupils' work of a satisfactory basic command of the subject matter. Students use skills and techniques effectively and most are able in their tasks to explain interrelationships between different aspects of the subject.
83. The co-ordinator has only been in post since September and has not had time to monitor learning standards in the subject. However, there is a scheme of work in place and the subject fulfils the requirements of the National Curriculum.

## **HISTORY**

84. Achievement is good throughout the school. Pupils develop a basic knowledge and understanding of historical facts and concepts and begin to develop a sense of time passing. They understand the changes that have occurred in their own homes and lives and relate historical events to their own experience. They remember what they have learnt before and show some knowledge of a range of topics. For example, through writing about their experiences and observations during an educational visit, pupils gained insights into life during the Second World War and the historical and geographical implications.
85. Pupils are taught about everyday life in the past using various sources of information. They compare peoples' clothes and the houses they lived in during different historical periods, for example the Middle Ages, with the present day. Pupils discuss and display knowledge of the way people lived at different times. They have a developing awareness that change operates in the historical process. An extensive range of pictures together with visual evidence from buildings and sites ensure that satisfactory skills of investigation and enquiry are developed from year to year. This enhances the pupils' interest in and knowledge of historical events.
86. The quality of teaching is at least satisfactory with many good features. The planning is good, lessons have clear aims and objectives and consideration is given to different pupils' needs. A good lesson was observed when the teacher related the various phases of her own life and then asked the pupils to look back at their own lives. This stimulated a very good response. Pupils learn because their attitudes and behaviour are good. The majority of pupils settle quickly to the tasks, show a good level of interest in finding out more about the subject and are keen to answer questions to show what they have learned. In one lesson, pupils became restless and annoyed each other. The problem was effectively dealt with but it had the effect of slowing down the pace of the lesson.
87. There is a clear scheme of work that is well planned to enable a systematic build up of historical knowledge and skills. The co-ordinator has only been in post since September and has not yet had time to monitor learning standards in the subject.

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

88. Achievement is satisfactory at both 14 and 16. When pupils enter the school, few have any consolidated computer skills. Occasionally a pupil has a computer at home and has some knowledge of the Internet. Most have only rudimentary skills or familiarity with the keyboard, screen menus and procedures for word processing, control or data handling. By the age of 14, the majority of pupils carry out basic word processing tasks and master the early skills of data handling and Internet access. As the new scheme of work has only recently been introduced, it is not surprising that progress is not so obvious from 14 to 16. However, the learning that takes place within lessons indicates that better progress is now being made. Already pupils in Year 11 are comfortable with using the Internet and using graphics when presenting work.
89. Teaching in ICT is good. It is characterised by good planning and effective use of the available resources. This, together with a good scheme of work, provides pupils with a good basis for learning. They enjoy using the new facilities and gain great satisfaction from the training they receive. The close staff-pupil involvement means that the specialist teacher is able to maximise his skills and ensure good learning for all pupils in most lessons. He provides an informed and supportive backup for all pupils, including

those who experience difficulties in reading and sustaining attention. Thus, in a good Year 10 lesson, pupils with very little experience of ICT work diligently at their own computer and receive prompt support if they encounter problems. They access and use the Internet well, following the instructions on a well-prepared worksheet. Time is used well within the lesson to break learning into manageable sections. In this way, the pupils are kept on task throughout the hour. These are all skills that many have had problems with in the past. Occasionally, more able pupils complete work early and there is not enough further work provided to ensure that they progress at an appropriate rate. Teachers and pupils are not making sufficient use of the Internet and the material it provides for a wider range of subjects.

90. All pupils enjoy ICT work. They appreciate the quality of the resources, are often thrilled by the excellence of the finished product and usually demonstrate good levels of attention within the ICT lessons. They have a good relationship with and respect for the teacher and are, therefore, keen to do well and produce good work. The respect offered to the pupils through the conscientious planning and high quality resources is more than returned by the very mature behaviour of the large majority of pupils. Pupil enthusiasm is enhanced by their developing ability to use the Internet for accessing different sources of information. The growth in confidence goes hand in hand with the development of skills and both contribute to greater motivation.
91. The acting co-ordinator is carrying out satisfactory, practical developments in ICT. Links with other subjects are weak at present, often as a result of staff experience and confidence. However, there were many signs during the inspection that this shortcoming was beginning to change for the better. There is not enough software or staff expertise to adequately support control programs and data handling is at a very early stage. There is still some room for development in the training of staff to boost all teachers' awareness and confidence in the subject. The guidelines for teachers do not contain enough detail to help teachers plan data handling, control and simulation activities and there is no structured framework for recording individual skills across the school. The co-ordinator is aware of these issues and his plans are appropriate for further development in this subject.

## **MODERN FOREIGN LANGUAGES**

92. No modern foreign language is taught. A short module is planned on developing some knowledge of French through cookery activities and this is likely to be implemented later in the year 2001. However, pupils miss the opportunity to experience other cultures through this subject. The school is, therefore, not meeting the statutory requirements in this subject.

## **MUSIC**

93. The provision of music does not meet the National Curriculum requirements in Year 9. The co-ordinator has introduced an optional unit of work and uses this well to develop basic guitar, keyboard and notation skills. However, this only provides a musical experience for five pupils. The school identifies considerable difficulties with teaching music to its pupils. However, not enough attention has been paid to the use of music around the school and within assemblies.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSE)

94. Achievement is good in PSE. Pupils experience a range of difficulties in their lives and they benefit considerably through exploration and discussion of these problems. In addition, pupils have significant difficulties in understanding the effects of their actions on others, the social skills required to avoid conflict and how to deal with pressure and anxiety. In this context, PSE is possibly the most important area of learning that they experience at school. All of the indications are that the very good PSE curriculum is assisting in good progress for all pupils with regard to these areas of personal development. Pupils who enter the school with low self-esteem and problems with anger or extreme sensitivity, develop well and find strategies for dealing with these problems. Similarly, pupils experience traumas and stresses as they grow older and these day-to-day problems challenge them significantly. The inspection team saw a number of instances where outside pressures caused pupils extreme distress. The discussion, sharing, and, above all, the care and support of staff, allow these problems to be dealt with in a very adult way and are often resolved by the pupils themselves. The current learning module on bullying allows a number of issues to be raised and discussed which are helpful to all pupils in different ways. It also provides a means by which an important area of school policy can be reinforced.
95. Behaviour and enthusiasm within PSE lessons are never less than good and are often very good. Pupils' views and concerns are genuinely addressed and this adult approach is respected, adding to the pupils' willingness to participate in lessons and support others. In an excellent tutorial session for Year 11 pupils, the class tutor talked to individual pupils while the others completed their acrostic poems on bullying. The one-to-one discussions allowed pupils to assess their own progress and problems during the current week. They showed insight and adopted a very adult approach which was only possible because of the class tutor's complete openness. These regular sessions provide a time for reflection and an opportunity to review the successes of the week. This, in turn, provides a very real contribution to the personal learning targets that pupils have and another step along the way to maturity.
96. The provision for PSE is a strength of the school. Work within this subject is well planned and there is a valuable and very effective linkage between the subject and individual learning targets. It contributes very well to the personal development of all pupils. Teaching within PSE is very good overall. It is always good or better and often very good indeed. The specialist teacher, and others who contribute to the programme, have a detailed knowledge of individual pupils coupled with a strong range of teaching strategies that provide a good variety of activities and a learning environment that give pupils the confidence to be themselves. Thus, during a very good Year 9 PSE lesson on bullying, the teacher and special needs assistant worked with the group in a circle, everyone sharing positive experiences they have had and worries and concerns that have occurred recently. By being open and treating pupils as adults, a feeling of trust developed and pupils felt able to raise worries and express satisfaction about personal aspects of their life. The positive feedback given by staff is copied by pupils and each provides support for the other.
97. The PSE curriculum is developing term by term and each termly module is carefully planned across the whole of Trinity School. Pupils' progress is recorded well. There are very close links established between pupils' individual education plans and the content of the PSE lessons. In this way, each pupil has a clear target for personal development which arises from their statement of special educational needs and the targets for social and personal progress. Teaching within other areas of the curriculum is also linked closely to PSE. Thus, careers work, farming, the School Council and the

conduct of school assemblies provide constituent elements of an overall programme that seeks to draw out and strengthen the positive qualities and skills pupils need to acquire for adult life. In discussion with pupils, the inspection team was impressed by their positive comments with regard to the teaching provided by the PSE specialist teacher and also to the sensitive support they receive in a range of settings.

98. The very good co-ordination of PSE is a model of how the subject should be developed, planned and taught. Close staff co-operation across the Trinity sites allows a pooling of expertise. The common modules ensure a coherent programme for all Trinity pupils. As each module is delivered, it is reviewed and the experience gained is used to assist in the development of the next unit of work. The development of modules on a termly basis is providing a strong and coherent scheme of work which identifies resources and recording strategies. This very good practice is likely to result in the staff strengthening the already close links between PSE and the individual plans, so that clear, practical targets can be developed with individual pupils. The standards achieved and provision made in PSE reflect the school's stated aims and values extremely well.

## **PHYSICAL EDUCATION**

99. Achievement is satisfactory at age 14. All pupils experience some aspect of physical education through a system of options which include football, rock climbing, table tennis, horse riding, badminton, swimming and other seasonal sports. These activities are taught well by staff with expertise and each contributes to the confidence and physical development of the pupils participating in them. By emphasising choice, the school has reduced the unease that competitive sport often creates for pupils such as those at Oakfield College. This means that those pupils who opt for a particular session are highly motivated and willing to experience the necessary training discipline.
100. Within the football option, very good teaching provides a valuable training course for pupils. The teacher demonstrates high levels of both football and teaching skills. He works closely and well with the special needs assistant to provide a programme that develops a range of passing, shooting and teamwork skills. There is a good balance between the development of skills and playing a team game. Pupils respond well to this mix of activities and work hard at improving their individual skills for up to three-quarters of the lesson. They demonstrate good learning and when playing a game, apply the learnt skills well.
101. The table tennis option provides experience and skills training for a small group of pupils that is matched well to their ability and needs. This, like many physical education options, is based on the enthusiasm and skills of a special needs assistant. Planning and accreditation for both of these options are good and pupil records are kept that clearly demonstrate individual progress.
102. Physical education is co-ordinated well and is developing as part of the sports and leisure curriculum. However, the accommodation is not appropriate for the full implementation of the National Curriculum Programmes of Study and the school has to rely on local sports centres and clubs to deliver what it does. It cannot provide an appropriate gymnastic or outdoor adventure programme and this restricts the curriculum. Accredited work on sports science is developing well and will soon link to information and communication technology. The initiatives planned and expertise available at the three sites of Trinity School are not linked to ensure that a full programme of activities is provided in accordance with the National Curriculum, particularly between 11 and 14 years of age.

## **RELIGIOUS EDUCATION**

103. There is no policy or a scheme of work for religious education at present and it is not taught as a discrete subject. The school is therefore not complying with the statutory requirements. However, a policy and a scheme of work are being prepared ready for the revised timetable for the summer term 2001.

## **CAREERS**

104. The careers programme is a major strength of the school. It builds on all of the social and personal skills that have been developed during the pupils' time at Oakfield College. In addition, it uses highly skilled teaching and co-ordination to provide a very sound introduction and, whenever possible, transfer to the world of work.
105. A very good careers lesson demonstrated the skills that staff bring to this work. Pupils discussed with the specialist teacher what they will need when they leave Oakfield College. It was a very clear and realistic survey of the options available and pupils responded positively by volunteering, for example, to collect information from different sources. This was the first of a number of lessons planned to assist the pupils in form filling, interview techniques, visits and careers advice. The skilled teaching ensured that pupils realised the importance of the work to be undertaken and the short time-scale involved. Sensitive teaching is based on a deep understanding of and commitment to these pupils.
106. A very wide range of work placements is provided for pupils and use is made of a large number of outside organisations, such as Age Concern, the sports centre, Vickers, furniture makers, leisure centres, charity shops and City Works. The specialist teacher, working very closely with an excellent careers officer, plans, discusses and monitors every placement in great detail. Every effort is made to make the pupil independent in travel and attendance. Close contact is kept between school and home to boost pupil confidence. The detail of the programme provides a model of careers planning for pupils such as those at Oakfield College. This programme is so good because of first-rate co-ordination and this is reflected in the progress that the pupils make as attested in employers' reports.

## **FARMING**

107. The farm and horticultural strand within the curriculum is a strong one and provides a very valuable experience for those pupils who choose it. Through working within a real farm setting, pupils develop initiative, see the value of co-operation, understand the importance of health and safety and learn to follow instructions. The careful balance that staff achieve between the choice of outdoor work for many of these pupils and the need to follow a more academic is a sensible one.
108. The teacher and special needs assistant work well as a team and adopt a consistent and coherent approach to behaviour and the development of work skills. In a good Year 10 farming session, each pupil was given the opportunity to immunise sheep. They were given clear guidance with explanations. The session was conducted in an adult way and praise used effectively to encourage reluctant pupils. This was followed by the routine feeding of the animals. Pupils displayed good initiative and a willingness to do what they were told. A strong emphasis on health and safety, together with a separate, accredited programme by a visiting expert, provides a sound basis for future work habits.



## **KENTON LODGE**

### **ENGLISH**

109. Pupils achieve very well making significant progress from the time they start at Kenton Lodge up to the age of 14. This rate of progress was evident in most of the lessons observed and the pupils' work folders confirm this over time. Pupils are developing very good listening skills through the focused direction and support of the adults working with them. The most able pupils are making very good progress in extending their vocabulary, especially when using specialist words in other subjects. Examples were evident in one lesson where a cloze procedure was used to encourage pupils to fill the blank spaces when working on adjectives and nouns. In a cookery lesson, pupils were making bread and spoke with confidence about what they had achieved using words such as kneading and elasticity when making their dough. Other pupils understood the properties of gluten and its relationship to yeast. There were very good examples of pupils writing imaginatively having been inspired by their teacher's reading of the opening paragraphs of stories from Persia and India. Pupils responded well to drama activities and pictures to create stories.
110. The quality of teaching is very good overall and sometimes it is excellent. In the best lessons, teachers have excellent control and very good knowledge and understanding of both the academic and behavioural needs of their pupils. Their planning is of the highest quality and sets out clear progressive stages during the lesson culminating in a final discussion session. Plans give a clear explanation of the role of the special needs assistant. Usually this is to support the weaker readers but it is often part of the process that ensures all pupils have access to the learning. In most lessons, the quality of teachers' questions is excellent and focuses pupils' attention on the learning objectives. Teachers are subtle in using open and closed questions to help make the learning for all pupils accessible. However, discussion sessions at the conclusion of lessons are not used as well as they might be. There were examples of this part of lessons being rushed as a result of time slippage usually resulting from the over-running of the previous activity. Most lesson conclusions checked what had been learned in the lesson but missed opportunities to indicate the content to be covered during the next lesson. In all lessons, teachers are skilled in managing challenging behaviour and succeed in preventing it from interfering with the learning of others. However, there were a number of telephone calls made to teachers which were not emergencies and did disrupt the learning, one when the teacher was at a crucial point in outlining the lesson plan. In another lesson, a string of withdrawals for reading work had a disruptive effect when pupils returned not knowing what they should do next. The arrangements for withdrawing pupils for reading do not ensure that there is no disruption to class learning when they rejoin the lesson. Teachers' records are of a good standard and give a clear indication of the progress made over time. It is encouraging to see that handwriting is being taught to a majority of pupils. In two lessons, pupils were taught how to form their letters correctly.
111. English is co-ordinated very well. The school library has been flooded recently and, whilst it is being renovated, the stock has moved to a temporary base. This has had a negative impact on the learning of pupils by denying them access to the temporary room as a class group. Very few pupils used the temporary facility to borrow or consult reference material during the inspection. The literacy co-ordinator is hopeful that the facility will be available again in the very near future. The quality of the work done by the support staff makes a significant contribution to raising standards of literacy, especially reading. The implementation of the National Literacy Strategy is having a major impact

on teacher confidence leading to all pupils making impressive progress in their ability to use language. The use of information and communication technology is evident in many lessons and is usually used for additional tasks and as a word processing facility. English is delivered through a combination of the National Literacy Strategy, linked to a scheme of work providing guidelines for teachers covering the National Curriculum Programme of Study with some drama included.

## **MATHEMATICS**

112. Achievement in mathematics, and specifically numeracy, is good at both 11 and 14 years of age, although attainment against national expectations remains below average. The spread of attainment is broad, with levels ranging from working towards National Curriculum Level 1 to achieving Level 3. Nationally, pupils are expected to achieve Level 4 by eleven years of age. Evidence from pupils' books, classroom observations and discussions with pupils show that they are enjoying numeracy work. There has been positive development over time in their knowledge of number concepts, measurement, shapes, handling of data, the practical solution of problems, symmetry and making of symmetrical models, the use of compasses and rulers to create mathematical patterns and in mental calculation. There are good examples of testing ideas and the linking of numeracy to literacy and real-life situations. In the mixed Years 4 and 5 class, pupils are encouraged to make up their own problems which they type out on the computer and display on the wall. One pupil made up a problem which was posed to all pupils in the school as a competition. The winner was announced at an assembly during the course of the inspection. There are very good displays in classrooms to promote pupils' learning and these are frequently linked to the development of literacy skills. In one group, pupils collected data regarding the frequency of words in a text and transferred this to bar charts.
113. Teaching is very good overall. It was very good or better in 60 per cent of lessons observed. Within these lessons there is a good pace to mental and oral work and clear explanations promote learning well. Good planning and pupil management are strong features of the learning environment and successfully motivate pupils. Practical tasks are differentiated and challenging for individual pupils, with additional work available for those who finish early. A lesson with pupils in Years 4 and 5 successfully challenged the pupils to develop their skills of handling and interpreting data by investigating the different types of Christmas cards received. In addition, the lesson took place in the information and communication technology room which enabled the pupils to develop their computer skills. The marking of work consolidates learning and recognises the need for supplementary or reinforcement work. Specific, individual targets for learning are clearly stated at the beginning of pupils' files, although there is currently no indication in the pupils' records when a target has been achieved. In all lessons seen there was a positive relationship between staff and pupils, good teamwork between teachers and support staff and a sympathetic management of pupils which resulted in minimum disruption.
114. When teaching is less effective, there is insufficient use of different tasks linked to individual needs to challenge pupils to extend their learning and their practical application of skills. Pupils require support and guidance with the setting out of work which is poorly presented. Additional work was sometimes poorly linked to the main focus of the lesson and resulted in learner frustration. The pace of the lesson and unacceptable behaviour detracted from the effectiveness of the teaching. The discussion at the end of the lesson is less effective in supporting the learning of pupils and engaging them in reflecting on what they have learnt.

115. The emphasis within the department is on encouraging and enabling pupils to gain success and to develop positive attitudes towards numeracy both within and outside of the classroom. The numeracy co-ordinator is enthusiastic and has been actively involved in developing the implementation of the National Numeracy Strategy. Liaison with the co-ordinator at Oakfield College is taking place to develop joint resources, common planning and joint in-service training for teaching staff. The co-ordinator has been involved in in-service courses with mainstream school colleagues and this has proved beneficial. Teachers have been encouraged to move on from the 'paper and pencil, doing sums and work cards' approach to numeracy, to developing more practical approaches, including mental and oral work, games, problem solving, individual and group work sessions. New resources have been purchased including computer-based learning programs but not all have been disseminated or put into use. The co-ordinator is aware that some staff require additional support to develop the three-part lesson recommended by the National Numeracy Strategy, particularly the plenary. Teachers are trying hard to develop their skills. There are examples of good development of cross-curricular work but there are insufficient examples of linking numeracy skills to activities such as keeping scores and times in sporting activities.

## **SCIENCE**

116. Science tends to be taught within the personal, social and health education (PSE) programme during the afternoon. During the inspection, there was a field trip to a local park to look at ways that animals adapt to live in different habitats. Teacher records give a clear indication that most pupils make satisfactory progress over time and this was confirmed by the examination of their work. During the very small sample of lessons observed during the inspection, learning was only just satisfactory. This was due to a combination of poor planning, unruly behaviour and the persistent and disruptive use of offensive language.
117. Teaching is satisfactory in the lessons observed. Both teachers of the subject are enthusiastic, have good subject expertise but they are both newly qualified. Both have great potential as teachers and were observed in other subjects when their teaching was good or very good. In one class observed, the teacher was determined to recap the previous work despite some poor behaviour, and to outline the science focus and lesson objectives. At the end, there was a summary which required pupils to answer three multiple-choice questions. Teaching in this lesson was good but persistently disruptive behaviour had a negative impact on the pupils' learning. The field trip began well with very good safety procedures and some good discussion en-route to the park. Planning for this lesson was sketchy, there being insufficient stress given to what the pupils were going to achieve. There was an absence of books to help identify a range of waterfowl and no containers for those who were eager to collect samples from around the trees and shrubs and, consequently behaviour deteriorated.
118. The current scheme of work is being updated to fully meet the demands of the National Curriculum. Last term, pupils learned about electrical circuits and conductors and keeping healthy. This term and next, teeth and eating; rocks and soils; moving and growing; solids, liquids and gases will be covered.

## **ART AND DESIGN**

119. Pupils achieve very well in art. The school is full of examples of pupils' and famous artists' works of art attractively displayed. Some of the drawing and painting for the competition 'Blooming Britain' was excellent with one example of an iris being outstanding. Pupils know about the work of famous artists and considered pictures by

Van Gogh (sunflowers), Matisse (geraniums) and Monet (poppies) before commencing their own work for entry in a competition. There are pictures displayed in the residential area, many of which have been framed.

120. Teaching is very good and at times it is excellent. Planning is meticulous with all of the teaching and learning resources readily available. Excellent use is made of the works of the great masters which were used to introduce a topic. Pictures of flowers, such as Van Gogh's Sunflowers, have been copied and simplified by one of the special needs assistants to help the less able and less confident pupils involve themselves fully in the set tasks. Despite a range of paintings by famous artists being available as exemplars, the majority of the pupils elected to paint the chrysanthemums in a vase on the windowsill. Teachers encourage them to make large drawings and to use sweeping brushstrokes in their paintings. Teachers appraise the pupils' work very well and are excellent in drawing attention to such things as the petals of a chrysanthemum and how they are arranged on a bloom. They encourage pupils to look at the sky for indications of colour before applying background washes. There was not a hint of poor behaviour throughout this lesson where pupils were gainfully employed and interested in the activity.
121. The range of art experiences offered is very broad. However, the limited amount of funding currently available is likely to result in reducing the activities available and curtailing the excellent educational and therapeutic value of the learning experiences.

## **DESIGN AND TECHNOLOGY**

122. Achievement is good on the basis of both learning in lessons and progress over time seen in previous completed work. Teaching is good. The teacher has good, positive relationships with pupils and stresses safety aspects when cutting materials and the need to wear protective glasses when soldering. There are currently no rules for safety techniques displayed on walls within the design and technology room and this is a significant lack of guidance for pupils. There was evidence of good learning and the completion of a number of projects.
123. Prior to the appointment of the current temporary supply teacher, design and technology had not been taught at the school for at least nine months. This teacher is enthusiastic, is acting as temporary co-ordinator and has put together a scheme of work for a 12-week period based on the theme of electronics. He has successfully introduced pupils at all levels to electronic flow circuits. He has good ideas to develop other projects. The situation with regard to the staffing of the design and technology department means that the future provision of this subject is uncertain.

## **GEOGRAPHY**

124. This term the pupils are all following a local study of Newcastle with different, relevant work provided for each year group. Overall achievement is good but attainment is below national expectations. Pupils up to eleven years of age are investigating facilities in the area, including those for sport, leisure and shopping. Pupils between 11 and 14 are examining industry within the River Tyne area, depopulation and changes in services including dispersal of the local population linked to census information.
125. The quality of the teaching seen was good. There was clear evidence that pupils are learning about their locality and they participate well in speaking and listening. The teacher is enthusiastic and promotes learning within a positive classroom atmosphere. Her use of music by Vivaldi as a background to promote learning is very effective.

There is a developing awareness by the pupils of a responsibility for the environment including attitudes and behaviour in the community. The pupils were engaged in designing a poster to promote a better quality environment.

126. The co-ordinator is keen to develop cross-curricular links with other subjects to raise pupils' awareness. There is no current policy for geography and the scheme of work is being re-written.

## **HISTORY**

127. It is not possible to make a reliable judgement about teaching. History was studied during the last term and the groups followed appropriate programmes in relation to their age and ability levels linked to a common theme. The overall theme was local history. Overall achievement is good but attainment remains below national expectations.
128. Pupils up to eleven years of age examined the school buildings including old photographs and plans of the house. Good use was made of resources from the local library. Another group looked for clues about the age and architecture of the building and this was enhanced by a visit to Kenton Hall. One group looked at the apple wood, a feature of the building, and completed some very good rubbings from around the impressive fireplace using wax crayons. Pupils aged between 11 and 14 looked at industry in Kenton, the old washhouses and why places in the area were called certain names such as the Quarry Pub. Perusal of their work showed clear evidence of good learning.
129. The co-ordinator is very keen to link historical events to current day life and to bring history alive for the pupils. Her good practice is giving a focus to the work and promoting cross-curricular involvement.

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

130. Pupils achieve well in relation to their needs and learning difficulties. Pupils use computers for a variety of purposes which is evident in the amount of use they have across the curriculum. In the small sample of information and communication technology lessons observed, pupils were able to use a mouse proficiently and to access and exit programs. Across the curriculum, there were good examples of computers being used in English, mathematics and science. It has been a difficult year at the Kenton Lodge site where there have been endless problems with the hardware in the computer suite. The reliability of machines has been a major problem which has impeded progress and limited the range of ICT experiences available to the pupils. During a lesson observed in the suite, two computers went down and the pupils concerned lost their day's work. The youngsters concerned were very philosophical about the breakdown and decided to start again. The school is doing everything possible to resolve the situation and has bought into the expertise available within the local education authority. Although the computers contained a great deal of pupils' work, it cannot be accessed for printing out due to a change of software. The work viewed on screen and in the folders supplied by the teachers supports the view that progress is at least good over time. Most of the group had selected and coloured their pictures and had begun to write their stories giving a clear indication of their competence in using the programs.
131. The quality of teaching is good. The excellent planning is a strength with clear and effective deployment of the special needs assistants. Activities during lessons are clearly tailored to the needs of individuals and these are fundamental to the good quality

of learning and understanding. All adults use praise frequently and the quiet insistence, which keeps pupils on task, improves levels of concentration and purposeful endeavour. This quiet, gentle approach ensured that one excitable pupil remained focused on his work because he was not being disturbed by extraneous events elsewhere in the classroom. Teachers circulated well around the six computer stations in use. There was clear feedback to each pupil at the end of the lesson and an indication of what they would need to do next time.

132. The setting up of the ICT suite and the hardware has been a major problem. The school have brought in specialists to resolve the situation under the terms of their guarantee but problems remain which are having an impact on the quality of learning and progress made by the pupils. At the present there is no course offered to improve pupils' keyboard skills when they are word processing.

### **MODERN FOREIGN LANGUAGES**

133. There is currently no teaching of a modern foreign language and, as such, the school is not meeting the statutory requirements of the National Curriculum for pupils aged 11 to 14.

### **MUSIC**

134. Achievement is unsatisfactory because the staff at this site do not provide enough opportunities for pupils to perform, compose and evaluate music. However, learning was good in the one lesson seen. Pupils are encouraged to create compositions from a given theme. In this lesson, pupils listened to a typical piece of Chinese music and were asked to compose, using two notes, a piece which might have similar sounds. Pupils used xylophones and chime boxes and produced good quality sounds with an eastern feel. Pupils recognise that the sound made by a xylophone can change with the pressure they apply to grip the hammer.
135. Teaching was good in the lesson seen with good, clear planning. The work set was challenging and interesting and pupils worked hard to complete the task. There was a very good evaluation at the end of the session when each pupil played his or her composition to the rest of the class. This was listened to carefully by the pupils who occasionally gave an oral critique of the rendition.
136. Very little music is played about the school. There were some missed opportunities at morning assemblies, although a hymn was sung.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSE)**

137. Overall provision for the pupils' personal, social and health education is very good and is a strong feature of the site. Although personal and social education is an established successful feature of the school day and evening activities, the development of PSE as a taught subject across the age groups is a relatively new project. The final lesson of the day is the primary focus for the delivery of the PSE programme. Unfortunately some teachers are not following the current module on bullying despite the fact that the headteacher is supporting the programme by focusing in the daily assembly on reading published stories and poetry produced by pupils on bullying. In addition, the final period is, on occasions, reduced to only 15 minutes by the problems associated with dispersal.
138. The PSE Programmes of Study reinforce and support the promotion of a caring

community. A key feature of the programmes offered at Trinity School is the close co-operation and teamwork between the co-ordinators at Kenton Lodge and Oakfield College. Both sites work to the same lesson plans and guidelines from age 11 to 16. The co-ordinators have produced module packs for each school term which include detailed lesson plans, suggestions and materials for activities. This is a good example of inter-site co-operation and serves as a good example of what may be achieved in other subjects. The current programme deals with bullying and the module offered is very good. Other modules include making choices, first impressions and equal people. The proposed topic for next term could involve looking at racism and may include ideas generated by the School Council at Oakfield College. The involvement of the pupils in contributing to modules of work linked to their interests is very positive.

139. In addition to the daily PSE sessions, programmes of PSE are also followed in activities and programmes on a Wednesday afternoon, and pupils in all years, in small groups, learn basic cooking skills which are used to develop self-esteem and awareness of nutritional and healthy alternatives to fast food. The 'From Garden to Table' project is a very good example of cross-curricular planning, linking numeracy, social skills, information and communication technology, science, food technology, literacy and art. These activities link with evening projects when pupils have the opportunity to cook in the residential flats. On occasions, the cookery classes are offered as a reward for effort or as a therapeutic session, and pupils are withdrawn from literacy and/or numeracy lessons. This practice is currently successful as a form of motivation and support for pupils.
140. Teaching seen during the inspection ranged from excellent to unsatisfactory and is judged to be good overall. Aspects of very good teaching included high expectations of behaviour and performance of tasks. Teachers encourage pupils to follow instructions carefully. This was clearly evident in a lesson on bullying with the younger pupils. The pupils were aware of and complied with the agreed rules for speaking and listening to others and this resulted in positive learning to take place in terms of both acquiring new knowledge and exploring feelings and opinions. The teacher was able to build upon their ideas and anxieties in a positive manner. The teacher asked if anyone thought they had been bullied today. One pupil said he had but he had spoken to the teacher who had sorted it out.
141. A feature of the best lessons is excellent prior planning and preparation of materials. During a lesson on making a story, the enthusiasm of the teacher was excellent. The teacher brought in clothes for the pupils to dress up in and this was highly motivating. The pupils were actively involved, encouraging and helping others. There is clear evidence of the development of personal and social learning. The teacher cajoled and encouraged pupils to become active participants, which they did. One pupil remarked, 'It was really fantastic, I never did anything like that in my old school'. When teaching is less effective, the lack of effective implementation of ground rules results in attitudes and behaviour which detract from learning. In addition, the teachers fail to motivate the pupils to want to participate. One pupil asked, 'Why aren't we getting free time which we used to', to which the teacher replied, 'We need to do this work'. In a lesson when a group went on a visit, there was a lack of structure and purpose which resulted in poor and unruly behaviour.
142. The enthusiastic co-ordinator is well qualified to teach the PSE courses and provides good leadership. She has recently attended a drugs awareness course organised by a neighbouring authority based on 'The Right Approach' materials. Above all, the co-ordinator is keen to develop courses based on good practice and to promote learning in real life situations. The co-ordination work is very good but the lack of consistency

shown by staff in following and developing the modules detracts from the work of the team. The new policies introduced reflect closely the excellent overall policy for PSE within the school. The co-ordinator has produced a scheme of work with detailed lesson plans. It is already apparent that the practical nature of the course linked to very good teaching is resulting in improved learning of practical skills and achievement.

## **PHYSICAL EDUCATION**

143. Pupils' achievements in physical education overall are satisfactory. By the age of 14, pupils make satisfactory progress. The range of activities offered during the lunch time session and through the extended day result in pupils gaining from opportunities to develop their physical skills and self-esteem. The options available, together with the quality of teaching and support, result in pupils making satisfactory progress when compared with attainment levels in schools of a similar type. At the present time, pupil performance is not measured in terms of national or regional accreditation which results in insufficient evidence being available to judge whether pupils are performing in line with national expectations.
144. A major factor contributing to the lack of external accreditation linked to pupil progress has been the long-term absence of the physical education co-ordinator. A recently appointed temporary supply teacher has taken on the responsibility of subject co-ordination and is aware of the limitations in terms of the programme offered and external accreditation. He is keen to introduce and develop accreditation at all levels.
145. All pupils are currently learning a range of physical activities which include individual and team sports. The temporary teacher has put together a programme for a 12-week period which is enabling pupils at all age levels to experience a good range of learning opportunities. The extended day leisure options significantly broaden the programme available. The areas of activity are invasion games including football, cricket, hockey and kick cricket. Net and wall games include badminton, handball and bowling. Outdoor and adventurous activities include cycling, canoeing and orienteering. Gymnastics, dance, swimming and use of the nearby leisure centre are also key elements in the programme. Pupils in the youngest class participate in trampolining at the local leisure centre every week. This particular activity has successfully developed the pupils' co-ordination, balance and self-esteem and contributed to the consolidation of their numeracy skills through counting the sequence of bounces. This is a good example of cross-curricular activity and accreditation of individual progress through certification awarded by the leisure centre staff.
146. The quality of teaching overall is good. The teachers make pupils aware of the reasons for warm-up and cool-down routines. The pace of lessons is good with appropriate challenges to improve skills and confidence and a variety of tasks to keep the pupils involved. The enthusiasm of the teacher is a key factor in motivating the pupils to participate and results in good progress in skills, perseverance, and personal development. During a warm-up, the teacher positively encouraged the pupils in the running and stretching sessions and they were keen to try out his demonstrations. When pupils did not respond positively, the teacher established a non-threatening attitude and emphasised his expectations in terms of involvement and behaviour. The skill levels expected are appropriate both to challenge individuals and develop the self-esteem of the less able. However, techniques of good performance are not always emphasised which detracts from the teaching and raising of skill levels. There is evidence of good and sensitive coaching of pupils at all ages to encourage them to improve their performance, and evidence of progress by pupils in terms of developing skills and self-confidence. Pupils did not change into kit for physical education lessons.



A feature of the coaching by staff during the extended day is the good relationships built on humour and positive encouragement of all pupils. This is particularly evident in the break and lunch period cricket sessions which help to develop hand-eye co-ordination, throwing skills, self-esteem and social interaction.

147. Physical education is an important area of the provision at Kenton Lodge. The options offered make a positive contribution to the pupils' personal development. Pupils of all ages and abilities are encouraged to participate in a positive learning environment. The uncertainty with regard to staffing and the lack of external accreditation has resulted in only satisfactory progress overall.
148. Facilities on site are limited. The sports hall is small and there is no grassed area on site. There is no area or multi-gym to develop personal fitness. The loss of the school minibus severely restricted activities in swimming and canoeing last term. The school provides opportunities for team games in football and pupils participate in the Wanderers league with other special schools in the area. Resources for activities such as mountain bike riding and canoeing are good. Pupils use the Town Moor for orienteering and mountain bike riding, and the local leisure centre for a range of activities which broaden the range of options.
149. The temporary co-ordinator for physical education is very enthusiastic and keen to take the department forward. He has given direction to the programme offered within school time. He is liaising well with staff on the other two sites to promote shared use of activities. He is aware of the current lack of record keeping to link activities to National Curriculum guidelines and assessment strategies linked to external accreditation. The management team is aware of the urgent need to resolve the uncertainty with regard to the staffing of the physical education department.

## **RELIGIOUS EDUCATION**

150. There is no timetabled religious education taught at the Kenton Lodge site. The school is therefore not meeting statutory requirements for this subject. There is no current policy but the co-ordinator is developing a proposal policy and scheme of work. Direction with regard to developing a scheme of work relevant to the pupils' needs and linking with the work of mainstream schools and the advisory team is not in place.

## **DENEVIEW**

### **ENGLISH**

151. Achievement in English is satisfactory at both 14 and 16 years of age. In the lessons observed, it was satisfactory in all year groups for those pupils who attended. The school has only just begun to develop structures, such as detailed long-term planning, which promote and monitor pupils' progress over time. The examination of pupils' work and teachers' records confirms that these structures and processes are at an early stage of development. This is because the school has only been in existence for four school terms and has experienced the disruption of a change of building and senior management in that short period of time.
152. Pupils enter the school at different ages and with a wide range of differing educational experiences. Many lack confidence in literacy skills and find settling to work and concentrating difficult. These difficulties are beginning to be addressed by an effective approach to teaching, which is sensitive to the needs of the individual pupils and places the management of behaviour as a priority.



153. Pupils up to 14 years of age learn to use vocabulary associated with a topic on vampires and werewolves. Pupils 'brainstorm' appropriate words to use in completing a passage and contribute more confidently as the lesson proceeds. With individual support, pupils write in the words they have chosen. Pupils between 14 and 16 learn about the production of a local newspaper following a visit to its facilities. They identify content and features and know the roles different people have in the production of a newspaper. Year 10 and 11 pupils study poetry. They listen to the teacher's lively reading of some modern work and then use their skills in rhyming words to create their own poems. One pupil supported by the teacher produced two poems. Other pupils listen and reflect on a story about a fight between two boys. The story content is well chosen and pupils are able to contribute to the discussion with insight and understanding. However, speaking and listening skills are not well developed and pupils do not always listen to one another before contributing their own views.
154. Pupils across the school receive support to develop skills in reading. No elements of the National Literacy Strategy have been included in lessons but pupils receive individual support from both teachers and support staff. Texts appropriate to the pupils' abilities and needs are chosen from a small stock of books and staff are sensitive to pupils' lack of confidence and ensure that reading sessions take place in a suitable situation.
155. Writing is a weakness and reflects the varying experiences pupils have had before attending the school. Much work is undertaken using worksheets and many pupils need considerable support and encouragement to record answers. There are insufficient opportunities for pupils to record work using information and communication technology. The early developmental stage of the curriculum results in a limited range of opportunities to develop literacy in other subjects. However, teachers are currently beginning to use the wide range of outdoor activities to promote literacy by encouraging pupils to read and write about their experiences.
156. Teaching is satisfactory. Teachers have a good understanding of the needs of individual pupils and work hard to ensure that lessons are relevant to them. Teachers show increasing skill in managing different pupils' needs which gives all pupils the opportunity to participate and learn. Planning for individual lessons is satisfactory in terms of content and structure but is sometimes limited by lesson objectives that are not sufficiently clear to enable staff to evaluate effectively what has been learnt and, therefore, identify what needs to be done next. Pupils are given insufficient opportunity to reflect on their own learning at the end of a lesson and work is not clearly related to individual education plans.
157. Teachers work hard to support pupils' self-esteem. Support staff give sensitive and effective support and relationships in the classroom are good. Generally, systems which reward pupils for good behaviour and attitudes in lessons are used well but occasionally these systems are used inconsistently and inadvertently reward negative behaviour and attitude. Lessons sometimes lack challenge and interest. For instance, pupils aged between 11 and 14 working on an exercise to insert missing words into a passage had only a photocopied sheet. Opportunities to further develop speaking and listening skills by, for instance, establishing rules for discussions are missed. No consideration has yet been given to the introduction of elements of the National Literacy Strategy to improve the literacy skills, particularly of pupils between 11 and 14.
158. Management and co-ordination of English is at a very early stage of development. One member of staff undertakes much of the teaching but has only been in post for one term. As a result of staff changes, no co-ordinator role has yet been established. Assessment is at an early stage of development and the school uses the materials of

the accredited course programme to track pupils' progress. Plans are in place to begin to record coverage of the National Curriculum Programmes of Study using a commercial system. The school has undertaken some baseline testing using reading tests. Resources for the subject are limited. There is a range of commercial material suitable for the age and needs of pupils but the number and range of books is limited and the school has no library. At present there is no monitoring of the subject except through informal methods but the new headteacher and deputy are currently developing plans to implement this.

## **MATHEMATICS**

159. There is very limited evidence of pupils' work in mathematics to measure achievement over time on this very recently established school site. However, the pupils who attend make satisfactory progress in lessons. There are very high rates of absence and pupils have missed much work in the past.
160. The pupils attending Deneview present very challenging behaviour and lack motivation to learn mathematics. Teachers have developed very good relationships with pupils, placing a high priority on promoting good behaviour and a positive attitude to lessons. Consequently, pupils make good progress in applying themselves to tasks in lessons, taking account of their previous lack of interest. Pupils make satisfactory progress learning and consolidating numeracy skills during lessons. A consequence of the emphasis upon promoting better attitudes is the limited level of challenge in the work that teachers plan to overcome pupils' reluctance for the subject. Teaching is satisfactory throughout the school, with some good teaching evident.
161. Pupils up to the age of 14 consolidate their understanding of numbers and other aspects of mathematics, making satisfactory progress through the completion of worksheets with staff support. They use co-ordinates to describe the position of windows in a drawing of a block of flats. Most pupils are overcoming their reluctance to work in the classroom and improving concentration and this represents good progress in relation to their previous lack of engagement with the tasks. Although there is limited deployment of resources, the pupils begin to identify the symmetry of car badges in photocopied worksheets. Pupils are delighted to point out to staff the line of symmetry in a VW car badge. They begin to use the term 'symmetry' because the teacher consistently repeats the word, drawing attention to the spelling.
162. Pupils between 14 and 16 complete similar work on co-ordinates, locating the position of passengers in a picture of an aircraft, through numbering the seats. They consolidate learning of co-ordinates in a subsequent task to locate places on a map of Newcastle although one pupil uses local knowledge to great effect and does not need to use co-ordinates to answer some of the questions. They complete worksheets to provide practice in reinforcing knowledge of money. Higher attaining pupils consolidate skills of counting hundreds of pounds and pence and lower attaining pupils add coins and notes displayed in drawings. Although tasks are not demanding, they help to promote a positive working atmosphere in lessons to encourage pupils to improve their application to tasks. Support staff play a very strong role in lessons to provide support for pupils of differing attainment as they follow the same collection of worksheets. This support is particularly effective in ensuring the class continues to work when the teacher leaves the room to deal with incidents of pupil misbehaviour.
163. The strategies to promote good behaviour through the points system for each lesson make a good contribution to encouraging better behaviour. Pupils' attendance in lessons is variable and this makes it difficult for teachers to plan work for the class that

builds on prior learning. The school devotes a large proportion of the time available to promoting pupils' personal development through lessons in personal and social education. However, these lessons do not fully exploit the opportunities to promote numeracy, such as measuring in life skills lessons.

164. The school has faced many changes recently, including losing the co-ordinator for mathematics. The plans to introduce the National Numeracy Strategy are on hold. Teachers have not implemented the very new systems for measuring pupils' progress. Mathematics teachers have established a satisfactory range of tasks for pupils to learn. However, the school acknowledges the need to provide more systematic planning to promote higher standards in pupils' numeracy and to raise staff expertise.

## **SCIENCE**

165. Pupils are not currently studying science as a discrete subject. The school has no science specialist and science does not appear on the current timetable. Senior staff state that aspects of the science curriculum are covered by activities in other areas of the curriculum such as design and technology, food studies and the accreditation programme. There was insufficient evidence during the week of the inspection to make a judgement on this provision.

## **ART AND DESIGN**

166. There is limited provision of art, with insufficient evidence to judge the quality of teaching or pupils' achievement. In the one lesson available for observation, pupils' behaviour was inappropriate and they made little progress. The amount of pupils' collected work is too little to judge progress and achievement. The school has recently moved to a new site and there is limited display of art, including the work of famous artists. There is insufficient display of the art of different cultures to contribute significantly to promoting pupils' progress and spiritual and cultural development. Art does not provide a suitably broad course of study for pupils up to the age of 14.

## **DESIGN AND TECHNOLOGY**

167. Pupils' achievement in design and technology is good or better between 11 and 14 years of age. No lessons were observed involving pupils between 14 and 16. The school has no specialist facilities for working with resistant materials in design and technology but does have a well-equipped room for food technology. Teaching takes place for some pupils in the science laboratory and some pupils have the opportunity to use the specialist facilities at Oakfield College. Lessons are taught by staff from Deneview and by staff visiting from Kenton Lodge. Longer-term planning is at an early stage of development and no recording system for tracking pupils' progress is in place. Some pupils have little background knowledge in the subject because of their previous educational experiences and the school currently focuses on developing an interest and enthusiasm for design and technology on which to base further learning.
168. Pupils between 11 and 14 have begun to make a badge in the shape of a clown's face, which has a flashing nose and eyes that light up. They have learned how to join wires to a copper strip using a soldering iron so that a battery can be used to power the circuit. They discuss how electricity flows around the circuit and discover what happens if the connections are not correctly made. Pupils receive effective support and use the equipment confidently and with care. Pupils make bread in the food technology room. They enjoy making and kneading the dough but are not encouraged to weigh and measure their own ingredients. Opportunities to deepen pupils' scientific knowledge are

missed. Pupils know that yeast makes the bread rise but there is no discussion about why this happens. Pupils between 14 and 16 use the specialist facility at Oakfield College to make a chequer board using different woods. Pupils mark, cut, join and assemble and have opportunities to discuss with staff ways of improving the product. Due to absences, only one pupil did this during the week of the inspection.

169. Pupils do not design their own items to make but are involved in lessons in discussing the appropriateness of materials and the success of what they have made. Lack of confidence in literacy skills makes recording what they have done difficult for many pupils but good use has been made of information and communication technology by recording steps pictorially using a digital camera. Pupils have then been supported in writing captions to accompany the pictures.
170. Teaching is good. It was at least satisfactory in all lessons observed and in most cases it was good. Where teachers have good subject knowledge, they provide opportunities for pupils to become increasingly independent and use other areas of the curriculum to support the work they do. For instance, a pupil measuring angles for a joint discussed with the teacher how many degrees there were in a right angle and how many half of that would be. Pupils are well managed with well-chosen activities that ensure success and which help pupils stay interested in what they are doing. Support staff are sensitive in the support they provide for pupils.
171. The subject is only just beginning to develop and no subject co-ordinator has yet been appointed. Planning is not yet sufficiently detailed to ensure that pupils build on what they have previously learned. Recording systems are not yet in place and the subject requirements are not co-ordinated across food technology and work with resistant materials.

## **GEOGRAPHY**

172. Pupils are not currently studying geography as a discrete subject and it does not appear on the current timetable. Earlier in the academic year, pupils in Year 8 undertook a project on weather and climate. Scrutiny of work shows they looked at temperatures in a number of different countries and recorded this information on a map of the world. There was insufficient evidence during the inspection to make judgements on standards, teaching and learning.

## **HISTORY**

173. There is too little evidence to judge pupils' achievement, progress and the quality of teaching. The subject does not meet statutory requirements for pupils up to the age of 14.

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

174. There is limited evidence to judge pupils' achievement at this newly established site. Pupils' progress in lessons varies significantly according to their behaviour and attitudes, but is satisfactory overall throughout the site. Progress is occasionally very good when pupils are very interested in the tasks and concentrate on what they are doing. Progress is occasionally unsatisfactory when pupils misbehave.

175. The quality of teaching is good overall in lessons taken by the subject specialist. All pupils are following a topic to produce a site magazine. Pupils up to the age of 14 decide their contribution to the magazine through strong staff guidance and encouragement. They work individually, designing the magazine cover, puzzles and poems. Pupils begin to draft a poem of their choice using a word processor. They make satisfactory progress, working with a degree of independence and choosing the print and size of letters for effect. One pupil is reluctant to make a 'word-search' game because of his spelling difficulties. However, the teacher and support staff intervene well to provide 'Scrabble' letters for each word. This allows the pupil to scramble the letters confidently and concentrate on the main task to enter the puzzle on to the screen. Other pupils overcome their reluctance to follow the instructions through persistent staff encouragement. Consequently, they begin to enjoy the opportunity to use drawing programs to create a 'spooky' picture for the front cover and spot-the-difference pictures. Staff sustain pupils' interest through constant vigilance and demonstrating a wider range of techniques such as changing colours and adding headings. Records show that there are occasional disruptions to lessons. These reduce opportunities for pupils to make better progress. During the inspection week, one class missed most of their lesson because they misbehaved after a previous lesson, leaving insufficient time to make progress when they eventually arrived in the computer room.
176. The attendance of pupils between 14 and 16 is poor and they lack motivation to learn to use computers. However, pupils who attend make satisfactory progress in their attitudes and learning. In one lesson, they made very good progress following a task that provided a very good match of interest and challenge. This lesson was an exemplification of very good practice. The teacher displayed excellent examples of caricatures of photographs for the site magazine. As pupils entered the room, the display captured their attention. Pupils became highly motivated to create their own pictures and staff quickly showed them how to use the digital camera, demonstrating the techniques to make an altered photograph. They were so attentive they could complete most of the tasks after the first demonstration, showing good personal development by helping each other. The teacher was vigilant to support pupils with their personal needs, for instance to ensure that all pupils had eaten breakfast. This ensured that pupils were more able to concentrate on their work and make good progress.
177. There are some good examples in English where pupils use their skills in word processing to correct their handwriting and print for display. However overall, teachers do not plan sufficiently to use ICT to promote learning in their subject. Some teachers lack expertise and this reduces pupils' progress. For instance, in one lesson to design a folder to hold pupils' food technology work, the teacher was not fully conversant with the equipment to enable pupils to make sufficient progress.

## **MODERN FOREIGN LANGUAGES**

178. The school does not make provision for a modern foreign language. It therefore does not meet statutory requirements.

## **MUSIC**

179. There is no provision for music on the timetable. The only music evident during the week was in assembly. A support assistant sang a local song, accompanying herself on the guitar, joined by most of the pupils. However, there was no other evidence of systematic promotion of learning in music. The subject does not meet statutory requirements. There is insufficient evidence during the inspection to make a judgement

on standards, teaching and learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSE)**

180. Staff at Deneview have placed considerable emphasis on personal and social development from the day the school opened. Pupils attending the school are known to have had a range of educational experiences many of which have not been positive. Attendance has been a difficulty for some pupils and consequently, their education has been interrupted. The school has sought to provide positive opportunities for these pupils in the provision of a range of challenging and interesting activities, many of which take place in the wider community.
181. Pupils' progress in personal and social education is good overall and is enhanced by the range of opportunities pupils have on a day-to-day basis. Pupils' personal development permeates every aspect of the school. The opportunities range from the daily target setting process for each pupil to the range of community and sporting activities on offer. In lessons, pupils reflect on their own behaviour and attitudes and evaluate their performance against the targets set in the discussions they have had with their form tutors at the beginning of the day. Pupils meet as a group with staff twice each day and all have the opportunity to express opinions and share information. Regular special assemblies are held where pupils' achievements are recognised and celebrated by the whole school. Health education is taught as part of the programme and further opportunities are available for pupils to discuss particular issues privately with the school nurse if they wish. There is good provision for careers education for pupils over 14. All pupils have work experience placements arranged by a member of staff based on another school site. The nationally recognised course materials make a significant contribution to the school's programme of work and all pupils are able to gain accreditation at an appropriate level.
182. Between 11 and 14 years of age, pupils make good progress. They participate in a conservation activity at a nearby beauty spot, clearing a grotto under the direction of a conservation leader. Both the leader and volunteer workers provide good role models for pupils. Pupils show increasing concentration on the tasks but make slower progress in their ability to behave appropriately in this situation. In health education, these pupils are learning about personal hygiene products. They show an interest and understanding of which products meet hygiene needs and which are purely cosmetic. Pupils are keen to participate in the lesson and make well thought out contributions. Other pupils learn to work together playing a card game in teams. The pupils concentrate on what they are doing because the lesson is interesting and the teacher is enthusiastic. Pupils between 11 and 14 work towards a local award scheme and have regular opportunities to participate in craft activities. Adults provide good role models in their relationships with one another and with pupils. Whilst pupils benefit from the opportunity to discuss a range of issues in a relaxed setting, planning for this activity is in outline only and learning objectives for individual pupils are not always clear. Some activities lack sufficient challenge particularly for more able pupils.
183. From the age of 14, pupils also set and discuss daily personal targets with their tutor. They are realistic about what they have done and discuss the coming day in a mature manner. The day begins with an opportunity to share tea and toast with their tutor and members of their group. This provides a good opportunity to develop social skills and the pupils make tea and toast for one another. In careers lessons, they discuss health and safety issues relating to various jobs and demonstrate considerable knowledge and understanding of the dangers of occupations such as working with animals or in



coal and lead mines. Pupils participate in off-site activities such as golf, where they develop skills in the game on the public driving range. Pupils are renovating a mobile classroom which will be used by the school for leisure activities. Pupils contribute ideas and work for short periods but cannot sustain concentration for very long.

184. Teaching is good overall and ranges from very good to satisfactory. In the very good lessons, work is well planned and pupils make good progress. For instance, when pupils were discussing personal hygiene, activities were well matched to the needs of the pupils and resources were thoughtfully presented. In a careers lesson with 14- to 16-year-old pupils, the teacher had a good understanding of the subject and related this to the needs of the individual pupils. Off-site and other activities comprise a significant proportion of the timetable and not all activities have clear planning and individual learning objectives beyond participation and thus, pupils' gains in these activities are variable. Activities are not clearly related to the National Curriculum. There is no subject co-ordinator identified but all teachers take responsibility for areas such as daily target setting. The assessment of pupils' progress lacks coherence and this is further highlighted by pupils' inconsistent attendance at some activities.

## **PHYSICAL EDUCATION**

185. Achievement is good throughout the school. The quality of teaching is good. Strengths of the provision for physical education are the teachers' high expectations and effective promotion of personal and social development in lessons and other activities.
186. Pupils aged up to 14 make good progress. They understand the basic rules of cricket and begin to co-operate with each other through playing small team games with staff. They make better progress in playing the game than evaluating their performance and that of others. Pupils make good progress using the good fitness facilities on site. All pupils do not attend the lesson but those who do maintain considerable physical effort for a sustained period. They make good progress learning how to warm-up safely and relax after their exercises through effective demonstration.
187. Pupils aged between 14 and 16 make very good progress during training sessions to improve their fitness. Very strong participation by the teacher and support assistant ensures that pupils receive very good guidance and encouragement. These sessions make the best contribution to promoting pupils' knowledge of their own performance. Pupils know their previous scores for tasks such as cycling and follow instructions well to measure and build upon this performance. The lessons promote good progress in developing independent learning. There are also very good examples where pupils help each other, cheering to encourage each other to maintain their effort to increase scores.
188. The allocation of lesson time to physical activities is generous. Pupils participate in a significant range of physical and leisure pursuits using an impressive range of facilities in the wider community. These include opportunities to play golf, swim and use sports halls to take part in a range of games activities such as using a trampoline under specialist instruction. Pupils aged up to 14 receive the reward of a visit to use an assault course for helping with local conservation work. They have good opportunities to experience outdoor adventurous activities. Some pupils choose to learn to paddle canoes as part of the 'Lord Mayor's Challenge'. They make very good progress in learning how to handle a special large canoe in a marina, through very effective instruction. There are more adults supporting than pupils taking part and the effective role models the adults provide promote very good progress in personal development. Pupils share the group effort well to propel the craft against the wind.
189. The school arranges several activities to provide pupils with opportunities to experience walking and cycling in the countryside. Pupils say how they feel about nature and

express amazement at the quietness of the countryside on camping trips. Teachers take the opportunity to enhance pupils' learning by encouraging them to write about their experiences and to complete the account using word processors for display. Most pupils follow up their interest in physical activities during spare moments at break and lunchtimes. Pupils engage in individual practice or competition in tennis and table tennis. They participate well in football games with staff.

## **RELIGIOUS EDUCATION**

190. There is insufficient evidence of the provision for religious education to make a judgement about standards, teaching and learning. The subject does not meet statutory requirements.