

INSPECTION REPORT

EGERTON HIGH SCHOOL

Urmston

LEA area: Trafford

Unique reference number: 131885

Head teacher: Mr I Wright

Reporting inspector: Mr M H Whitaker
1424

Dates of inspection: 21 - 24 May 2001

Inspection number: 230095

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 - 16
Gender of pupils:	Mixed
School address:	Kingsway Park Urmston Manchester
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor M Harney

INFORMATION ABOUT THE INSPECTION TEAM

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1424	Mr M Whitaker	Registered inspector	Information and communication technology	What sort of school is it?
			Equal opportunities	The schools results and pupils achievements.
			Special educational needs	How well are pupils or students taught?
			Science	How well is the school led and managed?
				What should the school do to improve further?
31718	Mrs D Shields	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils or students?
				How well does the school work in partnership with parents?
22466	Mrs D Pearson	Team inspector	English	
			Art and design	
			Design and technology	
			English as an additional language	
			Modern foreign languages	
10760	Mrs P Clark	Team inspector	Mathematics	
			Music	
			Religious education	
			The foundation stage	
21666	Mr A Marjerison		Science (Support)	How good are the curricular and other opportunities offered to the school?
			Geography	
			History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Egerton High School is a special school for boys and girls aged between 7 and 16 years. All pupils have statements of special educational needs identifying emotional and behavioural difficulties, many have associated learning problems and some have specific or moderate learning difficulties. When they enter the school the attainment of all pupils is below that expected nationally for their age. This is either the result of their learning difficulties or the effects of missed schooling because of their behavioural problems. They enter the school at different ages. There are currently 52 pupils on the roll of the school although this includes seven who attend on a part-time basis because they are being phased in and others in Key Stage 4 who receive part of their education elsewhere, for example in local colleges. There are only three girls on the roll and three pupils from ethnic minority groups. Most pupils come from the Trafford local education authority area and most are from the most socially deprived areas. Four pupils are looked after by the local authority.

HOW GOOD THE SCHOOL IS

After a difficult start during its first term the school is now effective. Pupils achieve satisfactory standards compared with their previous attainment in relation to both their academic work and their behaviour. Evidence during the inspection shows that the rate of progress of pupils is improving. This is the result of predominantly good teaching and very good leadership and management from the head teacher. The costs are relatively low and the school provides satisfactory value for money.

What the school does well

- Provides a very good curriculum in Key Stage 4. Careers and vocational education are excellent and links with other schools and with colleges are very good.
- Provides a very effective personal, social and health education programme.
- Procedures for child protection, pupils' welfare and monitoring and promoting good behaviour and reducing oppressive behaviour are very good.
- Identifies the right areas for improvement and is well placed to develop further.
- Is very well led and managed by the head teacher resulting in good teaching and more effective management of pupils' behaviour.

What could be improved

- Monitoring and supporting the progress of pupils in the subjects of the curriculum.
- Using information about the progress of pupils more effectively in planning lessons.
- The role of subject co-ordinators in monitoring the standards being achieved and the impact of teaching on learning.
- The role of governors in monitoring standards.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of this new school. Very good progress has been made since it opened in September 2000. Standards are now higher, behaviour is better and the curriculum is good. This is because of very good leadership and management resulting in good teaching and a more consistent approach to the management of behaviour. Attendance has improved and an excellent careers and vocational education programme has been developed. This contributes significantly to a particularly relevant curriculum in Key Stage 4.

STANDARDS

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

Progress in:	by age 11	by age 16	Key	
speaking and listening	B	C	very good	A
reading	B	C	good	B
writing	B	C	satisfactory	C
mathematics	B	C	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	C	C		

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

Pupils in Key Stage 2 make good progress and achieve well in most subjects when compared with their attainment when they enter the school. This is the result of good and often very good teaching. In Key Stages 3 and 4 progress and achievement is at least satisfactory and often good. In English and mathematics progress in Key Stage 2 is good whilst in Key Stages 3 and 4 it is satisfactory. Progress in personal social and health education is good throughout the school. In the other subjects, progress in science, physical education and religious education is good. In art and design, design and technology and geography it is satisfactory throughout the school whilst in history and music it is satisfactory in Key Stage 3. These subjects are not taught in Key Stage 4. Progress in literacy and numeracy is good in Key Stage 2 and satisfactory in Key Stages 3 and 4.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have satisfactory attitudes to school. This is improving as a result of better teaching and a more relevant curriculum.
Behaviour, in and out of classrooms	Satisfactory. Many pupils are now behaving well and all are showing a marked improvement on their previous behaviour.
Personal development and relationships	Pupils show good initiative and take responsibilities when given the opportunity. Relationships are satisfactory overall but pupils are increasingly developing good relationships with adults.
Attendance	Attendance is good when compared with similar schools.

After a difficult start pupils are developing much more positive attitudes to school. Behaviour has improved as a result of better teaching and a more consistent approach to managing pupils' behaviour. Relationships are much improved since the school opened.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school: during the inspection 61 lessons were observed. Teaching was satisfactory or better in 97 per cent of lessons; three per cent was excellent, 16 per cent was very good, 44 per cent was good, 33 per cent was satisfactory and three per cent was unsatisfactory. As a result of the good teaching effective learning takes place and the standards achieved are at least satisfactory and sometimes good. Teaching in Key Stage 2 is a particular strength and this leads to good progress for all pupils in most subjects. The management of pupil's behaviour and the range of teaching methods are a strength in the teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall. It is very good in Key Stage 4 where careers and vocational education are excellent. Personal, social and health education is very good.
Provision for pupils with English as an additional language	There are no pupils' for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and cultural education is satisfactory. It is good for social and moral development.
How well the school cares for its pupils	Procedures for child protection and pupils welfare are very good. Procedures for monitoring and supporting personal development are good but those for academic progress are unsatisfactory.

The curriculum in Key Stage 4 is a particular strength because courses and vocational education are excellent. Assessment is not yet sufficiently developed to satisfactorily monitor the progress made by pupils in their academic development although those for monitoring personnel are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership and management. Roles and responsibilities of senior staff are clear and they are beginning to be an effective team.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its statutory responsibilities and is developing its role in the overall strategic management of the school.
The school's evaluation of its performance	Satisfactory. The head teacher and senior staff are monitoring the standards achieved and the impact of teaching on them. Appropriate priorities for improvement have been identified and effective action is being taken to raise standards and the quality of education provided. Subject co-ordinators do not yet monitor standards or the quality of teaching in their area of responsibility in a consistent way.
The strategic use of resources	Resources are effectively used to support learning. Care is taken to use staff, particularly support staff, effectively. Grants are used efficiently.

Staffing levels are good, although the school lacks expertise in modern foreign languages. The accommodation is very good and resources are good. The school is beginning to apply the principles of best value. Satisfactory value for money is provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching • The information they receive and the links with them • The approachability of the school • The schools' expectations of what pupils can achieve • The leadership and management 	<ul style="list-style-type: none"> • Behaviour • Homework

The inspection team agree with the positive views of the parents. They found behaviour to be satisfactory and improving. The amount of homework provided is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Pupils' attainment is below nationally expected levels in most subjects at the end of all key stages. This is either because of learning difficulties in addition to their emotional and behavioural difficulties and because of the effect of missed schooling because of their behavioural problems. It is not appropriate to compare the schools' results with other schools at the end of each key stage, although some individual pupils do achieve at nationally expected levels in some subjects such as physical education.

2 Despite relatively low levels of attainment the vast majority of pupils achieve at least satisfactory standards when compared with their attainment when entering the school and this is improving. There is no significant difference in the progress made by boys and girls or pupils from minority ethnic groups. Progress in many cases in Key Stage 2 is good and it is at least satisfactory in Key Stages 3 and 4. Guidance for inspection shows that the rate of progress is improving as the effect of strong leadership and management, good teaching and an insistence on high standards of behaviour and work, begin to impact.

3 Although attainment in English is below national standards achievement is satisfactory in relation to prior attainment. By the time they are 11 pupils make good progress in lessons and over time. Pupils make satisfactory progress by the time they are 16. There has been significant improvement in learning within lessons since the last local educational authority review due to the supportive management of behaviour and the more challenging approach to teaching and the curriculum content. IEP's with achievable targets for English, are used well by the co-ordinator: this requires a higher profile throughout the school in order that all teachers are aware of pupil levels and ability in order to encourage Literacy.

4 In Key Stage 2, pupils make good progress in all aspects of English, whilst in Key Stages 3 and 4 progress is satisfactory in all areas. This is a result of the quality of teaching and the attitudes and behaviour of pupils.

5 Overall pupils' achievements in mathematics are satisfactory and good in Years 5 and 6. Pupils starting at Egerton School have a wide range of abilities and mathematical knowledge but almost all have a lack of confidence in using their mathematical skills or working independently. The good progress in Years 5 and 6, therefore, is due to the staff providing a secure environment, good teaching and a relevant mathematics curriculum. In Key Stages 3 and 4, although progress over time is satisfactory, progress seen in lessons is usually good which indicates that pupils' achievements are improving. This is because of good behaviour management strategies, the appointment of a new co-ordinator with a clear sense of direction, the gradual implementation of the National Numeracy Strategy and the introduction of external accreditation schemes which provide incentives for pupils at the upper end of the school.

6 Standards in science are below national expectations throughout the school, but pupils achieve well developing their understanding and knowledge of the different science topics they study. However, there are insufficient opportunities for pupils to take part in investigations or experimental science activities so that they do not learn these skills well enough and progress is restricted.

7 Since the local education authority inspection, the appointment of a subject specialist to teach the older pupils and to manage the subject has had a significant impact upon the curriculum and quality of teaching which is beginning to have an impact upon standards.

8 In the other subjects of the curriculum, pupils of all ages achieve well and make good progress in religious education because the quality of teaching is good and a particularly relevant curriculum is taught. Good progress is made in physical education and pupils achieve well, often attaining age appropriate

levels; the provision of a specialist teacher for French in Key Stage 3 is leading to good achievement and progress. Attainment and progress in art and design, design and technology and geography are satisfactory throughout the school. History and Music are only taught to the end of Key Stage 3 but again achievement and progress are satisfactory. Progress in information and communication technology is satisfactory but gains have been rapid as staff expertise has developed.

9 Progress and achievement are good in personal and social development and this is considerably enhanced through the excellent Key Stage 4 curriculum and the excellent career and vocational education programme. Work with external agencies such as the Juvenile Offending Team on drugs education for example leads to very good progress and achievement.

10 Achievement and progress in relation to targets set in IEP's and at annual reviews are satisfactory overall but often good in relation to behavioural objectives.

Pupils' attitudes, values and personal development

11 Pupils have satisfactory attitudes to school. Their enthusiasm, interest and involvement in activities are improving as a result of more effective teaching and a more relevant curriculum. Most pupils settle to work quickly. During lessons they listen well to staff and are usually respectful, such as when having difficulty trying to solve a mathematics problem they respond appropriately by saying "Sir, we have a problem here". Pupils' respond well to good teaching and positive management of behaviour used by staff. They pay attention, take an active part in discussions, share ideas and ask questions, and make sensible suggestions. This is illustrated by their excellent contribution during a session about drug misuse, where they took an active and sensible part in discussions; consequently they make good progress with their learning. As a result of the very good curricular provision for the older pupils many are developing positive attitudes, their behaviour and attendance is improving and they are enthusiastic about their college and work experience course. However, where teaching is less effective and planning does not ensure they are challenged, pupils pay little attention and can be rude and aggressive; they gain very little from these lessons.

12 Pupils' behaviour is satisfactory. Many pupils behave well and all are showing a marked improvement on their previous behaviour. Because behaviour is improving pupils' are able to concentrate for longer and this is helping to raise their standards of achievement. Most parents feel the school tries very hard to develop positive attitudes and values in their children, but acknowledge that outside influences sometimes have a negative impact on their children.

13 Behaviour in lessons is often good, but on occasions it takes a lot of effort by teachers and other staff to achieve this. Outburst of rude and aggressive behaviour rarely disrupt the flow of the lesson because these incidents are dealt with calmly and consistently by staff; pupils can usually quickly return to the classroom to continue with their work. At breaktimes, although they are well supervised, pupils can often be very challenging and antagonistic towards each other. They are well aware of what they are doing and the impact their actions will have, but due to their specific special needs they have difficulty controlling their behaviour and forming positive relationships with each other.

14 The number of exclusions is still relatively high, but unlike the previous year where many pupils received temporary exclusion, incidents are now associated with a small number; this is because behaviour management strategies are now more consistently applied. These pupils have volatile behaviour and persistently re-offend; they are excluded only where they pose a risk to their own or others safety. Incidents of bullying and racial comment are reducing because of the priority being given to raising pupils awareness of this area and because staff take effective and appropriate action against offenders. Relationships with staff are satisfactory. Pupils are starting to develop increasingly positive relationships with adults. There are several staff-pupil relationships that are very positive, and pupils respond well in these lessons or activities.

15 The school is beginning to provide opportunities for pupils to take responsibility, or to show that they can be trusted in school. In the main, when pupils are trusted to go out of the classroom unescorted, they will return promptly. The older pupils, who have placements away from the school, show that when they are given responsibility for getting themselves to college they can do so very well. Where they have earned the privilege, through the reward system, such as going shopping independently at lunchtime, they behave themselves in public. In lessons pupils often get on well together. They generally work alongside each other, and co-operate on joint projects such as making badges during a design and technology lesson. They are beginning to realise and appreciate the need to work together. For example whilst making straw bridges, the strength of which had to be tested by putting Rolo's in a beaker (these could then be eaten later!), pupils who had elected to work alone quickly realised they needed to co-operate with others to successfully complete the task. When taking part in an organised activity such as team games they generally do this successfully.

16 Attendance is good when compared to similar schools. Published figures include a large number of pupils who spend a significant amount of time educated away from the school premises. Pupils are punctual, both those who make their own way to school and those who are transported by taxi. Registration periods are efficient; routines at the start of the school day are well established and give pupils time to settle before lessons start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17 The quality of teaching is good throughout the school; during the inspection 61 lessons were observed. Teaching was satisfactory or better in 97 per cent of lessons; 3 per cent was excellent, 16 per cent was very good, 44 per cent was good, 33 per cent was satisfactory and 3 per cent was unsatisfactory. As a result of the quality of teaching, effective learning takes place and the standards achieved are at least satisfactory and sometimes good. Teaching in Key Stage 2 is a particular strength and this leads to good progress for all pupils in most subjects. The management of pupil's behaviour and the range of teaching methods used are strengths in the teaching. The quality of teaching in English in Key Stage 2 is good. Lessons are well planned with clear learning objectives. As a result progress is good, high expectations and good teamwork are good features. Work is selected well to stimulate pupil's interests, for example when investigating American English.

18 In Key Stage 3 teaching is good. Lesson planning is meticulous and a wide range of resources is used when, for example following the story of the Titanic. Similarly in Key Stage 4 the encouraging manor of the teacher maintains pupils interest.

19 In mathematics, teaching is very good in Years 5 and 6, but variable in Years 7, 8 and 9 where lessons are usually satisfactory and sometimes very good but occasionally unsatisfactory. Although in Key Stage 4 the teacher was absent during the inspection, his clear forward planning enabled the other staff to continue with the programmes of study so that with good teaching the pupils were able to make good progress. In the majority of lessons the calm, friendly but firm approach of the staff with good planning and high expectations for good behaviour and independent learning ensures that pupils have the confidence to make their own effort, work hard and achieve well. Where teaching is not satisfactory, the planning lacks detail and the pace is slow.

20 The quality of teaching and learning in science is good. Consistent management of pupils' behaviour leads to lessons that have a good pace and an orderly learning atmosphere. The learning support staff, give skilled and sensitive support to teachers and pupils so potentially difficult and challenging situations are diffused effectively. The combination of these factors leads to most pupils' concentrating well in most lessons, behaving well and showing positive attitudes to the subject. The teaching is particularly effective for the older pupils who benefit from the very good subject knowledge of the teacher.

21 In a Key Stage 2 lesson, the teacher managed pupils well with the constructive help of the learning support assistant, used good resources and supporting materials to help pupils learn about how different animals are adapted to where they live. However, the work sheets provided for pupils were the same for all so those pupils who were able did not have sufficient opportunity to demonstrate their understanding. Higher up the school, although the teacher made effective use of the equipment and resources available to do demonstrations there are not enough for pupils to do the activities or experiments themselves. Consequently, pupils' do not effectively learn how to plan investigations, how to work independently or the investigative skills needed to achieve higher standards.

22 The teachers' expectations in Key Stage 2 are generally high and this is a particularly effective element of the teaching. The management of pupils throughout the school is also a strength in the teaching. The greater consistency in this aspect of teaching has been a significant factor in the higher standards achieved both in the subjects of the curriculum and in pupils behaviour.

23 Planning is becoming particularly effective and the increasing use of specialist teachers, for example in science and physical education is helping to raise standards. Assessment procedures although satisfactory are inconsistently used to inform teaching. Homework is regularly used to support learning. This is good in Key Stage 2 and satisfactory elsewhere.

24 Teaching of literacy and numeracy across the subjects of the curriculum is good in Key Stage 2 and satisfactory elsewhere.

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

25 The school provides a good curriculum for all pupils although it is very good for the older pupils. The curriculum is broad, balanced and enriching and fully meets the statutory requirements for all subjects of the National Curriculum. The time allocation for subjects is broadly in line with national averages and there is a prompt start to the school day and to lessons. However, a particular strength is the flexibility that ensures that the school is able to meet the needs of each pupil, particularly the vocational intentions and ambitions of the oldest pupils through the work experience and college links programme.

26 The curriculum has significantly improved since the local education authority Review of July 2000. There are now schemes of work and subject policies in place for all subjects that reflect the most recent national guidelines and this provide teachers with a secure base upon which to plan lessons. The two year cycle in Key Stage 2 ensures that pupils do not study the same unit twice and are fully prepared for work in Key Stage 3. In the majority of lessons, the learning intentions are explicit and planning is consistent across the school. The strategies for teaching of literacy and numeracy are satisfactory. In English and mathematics, the principles of the national strategies are the basis for planning lessons in most classes although there is some inconsistency across groups. However, there are insufficient opportunities across all subjects for pupils to practise and to use their writing skills or, for example, to make graphs in science or geography.

27 The curriculum is effective in meeting the needs of most pupils in the school. Pupils are treated as individuals and the majority of pupils' particular needs are known and catered for. All pupils, irrespective of their gender or difficulties have equal access to all activities. The school makes sure, by using a rota system for some activities, that all those who want to be involved get the opportunity. The accreditation system for the older pupils is structured in such a way that all pupils, including those whose attendance is variable or interrupted can gain some level of certification for their work. However, teachers' planning does not consistently ensure more able pupils make the progress they are capable.

28 Provision for personal and social education is very good. The personal and social education lessons and associated sessions contribute very positively to pupils' development including their awareness

of the responsibilities of citizenship and as part of a community. A school Council has recently been established, but has not yet had time to have a significant impact on the life of the school. The governors have approved a policy for sex education and substance misuse and the curriculum reflects these. The basis of the taught personal and social education programme is a commercial scheme. However, in addition to these lessons, there are well-planned sessions involving outside agencies, such as the Young Offenders Group, to deal with specific issues and to involve pupils in discussions.

29 The provision for careers and vocational education is excellent and makes a major contribution to preparing pupils for work or further education. The programme is managed by a member of support staff who begins the process of preparing pupils for work experience and college placements in Year 9. The Careers Officer is fully involved from the beginning so that all pupils have a placement arranged for the start of Year 10. The thoroughness and care that is taken to provide pupils with placements that match their interest is reflected in the very high attendance rate, their achievements and the high esteem that pupils from the school are regarded by providers such as South Trafford College. Both college courses and the work experience placement are accredited by nationally awarding bodies, which gives the provision credibility and value.

30 A satisfactory range of opportunities for extra-curricular activities supports lessons. These are open to all pupils. A good range of additional activities and experiences relevant to pupils' interest offer them opportunities to learn about the world in which they live and extend their experiences beyond the local community, such as the recent residential visit by pupils in Year 9 to a hostel in Conwy.

31 The school makes good provision for pupils' social and moral development through direct and indirect teaching, personal example and opportunities for social interaction. Provision for spiritual and cultural development is improving and is now satisfactory. In these respects the school and pupils have greatly benefited from the valuable input from the local Vicar.

32 To develop spiritual awareness for many of the pupils presents the school with a very difficult task but they work hard to provide planned teaching as well as taking advantage of opportunities as they arise for incidental learning. Planned learning is mainly through religious education when pupils reflect on their own beliefs and values and consider those of people from differing faiths. There are examples also of spiritual awareness throughout the curriculum such as in mathematics when one pupil expressed wonder that writing had disappeared from the whiteboard as if by magic when the OHP was turned off, or in design and technology when pupils used a moulding machine for the first time and were amazed when the little model car popped out. Throughout the week other opportunities occur, for example the weekly assemblies when time is provided for everyone to say the Lord's Prayer and the School Prayer together and for moments of quiet reflection.

33 The provision for moral development is good. Pupils' know the difference between right and wrong although they do not always put their knowledge into practice. All staff set good examples, respect and value anyone's positive contribution either in lessons or for the school as a whole for instance during the frequent fund-raising activities for charity. Teachers have high expectations for appropriate behaviour but when the inevitable outbursts occur set time aside to discuss the issues with the pupils concerned to work out alternative ways to deal with stress or conflict. Further opportunities are provided every morning for quality time to talk with staff about any problems such as bullying. In addition the school has organised 'Anger Management' courses, has had a 'Consequence of Offending' workshop and regular involvement from the Young Offenders Team.

34 The provision for social development is good. The school has an effective behaviour management policy which is consistently used to help pupils settle in class, listen to each other, take turns, share and co-operate, all of which is having a positive effect on the atmosphere in most lessons and contributes to the improving achievements of pupils. The lunchtime and after-school clubs provide pupils with opportunities to work together in a more informal setting and the annual residential visits give the

experience of living together as a community requiring behaviour that is acceptable to the group and also the need for personal responsibility and the need to respect others and their property. Within the school day opportunities are limited for taking responsibility but those that are provided are done well. For example in Years 5 and 6 there are daily monitors to take care of the register, clean the dinner tables, look after the books and feed the fish. Pupils in Years 10 and 11 are expected to get themselves to and from college on their own and some can go out of school at lunchtime returning in time for afternoon lessons.

35 Provision for cultural development is improving but opportunities for raising multi-cultural awareness remain limited. Through the curriculum pupils are provided with experience of their own and other cultures through studying major world faiths in religious education, through English, reading a variety of literature including modern and classical books and plays; through art and design looking at a wide variety of styles from different periods such as Lowry and Hockney; through music, ranging from classical to modern pop including some multi-cultural experiences for example the visit to Wellacre school to take part in the 'Zulu Experience'. In addition the curriculum is enhanced by outside visits to concerts, theatres and museums. Recently the school is developing Internet connections with people in America and Canada.

36 The school makes good use of the local and wider community and arranges many activities and visits to enrich the curriculum. They have been to local art galleries, museums and places of local historical and geographical interest. A well-organised programme of activities either after school or during the Friday activity time is appreciated by the pupils. These include go-karting, visits to a local climbing centre or leisure centre activities. Effective links with local businesses and industry provide placements for pupils on work experience.

37 There is very good liaison with local colleges, secondary schools and with support services, curriculum advisory teams and a range of additional external agencies, this ensures that specialist help is available.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?

38 The school provides very good arrangements for the care of pupils' needs. This is because of the high level of concern and support shown by all staff for the pupils in their care, and because of the effective support from the multi-agency teams that support the school.

39 Child protection arrangements are very good. The designated member of staff has a detailed knowledge of local procedures; any concerns or issues are dealt with very sensitively. All members of staff are aware of the procedures to follow if they have any concerns about pupils in their care. Staff are vigilant regarding the health and safety of pupils on the premises. The school records health and safety audits well. The regular maintenance checks of fire equipment are undertaken and records of evacuations are appropriate. The medical needs of pupils are very well catered for. Each week, the school nurse holds a regular lunchtime "drop in" session so that pupils can discuss, in confidence, any concerns they may have and appropriate advice and support can be offered.

40 The school's procedures for the monitoring and promoting of attendance are good. The attendance policy has a clear focus on raising levels of attendance. The school works closely with the educational welfare officer and multi-agency team. They work together to find ways of making sure pupils receive an education either at school or on an individual educational programme elsewhere. Between them, in the vast majority of cases, they keep in touch with pupil's who are at home, being looked after by the social services or in custody. Through the reward system pupils' receive points to recognise good attendance. Much work has been done by the school to improve pupils' attendance, however, the school recognises the need to promote regular attendance still further.

41 Procedures for managing pupils' behaviour are very good. Individual behaviour plans are used

effectively across the school to support the management of pupil's behaviour. Pupils understand the systems of rewards and sanctions. They are encouraged to understand and accept the consequences of their inappropriate behaviour. For example, at the end of each lesson points are awarded which relate directly to their behaviour, so a pupil who has behaved badly throughout the lesson sees the immediate consequence of this because few, if any, points will be given to them. At Key Stage 2 an individual behaviour book contains a useful visual representation of a pupils' weekly behaviour pattern. There are good systems to record incidents of inappropriate behaviour, including incidents of restraint and bullying. However, occasionally entries do not show what follow up action has been taken. Pupils' behaviour is improving because all staff apply the sanctions appropriately and consistently, and take time to discuss inappropriate behaviour with each individual.

42 Pupils' personal development is supported well but other than individual education and behaviour plans no formal records are maintained. Staff work hard to encourage pupils to take responsibility for their behaviour and to develop socially. The personal, social and health education programme contributes to this, as does the range of extra curricular activities and out of school visits. Teachers encourage pupils to discuss and listen and to talk about issues that concern them; registration periods provide useful opportunities for this. The school has recognised and made appropriate plans to improve arrangements further. For example, an anger management programme and mentoring scheme is to be introduced. When implemented this should provide pupils with further opportunities for support in their personal development.

43 The school has established satisfactory procedures for assessing pupils' attainment and progress. A baseline assessment process focusing mainly on literacy and numeracy skills has recently been developed with the help of the local education authority. Statutory tests in Year 6 and Year 9 are administered correctly, although some pupils find the experience very daunting, and external accreditation is available in most subjects for pupils in Years 10 and 11. Although GCSE qualifications are not available in all subjects, the certificate of achievement process is appropriate to pupils and provides opportunities for all pupils, including those of variable attendance to achieve some certification for their work. Work experience placements are accredited through a national awarding body and all college links courses are working towards NVQ Level 1 accreditation.

44 The procedures for monitoring and supporting pupils' academic progress are unsatisfactory. The school makes satisfactory use of the information available through statutory tests to set whole school targets for improvement, but there is no consistent whole school approach to tracking each pupil's progress within subjects. This means that teachers do not have enough information to provide individual programmes of study or to set individual, short term learning targets with the pupils. This is an area for improvement for the school so standards can be raised further. In contrast, the procedures for monitoring and supporting pupils' personal development are good. The whole school procedures are fully established and pupils understand clearly how the system works. Pupils are clear about their behavioural learning targets and these are monitored well and consistently across the school so pupils are clear about what they have achieved and what they need to do next.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 Parents' opinions of the school are positive. They like the fact that they can contact the school if they have any problems and that they are kept well informed about their child's behaviour and achievements. Parents appreciate the fact that the school takes a personal interest in their child, for example by telephoning if a child has had a difficult day. Staff at the school frequently counsel parents who are unsure where to seek help about a specific problems. The school is conscious that it does not always succeed in persuading all parents of the importance of their child's attendance. However, the school does work hard to keep parents in touch with the school, for example picking parents up with school transport if they have difficulty getting to the school, for example, to attend their child's annual review.

46 The quality of information provided for parents and carers is good. The school sends out regular newsletters and the use of letters of praise gives parents and carers a very quick idea of how their child has done in school that day. The school brochure and the governors' annual report are informative and contain all the required statutory information. The annual written reports of pupils' progress, contain sufficient information on pupils' social and personal development. However, the details about pupils' progress in subjects other than English, mathematics and science is unsatisfactory because information is inconsistent and frequently confined to reporting pupils' attitudes and efforts in the subjects as opposed to what they know, understand and can do.

47 Parents' contribution to their children's learning is satisfactory overall. Where it is set parents are involved in homework and are encouraged to help pupils where they can. There is growing support for events organised by the school such as the annual Christmas concert. The head teacher often works closely with families to build links between home and school, helping them to access professional support for their children and sometimes themselves. The school has recognised the need to encourage parents and carers to contribute more to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The overall leadership and management of the school are good. After a difficult start a clear sense of direction, based on higher expectations and raising standards both in terms of behaviour and academic achievement has been established. The head teacher has been very effective in stabilising the school and establishing good foundations on which to build. He now has good support from staff, including the newly appointed deputy head teacher, the governing body and the local education authority. Good systems have been introduced to improve behaviour enabling learning to take place. New staff have been appointed who share the overall philosophy and, as a result, established staff feel more confident. The capacity for further improvement is now good.

49 The impact of the commitment to high standards of work and behaviour is reflected in all aspects of school life. Behaviour is much improved, attendance is now better than similar schools, there are fewer exclusions and progress for most pupils is much better. The most marked impact is on younger pupils, particularly those in Key Stage 2.

50 The senior management team have clear roles and responsibilities delegated to them. They are beginning to discharge them effectively and the head teacher is increasingly able to take a less direct first-time role. This is important as he develops his strategic management role. Other staff have had their roles renewed and there is now a closer match between their experience, qualifications and interest. This is beginning to have an impact on standards, for example, in science, physical education and information and communication technology.

51 The governing body fulfils its statutory responsibilities. It has a clear understanding of the strengths and weaknesses of the school and the composition has been strengthened to support the school. It has become more active in determining the future direction of the school through involvement in curriculum audits and the role of governor of the month. It is not yet fully active in evaluating the standards being achieved, but recognises the need for development in this area.

52 The role of subject co-ordinator has developed alongside the change in roles and responsibilities. The head teacher and senior staff monitor planning and the quality of teaching and there has been much monitoring advice and support from external reviews and an local education authority core group which has helped the head teacher in the management of the school. Subject co-ordinator do not yet consistently evaluate the standards achieved in their subjects or the impact of teaching and learning. The school recognises the need for this development in their role.

53 The schools' priorities for improvement are entirely appropriate based on internal and external

audits of need and reflected in the school development plan. All staff and governors are involved in producing the development plan and it is clearly linked to the schools' financial procedures. Some subjects have development plans in place and others are developing these.

54 Financial procedures and control are sound and the issues identified in a recent draft auditors report are being acted upon. The school administrative assistant provides effective and efficient support to the school and an increase in administrative hours has enhanced this. Information technology is effectively used for efficient administrative procedures. Specific grants and funds are used effectively and best value principles are applied increasingly to the school.

55 Pupils achieve at least satisfactory standards in work and behaviour, and the rate of progress is improving. Teaching is good overall, leadership and management is good, costs are relatively low and, as a result, the school provides satisfactory value for money.

56 Good levels of staffing both teaching and non-teaching are available in the school. Generally the level of expertise in teaching is good and there is an increasing trend to use specialist teachers. Although the school does not have a teacher of modern foreign languages, good support is provided by the local secondary school. The use of external support has enhanced provision in information and communication technology with an obvious impact on the learning of the pupils.

57 Accommodation is very good. The school is a new purpose built building. This evolved as part of the local education authority SEN Review for Trafford. The grounds and entrance are pleasant and welcoming. The car park is spacious and safely placed away from the transport entry for pupils. Most classrooms are large with good storage. However, a few are too small, with poor circulation space and little space for display. Designated rooms for art and design, design and technology, food technology, and science are well equipped. However, noise levels in these classrooms echo and at times make it difficult for pupils to hear discussion. The large sports hall is very suitable for competitive games, although the storage space is small. The provision of toilets is good but only adequate for showers. There is a library and Information Technology room combined, with ample space for independent study.

58 The very pleasant surrounding grounds have ample space for sports and play with a hard play space, an inner courtyard and large grass area which is to be marked out for sports. The perimeter fence and gates provide safe protection for the school. Although very close to a motorway this in no way detracts from the activities of the school. A closed circuit monitor system both inside and outside the school provides ample security with electric shutters inside the windowpanes to ensure effective protection from vandalism. The site manager and cleaners ensure the building is pleasant and very clean.

59 Resources overall are good and adequate to support all the requirements of the National Curriculum. There is insufficient equipment in science to develop the full range of the curriculum in Key Stage 4. The school has very good resources for physical education but those in history, geography, art and design, and religious education need extending particularly in the provision of the range of artefacts. Local resources are well used such as theatres, art galleries and museums.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 In order to raise standards further, the head teacher, staff and governors should:

(1) Improve the overall leadership and management of the school by:

- (a) Developing the role of subject co-ordinators in monitoring the standards being achieved and the impact of teaching and learning. (Paragraph 52)
- (b) Developing the role of the governing body in monitoring the standards being achieved. (Paragraph 51)

(2) Improve the overall progress made by pupils by:-

- (a) Monitoring and supporting their progress more consistently. (Paragraph 44)
- (b) Using the assessment information more effectively in planning lessons. (Paragraph 23 and 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	44	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	52
Number of full-time pupils eligible for free school meals	18

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	13
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	11.2

Unauthorised absence

	%
School data	7.9

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	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	6	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	33	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y6 – Y11

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	5.2
Average class size	8

Education support staff: Y6 – Y11

Total number of education support staff	6
Total aggregate hours worked per week	192

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	303,045
Total expenditure	302,060
Expenditure per pupil	6,713
Balance brought forward from previous year	N/A
Balance carried forward to next year	985

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	8

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	50	0	0	0
My child is making good progress in school.	38	50	12	0	0
Behaviour in the school is good.	12	50	25	0	12
My child gets the right amount of work to do at home.	25	12	50	12	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	88	12	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	88	12	0	0	0
The school is well led and managed.	88	0	0	0	12
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	38	62	0	0	0

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

ENGLISH

61 The provision for English is good. Attainment is below National Standards with achievement satisfactory in relation to prior attainment. The co-ordinator has good subject knowledge and is responsible for teaching Year 8 and Year 9. By the time they are 11 pupils make good progress in lessons and over time. Pupils make satisfactory progress by the time they are 16. There has been significant improvement in learning within lessons since the last review due to the supportive management of behaviour and the more challenging approach to teaching and the curriculum content. The scheme of work is comprehensive with pupils working towards the certificate of achievement. A wider range of accreditation would meet the needs of individual pupils and offer more challenge to the most able. IEPs with achievable targets for English are used well by the co-ordinator; this requires a higher profile throughout the school in order that all teachers are aware of pupils' levels and ability in order to encourage Literacy.

62 Years 5 and 6 are taught by their class teacher and make good progress in all areas of English. The very good use of grammar encourages the pupils to express the correct terms. The very well planned lesson in small steps ensures that all pupils are involved at their level and make good progress towards their targets. The high expectations, good team work and attention to detail promotes very good learning during the lesson. The pupils are learning about similarities, content, connectives and complex sentences, this is appropriately extended to investigate American English. In the story the 'Eighteenth Emerging' they enjoy and show interest in the words. This gives a sound base and interest for English which captures the imagination of the pupils. They pick out the American words such as apartment building, store, sidewalk and cracker jacks. The most able pupils can read fluently from the big book to recognise a full stop, capital letters and a full sentence. Three boys split a complex sentence and identified the connective. Writing skills vary but most are neat and well formed with correct spelling. The good attention to correct behaviour ensure a focus on learning and very good progress during the lesson. The clearly marked work ensure pupils are supported to understand how to improve. A display of creative poetry writing for 'The Dragon of Death' is colourfully illustrated. A good range of small books encourage appropriate reading with recent links to a another reading scheme in order to widen the experiences for pupils.

63 Year 7 pupils respond to an interesting theme although they find it very difficult to concentrate. They are able to recognise sources of information in order to write answers. Two pupils read haltingly but understand the text in order to answer the questions. One boy said he could find the answer by looking in the dictionary. Well displayed work shows the pupils have enjoyed simple Acrostic poetry, the writing of post cards and text for 'hot mail'.

64 The good introduction by the teacher had the pupils in Year 8 quickly discussing what it was like to feel afraid as we sat in the very dark room. The lively sense of humour and good team work of the classroom assistant and teacher encourages the pupils to express themselves. The expressive reading by the teacher had the pupils enthralled as the character's imagination revealed snakes and rivers as he stared at the colours in the carpet. The pupils had obviously listened to and understood the text as shown in their responses. One boy was not quite sure if it was real or imagined. One boy said it was good imagination and another boy could explain what a challenge was. Pupils related to their own experiences of fear in relation to the text. The careful planning, interesting text and small step structure of the lesson encourages pupils to settle to work and to make good progress to understand real and imaginary fears. The links to Literacy for discussion and reading and writing are clear and achievable. Assessment opportunities are provided in speaking and listening with additional work based on creative writing of real and imaginary fears. Further exciting work was experienced based on Frankenstein which the pupils found challenging. Previous work displayed shows good progress in the understanding of the story of 'Joby' by Stan Barstow,

with work of chapters, drawings and the use of 'slang'.

65 In a Module entitled 'Strange and Mysterious' Year 9 pupils set out to find the main facts and figures about the Titanic disaster. The lesson planning is meticulous and is set out to meet the learning needs of all the pupils. Work is appropriate to each pupil while following the structure of the module to incorporate the skills of discussion, account, questions, research, writing frame and links to literacy and history. The variety of resources used such as a video, newspaper headings and account of the disaster at the time in the New York Times ensures the pupils remain interested and consolidate and extend their skills of listening, research, reading and observation. Assessment opportunities are provided through evidence of speaking, listening and writing. The strong emphasis on fact not fiction ensures pupils focus on the question, 'Why did the Titanic sink?'. Pupils are able to express the meaning of a maiden voyage and to describe why the ship was said to be unsinkable. In writing skills, two pupils dictate their work and then copy it and other pupils produce very detailed neat work. Most pupils can complete an analyses of the event using key words from the board to describe what is happening, a few pupils know they are using adjectives. Pupils make very good progress during the lesson to understand what a Headline is, how to analyse an event and research links to historical facts. The creative writing produced in a further lesson where pupils imagined they were a passenger or a member of the crew on that fatal day shows they can project their feelings and use their imagination to describe the events. One boy said 'An iceberg suddenly appeared like a ghost' and another boy said 'The sea was like an ironed shirt'. Good use is made of information technology to copy their creative work for accreditation. Well illustrated and imaginative display shows the pupils knowledge of the characters in the Shakespeare play Macbeth. Letters from Macbeth to his wife create an atmosphere in which imaginative prose describes the scenes. There are good references to witchcraft in the time of Shakespeare.

66 The newly created Year 8/9 class enjoyed looking at different types of newspapers in media studies. The well planned work encouraged pupils to recognise local, regional and national newspapers. They know where to buy them and that regional papers cannot be obtained out of an area. One boy knows that the first newspaper was produced in Manchester. The pleasant manner of the teacher and the good working relationships in the class encourage pupils to focus on their work. Two boys produced a front page of their own. One boy could say why he would chose a paper, for the colour or sport. Good use is made of appropriate small books for teenagers to encourage independent reading. The teacher draws attention to reading with expression and pausing at full stops.

67 In Year 10 and Year 11 the pupils are working on units of accreditation. They write sentences using adjectives, they find words in a dictionary to describe the taste of cola drinks. With encouragement they are beginning to be critical and look at facts. One of the boys discussed his project on 'Tupac Shakur' 1971-1996. He was very interested in the Rapping style and the words of the songs, which he had word-processed to form a book. The teacher has an encouraging manner, which ensures pupils take part. The subject is appropriate to encourage and maintain their interest while ensuring they develop skills of reading, analysing and completing a questionnaire. One girl was able to describe her drink as, "Fizzy, tingles and bubbles". They complete units from the assessment and show satisfactory progress over time.

68 The co-ordinator monitors lesson plans but is not yet enabled to monitor lessons. This would provide continuity and consistency across the school. Most classes have reference books and reading books but this is not consistent. Reading ages are assessed on entry to school with pupils receiving additional help where necessary. Homework is regularly set in Key Stage 2 but this is not consistent throughout the school. Assessment is planned for but is not yet consistent throughout the subject. End of key stage assessments take place, with termly reports to parents on effort and achievement.

MATHEMATICS

69 Although attainment is below national levels throughout the school, pupils' achievements in mathematics are satisfactory and good in Years 5 and 6. Pupils starting at Egerton school have a wide

range of abilities and mathematical knowledge but almost all have a lack of confidence in using their mathematical skills or working independently. The good progress in Years 5 and 6, therefore, is due to the staff providing a secure environment, good teaching and a relevant mathematics curriculum. In Key Stages 3 and 4, although at present progress over time is now satisfactory progress seen in lessons was usually good which indicates that pupils' achievements are improving. This is because of good behaviour management strategies, the appointment of a new co-ordinator with a clear sense of direction, the gradual implementation of the National Numeracy Strategy and the introduction of external accreditation schemes which provide incentives for pupils at the upper end of the school.

70 In Years 5 and 6 there is a concentration on building pupils' confidence especially in the use of basic computational skills and developing mental numeracy skills. By the end of Year 6 the majority can work with numbers up to 100, know about fractions, decimals and percentages, use calculators and have extended their knowledge of shapes, graphs and different ways of measuring. For example their daily points system for good behaviour is represented for each individual as a bar chart so that everyone can see the progress they are making. In Year 7 enthusiasm for mathematics is not sustained and attitudes deteriorate. Some pupils spend significant time out of the classroom which has a negative effect on how well they learn. This is the result of a lack of detailed planning, too great a reliance on commercial schemes and a lack of opportunity for pupils to relate their learning to the world around them. For example in the two lessons seen learning was satisfactory in the one where the task of recognising and measuring angles more related to real objects than a paper exercise. In Years 8 and 9 the positive effect of good teaching and a flexibility of approach with consistent and effective behaviour management strategies and very good teamwork between staff is now having the effect of renewing pupils interest in mathematics so that they work hard and learn well. By 13 years of age a few pupils continue to need practice and help with basic numeracy skills while the majority are confident using their knowledge to solve mathematical problems and answer mental arithmetic questions. They understand the importance of accuracy in measurement using rulers and protractors and can recognise the different types of angles to be found on real objects, for instance acute and obtuse angles on the frame of the desks. They know the properties of 2 and 3 dimensional shapes and can recognise rotational symmetry. They can represent and interpret data using a variety of techniques including tally charts, pie charts, bar graphs and plot co-ordinates on a simple grid. In Years 10 and 11 the good planning, relevant curriculum and opportunities for everyone to obtain a Certificate of Accreditation is beginning to have a positive affect on pupils' interest and provide them with the necessary incentive to work hard. Unfortunately pupils do not use their numeracy skills sufficiently well across other areas of the curriculum although there is evidence of accurate measurements in design and technology.

71 Teaching is very good in Years 5 and 6, but in Years 7, 8 and 9 where lessons are usually satisfactory, sometimes very good but occasionally unsatisfactory. Although in Key Stage 4 the usual mathematics teacher was absent during the inspection his clear forward planning enabled the other staff to continue with the programmes of study so that with good teaching the pupils were able to make good progress. In the majority of lessons the calm, friendly but firm approach of the staff with good planning and high expectations for good behaviour and independent learning ensures that pupils have the confidence to make their own effort, work hard and achieve well. Where teaching is not satisfactory the planning lacks detail, the pace is slow and the tasks presented are not sufficiently motivating to maintain pupils interest and attention.

72 Mathematics is organised in three distinct areas each with it's own separate policy and no overall co-ordinator. Since the school opened the organisation of the Primary department for Years 5 and 6 has been clear, consistent and appropriate. The National Numeracy Strategy has been introduced which, along with the flexible use of a variety of commercial schemes and individual learning programmes, ensures an effective curriculum that is well taught. In Years 7, 8 and 9 there has been no equivalent stability and consistency which reflects in the level of achievement of the pupils. The recently appointed co-ordinator is introducing schemes of work, including the national recommendations for numeracy, and a greater variety of text books and resources which is helping teachers plan more carefully and introduce greater variety and

practical tasks into their lessons resulting in greater progress and improving achievements. Pupils in Years 10 and 11 are provided with a good and relevant curriculum with systems for accreditation that could be extended to give even greater flexibility and opportunities for all.

SCIENCE

73 Standards in science are below national expectations through out the school, but pupils achieve well developing their understanding and knowledge of the different science topics they study. However, there are insufficient opportunities for pupils to take part in investigations or experimental science activities so they do not learn these skills well enough. No pupils were entered for external examinations in June 2000, although pupils in Years 10 and 11 are now working towards achieving Certificates of Achievement. Since the local education authority Review, the appointment of a subject specialist to teach the older pupils and to manage the subject has had a significant impact upon the curriculum and quality of teaching which is beginning to have an impact upon standards. The school is well placed to continue to improve the range of opportunities for pupils to learn science and the standards they achieve.

74 By the age of 11, pupils have a secure understanding of a range of topics drawn from the most recent national curriculum guidance. For example, in learning about electricity they understand that circuit has to be complete to work and that switches can control components such as bulbs. Through a topic on living things they have a good understanding of different groups of plants and animals and are able to use a simple key to identify and classify specific species by their characteristics. They are able to record the results of basic investigations on a given table, but their ability to explain what they did, what happened and what it means is limited. This reflects on the approach taken in lessons where pupils do not have enough opportunities to express their own ideas from their own investigations. Pupils build well upon the work as they move through the school so, for example, by the age of 14, they have a secure understanding of the relationships between plants and animals in the energy cycle and food chains. However, evidence from pupils' books and the lesson seen shows that although they can explain what they did in investigations, they are unable to analyse and explain the events they see to the levels expected for pupils of their age. This pattern continues through to the age of 16. Through the modules they study to achieve their certificates of achievements, their knowledge and understanding across a good range of topics continues to develop. However, again their experimental skills do not develop at the same rate, but the main reason for this is the lack of resources available for the teacher to use to provide the necessary activities.

75 During the inspection, the quality of teaching and learning was good. Although some pupils find the work difficult and have a limited concentration span, consistent management of pupils' behaviour leads to lessons that have a good pace and an orderly learning atmosphere. The learning support staff give skilled and sensitive support to both teachers and pupils so potentially difficult and challenging situations are diffused effectively. The combination of these factors leads to most pupils' concentrating well in most lessons, behaving well and showing positive attitudes to the subject. The teaching is particularly effective for the older pupils who benefit from the very good subject knowledge of the teacher. This ensures activities; demonstrations and explanations are very well matched to the objectives of each lesson so pupils make good gains in their knowledge and understanding of the topics. During the inspection, there were few opportunities for pupils to work on their own or in small groups on recording their own work or doing investigative activities. This reflects the pattern seen in pupils' books and the lower standards they achieve in this aspect of the subject. However, the reasons for this vary across the school. For example, in a Key Stage 2 lesson, the teacher managed pupils well with the constructive help of the learning support assistant, used good resources and supporting materials to help pupils learn about how different animals are adapted to where they live. However, the work sheets provided for pupils were the same for all so those pupils who were able did not have sufficient opportunity to demonstrate their understanding. Higher up the school, although the teacher made effective use of the equipment and resources available to do demonstrations there are not enough for pupils to do the activities or experiments themselves. Consequently, pupils' do not effectively learn how to plan investigations, how to work independently or the investigative skills needed to

achieve higher standards.

76 Since being appointed to the school the teacher in charge of the subject has given a good lead and has a clear vision of what needs to be done to develop the subject further. The development of the whole school scheme of work and the full establishment of the certificate of accreditation for the oldest pupils has raised the profile of the subject and improved the quality of teaching and learning. However, he has no opportunities to monitor the subject across the whole school to get a view of what all pupils, including those in Key Stage 2, can do. In science lessons, pupils have satisfactory opportunities to write and take part in question and answer sessions. However, they do not have enough opportunities to use their numeracy or information and communication technology skills to analyse and present data from investigations. The modular approach to accrediting the work of pupils in Key Stage 4 is well-chosen because it enables them to achieve in small steps and allows all pupils, including those whose attendance is variable, to gain some success. The school enters pupils for the end of key stage national tests, but the use of this information to track pupils' progress is in its infancy. However, there is no whole school systematic method of monitoring or assessing what the majority of pupils are learning to help teachers plan further work. The accommodation is good, although the acoustics in the science laboratory amplify all noise. This can affect lessons in that background noise can become intrusive and make hearing what the teacher and pupils say difficult at times. Although the resources for teaching science are of a good quality, the range is unsatisfactory and restricts the curriculum, particularly in Key Stage 4, and the opportunities for pupils in lessons.

ART AND DESIGN

77 The purpose built art room provides a good atmosphere in which pupils are able to work creatively. The co-ordinator for art and design is also the design and technology co-ordinator who combines elements for both subjects successfully for Years 10 and 11 while working towards accreditation. Overall the provision for art and design is satisfactory, pupils make satisfactory progress in lessons and over time.

78 In Years 5 and 6 pupils enjoy a visit to the 'Millennium' walk where they are encouraged to sketch a small scene. They take photographs to show the view of their drawing. They delight in the sighting of dragon flies, tadpoles and coots. One boy said he was inspired by the waves the ducks made. More focussed planning in small steps to show progress in drawing skills would further support this experience. The successful team work of the class teacher and the support assistant encourages pupils to attend and achieve the task.

79 In Key Stage 3 younger pupils discuss previous work on landscapes where they have looked at colour wash. The teacher demonstrates the mixing of paint to match the water colours in John Constables work. Good links to Literacy are made with key words to describe the work. Assessment opportunities are available when developing practical ideas. Throughout the Summer term there will be opportunities to search for and use digital images. With encouragement the pupils are making good progress to understand the technique of mixing water colours. Year 8 pupils experience Aboriginal art where they recognise a snake, a lizard and a man with a spear. The task of painting these on to a boomerang is too difficult for most pupils who destroy their work and become very restless. In a previous lesson one boy had painted storks and another had painted two black swans, they were very pleased with their work. Year 9 pupils were able to relate to their visit of a large sculpture of a chain which they were trying to reproduce on a small scale in clay. The good use of three links of chain helped them to see and feel the 3 dimensional image. They designed and then made the clay model successfully, sharing ideas of how to support the figure.

80 Pupils in Years 10 and 11 design and make badges in design and technology and art and design showing each other the process. Other pupils explored cogs, chains and wheels as they printed the images

on to paper. The teacher draws their attention to the work in design and technology as to how the pieces link together. Assessment is provided for in the modules for the certificate of achievement.

81 There are no portfolios of work or digital photographs as yet. The well displayed art and design work around school showed a knowledge of perspective developing. History and art and design combine in a study of L S Lowry 1887 – 1976 with some imaginative observations on people. In a study in the style of Hockney there is evidence of research and interpretation using digital images for reproducing water colours. Careful drawings show pupils attention to the work of Kadinsky. Large group paintings depict ‘The Fight’ with well drawn figures. Work in sketch books is developing slowly. Creative writing by younger pupils is colourfully illustrated with drawings. Young pupils have produced tie and dye patterns and potato prints. A wider range of accreditation and a library of books for reference and research would give more focus to the work of all the pupils especially for accreditation and independent creative work.

DESIGN AND TECHNOLOGY

82 There is a purpose built room for design and technology with a range of tools and appropriate machines and benches. The food technology room is well resourced although there are no relevant books to support study and planning for design. Lesson planning is not detailed enough to ensure small step skills in learning. The co-ordinator does not monitor or have an overview of lessons across the school. Pupils make satisfactory progress in design and technology and food technology in lessons and over time.

83 Young pupils made fruit salad and in design and technology they experienced the moulding machine to produce a plastic mould of a car. The pupils were amazed when the shaped mould appeared. They knew it was made of plastic. Pupils are keen to work on their own but require smaller step skill teaching and more awareness of safety in order to make good progress.

84 Key Stage 3 pupils make and taste different flavours of soup. They state their preference for spicy or vegetable soup, they can cut up vegetables and divide them into thirds. There is little independent choice or review or writing of the recipe. They are able to measure a 90 degree right angle and discuss how attractive and useful a game is. A wider range of easier games for research would have provided more focus for the lesson. Year 8 pupils follow instructions and are beginning to recognise the sell by date on products. They work well in the group, they follow the good demonstration and use knives and a grater appropriately. In design and technology they are making container boxes. They are encouraged to think about the consumer when designing. More accuracy in measuring would cut down the frustration level when lids do not fit correctly. The pupils use a glue gun, hammer and nails, the electric sander and jig-saw independently. Year 8/9 pupils enjoy making boxes and one boy was able to describe his fishing box. Kite making for Year 9 pupils involved them in templates and measuring. They were able to use the mouldings they had made to produce a plastic pocket. The certificate of achievement module provides relevant numeracy and literacy links.

85 Key Stage 4 pupils attend college catering link courses where appropriate and achieve a high standard to plan menus and produce meals. They achieve national vocational qualifications alongside other students at South Trafford College. Skills are encouraged to prepare for college links and work experience. Pupils also take part in painting and decorating and brick laying courses. Extra curricular activities include building and racing go-karts. The co-ordinator is very involved and the pupils are knowledgeable about the mechanics of the kart.

GEOGRAPHY

86 Standards in geography are below national expectations, but with satisfactory teaching throughout the school characterised by very good management of pupils and consistently high expectations of behaviour, pupils’ make sound gains in their knowledge, understanding and skills in the subject. Following the local education authority Review of July 2000, the school has continued to develop the

curriculum so that it fulfils the requirements of the latest national guidelines as part of the subject action plan agreed with the governing body. With the recent appointment of another teacher to teach geography in Key Stage 3, the positive attitudes of pupils and the very secure management of behaviour, the school is well-placed to further develop the subject and pupils' standards of achievement.

87 By the age of 11 pupils have a secure understanding of both physical and human aspects of geography. For example, they understand that there are different types of settlements and the physical factors that influence their positioning. They know the climatic features of different sorts of environments around the world and how people live in different places. They understand the water cycle and the importance of a clean water supply to ensure good health. However, their geographical skills such as interpreting maps, the use of four or six figure grid references and the analysis of data and evidence to draw basic conclusions are less well developed. This reflects the teaching of geography in the lower years where the teacher has very good management skills and high expectations of behaviour. Lessons are well-planned around clear objectives so pupils' know exactly what they will learn and how they are expected to behave. The majority of pupils' accept this, but when specific individuals do not comply the class teacher and the learning support assistant deal calmly and appropriately with the pupil so the disturbance does not escalate and the lesson can resume quickly with minimum disruption. Tasks are well matched to the objectives, but provide few opportunities for them to work on their own or in groups. This limits the higher attaining pupils opportunities to extend their learning and limits all pupils capacity to develop the investigative subject skills and to develop social skills in a classroom setting.

88 Older pupils are given sound opportunities to build on their basic knowledge and understanding. Teachers have good subject knowledge, but the major strengths of the teaching in both Key Stages 3 and 4 are the very good management of pupils and the high expectations of behaviour. In the lessons seen during the inspection, the very consistent expectations of the teachers and support staff had a significant impact on creating a positive atmosphere within classrooms. For the most part the relationships between adults and pupils are good, although the pupils' abilities to work with each other and to share ideas in class discussions are limited. This was particularly apparent in a Year 9 lesson on Antarctica when the teacher tried hard to develop a discussion through the effective use of open-ended questions targeted to specific pupils. However, some pupils' reluctance to take turns and to listen to each other made it difficult. Once started on a written task, the majority of pupils were interested, enthusiastic and tried hard. The lessons reflect the long-term planning in the scheme of work and provide activities within a framework of support well matched to the needs of pupils. However, there are not enough opportunities in lessons for more able pupils to extend their learning. This reflects the lack of a systematic process for assessing or monitoring pupils' learning in Key Stages 2 and 3 so teachers do not have a basis to plan work for each pupil. This lack of structure is also reflected in the marking that does not give pupils enough information on what they have done well and how they can improve. The system of accreditation of modules for the older pupils provides a good structure for planning and assessment as well as giving more able pupils opportunities to do more work and to gain short-term rewards for their efforts.

89 The teacher responsible for the subject has given a good lead to the recent developments in the curriculum. A good action plan details what needs to be done to develop the subject and a sound start has been made towards these targets. However, he does not have enough opportunities to monitor the subject throughout the school to get a view of what all pupils are doing in lessons. With no systematic assessment procedure across the school to provide information on what pupils are achieving he has limited information to further develop the quality of teaching and learning. For example, by extending the opportunities for pupils to use information and communication technology in lessons.

HISTORY

90 Standards in history are below national expectations at the ages of 11 and 14, but the quality of teaching and learning is satisfactory so pupils make similar gains in their knowledge of the different aspects of the subject as they move through the school. Currently, history is not offered as an option in

Key Stage 4. Since the local education authority Review of July 2000, the school has continued to develop aspects of the subject. For example, there is a whole school plan developed with the support of the local education authority Advisor that ensures the curriculum meets statutory requirements of the latest national curriculum guidance.

91 Pupils are taught how life for people has changed overtime as transport, housing and social structures such as education have developed through different periods and cultures in British history such as the Saxons and the Tudor and Victorian periods. By the age of 11, they are able to use a time line to place different periods in chronological order, but some of the younger and less able pupils have a limited understanding of relative time. Although pupils learn about the impact of specific people such as Florence Nightingale upon how we live today, they do not develop a good sense of empathy with the different periods or the difficulties that people faced in the past. By the age of fourteen, pupils have continued to develop their knowledge about different periods of history up to the present day. The majority of pupils have a secure factual base of understanding and knowledge, but only a few higher attaining pupils have developed the capacity to relate to the feelings of others and express this in their writing. These same pupils have developed to present basic arguments and to use evidence from sources to support their case.

92 In most of the lessons seen during the inspection, pupils showed positive attitudes to the subject. The productive atmosphere in the classrooms is based on the high expectations of teachers of pupils' behaviour. Although it is variable, with some pupils finding it difficult to deal with specific topics or maybe events that have happened outside of the lesson, teachers and support staff handle these difficult situations well and consistently reinforce what they expect. Consequently, lessons are generally orderly and most pupils get on with their work with good levels of interest and enthusiasm. Teachers' expectations are also reflected in the good planning that sets clear objectives for each lesson with activities well matched these intentions. Teachers use the opening sessions of lessons well to set the objectives and to ask open-ended questions to check what pupils have remembered. Pupils contribute willingly, although many find it difficult to take turns and to listen to each other's contributions. Pupils' books are well presented reflecting the care many of them put into their work. However, the activities given to pupils, though appropriate to the topic, are often very similar with few opportunities for higher attaining pupils to extend their knowledge or understanding. This is compounded by the limited opportunities for pupils to write or express their own ideas so their ability to empathise with what life was like for people in the past does not develop sufficiently. In addition, pupils have few planned opportunities to handle artefacts and a broad range of evidence sources, so their ability to draw conclusions from these sources about how people lived is below that expected for their age. There is no systematic process for assessing or monitoring pupils' progress as they move through the school. So, although questions are used well by teachers to check learning, the lack of a basic structure means that marking of pupils' work does not give sufficient information to pupils about what they have done well and how they can improve their work further and limits teachers' ability to plan the next step for each pupil.

93 The teacher responsible for history has a number of roles and responsibilities within the school, but has given a satisfactory lead to the subject. The opportunities for the subject manager to oversee the work of the younger pupils is limited to checking the long term planning. However, in the current academic year, a scheme of work for Key Stage 3 has been written with the help of the local education authority Advisor. The topics compliment the rolling programme for the younger pupils and ensure pupils' knowledge and understanding develops progressively as they move through the school. However, not enough use is made in lessons of information and communication technology to reinforce or for pupils to demonstrate their understanding. The school has a good range of text materials for teaching the topics, but suitable artefacts for investigative work are limited. To off-set the impact of this, visits to places such as Quarry Bank Mill and the Liverpool Maritime Museum effectively compliment the work in school giving pupils a better appreciation of life in the past and make a good contribution to pupils' cultural awareness.

INFORMATION AND COMMUNICATION TECHNOLOGY

94 During the inspection the specialist teacher of information and communication technology was absent due to illness. It was therefore only possible to observe senior staff covering lessons. As a result it is not possible to make a secure judgement about the quality of teaching. However, provision has been considerably enhanced recently and pupils have made significant gains in their knowledge and understanding.

95 The school has benefited from a great deal of external support from a teacher at the local secondary school. The specialist teacher has developed considerable knowledge and expertise and this has had a considerable impact on pupils learning. Although attainment throughout the school is below nationally expected levels, pupils of all ages have made progress and achieved satisfactory standards in relation to their individual prior learning. The rate of pupils' progress has accelerated as the school has developed expertise and confidence. Pupils of all ages can now use computers with confidence. They know how to use the Internet to research topics and gather information, they can produce graphs to represent data they have collected, word processing skills have developed and many can create spreadsheets.

96 Teaching staff throughout the school have spent a considerable amount of time developing their own skills through the New Opportunities Fund training. They bring their newly developed skills to the school and entice pupils.

97 The curriculum currently meets the needs of the pupils. It is not yet planned in a progressive way as pupils move through the school because pupils of different ages have not benefited from a coherent programme in the past. It increasingly therefore builds on pupils individual development and attainment irrespective of their age group.

98 Resources for information and communication technology are good but as the curriculum develops it will be necessary to develop the range of available software. The school is aware of this.

MODERN FOREIGN LANGUAGES (MFL)

99 The provision for modern foreign languages (MFL) is satisfactory. Within the School development plan the aim is to appoint a teacher responsible for MFL which will include Key Stage 4 pupils. There has been difficulty in recruiting a suitable language teacher, Key Stage 4 pupils are disappled at present with the agreement of the local education authority officers. A teacher from a local link school teaches French to Key Stage 3 pupils once a week. This teacher is supported by the class teacher and a classroom assistant. The head teacher co-ordinates MFL and has introduced a suitable scheme.

100 Fluent French speaking interests the pupils and they respond appropriately trying hard to pronounce the words. The teacher has a very good style and although has only taught the pupils for a few weeks has a very good method of delivery and relationship with them. The very good team work of all the staff encourage even the most reluctant pupils to try. A good variety of resources and approaches ensure a lively pace to the lesson.

101 Pupils listen to a tape and repeat the words. They are encouraged to recognise pictures and name them in French. As they play a game they begin to help each other and speak the words in French. Most pupils can name body parts and count to 10 in French. With support they give a French phrase such as 'J'ai mal au tete; J'ai mal au bras'. In the position of the teacher the pupils take responsibility for involving each other in a game to give correct responses. Pupils in Year 9 can pronounce a French phrase and reply to questions in French. Overall this is a good experience for the pupils. The high expectations and lively approach ensures pupils make good progress during the lessons.

MUSIC

102 Music is only taught up to the end of Year 9 although pupils in Years 10 and 11 continue to extend their knowledge and interest in the subject through the lunchtime and after-school clubs and visits.

103 Overall pupils achievements since the school opened are satisfactory with evidence of gradual improvement as progress seen in lessons was good. In Years 5 and 6 pupils enjoy music although they sometimes find it difficult to control their enthusiasm to wait their turn, rather singing to themselves or getting on playing their chosen musical instrument. By skilled teaching, however, by the end of Year 6 most pupils understand the importance of listening carefully, following instructions and singing or playing together. By 13 years of age pupils sing well together and can keep pitch and rhythm sufficiently well to rehearse and perform to an audience, for example the Christmas concert. They compose lyrics to represent different subjects such as 'blowing in the wind' or 'singing in the rain' and play instruments, such as keyboards, to create sounds for a purpose, for example to illustrate a horror movie. The majority can recognise the sounds of different instruments when listening to taped music and are beginning to express their likes and dislikes. Pupils in Years 10 and 11 are taking part in an exciting new project combining music with modern technology.

104 Teaching is consistently good. Lessons are carefully planned and all staff have high expectations for good behaviour and individual effort. Lessons are taught at a good pace and incorporate a variety of activities which helps to keep pupils interested and concentrating, therefore working hard and making good progress.

105 Music is a developing subject. The staff work hard to ensure that the taught curriculum covers all the areas required by the National Curriculum but the lack of a music specialist means that some targets need extending. For example singing in Years 5 and 6 and opportunity to play a wider variety of instruments for composing and performing throughout the school. The curriculum is enhanced, however, by visits to concerts by 'Live Music Now', the Bridgewater Hall and the theatre to see musicals such as West Side Story. In addition there have been visits to the school by a brass quartet and a special visit to Westacre school to see 'Mighty Zulu Nation'.

PHYSICAL EDUCATION

106 Pupils of all ages achieve well in physical education with the majority attaining standards similar to those attained by pupils of the same age nationally. However, during the inspection only a very narrow range of activities could be observed because of the organisation of the physical education programme and the appointment of a new specialist teacher.

107 During the inspection, all pupils were involved in a circuit training schedule designed to monitor and develop fitness profiles for pupils. They have developed a good understanding of the effects of exercise on the body. They can describe which parts of the body are affected by different exercises and have a good understanding of cardiovascular fitness.

108 Pupils enjoy physical education. The vast majority try hard in lessons even when they are finding it difficult and strenuous. They celebrate the success of others and persevere to improve their own performance.

109 The quality of teaching is good and is having a positive impact on achievement. The teacher is a newly appointed specialist and his insistence on high standards is paying dividends. Pupils now change quickly for physical education and get down to work. Lessons are appropriately planned with clear objectives for each pupil. Objectives are shared so that pupils' know what is expected of them. Activities are well selected and lessons move at a lively pace, maintaining pupils interest and motivation. The teacher

has very good subject knowledge which he uses very effectively to promote learning. Good use is made of questions and answers to increase pupils understanding when, for example, looking at the effect of exercise and the different rates of recovery for different pupils.

110 The curriculum meets statutory requirements, although there is some imbalance, for example the lack of time devoted to dance. The new co-ordinator is currently reviewing the structure of the programme and intends to produce a new scheme of work. Assessment procedures are new but are likely to be effective.

111 Accommodation and resources for physical education are very good.

RELIGIOUS EDUCATION

112 Pupils achievements throughout the school are good because the curriculum is relevant to their needs, lessons are well planned, teaching is consistently good and the school takes full advantage of the support offered by the local Vicar.

113 In Years 5 and 6 the pupils are taught about the fundamentals of Christianity and have a brief introduction to the four other major world religions. They read stories from the Bible, know about the birth, death and resurrection of Jesus and understand the significance of the important annual Christian festivals such as Christmas and Easter. They know that people in other cultures have different religious beliefs, know the various places of worship associated with these different religions and some of the important facts from each. For example from Judaism they can name the Torah, the Menorah and understand about Kosher food. In Years 7, 8 and 9 pupils extend their knowledge of all these faiths learning in more detail the impact each religion has on the daily lives of the followers. For example they understand about the 'Wheel of Life' for Buddhists and how Buddha is central to their lives at all times. They are also encouraged to make comparisons between their own lives and the teachings from other religions. For example listening to stories from the Hindu religion to guide a discussion on how our actions affect others. In Years 10 and 11 the emphasis is on social and moral issues as they impinge on their own everyday lives. Discussing topics such as crime and punishment, animal rights, prejudice and the different approaches to life and death. In one lesson on capital punishment pupils were able to match the severity of an action with an appropriate punishment but found great difficulty when the action could have involved themselves.

114 Teaching is consistently good. Lessons are well planned and taught in a sensitive and enthusiastic manner so that pupils have the confidence to join in with the class discussions and ask relevant questions to ensure understanding and express their own opinions.

115 The subject is well co-ordinated and managed and resources are well used except there is a shortage of artefacts because, in the past, these have not been respected sufficiently well.