

## INSPECTION REPORT

### **BROMPTON HALL SCHOOL**

Brompton-by-Sawdon, Scarborough

LEA area: North Yorkshire

Unique reference number: 121764

Headteacher: Mark Minkelson

Reporting inspector: Rosemary Eaton  
15173

Dates of inspection: 30<sup>th</sup> September – 3<sup>rd</sup> October 2002

Inspection number: 249398

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	8 to 16
Gender of pupils:	Boys
School address:	Brompton-by-Sawdon Scarborough North Yorkshire
Postcode:	YO13 9DB
Telephone number:	01723 859121
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Appropriate authority:	The governing body
Name of chair of governors:	J. Stephenson, JP
Date of previous inspection:	6 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15173	Rosemary Eaton	Registered inspector	Design and technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
11437	Anthony Anderson	Lay inspector		How well does the school work in partnership with parents?
10668	David Walker	Team inspector	Science Information and communication technology Religious education	
3055	Clive Tombs	Team inspector	Mathematics Music Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
1987	George Davies	Team inspector	Art and design History	Pupils' attitudes, values and personal development
20024	Paul Wright	Team inspector	English Geography	How well does the school care for its pupils?
10781	Bob Thompson	Team inspector	Modern foreign language	

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

### **INFORMATION ABOUT THE SCHOOL**

Brompton Hall is a school with day and residential provision for boys aged 8 to 16 with emotional and behavioural difficulties. At the time of the inspection, 40 pupils were on the school's roll. The youngest were aged nine. Only one pupil currently returns home each evening. During term time, the others are weekly boarders, arriving at school on Monday morning and leaving after lessons end on Friday afternoon. All pupils have statements of special educational needs, describing their emotional and behavioural difficulties. A tiny number have additional speech and language difficulties. When they join the school, the attainment of most pupils is well below average, usually because their education has been disrupted owing to their behavioural difficulties. None of the pupils is from ethnic minority groups and none has English as an additional language. Carers currently look after four pupils. Pupils' homes are mainly in North Yorkshire, but a small number live in East and South Yorkshire, Lancashire and Hartlepool. Nearly three quarters of the pupils joined the school during the four terms leading up to the inspection. At the time of the inspection, three of the teachers and several of the support staff had worked in the school for only a few weeks. The school has difficulty recruiting suitably qualified teachers – for example, in music.

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

Brompton Hall is a rapidly improving school, with a number of good, very good or excellent features. It currently provides a sound standard of education and very high standards of care. Overall, pupils' achievement is satisfactory, but those who attend regularly achieve well. The quality of teaching is good, but too much time is allowed for a few subjects and not enough for others. Leadership and management are good. There has not yet been time for the headteacher's very strong leadership to have a significant impact on every aspect of the school. It provides satisfactory value for money.

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

- The headteacher provides very strong and clear leadership and is supported very effectively by the governing body.
- Most pupils enjoy being at school, work hard and behave well.
- Pupils are looked after very well.
- The school provides an excellent range of activities outside lessons.
- During Years 10 and 11, pupils have opportunities to gain a good range of accreditation, up to GCSE level.
- Pupils are prepared very well for their lives beyond school and for the world of work.

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

- Attendance rates are too low.
- Pupils do not make enough progress in music, physical education and religious education.
- They do not have sufficient opportunities for 'homework', after lessons have ended.
- The facilities for indoor physical education, art and music are unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was previously inspected in May 1997. Since then, it has made satisfactory progress, despite having gone through a very unstable period. This led to many changes of staff and governors, very high rates of exclusions and a large drop in the number on roll. Since the current headteacher joined the school in the spring of 2001, considerable progress has been made and this rapid improvement is continuing.

Pupils' achievement is broadly similar to the position in 1997 and so is the quality of teaching. Behaviour and attitudes are now back to the good standards seen during the previous inspection. However, attendance rates have deteriorated. The issues from the previous inspection have all been tackled and only the accommodation for indoor physical education remains in particular need of improvement. The provision for the youngest pupils has improved considerably, as have the numbers of classroom support and care staff.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 6	by Year 11	Key	
Speaking and listening	B	B	very good	A
Reading	B	B	good	B
Writing	C	C	satisfactory	C
mathematics	B	B	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	C	C		

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

The school sets challenging targets for pupils to achieve in GCSE examinations. Last year's targets were not met, due to the poor attendance of several Year 11 pupils. The two boys who entered for GCSE English both gained G Grades, representing good achievement. Pupils make good progress in lessons and achieve well in English, mathematics, science, geography and history. Progress and achievement are satisfactory in most other subjects. Achievement is very poor in music, because it is not taught. In religious education, pupils make satisfactory progress in lessons, but their achievement is unsatisfactory because not enough time is allowed for the subject. Progress in games lessons is unsatisfactory. Lower and higher attainers and those with speech and language difficulties make progress at similar rates. Poor attendance affects the progress of a significant minority of pupils, so achievement overall is satisfactory, despite good teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school, including lessons and the residential element.
Behaviour, in and out of classrooms	Good. The majority of pupils behave well in class, at break times and during residential activities and routines.
Personal development and relationships	Satisfactory. Now that behaviour has improved, pupils are beginning to take on responsibilities and become more independent. Relationships are good, especially between pupils and staff.
Attendance	Unsatisfactory. The majority have good attendance records. A significant minority either don't attend at all or only infrequently.



Break times are pleasant occasions. A few pupils are beginning to act responsibly outside the school's structured routines – for example, spending time in town, without supervision. The number of exclusions has reduced considerably over the past two years.

School Council members are starting to contribute to decisions about school life. At the end of each term, pupils comment on their own progress and achievement.

## TEACHING AND LEARNING

Teaching of pupils:	Years 5 – 6	Years 7 – 11
Quality of teaching	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.*

English, mathematics, science and personal, social and health education are taught well, as are the skills of communication, including literacy and numeracy. The school is successful in meeting the needs of all pupils. Those in Years 5 and 6 are taught well by a teacher who is qualified and experienced in teaching primary-aged pupils. In Years 7 to 11, pupils are taught by specialists in almost all subjects. This means that teachers are able to give clear explanations and help pupils to learn important skills and knowledge. Classroom support staff make good contributions to learning in many lessons, but their skills are underused in physical education. Teachers make effective use of their knowledge of each pupil, in order to match work accurately to their needs. They nearly always manage pupils' behaviour well, so pupils can make the most of their time in lessons. There are not enough opportunities for pupils to learn to work independently, outside of lessons. Teachers do not always plan for pupils to make use of computers to help them learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has many good features, but is unsatisfactory overall, because statutory requirements are not met.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral, social and cultural development are promoted well. Satisfactory arrangements are made for spiritual development.
How well the school cares for its pupils	Very good. The school has very well thought out procedures to make sure pupils are safe and feel secure.

The school works very hard to involve parents and keep them informed. In most cases, the partnership is effective.

The curriculum offers good opportunities for pupils to have their work accredited and for them to develop literacy and numeracy skills. Music does not meet statutory requirements and not enough time is allowed for religious education. Careers education and links with the community are very good. All pupils are valued equally and respected as individuals. The behaviour policy is clear and helps pupils to understand right and wrong.

The residential provision is very good, with high quality care. Education and care staff work together very effectively to support pupils.

The school does not do enough to encourage pupils to attend regularly.

Teachers have not agreed how pupils' work should be marked, in order to help them to improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's leadership is very strong and determined and has led to the recent rapid improvements. Senior education staff have important responsibilities and carry these out conscientiously. The residential team is very well led and managed.
How well the governing body fulfils its responsibilities	Good. Governors are led by a very knowledgeable and clear-sighted chair. They are well informed and bring valuable skills and expertise, making a very effective contribution to moving the school forward.
The school's evaluation of its performance	Good. The headteacher's accurate analysis of what needs to be improved is a key factor in enabling the school to make progress. Effective procedures are in place to check the quality of the work of teachers and other staff.
The strategic use of resources	Very good. The school plans very carefully so its funds are used to improve the quality of education and care, meeting pupils' needs and helping them to do well. For example, there are plans to improve the facilities for art and music.

The accommodation is good, including the residential units. However, there is no art or music room and the hall is unsuitable for indoor physical education. Learning resources are good. Staffing levels are satisfactory, but there is no music teacher and several teachers are temporary.

The school successfully applies the principles of best value.

Staff welcome the developments that have taken place and the vast majority are enthusiastic and committed to the school.

There are very good leisure and outdoor sporting facilities.

The school is providing better value for money as its numbers continue to rise.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their sons like school and are making good progress.</li> <li>• The teaching is good.</li> <li>• The school has high expectations for their sons.</li> <li>• It is well led and managed.</li> <li>• The boys are being helped to become more mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<p>Of the 20 parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> <li>• 5 think that their links with the school are not close;</li> <li>• 5 don't feel well informed about their son's progress;</li> <li>• 9 have some concerns about the amount of homework provided.</li> </ul>

The inspectors agree with the parents' positive views. The school tries very hard to maintain close links with parents. The termly reports for each pupil provide a lot of useful information. However, they don't always make it clear whether they have done as well as expected. Pupils are not expected to do enough work outside lessons.

## **PART B: COMMENTARY**

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

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

1. The pupils who attend school regularly achieve well. However, overall achievement is satisfactory, because a significant minority of pupils have poor attendance records and so do not benefit from the good teaching. The majority of pupils are achieving better than at the time of the previous inspection. The youngest pupils, in Years 5 and 6, are doing much better, because of improvements to their curriculum. Pupils in Years 10 and 11 have good opportunities to gain external accreditation. At the time of the previous inspection, accreditation was limited to NVQ Level 1 in Food Preparation and Cooking. Last year, pupils were successful in the Certificate of Achievement in English, mathematics, history, geography, resistant materials technology and science. Additionally, two of the five Year 11 pupils gained Grade G certificates in English. However, the school's targets were not met, owing to the poor attendance of several pupils. Currently, higher attaining Year 11 pupils are working towards GCSE accreditation in English, mathematics, science and resistant materials technology.
2. When they join the school, pupils' attainment is often well below average – often because their education has been disrupted – and they are reluctant learners. Throughout the school, they make good progress in lessons and achieve well in English, mathematics, science, geography and history. In these subjects, the curriculum is well planned and the quality of teaching is consistently good. Achievement and progress are satisfactory in art and design, design and technology and German. These outcomes are linked to satisfactory teaching in art and German. In design and technology, the teachers have only very recently joined the staff and pupils' experiences have been disrupted during the past year. In information and communication technology, pupils are now making good progress in lessons, as a result of good teaching. Their achievement is satisfactory, because a new programme of work is still being established. Progress and achievement are broadly satisfactory in physical education. After a long gap in their learning, pupils are unused to formal games lessons and this is inhibiting their progress. Activities in the residential setting make good contributions to their fitness and skills.
3. Achievement is unsatisfactory in religious education. Pupils make satisfactory progress in individual lessons, but do not have enough time allocated to the subject. They are not able to build up sufficient knowledge and understanding. Music is not taught at all, so achievement is inevitably very poor.
4. In each subject, pupils' progress is in line with the quality of teaching. However, another very significant factor is pupils' increasingly good behaviour and attitudes, which enable them to take part in lessons and benefit from the opportunities provided. In particular, two pupils are now being educated in mainstream schools, with a view to returning permanently. However, for a significant minority of pupils, there is clear evidence that poor attendance has a direct and adverse impact on their academic achievements. Additionally, because classes are often very small – groups of three were quite normal, during the inspection – teachers are sometimes unable to carry out planned activities, when these require pupils to work in pairs, for example. This affects the learning of all pupils.
5. The school's lower attainers make progress at similar rates to other pupils, because teachers make sure that work is well matched to their needs. Classroom support assistants make particularly strong contributions to their progress, since they are often

directed to help these pupils, especially in English lessons. The very small number of pupils with speech and language difficulties are supported effectively by the good quality provision in English. Additionally, all adults, including the residential and catering staff, take time to talk to all pupils and listen carefully to what they have to say. The highest attaining pupils are provided with work that challenges them suitably. In a few subjects, they have the opportunity to complete Certificate of Achievement courses during Year 10 and then to move on to GCSE in Year 11. This makes sure that those who attend are kept working hard and remain motivated.

6. Pupils' achievement in English is enhanced by their work in other subjects. The school has developed its literacy programme well and this is now becoming embedded into the whole school curriculum. Basic literacy skills are well promoted in other subject areas. Teachers use a wide range of written resources in lessons and pupils are encouraged to look for information from different sources. Pupils are given a range of opportunities for writing at length. For example, in history, pupils in Years 5 and 6 have written a play about being evacuated during the Second World War. However, these opportunities are not yet provided in all subjects. Similarly, the National Numeracy Strategy is well established and pupils' numeracy skills are regularly reinforced across the curriculum. For example, in design and technology, pupils estimate, weigh and measure. In science they count and time during experimental work and in geography they make graphs to identify different types of houses.

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

7. The majority of pupils have good attitudes and behave well. Despite going through an unsettled period, the school has been very successful in re-establishing the good standards identified by the previous inspection. It has been particularly effective in improving the attitudes and behaviour of the primary-aged pupils.
8. The pupils who attend regularly enjoy being in school, including staying in its residential facilities. They respond well to the carefully considered routines and supervisory systems and are particularly enthusiastic about the rewards system, based upon the colours of snooker balls. Pupils consider the system, with its incentives for good attitudes, behaviour and efforts in all settings, to be fair. They identify their progress with pleasure, as they move from red passes through to the highly prized black pass. Pupils are very enthusiastic about their evening activities, with more choices available to them if they are on a higher grade pass.
9. Pupils show interest in their lessons for most of the time. They settle to work well, concentrate hard and will persevere when faced with challenging tasks. For example, pupils in Years 5 and 6 showed a great deal of patience when faced with the task of sticking bosses onto their 'Roman' shields. Throughout the school, pupils respond particularly well in lessons containing a variety of activities. When their enthusiasm leads them to forget class conventions – such as waiting their turn or putting their hands up – they accept teachers' reminders with good grace in the majority of instances. They play well together in games they organise themselves, at break-times, or during evening activities.
10. Overall, the majority of pupils behave well in classes, when at play and when taking part in residential activities, and daily routines. This results in the school being a largely orderly and pleasant place in which to work and live. Pupils respond well, often because of the school's supervisory and care systems, but also because many of them are increasingly developing self-control. Very little oppressive behaviour was observed during the week of the inspection, with staff dealing with such incidents promptly and in a calm manner. Break times in particular are happy occasions. Pupils

choose what they want to do and show that they can play sensibly on their own, in pairs or as members of larger team games. The degree of self-regulation that senior boys demonstrate when playing football is exemplary, while the tolerance shown by younger pupils towards others who want to be on their own is highly commendable. This tolerance has not yet been fully developed into respect for others at all times, but the changes that are taking place in pupils' attitudes and behaviour mean that the foundations for such development have been put in place. During the last three years, there has been a very significant reduction in the number of exclusions. In 2001-2002, there were four fixed-period exclusions, involving three pupils.

11. Pupils' personal development is satisfactory. They periodically show initiative in class – for example, when helping to put equipment away after lessons. At meal times and during evening activities, a small number demonstrate initiative and take on responsibilities that are not part of established routines. The manner in which one pupil helped a smaller boy to pour water from the heavy container demonstrated this well. Members of the recently established School Council act in a responsible manner and contribute to deciding how the school operates. For example, they consider the colour of pass needed in order to take part in new activities and are to canvass opinions about preferred meals. A small number of older pupils visit local shops and cinemas unsupervised, respecting the clear expectations as to when to return. However, despite the good attitudes and behaviour that most pupils demonstrate for most of the time, they have generally not yet reached a point when they can act responsibly when outside of the well established school and residential routines. Pupils review their own progress each term. Their written comments often demonstrate increasing maturity and reflection.
12. There is a strong sense of community in the school. Pupils know that they are valued by staff and in turn, despite occasional incidents of inappropriate behaviour, they value and respect the adults that teach and care for them. Relationships between pupils and adults are very good.
13. Overall, attendance is unsatisfactory and not as good as at the time of the previous inspection. However, the majority of pupils attend well, particularly those in Years 5 and 6. The primary reason for the high levels of authorised and unauthorised absence is centred on a minority of pupils, a few of whom either refuse to attend at all or who are being educated elsewhere. Last year's attendance rates were significantly better than those of the year before. The level of lateness is low and is largely controlled by the timing of external transport and the fact that the majority of pupils are residential. However, there is not an agreed time for registers to be closed, making it difficult to assess punctuality accurately.

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

14. The quality of teaching is good. This appears to be broadly similar to the position at the time of the previous inspection. However, on this occasion, no very good lessons were observed. The school is still building up its staffing, after losing a number of teachers in recent years. For example, a teacher of music has not yet been recruited and the mathematics teacher is temporary. There has been a very good improvement in the teaching in the class for pupils in Years 5 and 6. Previously, the youngest pupils were taught by subject specialists. Now, almost all their lessons are with a teacher trained to work with primary-aged pupils, so they are not faced with continuous changes of staff and rooms. They are making good progress as a result of this more appropriate provision.

15. During Years 7 to 11, with one or two exceptions, pupils are taught by teachers who are specialists in particular subjects. This means that they have knowledge and expertise at their fingertips. As a result, they are able to concentrate on making sure that the lesson content and the methods they use are well matched to pupils' needs, so pupils of all abilities make good progress. Additionally, teachers can draw on their past experience in order to give clear explanations. During a food technology lesson, Year 8 pupils achieved high standards in tasks such as chopping onions finely, because the teacher's demonstrations left nothing to chance.
16. In many lessons, support assistants make good contributions to pupils' learning and progress. Their numbers have increased during the last year or so, and teachers are still developing their ability to manage staff so as to make the best use of their time and skills. Similarly, a few of the support assistants are very new to the role. When the partnership is most successful, classroom assistants know the purpose of the lesson and are clear about their own responsibilities. This happens regularly in information and communication technology lessons, where the staff share the task of moving round the pupils as they work, providing individual support and encouragement. In other lessons, assistants are asked to focus their attention on particular pupils – the lowest attainers, in an English lesson with Year 5 and 6 pupils. In another English lesson, the assistant's time was used effectively to help ensure that a new Year 8 pupil was fully included. As a result, this boy was able to make the same good progress as those who were more used to the teacher's routines and expectations. Occasionally, support staff are not given a clear role to carry out and their time and skills are underused. This is especially so in physical education lessons, where classroom assistants (and supporting teachers, during games lessons) are not fully involved or effective in helping pupils to make progress. Instead, they tend to react to situations as they arise – for example, dealing with pupils who straggle behind or attempt to opt out of activities. Pupils do not have positive attitudes to the subject and support staff are not yet playing a large enough part in encouraging them to do their best and achieve better. Similarly, classroom assistants are not sufficiently involved in mathematics lessons and do not contribute enough to helping pupils to learn.
17. Teachers almost always manage pupils' behaviour well, although they very occasionally struggle to maintain high standards of discipline. This is generally because the teachers are still establishing themselves. Rarely, they do not use all the school's strategies. For example, they may ignore challenging behaviour – such as swearing or refusing to take part in activities – allowing it to affect pupils' learning, rather than seeking help from the senior staff. At the end of lessons, teachers consistently award points for good behaviour, often discussing the reasons, so pupils are quite clear about what they need to do in order to achieve a better score. In a few lessons, teachers do not make the best use of time and learning resources, leading to pupils losing interest and becoming distracted. The majority of lessons are structured so pupils learn in a variety of ways and the teacher moves things along quickly, so there is no time for boredom to set in. Science lessons include a good mixture of discussion, written work and investigation. This variety motivates pupils and encourages them to behave well. For example, Year 11 pupils thoroughly enjoyed a lesson about biotechnology in everyday situations, one pronouncing it 'Excellent'. A few teachers – and support assistants – have loud voices. This can lead, unwittingly, to staff and pupils competing to be heard, making it difficult for pupils to concentrate.
18. Relationships between teachers and pupils are very good. Teachers are sensitive to the needs of pupils who have recently joined the school. For example, in a resistant materials lesson, one Year 8 pupil was reluctant to begin a designing task, volunteering that he couldn't design. The teacher was very reassuring and told him 'That's why I'm here – to help you'. As a result, the boy was prepared to have a go,

beginning to make real progress. In many lessons, teachers use praise and humour effectively to encourage pupils to try hard and demonstrate good attitudes to their work. This is particularly evident during question and answer sessions, where teachers take great care to involve all pupils in discussions – for example, on rainfall, during a geography lesson with Year 9 pupils. In a history lesson, the teacher varied the vocabulary she used when questioning Year 5 and 6 pupils about Roman soldiers. As a result, all pupils were challenged, although the lower attainers answered easier questions. This is one way in which teachers make use of their knowledge of how well pupils are making progress. In mathematics and English lessons, teachers often plan specific tasks for particular groups of pupils, depending on what they have already learned and their individual targets. This means that they are able to build effectively on what they know, understand and can do.

19. Pupils make good progress in lessons where they appreciate the importance of what they are learning. For example, Year 10 pupils were challenged and interested during a mathematics lesson, during which they calculated the cost of flying to different locations. Similarly, in geography lessons with Years 5 and 6 and Year 11 pupils, the teachers' references to the local area brought the subject alive and underlined its relevance. Pupils are not given enough opportunities to reinforce their learning outside of lessons, through homework. Teachers follow the school's policy, but the present, unsatisfactory provision is a missed chance to encourage pupils to develop independent learning skills. Pupils do have opportunities to use computers in subjects other than information and communication technology. However, teachers do not consistently plan for them to practise and apply their skills, missing chances for them to achieve more.

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

20. Although the curriculum has several good and very good features, the overall provision is unsatisfactory because it fails to meet statutory requirements in music and those of the Locally Agreed Syllabus in religious education. Music is not taught at all and religious education is taught as one element of a rotation with personal, social and health education and citizenship. Pupils are taught each of the three for the equivalent of only fifty minutes every three weeks. A disproportionate amount of time is spent on design and technology, which affects the curriculum overall. What the school offers has been affected by difficulties in recruiting and retaining suitable teachers. The present curriculum is a 'best fit' model, and is based on the expertise and experience of teachers currently employed. An improving range of externally accredited courses, including GCSE, the Certificate of Achievement and National Vocational Qualification, adds to its relevance and boosts pupils' self-esteem by recognising their achievements and efforts. The curriculum also emphasises the important areas of communication, literacy, and the application of number.
21. There have been significant improvements in the curriculum since the previous inspection. In particular, the key issues concerning the organisation and delivery of the curriculum for primary-aged pupils and their learning environment have been fully addressed. There have been improvements in curricular planning and co-ordination, so that for almost all subjects there are at least satisfactory, and mainly good, policies and programmes of work in place. Teachers now know what to teach and when to teach it. Co-ordinators have responsibility for the provision for pupils in Years 7 to 11 and tend to have only informal links with the teacher in Years 5 and 6. This means that opportunities are missed to ensure that the learning of older pupils builds systematically on what has gone on before.

22. The provision for pupils with additional special educational needs, which includes the lower attainers and those with speech and language difficulties, is satisfactory. Annual reviews, individual education plans and care plans are well established. The school responds readily to pupils with additional special needs and is increasing training for teachers and care staff, for example, in the management of physically challenging behaviour. All pupils are now in classes and residential units according to their chronological age. This organisation takes very good account of pupils' academic and social needs. Each pupil is valued equally. The needs of the pupils who are looked after by carers are fully appreciated and attended to. The school provides opportunities for all pupils to have the fullest access to the curriculum within and outside lesson time and to gain maximum accreditation for their achievements. The one pupil who does not use the residential facility stays to take part in evening activities, so he is able to benefit as much as possible from the provision.
23. The provision for extra-curricular activities is excellent. A comprehensive range of clubs is arranged before and after tea. Pupils opt to attend them, depending on the level of their passes. These activities include, fishing, swimming, cycling, go-karting and crafts and make full use of the very good indoor and outdoor facilities. Good use is made of the school's two minibuses to take pupils on an extensive range of visits, very effectively enriching and extending the curriculum,
24. Provision for personal, social and health education, including sex education, drug awareness and aspects of citizenship is satisfactory. While aspects of personal, social and health education permeate the whole curriculum, and are complemented by the very good contribution of the care curriculum, insufficient time is allocated to its teaching as a separate subject within the school timetable. A carefully considered policy and a well-balanced programme of work have been developed. Planning usefully identifies links with other subjects and to programmes undertaken by care staff. Pupils are beginning to be prepared for accreditation through a Youth Award Scheme and the 'Key Decisions' citizenship award.
25. Work-related education, including careers, is very good. Pupils are very well prepared for life after school. There are very good links with the specialist careers service, providing support from Year 9 onwards. The key skills of interview techniques, job hunting and decision-making, and an awareness of health and safety, are actively promoted through a comprehensive careers programme. In addition a series of visits, for example, to the Army Transport depot at Beverley and backstage at the Stephen Joseph theatre, inform pupils well about future options. These are further reinforced by an 'Industry Day' and careers evening. Pupils' opportunities to learn 'about work, through work' are further developed through a well-organised work experience programme, with a range of placements including garages, a computer shop and a fishing lake. Pupils also increase their vocational awareness by attending courses – for example, in catering – at two colleges of further education. There is a well-stocked careers library with appropriate guidance and relevant computer software.
26. The school has very good links with the community. For example, the school provided one of two oak trees planted in the village to commemorate the Queen's Jubilee. Visits to local places of interest, involvement in local projects – such as a catering exhibition – and the regular use of community and countryside facilities (shops, leisure centre and outdoor pursuits centres), add richness and relevance to the curriculum for all pupils. People in the community visit school and share their interests and skills. Links with local schools and colleges are good overall and include strong links with the local primary and secondary schools.



27. The provision for the pupils' spiritual, moral, social and cultural development is good overall and makes a significant contribution to the pupils' attitudes, values and personal development. This means that the good provision identified in the previous inspection has been maintained.
28. The arrangements for spiritual development continue to be satisfactory. Well-planned school assemblies are held twice a week. They provide opportunities for pupils to explore values and beliefs and recognise and respect the achievements of other pupils. The recently established School Council is another indication of how the school values the pupils' views, ideas and questions. The organisation of residential accommodation into small units, containing personalised areas for each pupil, is a practical demonstration of the school's respect for the integrity of individuals and its recognition of the need to provide them with space for their own thoughts and ideas.
29. The school promotes the pupils' moral development well. There is a clear behaviour policy and procedures and a positive, supportive climate within which pupils are helped to gain an understanding of what is right and wrong. Pupils are very familiar with the school rules and associated rewards system. Boys from each residential unit form a committee, available to deal with any persistent bullies. Staff provide very good role models. They encourage politeness and caring attitudes and make a significant contribution to making the school a safe learning environment within which pupils can develop moral insights and good behaviour.
30. There is good provision for the pupils' social development. Elements of the school's rules that promote the development of social skills are consistently stressed by teaching and care staff. In addition, pupils' social targets, identified in individual education and care plans, are promoted on a wide range of occasions. Pupils serve and clear away at meal times and older pupils are able to get their own supper and begin to develop their independence skills. However, opportunities for pupils to further improve their independent living skills are limited. The head of care is currently considering how the school can provide more opportunities for older pupils to extend their experiences in this important aspect of their personal and social development. The rich range of evening activities enables pupils to acquire new social skills and use their existing skills in a variety of settings. Pupils are encouraged to think of others and recently undertook a mountain bike ride in the forest of Wykham in aid of Cancer Relief.
31. The provision for pupils' cultural development is good and has improved since the previous inspection. They have opportunities to visit different theatres to see productions such as 'Billy Liar' and 'Blood Brothers'. In art, they study and respond to the work of different artists and they have regular opportunities to act in drama sessions and the school's Christmas production. The well cared for school building, with its many artistic and architectural features, makes a powerful indirect contribution to their cultural development. The local church, with its strong connections to Wordsworth, and World Book Day activities are used to promote pupils' knowledge of their own literary culture, and their experience of poetry is extended by visitors such as Rowena Somerville – poet and illustrator. However, experiences that extend pupils' understanding of the multi-cultural nature of the society that they live in are limited by the school's location. There are also very few opportunities for them to develop their musical skills and appreciation.

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

32. The procedures for child protection and pupils' welfare and safety are very good and have improved well since the previous inspection. Child protection procedures are in

place and effective. The teaching staff, well supported by the classroom assistants and care staff know their pupils well and together, as an experienced and knowledgeable team, they provide very high quality support and guidance. During the inspection, there were a few examples of pupils receiving minor bumps, and the teaching, support and administrative staff were quick to offer an appropriate level of care. Detailed records are maintained of all accidents, although these do not always indicate clearly whether parents have been informed. The regular administration of medicine to pupils is effectively undertaken by trained staff and appropriate records are kept. The school conducts occasional health and safety checks of the site and the site manager carries out his responsibilities with due care and consideration. The open air swimming pool, currently unused, presents a potential hazard, because it is unfenced.

33. The quality of the provision for the pupils who are in residence is very good. There is an appropriate care policy, which reflects the aims of the residential provision and the level of care provided by the staff is very good. As a consequence, pupils' personal and social development is very effectively promoted. The residential provision is well staffed and care staff have undertaken relevant courses and attended whole school staff training days. All staff have received physical restraint training. Arrangements for monitoring pupils overnight are satisfactory, with a system of care staff who undertake sleeping-in duties in each unit. A team leader is on call, either in one of the units, or in the school, if any emergency should arise. There are effective communication systems in place, within and between the education and care teams, to ensure that the needs of the pupils are being met. The residential part of the school has a very relaxed atmosphere, including at mealtimes. Pupils are given a very good choice of food, which is served in a pleasant manner by the kitchen staff. The pupils like the boarding provision and benefit from the care and consistency it gives to their lives.
34. The arrangements to monitor and promote pupils' attendance are unsatisfactory. The education social worker is a regular visitor to the school and frequent discussions are held about pupils with poor attendance records. However, the fact that several of these pupils have homes situated well outside the support boundary of the education social worker creates extra communication difficulties with other local education authorities. Although each pupil's attendance rate appears on the cover of their termly reports, there is no consistency about setting them targets to improve – even when their attendance is clearly unsatisfactory. Where there are targets, these tend to be unrealistic or imprecise – for example, 'To improve general literacy by regular attendance'. Pupils who achieve 100 per cent attendance receive a small certificate. The range of incentives needs to be improved, so that improvements are recognised and rewards are more tangible and effective.
35. The school has an effective range of strategies for monitoring and improving pupils' behaviour and these are built around the hub of regular checks throughout the day. It is divided into sixteen sessions, during each of which pupils can 'earn' points and gain privileges. The impact of this effective provision can be seen in pupils' positive attitudes and behaviour and in the reduction in exclusions. Care and education staff track each pupil's scores very effectively, with information stored in a computer data base, so it can be analysed easily. However, some inconsistencies were observed in the use of the system to promote good attitudes and behaviour in the classroom. One very good recent improvement in the use of the monitoring system is the inclusion of behaviour during the weekly journey to and from school. The school acknowledges pupils' individual achievement through the praise given to them in the classroom and, more formally, during weekly pastoral meetings which are effectively used to sum up each pupil's progress and to plan ahead for the following week. There are daily care staff meetings, when the progress of individual pupils or whole units can be discussed, and strong links with the teaching staff. Log books, kept on each unit, provide very

good information which helps to inform individual care plan targets. Each resident pupil has a key worker, who knows them very well and is responsible for keeping track of their personal and social development.

36. Procedures for assessing pupils' achievements, progress and personal development are good overall and are used effectively to identify ways of helping pupils to make better progress. Where curricular plans set out clearly what teachers want pupils to know, understand and do – for example, in English, mathematics, science, history and geography – pupils' achievements can readily be recorded and this information used to plan subsequent lessons. Pupils are tested soon after arriving at the school and then twice each year, in order to assess in greater detail their reading, spelling and language skills. Each teacher is provided with this information about pupils in their class. The results of National Curriculum tests are used to identify pupils who would benefit from being taught in mainstream schools. Work in pupils' files is not always dated and annotated, for instance, with the amount of support pupils have needed, making it more difficult to track their progress. There is currently no agreed method for marking pupils' work and so it varies between subjects. This limits pupils' understanding of how well they are getting on and what they need to do in order to improve.
37. The reviews of pupils' statements of special educational needs take place annually. The process brings together information on progress and the views of parents, teachers, care staff and other professionals who may be involved. There are comprehensive systems in place in school and in the residential units to monitor and support pupils' personal development. Pupils' individual education plans are satisfactory and reflect the learning targets established at the annual review meeting. However, pupils' targets are occasionally too vague – for example, 'To improve the appearance and presentation of work.' They do not identify consistently what the pupil needs to learn and they do not always enable teachers to check how fast pupils are learning.

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

38. Parents' and carers' views of the school are positive. The meeting with the inspectors was not well attended, but the percentage return to the parental questionnaire was good. The majority of the parents who completed the questionnaire are supportive of the school and of its aims and objectives. However, over half of those who gave an opinion were dissatisfied with the level of homework provided.
39. Parents receive comprehensive termly reports, which include targets for pupils' behaviour and academic performance. Although providing a lot of useful information, these do not consistently give parents a clear picture of whether pupils' progress is as good as expected in comparison with the previous term. The school also sends out termly newsletters to keep parents informed and these are of a very high and consistent quality. They provide parents with an extremely full and vivid picture of school life. This might include for example, details of school visits, careers evenings, fundraising, theatre or sporting trips and general information.
40. The school maintains regular contact with parents. This is usually by telephone, but parents are always welcome to discuss particular issues with both academic and care staff. Annual review meetings are not well attended by parents but the school works as closely as possible with them, to ensure that they are kept well informed.
41. The way in which parents support the school is satisfactory. The very wide catchment area presents a problem both to parents and the school, but last year's careers

evening was very well attended by parents. The one during the week of the inspection was less well supported. A wide range of visitors to the school provides academic, medical, and pastoral support to both pupils and parents. Parents are invited to support many of the school's activities. They are reluctant to become governors and at present only one is a member of the governing body.

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

42. Since the previous inspection, the leadership and management of the school have gone through considerable changes – for example, two of the senior staff have each assumed the role of headteacher at various times, and nearly all the current governors have been appointed during the past couple of years. Easter 2001 saw the appointment of the present headteacher. At that time, the school was disorganised and staff morale was low. Pupils were insecure and very challenging, with high numbers of exclusions. At one point, only eight were attending. Already, through very strong and determined leadership, the headteacher has brought about significant improvement from this low point. His careful analysis of the school's needs and clear-sighted planning to manage changes have ensured that systems and structures have been established. These have created conditions in which staff can work effectively and pupils can flourish. The improvement plan for 2001-2002 shows how the foundations for improvement were put down. For example, staff roles were reviewed, pupils' days were given more structure, and an extensive redecoration programme was started. These are having a strong impact on pupils' behaviour and hence their ability to benefit from the opportunities they are offered. The headteacher makes it very clear that all pupils are valued and respected, by the way in which resources and efforts are directed towards raising their self-esteem and achievements.
43. Senior education staff had not previously had planned opportunities to develop their capacity to lead and manage particular aspects of the school. Their roles have been redefined and are still developing as more responsibilities are delegated to them. At present, all three of the teachers with whole-school management roles have important tasks, which they fulfil conscientiously. This means that the headteacher is becoming more able to focus his attention on ensuring that the school continues to improve. The residential team is very well led and managed, with very effective links between the head of care and headteacher. A new tier of residential unit managers has very recently been introduced, providing a stronger career structure for care staff and more opportunities for communication between them and senior staff. Subject co-ordinator roles have been more clearly defined, and most are providing effective leadership. Exceptions are where staff have only recently joined the school and where one teacher currently has too many responsibilities.
44. The governors are led by a very knowledgeable, clear-sighted and energetic chair. Although the governing body is still not yet complete, new governors have been recruited to bring relevant skills and expertise – for example, representatives of the police service, administration and business. They are well informed and are increasingly gaining knowledge of the school through first-hand contact. Because they are so aware, governors – especially the chair and vice-chair – are able to challenge the headteacher and have an impact on establishing priorities and the direction in which the school moves. A very recent initiative has resulted in governors agreeing to establish links with particular subjects and their co-ordinators. This will provide them with opportunities to keep track of the progress of co-ordinators' plans and their impact on pupils' achievements.
45. At present, the headteacher plays the principal role in checking the quality of teaching and learning, through formal observations, some of which form part of the school's

arrangements for performance management. Other senior education staff and subject co-ordinators are becoming increasingly involved in evaluating the work of the school – for instance, through a three-year cycle of reviews of each subject area. This is a good example of how the pace of change is controlled – teachers are not expected to push forward every subject at the same time.

46. The headteacher meets frequently with different groups of staff, providing more opportunities for him to keep an eye on developments and encourage discussion. In this way, staff are becoming more involved in making decisions about how the school is run and moves forward. For example, staff expressed concerns about the vulnerability of younger and smaller pupils at breaktimes. As a result, new arrangements have been made which allow the older pupils to take part in energetic games without jeopardising the safety of others. During the inspection, a number of staff volunteered that they now feel 'empowered' as well as supported. The vast majority are enthusiastic and share a commitment to raising standards and providing the highest possible quality of education and care. Staff have welcomed the changes implemented by the headteacher.
47. The school improvement plan is detailed and contains suitable priorities and appropriate costings, although there is no target to improve pupils' attendance. The plan is prepared after wide consultation and includes national priorities as well as areas the school has identified as needing further improvement. This ensures that the school uses all funds to maintain and improve the overall quality of education provided. For example, there are plans to improve the facilities for art and music. Responsibilities are given to identified personnel and the headteacher, senior management team and governors make regular checks on the implementation of the plan. Financial planning procedures involve the governing body as well as the senior and middle managers and the school makes good use of external advisers. Specific grants are allocated appropriately and used very well to support school improvement. The principles of best value are rigorously applied to the use of resources and services, so that value for money is obtained from all expenditure. Monthly budget reports are presented to the headteacher and the chair of the finance committee, followed by regular reports to the full governing body. These enable all governors to keep track of spending.
48. Administration and financial management are of high quality. The use made of new technology is good overall and there is effective use of computers in the financial management and administration of the school and for recording pupils' academic progress and behaviour. Over the last twelve months the school's unit costs have been high, because it is funded for more pupils than it has on roll. The recent increase in the number of pupils admitted has reduced considerably the amount spent on each one and this trend is continuing.
49. Staffing levels are satisfactory and are good for care staff. However, the school has no music teacher and three other teachers have temporary contracts. All key teaching, care and support staff have job descriptions and this is gradually being extended to include all staff. Induction arrangements are satisfactory, with the staff handbook providing a very good overview of systems, procedures and the school's values and beliefs. All staff receive appropriate training for their individual responsibilities as part of their own personal development.
50. The accommodation is good. However, the main teaching block is on a separate and higher level than the administration section (which includes the main entrance) and people who use wheelchairs or who are physically disabled are unable to gain access. The pupils in Years 5 and 6 have a pleasant classroom, in which most of their lessons

take place. This is a significant improvement since the previous inspection. Most subjects have good quality specialist accommodation suitable for secondary-aged pupils, but there is no dedicated art or music room. There is no gymnasium and the main school hall is small and restricts the range of activities that can be carried out as part of the physical education curriculum. Leisure and sporting facilities are very good, as are the grounds. A fitness room is currently being developed. The residential accommodation is well decorated and homely. All rooms are comfortable and attractive and have been personalised by pupils with posters and items brought from home. Large open bedroom areas have been successfully partitioned to create private sleeping and study areas. The lounges in the units are pleasant and enable the pupils to feel relaxed away from a school environment. The school is cleaned and maintained very well by the caretaker and his team.

51. Learning resources are at least satisfactory in all subjects and in several – for example, mathematics, physical education and history – they are good. Information and communication technology resources are very good. The library is well stocked and is adjacent to a specialist careers library.

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

52. In order to improve standards further, the headteacher, governors and staff should:
- I. Develop more effective strategies to encourage pupils to attend regularly. (paragraph 13)
  - II. Improve progress and achievement in music, religious education and physical education by:
    - o Reintroducing a taught programme for music. (paragraphs 20,99)
    - o Allocating more time for religious education and extend the range and depth of what is taught. (paragraphs 20,105)
    - o Improving the physical education curriculum so that it is better balanced. Ensure that teachers and support staff set high standards for pupils' performance and behaviour.(paragraph 104)
  - III. Allocate time after the taught day for pupils to study independently.
  - IV. Ensure that the work set complements and extends learning in lessons and is matched to pupils' individual needs. (paragraph 19)
  - V. Continue to work with the local education authority to improve the facilities for indoor physical education, art and music. (paragraph 50)

In addition, the following issues should be considered for inclusion in the school's action plan:

- Agree a policy for marking pupils' work so that they are helped to appreciate what they have done well and how they can improve.(paragraph 36)
- Ensure that teachers in all subjects consistently plan opportunities for pupils to use computers to help them to learn. (paragraphs 19,94)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	33	14	4	0	0
Percentage	0	0	64	28	8	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	38
Number of full-time pupils known to be eligible for free school meals	3

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	19
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	14.83

#### Unauthorised absence

	%
School data	6.49

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

### Attainment at Key Stage 4 (Year 11)

5 boys were entered for GCSEs and 2 achieved 1 or more grades A\*-G

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	42	4	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

### ***Financial information***

#### **Qualified teachers and classes: Y5– Y11**

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	4.9
Average class size	6.6

#### **Education support staff: Y5 – Y11**

Total number of education support staff	7
Total aggregate hours worked per week	196

*FTE means full-time equivalent.*

Financial year	2001-02
	£
Total income	1051234
Total expenditure	964047
Expenditure per pupil	33243
Balance brought forward from previous year	16641
Balance carried forward to next year	103829

The balance has been used to provide additional staff and to improve the accommodation.



### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.6
Number of teachers appointed to the school during the last two years	6.9
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Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	20

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	10	0	0
My child is making good progress in school.	35	60	0	0	5
Behaviour in the school is good.	10	45	10	5	25
My child gets the right amount of work to do at home.	0	5	20	25	25
The teaching is good.	45	50	0	5	0
I am kept well informed about how my child is getting on.	35	50	15	10	0
I would feel comfortable about approaching the school with questions or a problem.	50	35	10	5	0
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	25	50	15	10	0
The school is well led and managed.	45	40	0	5	10
The school is helping my child become mature and responsible.	40	45	10	0	0
The school provides an interesting range of activities outside lessons.	75	25	0	0	0

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

### **ENGLISH**

53. The provision for English is good. Pupils of all ages make good progress and achieve well.

#### Key strengths

- Teachers' planning takes good account of the National Literacy Strategy.
- Progress and achievement are good in speaking and listening and reading.
- Year 10 and 11 pupils work towards externally accredited courses.
- English is well led and organised.

#### Areas for improvement

- Pupils do not always have opportunities to write at length in lessons across the curriculum.
- Teachers do not plan sufficiently for pupils to use computers to support their learning.
- The arrangements to make sure that the work done in Years 7 to 11 builds systematically on the curriculum in Years 5 and 6 are too informal.

54. The overall quality of teaching is good. This is a good improvement since the previous inspection. The National Literacy Strategy has been introduced and this has been effective in improving teachers' planning, ensuring that tasks are such that pupils build on what they have already learned. Since the previous inspection, there has been good improvement in reading and speaking and listening, both of which are now good. Pupils' achievement and progress in writing have also improved well and are now satisfactory.

55. Opportunities for pupils to develop speaking and listening skills are good. Teachers and support staff encourage pupils to join in and they genuinely value what each one has to say. This leads to good progress by pupils of all abilities, including those with speech and language difficulties. All pupils listen carefully and respond to questions asked by teachers, teaching assistants and care staff. This is noticeable in the residential units when pupils participate in unit forums and the School Council. In lessons, pupils confidently take part in discussions on a variety of topics. In one lesson, pupils in Year 9 were given good opportunities to develop their skills by discussing the use of formal and informal language in school reports. They listened attentively to one another describing why we use formal English in such reports and do not use abbreviations. In a few classes, the small number of pupils present limits the range and effectiveness of discussions. The displays of useful words in all classrooms help pupils develop the vocabulary needed for a range of subjects. Pupils increasingly adapt their speech to different situations – for example, chatting sociably with each other in the playground and then switching quickly to more formal speech with visitors. Pupils in Years 10 and 11 have extended opportunities to use their speaking and listening skills in a wider range of settings, including college and work placements, developing their confidence and preparing them well for their future lives. Additionally, those in Years 7 to 9 have weekly drama lessons, and all pupils benefit from performances by professional drama groups and visits to the theatre.

56. Achievements in reading are good. There is a clear focus on developing pupils' understanding of what they read and there are specific lessons for literacy, making use of elements of the National Literacy Strategy. All pupils are able to select their own

choice of books and higher attaining pupils read with understanding and comprehension. Pupils are given the opportunity to study a variety of texts ranging from 'Tyke Tyler' in Year 8 to 'Blood Brothers' in Year 11, appealing to their ages and interests. Higher attaining pupils use the skills of skimming and scanning, selecting information as required. In a good Year 7 lesson, pupils displayed good reading skills when using the etymological section of the dictionary. They looked up the word 'tycoon' and were surprised to discover that it originates from China. Lower attaining pupils are effectively supported and encouraged by following an appropriate reading scheme. The library is well situated at the centre of the school and is well stocked with a comprehensive range of fiction and non-fiction books. Pupils are also able to use the library in the evening to further develop their interest in literature.

57. Pupils make satisfactory progress in writing. Higher attaining pupils' writing is often organised, imaginative and clear. For example, pupils in Year 7 described similarities and differences between the boarding school attended by Sir Winston Churchill and their own experiences at Brompton Hall. They enjoyed this activity and saw it as relevant and interesting. As part of their GCSE coursework older pupils in Year 10 have produced their own version of 'Macbeth'. They are given the opportunity to redraft pieces of writing and produce work of a good standard. They write book reviews, letters and accounts of visits. However, the range and opportunity to develop creative writing skills is limited. Teachers' plans do not always identify when pupils are to use information and communication technology. During the inspection, little use of computers was seen in English lessons and this is an area for development. Displays on classroom walls and along corridors provide good examples of writing and promote pupils' pride in their work.
58. The co-ordinator manages the subject well. Good policies and guidance have been developed to ensure that pupils develop their skills systematically as they move up through the school. Teachers' plans and their assessments of pupils' progress are now matched more consistently to National Curriculum levels and pupils in Years 10 and 11 have the opportunity to study for GCSE in English Language and English Literature. However, links in planning for younger pupils in Years 5 and 6 and with the rest of the school need to be formalised in order to ensure unbroken curriculum coverage.

## **MATHEMATICS**

59. Those pupils who attend regularly achieve well and make good progress as they move through the school. This is because teaching is consistently good and because teachers have high expectations that promote effective learning. Provision in mathematics has improved well since the previous inspection and is now good.

### **Key strengths**

- Teachers have good subject knowledge and bring quality and rigour to the subject.
- Relevant and challenging activities are carefully matched to pupils' learning needs.
- Behaviour is managed in a positive way so that learning is not disrupted.
- Higher attaining pupils achieve distinction grades in the Certificate of Achievement in Year 10, and achieve Grades E-G in GCSE in Year 11.
- Pupils enjoy mathematics and are well motivated.

### **Areas for improvement**

- Computers are not used enough to help pupils to learn.
- Pupils' learning is not reinforced sufficiently at the end of lessons.
- The marking of pupils' work is inconsistent and does not tell them how they can improve.

- Classroom support assistants do not always make an effective contribution to pupils' learning.
60. Pupils in Years 5 and 6 enter the school with poorly developed numeracy skills. They make good progress because lessons are well structured and move on quickly. In one lesson, a brisk start of oral and mental work focused pupils' attention and developed their confidence and ability to rapidly multiply by 10 and 100. The main activity was clearly introduced with a good display and demonstration of measuring instruments – a tape, rule, metre wheel and stick. Pupils agreed that the most appropriate for measuring body parts are the tapes and readily, and in the most part co-operatively, measured and recorded chest and head sizes. The teacher regularly reminded them about the correct mathematical vocabulary of measurement. A lower attaining pupil was given support to measure and record accurately. Higher attaining pupils worked independently. They understand non-standard and standard units of measure and are beginning to know and use relationships between metres, centimetres and millimetres. There were two computers in the room but, on this occasion, information and communication technology was not used to support leaning.
  61. Pupils in Years 7 to 9 build on this secure basis. They make good progress in learning about sequences and functions and develop good skills in using a calculator to solve word problems, because lessons are well planned and prepared. Teachers – including one who is temporary – manage behaviour well and with a minimum of fuss. For example, one pupil was reminded of his behavioural target – 'not shouting out' – and the incident was marked on the board. He did not shout out again. Good questioning – for example, 'Which sequence am I describing?' – made pupils think and observe carefully. Interesting problems, such as buying a sports car, and comparing numbers attending football matches, motivate pupils to pay attention. Higher attaining pupils in Year 9 are developing their own strategies for solving problems. Lower attainers recognise sequences of numbers, including odd or even numbers. They can make up a sequence given a term or rule. Not enough time and emphasis are given at the end of lessons, in order to assess and share pupils' progress, and to celebrate their achievements and good behaviour. Classroom support assistants are not sufficiently involved and their role in supporting teaching and learning needs to be developed.
  62. Pupils in Year 10 and 11, continue to make good progress. They are following coursework leading to appropriate accreditation. They are sensible and mature, apply themselves to work and sustain their efforts. Year 10 pupils use calculators to compare costs of air flights and check their answers by carrying out three-digit addition and subtraction. Year 11 pupils use and understand the common properties of number, including multiples, factor, and prime numbers. Lessons are well planned and prepared so learning is continuous. Literacy skills are reinforced as key mathematical words are identified and displayed. The temporary teacher's good command of the subject means she deals with queries with ease and confidence. She provides critical but positive feedback through regular discussions with pupils, so their work improves.
  63. The subject is well organised and there is an appropriate programme of work in place to provide a broad and balanced experience for pupils. There have been good improvements in teaching and learning since the previous inspection. Assessment procedures, with the exception of marking, have also improved, although more specific numeracy targets in pupils' individual education plans would provide a focus for individual pupils and better inform teaching and planning. Resources and accommodation are good. However, computers are insufficiently used to support pupils' learning. The use of homework to consolidate and extend pupils' learning is also an area for development. Critically, poor attendance has a negative impact on the learning of a minority of pupils.

## SCIENCE

64. The provision, including the quality of teaching, is good. As a result, pupils make good progress and achieve well. This represents sound improvement since the previous inspection.

### Key strengths

- Teachers provide plenty of opportunities for pupils to learn through carrying out investigations.
- Pupils have positive attitudes to science and behave well in lessons.
- Teachers carefully assess and record pupils' progress and use this information to plan lessons that build on what they have already learned.

### Areas for improvement

- Teachers do not consistently encourage pupils to use their own words when recording what they have observed or learned.
- Homework is not used enough to develop pupils' independent study skills.

65. Pupils have many good opportunities for developing and applying investigative skills, which effectively enhance their knowledge and understanding of science and support their progress. The classroom support staff provide valuable assistance to the pupils. During their study of science, pupils improve their understanding of mathematics by measuring length, weight and volume and interpreting graphs, many computer-generated from the input of data into a spreadsheet. They practise writing, using appropriate technical language, but have few opportunities to write at length. Regular tests, referenced to National Curriculum levels, enable pupils' progress to be evaluated very effectively. There is accreditation through the GCSE at Year 11, which motivates higher attaining pupils who attend regularly to achieve standards that approach national averages.

66. During Years 5 and 6, pupils begin to understand scientific method and to learn through predicting and testing. They classify materials by different criteria. In one lesson they discovered that a magnet does not attract all objects, but only some metals. They quickly learned to make correct predictions for non-metallic substances. The lesson was well organised, with all the necessary resources ready, and behaviour was well managed so that pupils had the maximum time for their practical work. They shared some objects and worked very co-operatively in pairs. They recognise the forces of push, pull and turn and know that gravity pulls down and friction makes it harder to pull an object over a carpet than a wooden floor.

67. By Year 9, pupils have practised the separating techniques of evaporation, filtration and distillation. They recognise the processes that are characteristic of life, study foods and digestion and know that a healthy diet contains protein, fat, carbohydrate, vitamins and minerals. Health and safety considerations in the laboratory are frequently reiterated by the teacher and appreciated and obeyed by the pupils. In a Year 7 lesson, pupils used a computer-linked microscope to study pond mini-beasts. They were most respectful of life and treated the creatures as carefully as one could wish, returning them to the large aquarium as soon as they had carried out their observations. The planning of lessons is thorough, with clear objectives, carefully shared with the pupils at the start of the lesson, and activities which are structured to enable pupils to achieve success.

68. Pupils in Years 10 and 11 work towards the GCSE in Human Physiology and Health. This includes the factual requirements for their sex and drugs awareness education. They study life processes, the immune system and diseases, and selective breeding. This course is well received by the pupils as it retains their interest and this is complemented by the teacher's very good subject knowledge. For example, he demonstrated the idea of osmosis by using the illustration of the 'breathable waterproof', which many pupils have frequently used when walking in the rain. In this Year 10 lesson, pupils demonstrated their understanding of the human digestive system and made good progress in learning how food is transferred into the blood stream for use throughout the body.
69. Leadership of the subject is good. There is an appropriate programme of work carefully linked to the National Curriculum and the requirements of the examination syllabus. Assessment and recording of pupils' progress are very good. Resources are good and carefully stored. Accommodation is much improved since the previous inspection, with a classroom for non-practical work adjoining the laboratory being well used. Information and communication technology facilities, such as a computer linked microscope and interactive CD-ROMs are well used to interest pupils and help them to learn.

## **ART AND DESIGN**

70. Insufficient lessons were observed during the inspection to enable secure judgements to be made about the quality of teaching. However, it is clear that the satisfactory progress and achievements demonstrated by pupils during the previous inspection have been sustained.

### Key strengths

- The work of other artists is used effectively to stimulate pupils' interest and ideas.
- Pupils' work is very well displayed in the art room and in the school's public areas.

### Areas for improvement

- The room used for art and design is unsuitable.
- Older pupils do not have opportunities to study for external accreditation.

71. During Years 5 and 6, pupils make satisfactory progress in their development of basic skills. They improve in their ability to draw using pencils and crayons and use paint brushes with more control. The majority of pupils mix colours with more confidence and higher attaining pupils are beginning to make reasoned judgements about the use of tone and texture – such as when creating and painting different buildings for their street frieze in clay. Art is effectively used to support work in other subjects. Pupils demonstrate that they use scissors and pasting techniques competently when making Roman weapons and they create paintings in response to poems and stories from their English lessons. Sketchbooks are used effectively to record their ideas.
72. Older pupils, in Years 7 to 9, continue to make sound progress in their use of various tools to make marks on paper and clay. They use charcoal and pastels with more confidence and develop their use of tone and shading. These improvements are well demonstrated in their self-portraits and when looking at the work of other artists – for example, the 'Mona Lisa'. This satisfactory improvement in their pencil and crayon skills is also evident in their still life work on household objects, with higher attaining pupils able to create three-dimensional effects. However, the majority of pupils do not understand the simple rules of perspective.

73. Pupils in Years 10 and 11 continue to make satisfactory progress as they build on previous skills. They produce work that allows them to consolidate their previous learning in the use of pencil, pastel, paint and clay and they increasingly select from previously acquired skills. They design and produce posters that reflect their work in history, such as what to do in the event of a gas attack during World War 2. Their use of pastels shows good progress – for example, work on industrial skylines. Higher attainers show significant improvement in their ability to draw everyday objects.
74. A non-specialist teacher satisfactorily leads the subject. Planning is satisfactory overall but there is a need to develop units of study that prepare pupils for external accreditation. Satisfactory use is made of computers. The absence of an appropriately equipped specialist room restricts the range of activities that can be offered to all pupils and in particular those in Years 7 to 11.

## **DESIGN AND TECHNOLOGY**

75. The provision, including the quality of teaching, is satisfactory overall. As a result, progress and achievement are satisfactory overall, with pupils in Years 10 and 11 often achieving well in accredited courses.

### Key strengths

- The two temporary teachers are subject specialists.
- Pupils' practical, making skills develop well.
- Pupils in Years 5 to 7 have recently begun to work with textiles.

### Areas for improvement

- The programme of work, showing what pupils are to learn, is not complete.
  - The two teachers have not had opportunities to decide on common approaches and to agree what is expected of pupils as they move up through the school.
  - At present, pupils do not have enough opportunities to develop the skills needed for designing, planning and evaluating.
76. At the time of the inspection, the two specialist teachers were both very new to the school and had been appointed on a temporary basis. Pupils have an unusually high proportion of time allocated to the subject. Currently, pupils in Years 5 and 6 have lessons in food and textiles technology and, in previous years, they have been taught resistant materials technology. This is in addition to taking part in activities led by their class teacher and linked to their work in other subjects. For example, this term, they have made 'Roman' shields, helmets and swords, to illustrate their history topic. In food and textiles lessons, pupils are making good progress. The teacher has chosen projects very carefully, so that they appeal to the boys and enable them to learn important skills and knowledge. For instance, using textiles, they are designing puppets that will involve hand and machine stitching and the use of simple patterns.
77. Between Years 7 and 11, pupils are taught food technology and resistant materials technology, with textiles as well in Year 7. In food technology, pupils in Years 10 and 11 work towards the NVQ Level 1 in Food Preparation and Cooking. The course is primarily concerned with teaching practical skills relevant to the catering industry, although pupils do have opportunities to design – for example, a filling for a jacket potato – and to evaluate what they have made. In Year 10, higher attaining pupils are successful in the Certificate of Achievement, producing useful items made from wood, plastic or metal. The teacher is intending these pupils to attempt GCSE at Entry Level in Year 11, whilst others complete their Certificate of Achievement work. In all lessons, teachers set high standards for pupils to achieve in their practical work, giving very



clear demonstrations that show what is expected. Pupils learn to work safely, because teachers explain why it is necessary for them to wear goggles or handle knives with respect. Pupils' making skills are developing well. Lessons and projects place more emphasis on these and pupils would much rather undertake a practical activity than create design and plans. However, at present there are not enough opportunities for them to develop these more academically challenging skills. Occasionally, the relevance of tasks is not clear – for example, cutting out pictures of puzzles that bear little resemblance to the ones Year 10 pupils are to produce. In this instance, thought needs to be given to more useful and challenging ways of conducting research – for instance, by surveying opinions or investigating existing puzzles.

78. The two teachers are carrying out their responsibilities effectively and each has planned what pupils are to learn during the current term. The plans for food and textiles provide a better model, because they are more detailed than those for resistant materials and include precise references to National Curriculum requirements. At present, the subject is not as effective as at the time of the previous inspection, when it was very good. As yet, the teachers have not had time to meet to consider important issues, such as what they expect pupils of different ages to achieve. At this stage, not enough use is made of information and communication technology to support pupils' learning, although there is a clear intention to develop this.

## **GEOGRAPHY**

79. The provision, including the quality of teaching, is good. Pupils' achievement and progress are also good. The good progress identified in the previous report has been maintained by the new co-ordinator.

### **Key strengths**

- The co-ordination of the subject is good. Pupils benefit from the co-ordinator's specialist knowledge and expertise.
- Pupils have good attitudes to geography.

### **Areas for improvement**

- The current accreditation does not sufficiently challenge higher attaining pupils in Years 10 and 11.
- Greater use could be made of computers to aid pupils' learning and progress.
- The co-ordinator does not yet have enough of an overview of the curriculum in Years 5 and 6.

80. The geography curriculum is well planned and covers all the requirements of the National Curriculum. Pupils in Years 5 and 6 show a good understanding of how settlements develop and are able to relate this to their own environment. For example, in one good lesson, they studied the local village and identified the different types of dwellings – cottages, detached houses, semi-detached houses and bungalows. They enjoyed their work and found the topic very relevant and interesting. The teacher made effective use of praise and humour, creating a busy, working atmosphere. At the end of the lesson, questions enabled her to check how well pupils had learned.

81. Pupils in Years 7, 8 and 9 build on this early work and make good progress. They learn to use language effectively to describe aspects of their studies, and know the meaning of useful terms such as 'population density' and 'distribution'. Their work is neat and well organised, reflecting the teacher's high expectations. Pupils are managed well. For example, in a Year 9 lesson, pupils' initials were put on the board and a tick given each time they provided a good answer. The ticks led to merit awards

and successfully encouraged pupils to be actively involved. Geography makes a very good contribution to promoting pupils' cultural development. They learn about features in the environment, increasing their understanding as they move up through the school. For example, they appreciate the reasons for deforestation and the effect this has on the global environment.

82. During Years 10 and 11, pupils' knowledge and understanding of geographical concepts increases. For example, they have a better understanding of environmental issues such as conservation, recycling and the use of natural resources. They know about some environments with different weather conditions – for instance, deserts, rainforests and polar regions. Units of pupils' work are accredited through the Certificate of Achievement. However, this does not fully recognise the achievements of the higher attaining pupils.
83. The subject is well managed by a very enthusiastic co-ordinator. This ensures that there is a consistency of approach, so pupils build upon their learning throughout the school. However, the informal discussions about planning between the teacher of Years 5 and 6 and the co-ordinator, need to be formalised in order to ensure pupils' learning builds up systematically. Lessons and projects are planned carefully, but without specific reference to the use of computers. Learning resources are good, and are being developed well.

## HISTORY

84. The provision for history is good. Pupils make good progress and achieve well because the quality of teaching is good. This represents a satisfactory improvement in teaching since the previous inspection and good improvement in the subject's co-ordination and planning.

### Key strengths

- Teachers are secure in their knowledge and understanding of the subject.
- They use questions effectively to develop pupils' investigative skills.
- There is effective planning in place for primary and secondary-aged pupils.
- Pupils in Years 10 and 11 work towards external accreditation – the Certificate of Achievement.

### Areas for improvement

- The co-ordinator has only informal links with the Year 5 and 6 teacher.
- Computers are not used enough to help pupils to learn.

85. In Years 5 and 6, pupils develop factual knowledge and understanding of the events that they study and are beginning to give reasons for events and why people acted as they did in the past. In one good lesson, the teacher's careful questioning provided them with an opportunity to show that they recalled what they had learnt during their visit to Arbeia Roman camp. Very enthusiastically, they looked at and discussed a video, one remarking, 'That is like the ditch in Arbeia'. Their written work about the reasons for World War 2 shows that higher attainers are writing at length with more confidence, while lower attaining pupils respond positively to well pitched help, such as writing over the teacher's sentences or filling in blanks with words or phrases. A visit to the Eden Camp museum, with its wide range of practical experiences, also generated enthusiasm and good learning and enabled pupils to write and act out a play about the plight of evacuees coming to Brompton.

86. Between Years 7 and 9, pupils continue to make good progress. They build on previous learning and in particular are more confident and accurate when placing events into correct time sequences. Their study of the Viking invasions, the westward spread of settlers in North America and the reasons for World War 2 enables them to identify common features of migrations and invasions and helps them to develop the ability to analyse, evaluate and make judgements about causes and effect. A well-planned lesson about how Viking boats were built provided Year 7 pupils with factual knowledge and understanding of the process. Additionally, effective prompting and questioning by the teacher enabled them to identify further key features of Viking society – for example, the use of runes. Their ability to interpret secondary evidence – an illustration of a Viking boat being built – was put to good effect in this lesson, as pupils wrote instructions for building a similar boat.
87. During Years 10 and 11, pupils' studies make increasing demands of their ability to analyse and evaluate different interpretations of historical evidence. A lesson about the first Public Health Act of 1848, and why it did not succeed, illustrated well that they are developing appropriate analytical skills. The Year 10 pupils responded with significant interest to excerpts from the Act, making perceptive comments about the reasons for its failure. The teacher led a good discussion about the topic, helping to develop pupils' understanding of why and how decisions that affect their lives are made today.
88. History is well co-ordinated. Good quality plans underpin the teaching of younger and older pupils. However, there is a need to formalise the links that exist between the work undertaken by pupils in Years 6 and 7, in order to make pupils' progress more secure. Overall, resources for the subject are good but there is a need to extend the library of CD-ROMs for reference and in particular to purchase suitable computer resources to support independent work in Years 10 and 11.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

89. The provision, including the quality of teaching, is good. Pupils make good progress in lessons and their achievement is satisfactory.

### **Key strengths**

- The teacher is enthusiastic and committed to raising standards.
- Pupils are enthusiastic and well motivated.
- The facilities, including up-to-date computers, are very good.
- Pupils' progress is carefully assessed and recorded.
- The classroom support assistant makes a very good contribution to pupils' progress.

### **Areas for improvement**

- Teachers do not plan consistently for pupils to use computers in other subjects.
- The programme of work is not yet complete.

90. Standards of achievement are satisfactory. All pupils are working towards a succession of certificates, awarded by a well-known software company. In lessons, pupils make good progress, but the requirement to provide a portfolio as evidence of completion of each exercise is slowing overall progress, especially that of the older pupils. They are compiling examples of work, rather than building on what they have already learned.
91. In Years 5 and 6, pupils have mastered the log on and log off procedures and open the file containing their previously saved work. They then open a document and edit, amend, save and print. They are developing the skills of typing, justifying text, adding a

header or footer, spell-checking and printing. They show very good attitudes and obviously enjoy their lessons. The activities inspire the high attainers to work at a good rate and challenge the lower attainers. These pupils usually relish their success and easily receive any support they require from either the teacher or classroom support assistant.

92. By the time pupils reach Year 9, they use information and communication technology to record and display their work in English, and make graphs and bar charts from databases in science. They use the draw and paint facility to create a picture in art and word processing to produce a caption. They have learnt how to change fonts, size and colour and copy, paste and delete text. They can create new files and move documents between files. Pupils are proud of their achievements and the new facilities they are using. They will open documents that show saved work in English, science and history. For example, using a template they completed a school report for 'Buddy', the hero of the book they are studying. In information and communication technology lessons, they work independently for long periods and concentrate intently on what they are doing.
93. In Years 10 and 11, pupils insert 'Clip-art' into a piece of text and then re-size and position it to create a pleasing 'page'. They are able to work independently at their own screen, which enables them to make good progress in lessons. Both staff have good subject knowledge and the activities interest pupils and encourage them to concentrate and behave well.
94. The co-ordinator has only held this responsibility for four weeks, but his leadership of the subject is good. His enthusiasm and commitment to high standards, together with the proficiency of the classroom support assistant, combine to ensure pupils make good progress in lessons. At present, the programme of work is adequate, but it will require frequent updating as the pupils' expertise increases. There are good assessment procedures that are used effectively to match work to pupils' needs. The very good facilities are used well during specialist lessons, but the use of information and communication technology is not planned consistently in other subjects. This means pupils do not regularly practise and apply their skills. There has been satisfactory improvement in standards since the previous inspection

## **MODERN FOREIGN LANGUAGES**

### **German**

95. Since the previous inspection, German has been established for pupils in Years 7,8 and 9. The provision, including the quality of teaching, is satisfactory. As a result, pupils' progress and achievement are sound. This is a satisfactory improvement as, at the time of the previous inspection, the school did not teach a modern foreign language.

#### **Key strengths**

- Pupils are managed well in lessons and they work hard.
- The subject policy and programme of work have recently been updated.
- Role-play is used effectively to help pupils to learn.
- The teacher and pupils make good use of displays of vocabulary.

#### **Area for improvement**

- Reports to parents do not show clearly how much progress pupils have made.

96. Pupils start to learn German in Year 7. By the end of Year 9, they greet each other, staff and visitors enthusiastically in German. They respond accurately to simple instructions and commands. Currently, pupils are working very hard on written greetings, in preparation for writing to pen-pals in a German school. They make good use of information and communication technology for sending emails to each other. The teacher plans lessons carefully, ensuring that all pupils, including the lower attainers, participate fully and have work matched accurately to their individual needs. This ensures that pupils are motivated, concentrate hard and persevere to complete their work, even when they find some aspects difficult. The teacher uses praise, encouragement and humour effectively, and the pupils appreciate this. As a result, they respond well and have positive attitudes to the subject, tackling new words and phrases and improving their pronunciation. Much of the lesson takes place in German, supported effectively by the teacher's body language and gestures and well prepared learning resources. Pupils take part in simple role-play games, where they give information to each other – such as where they live and how old they are. Pupils speak to each other in 'formal' and 'informal' modes. For example, to someone they do not know well, they say 'Ich komme aus Hull', (I come from Hull) or more informally, to a friend, 'Ich bin aus Hull, (I'm from Hull).
97. The teacher makes good use of displays of vocabulary in German and English and pupils refer to these when looking for words they need. Much of the pupils' work is displayed, enhancing their self-esteem and building their confidence. Pupils enhance their numeracy skills by counting in German and occasionally use a computer when completing written work. The subject makes a positive contribution to pupils' social development – for example, when taking turns in role-play, supporting and encouraging each other and celebrating successes. They discuss and compare German and English customs and traditions, enhancing their cultural development.
98. The co-ordinator has only led the subject for two terms but has worked very hard to update the policy and programme of work. Pupils' progress in German is reported to parents three times each year. However, many comments refer to pupils' behaviour and attitudes, rather than what they have learned.

## **MUSIC**

99. Music is not taught, so pupils' achievement and progress are inevitably very poor. The school is fully aware of this situation, regrets it, and is actively seeking to recruit a suitable teacher. At present, there is no suitable room for teaching music.

## **PHYSICAL EDUCATION**

100. Pupils' achievement is satisfactory overall. They make satisfactory progress in physical education lessons when taught as a class, but unsatisfactory progress in games, when two classes join together. Recently, pupils have developed poor attitudes to the subject. Since the previous inspection, the provision has deteriorated.

### Key strengths

- The outdoor facilities are very good.
- Pupils' skills are satisfactory and are enhanced by a range of after school activities.
- The teacher plans well within a narrow area of the curriculum and is enthusiastic.

### Areas for development

- Indoor facilities are inadequate.
- Support staff are not effectively organised.

- Pupils have poor attitudes to, and low expectations of, the subject.
- The programme of work currently lacks breadth and balance.
- Behaviour is not well managed.

101. During the week of the inspection, the curriculum focused entirely on games skills. In physical education lessons, pupils developed skills in basketball. In games, pupils they played rugby and Australian Rules football. Opportunities for pupils to misbehave start in the unsatisfactory changing room, which is a considerable distance from the basketball court and playing fields. Pupils wear a variety of kit – jeans and tracksuit bottoms and assorted footwear. This casual attitude reflects low standards and expectations. During lessons, activities were slightly varied with different age groups but basically the lesson content was the same.
102. In Years 5 and 6, for example, pupils warmed up with stretching and limbering-up exercises, and played relay games bouncing and dribbling a basketball. Not enough attention was paid to the quality of movements, however small, and to good posture, but pupils were generally enthusiastic and most enjoy physical exercise. On this occasion, the classroom assistant was used effectively to maintain a small group practising shooting, although, for many, the net was too high and the ball too big. However, when this same group joined pupils in Year 7 for games, their behaviour deteriorated. The large number of support staff were not organised or clear about their role and were ineffective in dealing with pupils' erratic behaviour – for example, two pupils running off and another two fighting. Staff have no obvious consistent strategy for managing such situations. The teacher's commitment to learning despite constant interruptions is admirable, but it is pupils' inappropriate behaviour that is reinforced, rather than any rugby skills.
103. Pupils in Year 8, 9, 10 and 11 make more satisfactory progress in consolidating basic basketball and rugby skills. The lessons are well planned, and because most pupils listen and attend, the teacher is able to show his good games expertise in demonstrations and instructions so pupils know what to do in order to improve. Pupils enjoy warming-up with a series of press-ups and sit-ups. They play small-sided games of rugby and Australian Rules football with enthusiasm. More able pupils show speed, co-ordination and skill similar to that of pupils in mainstream schools but, again, loss of temper, absconding, swearing and bad sportsmanship, are too often features of these lessons.
104. The new teacher has much to do to raise standards in this subject. Critically, pupils do not view physical education as a subject that requires them to exercise self-control and compete fairly and in the right spirit. The curriculum is currently dominated too much by games. Support staff are not sufficiently involved in planning how best to organise and teach physical education. The lack of proper kit and accreditation detract from the subject's status in the eyes of pupils and contribute to their poor attitudes. Senior staff have identified the problems and are now providing support in order to improve matters. Resources are satisfactory. Outside accommodation is very good, with a large playing field for cricket, football, athletics and cross-country running. In addition, there is a hard core basketball court and an astro-turf, floodlit, 5-a-side football/tennis court. However, the hall is too small for secondary-aged pupils, and is potentially dangerous. This was a key issue at the previous inspection. It has not been addressed, although, with local primary schools, the school has made an unsuccessful bid for New Opportunity Funding. A range of activities offered in the evenings enhances pupils' physical education experience and helps them to develop fitness and skills. The disused swimming pool should be made safe.

## RELIGIOUS EDUCATION

105. The provision is unsatisfactory. Pupils do not spend enough time studying the subject and so their achievement is unsatisfactory. The quality of teaching is satisfactory and pupils make sound progress in lessons.

### Key strength

- Very good relationships between the pupils and teachers enable knowledge and ideas to be discussed in a respectful and thoughtful way.

### Areas for improvement

- Achievement is unsatisfactory because not enough time is allocated for pupils to learn the subject.
- The co-ordinator has too many other responsibilities.

106. The subject is combined and taught in a rotation arrangement with personal, social and health education and citizenship. This results in unsatisfactory achievement by the pupils as insufficient time is devoted to the subject and progress is further exacerbated by pupils' absence. Teaching is sound and the pupils who are present make satisfactory progress in lessons. No lessons were observed of the primary class, but it is evident that pupils in Years 5 and 6 have learnt about the Creation, the stories of Noah and Joseph, and the main Christian festivals. Lower attainers have copied much of the descriptions into their folders, whilst the higher attainers write more independently.

107. During Years 7 to 9, pupils develop their knowledge of religions. In one lesson, Year 7 pupils considered Jewish beliefs. They knew several of the names from the Old Testament and could briefly tell the story of Moses, showing an understanding of the Ten Commandments. The pupils made good use of a carefully selected text to discover what is important to a Jew, an exercise that supported their work in literacy. The teacher successfully encouraged them to participate in a good discussion. He had planned the work well, ensuring that all pupils had an opportunity to participate in the lesson and record what they had learned in an appropriate way.

108. Pupils in Years 10 and 11 include religious education as part of an accredited course in Key Decisions. They consider a number of contemporary issues as well as the place of Christianity in our lives today. For example, the Year 10 class considered the concept of God. Several pupils linked God with church and they described going to church as 'boring'. They understood what prayer and sin meant. One pupil identified the people who spread the Christian message around the world as 'missionaries'. However, although pupils initially took a full part in the discussion, their interest waned and they became restless, because it went on for too long.

109. There has been unsatisfactory improvement since the previous inspection. The subject content is appropriate to the time allocated, but opportunities are missed to broaden the experiences and understanding of the pupils by the use of visits outside the school. However, because of the quality of the relationships with staff the subject makes a sound contribution to spiritual, moral, social and cultural education in the school. Assessment procedures are sound and the teacher evaluates the pupils' oral contributions as well as written. The co-ordinator is very conscientious, but overburdened with subject responsibilities. He has improved the resources considerably and appropriate use is made of new technology.