

INSPECTION REPORT

QUEEN'S CROFT SPECIAL SCHOOL

Lichfield

LEA area: Staffordshire

Unique reference number: 124521

Headteacher: John Edwards

Reporting inspector: Noreen Buckingham

16722

Dates of inspection: 3rd – 7th February 2003

Inspection number: 249413

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
Age range of pupils:	4 - 16
Gender of pupils:	Mixed
School address:	Birmingham Road Lichfield
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Appropriate authority:	Governing body
Name of chair of governors:	Dr Loretta Light
Date of previous inspection:	22 nd September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queen's Croft School is a community day special school which admits pupils having moderate learning difficulties aged between 4 and 16 years. Increasingly it is admitting pupils who have autistic spectrum disorder (ASD) and others who display emotional and behavioural difficulties. Currently there are 142 on roll of which 88 are boys and 54 are girls. At the time of the inspection only two children attending full time were of reception age and one child attended on a part time basis. Pupils' attainment on entry is below nationally expected levels because of their special educational needs and all but one pupil have Statements of Special Educational Needs.

Pupils come from Lichfield and the surrounding areas and from a wide range of socio-economic backgrounds. The majority of pupils are white and there are very few pupils from minority ethnic groups. Three pupils have English as an additional language and only one is at the early stages of language acquisition. Forty two pupils are eligible for free school meals.

HOW GOOD THE SCHOOL IS

Queen's Croft School is a good school with a number of very good features. It gives its pupils a good quality education and their achievements are good. This is a result of the good teaching which enables pupils to learn well and make good progress. In addition, the headteacher provides strong leadership and is ably supported by an effective deputy and senior management team who all work well together. Teachers and teaching assistants work together as effective teams who give pupils very good support. All staff are committed to moving the school forward and they are strongly supported by the governing body. Relationships throughout the school are very good and this results in a very positive ethos in which pupils are valued and respected. The school gives very good value for money.

What the school does well

- Teaching and learning are good throughout the school mainly because teachers know the pupils well and match work to individual needs. Teaching assistants make an important contribution to pupils' learning in the classroom
- Relationships between adults and pupils are very good. Pupils are valued and treated with respect. Pupils enjoy coming to school leading to very good attendance and very good attitudes towards their learning.
- Spiritual, moral and social development are very good and cultural development is excellent
- Leadership and management are good and the headteacher provides a clear direction for the future development of the school.
- The curriculum is very good and provides relevant experiences for pupils and is further enriched by a wide range of visits to the local community and beyond and by the many visitors who come in to support learning across the curriculum.
- Assessment procedures are very good and the information is used to inform future planning and individual targets.

What could be improved

- The information in pupils annual education reports to parents
- Monitoring the work of the school by governors and the SMT
- The format of pupils' individual education plans
- Risk assessments throughout the school, except design and technology

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 inspected previously in 1997 and has addressed most of the key issues identified in the previous report. However, it still has not undertaken risk assessments for important areas in the school.

It has successfully introduced the National Literacy and Numeracy Strategies and has adapted them to meet the needs of the pupils. In addition, the school has developed a very good programme for Citizenship which is helping pupils to understand their role in society and this is supported by the work of the school council which has been recently set up. The new accommodation has had a positive impact on learning and achievement in the senior department in particular, in design and technology, information and communications technology, music, science and art. The school has also increased the level of its involvement with mainstream schools and colleges as well as making very good use of facilities within the community to enhance pupils experiences. The school has received a School Achievement Award twice and the Schools Curriculum Award. Improvement since the previous inspection has been good and the school is well placed to build on these improvements and undertake any new initiatives.

STANDARDS

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

Progress in:	by Year 11	by Year 13	Key	
Speaking and listening	A	A	very good	A
Reading	B	B	good	B
Writing	B	B	satisfactory	C
Mathematics	B	B	unsatisfactory	D
Personal, social and health education	B	B	poor	E
Other personal targets set at annual reviews or in IEPs*	B	B		

Overall pupils make good progress in relation to their individual targets and, in particular, this reflects the good provision for literacy, numeracy and personal, health and social education. They make very good improvement in their communication skills. The school has set targets for improving the percentage of pupils gaining 1 or more grades A* to G in GCSE examination from 40 percent to 63 percent and evidence seen during the inspection would suggest that this will be achieved. Whole school targets have been set to raise achievement in English and mathematics but not at every Key Stage. Pupils make good progress in English and mathematics which is mainly as a result of the consistently good teaching and good organisation of pupils into ability groups in which their individual needs are met. In science, pupils make very good progress. Lessons are very well planned and pupils enjoy the practical elements of the lessons. Pupils' achievements in other subjects of the curriculum are generally good and very good in music. Pupils with additional special needs, for example ASD, and those pupils for whom English is an additional language also achieve well. There is no discernible difference between the achievements of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils feel positive about coming to school and work hard. They enjoy their lessons and take a pride in what they produce.
Behaviour, in and out of classrooms	Good. Behaviour in lessons is good and only in a very few occasions are pupils disruptive. Sometimes pupils' behaviour is not as good in unstructured situations but is nevertheless still of a high standard. The majority of pupils are polite to each other and to visitors.
Personal development and relationships	Very good. Relationships throughout the school are very good. Pupils are encouraged to become independent and take on responsibilities appropriate to their age and abilities. The school council encourages pupils to behave and think responsibly.
Attendance	Very good. Attendance is very good when compared to the national average. There is generally a prompt start to the day and lessons usually start on time. Little time is wasted during the day.

TEACHING AND LEARNING

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

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

Teaching is good overall of which a high proportion is very good. Two percent of teaching is excellent, 46 percent is very good, 40 percent is good and 12 percent is satisfactory. It is consistently very good in Key Stage 1 and good in the other Key Stages and as a result pupils learn well. In the best lessons pupils are very well motivated and engaged, teaching is lively, resources are well chosen and appropriate for the task and time is used very well giving a brisk pace. Plenary sessions are used very effectively in celebrating achievement and in assessing how well pupils have learned. Where lessons are less effective tasks are routine or too hard for pupils to fully understand. Occasionally pupils are disruptive because the lesson doesn't interest them and they don't learn. In English and mathematics teaching is good with some very good features, and in science it is almost all very good. Teaching in personal, health and social education teaching is generally good with some very good features. Pupils enter the school often with a low level of communication skills but as they move through the school pupils become increasingly confident because of the encouraging strategies used in lessons and also with support from the speech and language therapist. Both the literacy and numeracy strategies have been effectively introduced, including into Key Stage 3, and methods learned from the strategies have benefited all teaching. All staff know the pupils very well regularly checking during lessons how successfully they are learning. Teaching assistants frequently take notes during lessons which the teacher uses to assess how well pupils are achieving. Because teachers know the pupils so well activities are set which meet individual abilities and in this way pupils needs are well provided for. Weaknesses occur in lessons in which the tasks are too difficult for the pupils to succeed at and the instructions are not sufficiently clear. In other lessons the tasks are routine and fail to challenge pupils who become restless and lose concentration. Some lessons fail to inspire pupils and they learn little.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and meets the needs of all the pupils. Careful planning and good support ensures that all pupils have equal access to what the school offers. It is increasing its links with mainstream schools and uses the local community very well to enrich pupil's experiences. The curriculum is enhanced and enriched by a very good range of extra-curricular activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The promotion of pupils' spiritual, moral and social development is very good and for cultural development it is excellent. Personal, health and social education contribute positively to pupils moral and social development and the school makes very good use of facilities and people within the community to foster pupils' cultural development.
How well the school cares for its pupils	Satisfactory but issues concerning risk assessments identified in the previous inspection have still not been addressed. However, day to day general care of pupils remains a priority and they are well looked after. Assessment procedures are very good and information is used very well to support teachers planning. Procedures for monitoring and promoting attendance and the behaviour of pupils are very good.

Parents have very positive views about the school and feel comfortable about approaching the school with any issues of concern. There are some weaknesses in the information the school gives to parents in connection with annual education reports and the lack of a regular newsletter. However, the school prospectus is of a high quality and gives parents a good idea of what the school offers. Risk assessments have not been undertaken in important areas of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership to the school and has a very clear vision for its future direction. This is supported by the senior management team and all other staff. The school is managed effectively and all staff with managerial responsibilities work well together and as a result pupils are offered a good quality education.
How well the appropriate authority fulfils its responsibilities	Good. The governing body meets all statutory requirements and is strongly supportive of the aims and objectives of the school. It views the future of the school positively and seeks to achieve high standards. There are some weaknesses in how they monitor the work of the school and assess how well spending raises achievements.
The school's evaluation of its performance	Good. The monitoring of teaching is via performance management systems and in more informal ways. The curriculum is monitored by members of the senior management team and work sampling in English has been carried out but this could be further developed. In addition the school uses P scales (nationally agreed assessment scales) to track pupils' progress and to set learning targets, but more analysis of the data could help the school in raising achievements further.
The strategic use of resources	Good. The main resource is staff and they are well deployed making the best use of their expertise. Learning resources are well used. The school development plan targets are linked to financial planning and the governors are aware of the principles of best value and apply them appropriately.

There are a sufficient number of well qualified teachers for the needs of the pupils and the curriculum. They are very well supported by teaching assistants who are also well qualified. They work very effectively as teams. The accommodation is good overall and is very good for the upper school with the addition of specialist rooms for practical subjects and more classrooms and this has had a positive impact on pupils' achievements. Resources overall are good but some subjects are very well resourced, such as, mathematics, science, art, history, geography, music and religious education. The new headteacher has the vision and determination to move the school into new areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like to come to school • The school is well led and managed • Behaviour in the school is good • The school has high expectations of pupils 	<ul style="list-style-type: none"> • The information they receive about their children's progress • More homework • More activities outside of lessons

The inspection team agrees with the positive comments from parents. Just under a third of parents replied to the inspection questionnaire and 17 parents attended the parents meeting expressing mainly positive views about the school. The inspection team also agrees with parents about their concerns especially regarding the lack of homework and the information they receive about their child's progress There is a suitable range of extra-curricular activities

for pupils, including residential visits, clubs and special events, such as choir.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. All pupils have statements of special educational needs which indicate that they have moderate learning difficulties and because of this their attainment on entry is below what would be expected for their age. A small minority of pupils have additional problems such as, autistic spectrum disorder and emotional and behavioural difficulties. However in all subjects pupils of all ages achieve well and make good progress over time, building on their previous learning as they move through the school and achieve well. This applies equally to boys and girls and to those pupils for whom English is an additional language.

2. Targets on IEPs are for literacy, numeracy and personal, health and social education and are reviewed each term. They are used very well in most lessons and the majority of pupils know them. The school has set whole school targets to improve pupils' achievements in English at Key Stages 1 and 2 and for English and mathematics at Key Stage 3. No targets have been set for pupils in Key Stage 4 other than those set for the highest attainers to improve GCSE results and none have any been set in mathematics at Key Stage 1 and 2. The targets set to raise achievements in GCSE results are to raise achievement from 40 percent achieving 1 or more A* to G grade to 63 percent. Whole school targets set last year have not been analysed and the targets set for this year are based on information from P scales (nationally agreed assessment scales). Standards of achievement overall have improved since the previous inspection.

3. Pupils can be admitted in their reception year but during the inspection there were only two full time pupils and one part time pupil of that year in school and they are taught alongside year 1 and year 2 pupils and have additional support from a classroom assistant. The curriculum offered is based on the early learning goals and the learning initiatives are well planned to meet individual needs enabling them to make good progress. Areas of literacy and numeracy are taught separately at times to meet individual needs and there are good opportunities to learn through play and they enjoy having stories read to them. Home school diaries and regular telephone calls ensure a shared understanding with parents in order for pupils to feel secure and make good progress.

4. In English pupils make good progress throughout the school and achieve well. Many pupils come into the school with poorly developed literacy and communication skills. They make very good progress in relation to their individual targets in speaking and listening which is a result of the consistently very good teaching they receive. All pupils achieve well in reading and writing and make good progress over time. Drama and role play make a good contribution to pupils communication skills. The youngest pupils listen carefully to adults and, with encouragement, respond with increasing confidence. They enjoy and listen to stories which increases their vocabulary and helps them to recognise letters and sounds. Many are able to recognise their own names and those of others and are beginning to recognise other words. They are beginning to learn to write. By the end of Year 6 pupils continue to make good progress as a result of the good teaching which meets individual needs and good support. They read together and the oldest pupils read simple texts with increasing fluency. ICT is well used to support the development of their literacy skills all round. They draft and re-draft their work and have an understanding of some basic grammar rules. Handwriting develops and becomes more accurate. The continuation of placing older pupils into ability groups allows teachers to provide work at age appropriate levels and they use a modified form of the National Literacy Strategy which has proved successful. Pupils contribute to

discussions and can explain their work. Reading and writing skills continue to build on prior learning and they enjoy a range of established texts, including Shakespeare. They understand and use more complex grammatical sentence structures and use dictionaries which supports their independent learning although lower attaining pupils still need some help. By the end of Year 11 many pupils are reading and writing independently. Their work prepares them very well for the literacy skills they will need in the outside world and also encourages them to read for pleasure. They follow courses leading to external accreditation and achieve well.

5. Pupils' achievements in mathematics are good and they learn well. By the end of Year 2 the highest achieving pupils can recognise numbers to ten and others do this to five. Pupils enjoy playing games to reinforce their learning and are introduced to appropriate mathematical vocabulary. In Year 6 pupils are beginning to read and write numbers in 10s to 100 and also have some knowledge of their five times table. They have learned to tell the time to one hour and work with money. Information and communication technology (ICT) is used well in mathematics with the younger pupils. By the end of Year 9 pupils have built on their previous knowledge about money and are introduced to shapes and angles. They also increase their understanding of number and apply their knowledge to different situations, for example, when calculating amounts of money. By the time they are ready to leave school in Year 11 pupils work towards externally accredited awards. The degree of difficulty within their work increases as does the application of previous learning and understanding.

6. Achievements in science are very good across the school. This is as a result of the very good teaching and secure subject knowledge which enables teachers to extend pupils' learning opportunities. By the end of Year 2 pupils learn about light and sound and have some understanding about different materials. They begin to do investigations and record their results as a graph. Higher attaining pupils learn about the senses but are not fully confident about which is which. They build on prior knowledge as they move into Year 6 and can name some examples of different kinds of matter and understand how matter can change. They continue improving their investigative skills when growing plants to discover what plants need to grow. By the end of Year 9 pupils understand how to behave in the laboratory and set up and use apparatus safely. They learn about electricity and understand some basic facts about energy. In addition their understanding about parts of the human body improves. The oldest pupils build on their previous knowledge about forms of matter and learn that it is made up of protons, neutrons and electrons. They also revisit parts of the body and learn in greater depth the value of healthy eating and exercise. Learning about food chains means that pupils develop an understanding of the connection between plants and animals.

7. Pupils make good progress throughout the school in information and communication technology and achieve well. The youngest pupils develop their confidence using computers and have good mouse control being able to 'drag' and 'drop' text and graphics. They are equally confident when using the interactive whiteboard and are able to use a word bank to support their writing. By the end of Year 6 pupils build on their prior learning and can load appropriate programs to use in their English and mathematics work. They learn how to use a database, a desktop publishing program and can also save their work and log off when finished. As they get older the most able pupils in Year 9 can use a slide show program to design a simple presentation. In addition, they can produce a three-dimensional representation of a graph and build on their knowledge of databases. Working on the school's website shows the good progress they make in their design skills. In their final two years at school pupils are much more confident when working with computers and most can complete projects with minimal support. They can integrate pictures taken with the digital camera as well as using the scanner to copy normal photographs. The range of programs they use has increased, their confidence has improved and this is as a result of the good teaching and support they have received.

8. In religious education pupils make very good progress throughout the school. Young pupils learn about Christianity and some symbols and go on to learn about other religions, such as Islam, and they understand about sacred books. Older pupils build on earlier knowledge and understanding and extend their understanding of language used for different faiths. They know that there are different religions around the world which have special beliefs and values. Many pupils can make a connection between racism and ethnic cleansing, homelessness and refugees. They have also studied their own cathedral in Lichfield and understand how the town grew around it.

9. In other subjects of the curriculum pupils' achievements are good and they generally make good progress over time. They make very good progress in music as a result of the very good specialist teaching. Very good progress throughout the school is made in physical education and citizenship.

Pupils' attitudes, values and personal development

10. Pupils have very positive attitudes to school and their behaviour is very good. Relationships at the school are very good and pupils make very good progress towards becoming independent and confident in coping with everyday life. This represents good progress since the last inspection.

11. Pupils enjoy coming to school and try hard in lessons. They are able to maintain concentration for long periods and stay on task during most lessons which are usually well taught and which they find interesting. Teaching assistants are very effective in ensuring that pupils with particular difficulties are able to take a full part in lessons and this ensures these pupils do not get left behind and so enjoy learning. During the inspection many pupils took great pride in showing their work to visitors and spoke enthusiastically about school, the subjects they enjoyed and the teachers and teaching assistants whom they all liked.

12. Pupils behave well in class and most pupils have a very clear understanding of right from wrong and respond appropriately in most situations. Incidents of poor behaviour are usually restricted to individual incidents not directed at fellow pupils and these are rarely allowed to disrupt lessons. There have been 4 fixed term exclusions so far this year but these only occurred where pupils put themselves or others at risk. There were no incidents of bullying or oppressive behaviour seen during the inspection. Pupils' behaviour around school is not as good as when in lessons but still of a high standard. Most pupils are generally polite to visitors and each other. For example pupils readily hold doors open for others and ask if they can be of help. Pupils' behaviour outside school is impeccable and they clearly understand they represent the school on such occasions. For example during the inspection Year 11 pupils who visited a local college and Year 6 and Year 8 pupils who went swimming were a credit to school.

13. Pupils' personal and social development is very good. Pupils have very good relationships with the staff who are responsible for them and most are very welcoming to visitors. Pupils are encouraged to become independent and take on responsibilities from the time they enter the school. Year 1 pupils take registers to the office and take turns in carrying out monitor duties in the classroom. The many trips pupils make into the local and wider community help pupils become more independent and responsible from the time they start school. For example in their first year pupils can be seen using pelican crossings in the local area. Older pupils readily take on whole school duties such as helping to clear away in the dining room and preparing the hall for the weekly celebration assembly. There is a good atmosphere in the dining hall where pupils chat happily with each other and with the many staff who are present during lunchtime. Older pupils support the younger ones very well. For

example, Year 11 pupils are frequently seen helping in the junior playground during lunchtime. Around school older pupils look out for younger children and help ensure they come to no harm. Year 11 pupils also act as advocates for the youngest pupils on the School Council, a duty they take very seriously and perform very well. By the time they are ready to leave school pupils are well prepared for the next stage of their education or work.

14. Since the last inspection the school has successfully maintained a high level of pupils' attendance. At 93%, attendance is very good compared to the national average. Most pupils come to school by arranged transport. There is generally a prompt start to the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching overall is good with a high proportion of very good teaching. There was no unsatisfactory teaching and this is significant factor in pupils learning. Teaching is best in Key Stage 1 where it is consistently very good with some excellent features. All subjects have elements of good teaching and in art, design and technology, history, science, physical education and music teaching is mostly very good. The quality of teaching has improved considerably since the previous inspection. Pupils make an effort in lessons and so they achieve well, learning new skills, acquiring knowledge and developing understanding. They concentrate well and the majority display a positive approach to their work.

16. Literacy and numeracy skills are very well taught throughout the school. The organisation of pupils into ability groups enables teachers to plan activities which meet individual needs and use appropriate resources. Basic skills are generally well promoted across other subjects of the curriculum, such as in design and technology, ICT and music. Teaching methods learned from the introduction of the National Literacy and Numeracy strategies have benefited all teaching. The majority of lessons now have clear introductions and plenary sessions. In the best plenaries each pupil is involved and time is allowed to celebrate pupils' achievements by enabling them to show what they can do. Good examples of this were seen in design and technology.

17. Lessons are generally well planned, having clear learning objectives which are communicated to pupils. Clear explanations of what is expected and the introduction of key vocabulary sets the scene for most lessons. In lessons with a practical element good demonstrations by the teacher prepares pupils well and they understand what they have to do. Examples of this happens in design and technology and science. In physical education pupils demonstrate their best sequences and praise and encouragement supports their efforts. In the best lessons teachers know what it is they want pupils to learn, lessons move at a good pace and time is not wasted and pupils learn well. These lessons have a clear structure and enable the teacher to target the learning objectives, develop subject vocabulary giving pupils every opportunity to learn very well and make very good progress. An example of this is in music when teaching is lively and the teachers' enthusiasm is passed on to the pupils who respond very well and are keen to achieve and make progress.

18. The strategies teachers use in the classroom are effective in enabling pupils to learn well; they praise, give different levels of support and challenge pupils by using probing questions. A range of appropriate resources are used which stimulate and motivate pupils and teachers expect pupils to work hard and try their best. A very good example of this was observed in a lesson with Year 10 pupils about Citizenship when the topic was about different types of homes and inhabitants. Pupils' views were challenged by a high level of questions but pupils could justify their answers showing a good level of understanding of the topic. Most lessons have a good balance of activities which keeps pupils interest and they concentrate well leading to good learning, such as in French where pupils practice speaking, listening, reading and enjoying a game.

19. Relationships in the classroom between adults are very good and they have a very positive impact on the way pupils learn and make progress. Very good teamwork gives pupils good support and increases their confidence. In addition, knowledge of pupils' different needs, good planning and secure subject knowledge all contribute to the good teaching enabling most pupils to learn well. Teaching assistants regularly make notes throughout the lesson recording pupils' comments which are then transferred to teacher's records for future use. They are skilled at giving pupils support without doing the work for them and this support is well targeted so that pupils receive the maximum benefit to understand what they are learning. In many lessons there are opportunities for pupils to work in pairs or groups and teaching assistants work very closely with teachers and this mutual empathy reassures pupils who sometimes find the work hard and then they are willing to try new experiences.

20. Classrooms are orderly environments in which well organised and relevant activities are made enjoyable. Pupils' behaviour is generally very good but any hint of disruption is usually well managed with little interruption to the flow of the lesson. Very few instances of disruptive behaviour were observed during the inspection.

21. When lessons are less effective it is usually because the activities are too difficult for the pupils and they struggle to complete the work. This was observed in a health education lesson for Year 6 pupils who did not understand what they had to do and time was wasted. In other lessons the teaching fails to inspire pupils who lose interest and concentration learning little. On occasions teachers wait too long for pupils to respond and other pupils become restless and time is lost. Sometimes the focus of the lesson is too vague and it drifts with pupils not knowing what it is they are supposed to be thinking about and limits their progress.

22. Day to day assessment is very good and is used very effectively to support teachers future planning. In many lessons teaching assistants record pupils responses and make notes about attitudes which are transferred to pupils' records and teachers use this information to plan further work. Verbal feedback and good use of questions at the end of lessons lets teachers know what pupils have learned and what needs to be reinforced in a later lesson. Homework is not given consistently so that pupils have little work to do at home and lessens the involvement of parents in their child's learning.

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

23. The quality and range of the curriculum are very good. It is broad, balanced and relevant to the needs of all the pupils. All subjects of the National curriculum and religious education are taught and statutory requirements are fully met. The length of the school day is now well within recommended guidelines, and timetables are well organised. All subjects are supported by curriculum policies and by schemes of work which ensure good coverage of the National Curriculum. The curriculum has improved very well since the previous inspection. The school is aware of the need to further develop the procedures whereby the senior management team and subject co-ordinators maintain an overview of the provision in specific areas in relation to pupils' work, teachers' planning and classroom practice.

24. Staff throughout the school have worked hard to implement the National Literacy and Numeracy Strategies. These have been modified to meet the needs of all pupils and are having a very positive impact on the standards achieved. In all areas of the curriculum teachers' planning is very good and is firmly based on the targets in pupils' individual education plans.

25. The school has a clear and comprehensive policy on equal opportunities and anti-

discriminatory rights and practices. Although its pupils have a wide range of abilities, including a significant minority with additional special educational needs, careful planning and well-directed support ensure that all pupils have equal opportunities to benefit from the curriculum and the facilities available. Consequently there are no significant variations between the progress of girls and boys, or by different groups of pupils. Pupils with additional special needs are well supported by the expertise of the staff and by speech and language therapists and other medical and educational personnel where appropriate. All staff are skilled at working with pupils who present with unacceptable behaviour. The school is aware of the need to review its policy on special needs in the light of the new Code of Practice for Special Educational Needs.

26. Since the previous inspection the school has further developed its programme of personal, social and health education, which includes sex education, and awareness of the dangers of drug abuse. This programme effectively promotes pupils' personal and social development and prepares them very well for the next stage of their education, and for the challenges of life outside school. Personal development and responsibility are further promoted through the school council which enables pupils to express their views on many matters concerned with the running of the school.

27. The school is keen to extend the opportunities for pupils to work and play alongside their peers in mainstream and other special schools, and a significant minority already share outings, sporting and social events and some lessons with pupils in other local schools. In order to further develop opportunities for inclusive education the school is working with the local education authority towards becoming a Key Learning Centre, where pupils can move more easily between schools with the right level of support.

28. The school has good links with the local college of education, and pupils in Year 11 benefit from attending the college for a day each week in order to follow units from a range of vocational and basic skills courses. These opportunities, supported by the careers education programme, have a positive impact on pupils' ability to make and sustain choices, and prepare them very well for the next stage in their lives. The provision for careers and work experience is very good, and successfully complements the other learning opportunities offered in Years 9, 10 and 11. Pupils derive a great deal of pleasure and increased self confidence from their work experience placements, and the providers have made very positive comments about their performance. The school's range of accreditation opportunities has recently been extended to enable pupils of all abilities to have their achievements fully recognised.

29. The contribution of the community to the curriculum is very good and varied. The school uses the local area well to widen and enrich pupils' experiences. The successful partnerships with a wide range of professionals, including the police and youth and community groups, and with local businesses, provide additional perspectives on, and support for, pupils' needs. Pupils contribute their time and efforts to supporting a local arts festival and to events at Lichfield Cathedral. Links with the community enhance their understanding of the world and create opportunities for them to learn to behave in a range of different situations.

30. The school provides a very good range of extra-curricular opportunities which enhance the curriculum, including a computer club, a choir, a school band, a drum club and drama activities. The curriculum is further enriched through many visits to the local area and beyond, and by the many visitors to the school. During residential visits, as for instance to France, particular emphasis is placed on developing the skills needed for independent living. As a result pupils increasingly take responsibility for themselves and their possessions, and for organising aspects of their own lives. Throughout the year learning in many subject areas

is enhanced by, for example, visits to many local places of worship, to historical sites such as Bosworth Battlefields and to concerts and drama productions, including a Shakespearian performance.

31. Three pupils are from backgrounds where English is not the main language. The school makes very good efforts to support their learning, especially of English, on an individual basis. This includes having a classroom assistant with them all the time at first, and then well-planned activities to help their learning as they settle into the school. Their progress is checked very regularly, and teachers write individual targets for them. These are very well aimed at the pupils' particular needs, and are updated very frequently. These pupils make progress that is at least as good as their classmates.

32. The provision for spiritual, moral and social development is very good and for cultural development it is excellent. At the time of the last inspection the provision was seen to be a strength. The high standard has been maintained reflecting the schools' continuing commitment to the personal development of each pupil.

33. The provision for pupils' spiritual development is very good. In religious education and assemblies pupils experience spirituality and the values promoted by the school. In history lessons dealing with slavery and war they consider the feelings of people who were taken from their homes and in reading about Ann Frank, they empathise and reflect on her experiences. In the Pick of the Week group, younger pupils celebrate their own and others successes. Pupils visit places of worship, including a Sikh Temple, a Mosque, and a Methodist church. In studying Christianity they are provided with experiences to enrich their understanding of symbols in baptism. In this they are introduced to role-playing and celebrate in proper style, the conclusion being in a local church. The pupils in Year 8 learn to respect sacred books and the glowing lights entrance pupils in Year 2 during an English lesson when a story told by candlelight gives them a calm and happy end to the day.

34. The provision for moral development is very good. The school provides a very clear moral framework for pupils and adults provide very good role models. There is a high quality of teamwork among staff, who support each other in encouraging and rewarding good behaviour. This provides a very clear structure within which pupils can develop and has a positive effect on how they behave towards each other. For example, pupils in Year 10 discuss in depth their ideas of responsibility and punishments. They take good advantage of the opportunities to share knowledge of right and wrong and the school has clear codes of conduct and places high value on good behaviour. Pupils are provided with a range of opportunities to consider the rules and behaviour in school, and to apologise for any breaches of good behaviour. For example, in a year 3 lesson, the lesson could not proceed until apologies were made for laughing at a mistake.

35. The promotion of pupils' social development is very good and they are encouraged to work together in lessons, share and take turns. For example, in Year 11 pupils are encouraged to develop negotiation skills, discussing and sharing experiences. Pupils are encouraged to develop social skills and language when feeding back on their very useful work experience which is geared to provide a number of challenging situations, such as managing shift work. They work in groups, in pairs, or individually when appropriate. Classes are organised to provide structures to think about new PHSE targets for pupils' individual education plans (IEPs) which further develop their personal and social skills. Residential experiences also enhance social development during which pupils learn about the value of teamwork and shared responsibilities when they plan rescues and take part in night walks. Pupils are given many opportunities to find out about themselves, to understand skills and personal qualities. Pupils are further encouraged to prepare for leaving school by learning about health and safety in some lessons. Staff and pupils work together to implement the

school code of conduct and behaviour management which makes an important contribution to pupils' social development.

36. The schools' provision for cultural development is excellent. A high quality range of displays demonstrates the importance of the celebration of different cultures. The curriculum is enriched through art from a range of cultures, African masks, for example. Teachers plan to produce lessons to link cultural topics to history for example, when considering the growth of the Black Death, pupils are expected to discuss modern day issues like Aids. In religious education, pupils are given opportunities to examine China when reading about Gladys Aylward. The school promotes study of democracy, local and world-wide. Pupils take part in visits to supplement the curriculum; they go ten-pin bowling, to the theatre, to perform in residential homes. These visits are further developed through the special events, which the school makes available for all pupils. These days celebrate the Commonwealth, and the Tudors. Whilst opportunities to study world history are available, the school promotes the awareness of the reasons why the British Empire and the United Kingdom grew. The schools' approach to cultural development is outstanding; no area is missed to promote culture in the widest sense, for example, story-tellers and musicians from Afro-Caribbean countries. The study of history establishes awareness of how the pupil's great grandparents lived, the pupils are able to look at patchwork quilts and washing day artefacts. Music is used to widen understanding of festivals such as Christmas and at the Halloween disco. Every room has evidence of the provision for cultural development. The children's parliament and school council reinforces democracy in a practical way for pupils.

37. They also learn about their own locality. The school has been instrumental in providing a visitors' guidebook for the Cathedral. This will enable disabled visitors to access the building more easily. This school promotes cultural development with enthusiasm and vigour; the impact on pupils' personal development is evident in their approach to life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has not made sufficient progress since the last inspection in important aspects of the care and welfare of its pupils in relation to risk assessments and procedures remain unsatisfactory overall. However day to day routine care procedures are well established and all staff strive hard to ensure that all pupils feel secure and able to learn to the best of their ability. Pupils' general well being is given a high priority.

39. The school has good links with support agencies including Social Services, Speech Therapy Service, Occupational Therapists, the Learning Disability Team and Clinical Psychologists. These links help ensure that pupils for whom the school has particular concerns receive appropriate support in a timely fashion. The school is fortunate that within the staff and governors there is considerable experience in child protection matters. Child protection is the responsibility of the deputy head who has received appropriate training. There is a relevant policy in place and evidence that matters of concern have been sensitively and effectively dealt with. However, the school needs to put in place a more regular training and appropriate guidance for new and temporary staff.

40. There is a whole staff awareness of good practice with regard to health and safety. There is very good practice in the administration of medicine and first aid. Much of the recent improvement in the school buildings has resulted in the school becoming a safer place since the last inspection. The availability of roomy cloakrooms, the wide corridors and good practice such as keeping left along the corridors and when travelling through double doors means the pupils and staff are safe when walking around the school. However, the school has failed to recognise the need to ensure that appropriate risk assessments are done in all cases. For example, despite the safe practice seen during the inspection there was no

evidence that risks assessment had been done for potentially dangerous areas and equipment used in curriculum subjects such as Science, PE or ICT. These findings are in line with a recent health and safety audit undertaken by the LEA.

41. The procedures for promoting pupils' personal development and independence are very good. As much information as possible is collated about pupils when they start at school. This helps staff to understand the problems any pupil has to cope with. Appropriate personal development targets are set as soon as a pupil arrives at school. Such targets are reviewed on a termly basis as part of the IEP process. Progress is regularly reviewed during the time children are at school and this enables teachers to ensure all pupils make very good progress in their personal development. Teaching assistants play a vital part in this process and very effectively help to monitor the progress of all children in the class. PHSE lessons are used well to re-enforce personal targets with every pupil knowing their own target and many pupils able to support others in their class achieve theirs. Circle Time sessions where pupils can select from their peers a 'pupil of the week' are also very effective in re-enforcing targets and helping raise pupils' self-esteem.

42. The procedures for promoting discipline and behaviour are very good. The "Behaviour Day" in the first month of Autumn term helps focus pupils' minds on the importance of good behaviour and respect for others. The merit system is very effective in its different formats throughout the school. Pupils proudly wear rows of merit badges they have received over the years and enjoy receiving certificates in the weekly celebration assembly. The school rules that are agreed during behaviour day are displayed in classrooms throughout the school and most pupils are aware of them and obviously take them very seriously. Individual behaviour plans are used effectively where necessary and most pupils respond very positively to them accepting that they have particular problems which the school and their peers are trying to help them with. The school monitors incidents of poor behaviour well and analyses them to identify pupils or situations that cause particular concern. PHSE lessons are used well to re-enforce school rules and also help pupils develop appreciate the problems of others. For example, during one PHSE lesson Year 7 pupils sat silently during a 20 minute video that showed a gang of children terrorising an elderly man. Afterwards the pupils spoke with great feeling about how sad they felt that the man had been bullied and were very positive about how they felt the children should have behaved and the kind things they could have done instead.

43. Procedures for monitoring and improving attendance are very good. The school works well with the EWO in analysing attendance to identify pupils for whom they have concern with regard to their attendance. The school and the EWO both work to improve the attendance of such pupils. The school promotes the benefits of good attendance wherever it can and seeks the support of parents in achieving this. Assemblies and special award evenings are used too celebrate good attendance by pupils.

44. Procedures are very good for assessing the progress pupils are making and these are used very effectively across the school, for example, the information is used to place pupils in ability groups which has a positive impact on their learning and the progress they make. The assessment co-ordinator has only recently taken on the role of assessment co-ordinator for the whole school so has yet to gain a secure overview of assessment throughout the school and an understanding of the stage of development of each pupil. Teachers know pupils very well and maintain very detailed records of the work pupils have done and how well they have achieved. There are secure methods to test and support reading and spelling and to provide a key vocabulary. This in turn ensures targets are accurate and pupils have additional support for reading, writing, spelling and speech and language development. Statements and reviews provide a basis for target setting with parents for English, mathematics and PHSE. However these targets do not set any success

criteria, do not formally involve parents and have no time limit for achieving them but records show that they are assessed and new targets set if necessary, but parents are not made aware of the new targets. It would be helpful if the school introduced a consistent format for IEPs and ensured that parents had copies and could contribute to their child's learning at home. Teaching assistants record comments and achievements in many lessons giving a daily record of what pupils know and understand which in turn informs planning extremely well. Each co-ordinator is involved in assessment of their subject and this whole school approach is very successful. Pupils know their individual PHSE targets very well and discuss them during the daily PHSE lessons. A range of accreditation for older pupils provides the opportunity to obtain GCSE, certificates of achievement and youth award scheme in a range of subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has effective links with parents. Parents view the school very positively. They especially appreciate the 'open door' policy and feel comfortable when approaching the school with any problems. Parents are confident that any issues they raise with the school are treated seriously and will be dealt with promptly. They enjoy the opportunities to celebrate their children's achievements by attending events such as award evenings.

46. Most parents live a considerable distance from the school and this means there are very few who are able to help in school. However, parents feel very confident in contacting the school by telephone to discuss problems or exchange information and confirm they are often telephoned by the headteacher, teachers or teaching assistants. Also, the school encourages parents into school and arranges many opportunities for them to do so. Most parents are able to attend Annual Reviews and the annual open evening is well attended. A home/school partnership group meets regularly in school and the school sometimes arranges speakers. There are two Award Evenings each year, which are enjoyed by both parents and children, at which pupils' achievements are celebrated. There is an active Friends Association that provides an opportunity for parents to meet socially as well as raising funds to improve resources at the school.

47. The school provides a high quality prospectus that gives parents a good idea of what goes on in school. The governors' annual report to parents is also well written and easy to read. Parents appreciate the very frequent class letters that are sent home to keep them informed of what is happening at school. The whole school newsletter "link" is very well written and again provides useful information for parents about events and achievements but is currently not produced on a regular basis.

48. The information parents receive about the progress their children make at school is satisfactory overall. The home/school diaries for junior pupils are very well used and provide parents with important information about how their children are getting on, particularly in relation to their personal development and general well being. However, reports produced by the school for pupils' annual educational reviews are unsatisfactory. Parents have very detailed information about the progress their children make in English, mathematics and PHSE, including how well their children have done during the year and what targets they will be working towards the following year, but the information about how their children are doing in other subjects is totally inadequate. Reports on other subjects are too brief and do not inform parents what has been achieved, nor are parents formally informed of the change of targets. The school does not have a consistent approach to informing parents about termly IEPs so many parents are unaware of targets their children may be working towards. There are insufficient curriculum meetings for parents and parents are insufficiently informed about homework their children are expected to do. Consequently many parents, particularly outside the juniors, are unable to contribute to their children's learning at home to the extent they

would wish.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher has been in post for just over two terms following a headship in a primary school. His mainstream experience is providing valuable knowledge and understanding to inclusion issues and the school's vision for the future, included in which is to be a part of the LEAs inclusion strategy to be a Key Learning Centre. He provides strong leadership in a time when the role of the school could be changing and his clear view for the direction of the school is shared and supported by all staff and governors. He manages the work of the school well and is very well supported by a knowledgeable and experienced deputy, an assistant head, senior teacher and head of the primary department all of whom have very specific roles and responsibilities. All staff is included in discussions and all have a shared commitment to the success of the school.

50. The aims and values the school subscribes to form an integral part of the daily life of the school and results in a positive ethos and a learning environment in which pupils learn and thrive. The aims are clearly stated and demonstrate the school's commitment to enabling each pupil a good quality education in an environment in which they feel valued.

51. The school development plan is an effective tool for managing the development of the school and the headteacher plans to further improve it to better mirror the long term vision for the future direction of the school. The plan is linked to the development budget which ensures that targets are supported by available finance. Procedures for evaluating the impact of the targets on the overall standards achieved are also in place but the success criteria for some targets could be more sharply focused on improving standards. In this respect governors are not active enough in actually monitoring specific targets on site to see how effective they are. Subject co-ordinators are becoming increasingly involved in determining the development plan priorities through their own subject action plans and this will have a positive impact on raising achievements.

52. The governing body is strongly supportive of the school and is committed to moving the school forward. They have an appropriate committee structure although a health and safety committee would be a useful addition to ensure that, in future, all risk assessments are regularly updated. As a whole the governors rely on reports from the headteacher to keep them informed about the work and achievements of the school. The chairperson makes regular visits to the school and others visit occasionally so they support the staff and the work that they do. However, their role in monitoring particular aspects of the school and presenting written reports to the governing body to consider as a whole is not well developed. They have limited strategies for monitoring the effectiveness of policies they have approved in practice, for example health and safety. Involvement in a programme of self-evaluation of the school's work with the headteacher and others would strengthen the governing body's decision making process for future initiatives developing their role as a "critical friend".

53. Monitoring and evaluating the quality of teaching is via the school's performance management procedures which are effective. All teaching staff have been set clear targets to develop their teaching, The headteacher has also been set clear targets for his own aspects of the school's development. The targets set for all teachers are mainly directed towards whole-school targets which support the common goals stated in the school's development plan. Additional resources are allocated to subjects or aspects of teaching that have been identified in the performance management system. The assessment co-ordinator undertakes work sampling in English across the school and it would be helpful if this good practice was further developed to include all subjects. All aspects of whole school self evaluation are

isolated and would be more effective if pulled together and managed consistently in a planned way.

54. Teachers and other staff have very good input in the decision making process on matters which affect the whole school. The senior managers of the school, and the governors discuss the opinions expressed at staff meetings and consider them carefully. Staff take these opportunities very seriously and make very positive contributions to the whole process. Their teamwork and commitment are very good, whether planning developments across the school, or within a subject, or when working together in classes. During the inspection, for example, there was a whole-staff meeting to discuss possibilities about how to take the school forward. The staff is very capable of taking the school forward in a harmonious way towards jointly agreed conclusion.

55. The budget is well managed by the office staff and the governors. Day to day systems are secure and there are effective systems in place for accounting for monies collected, ordering goods and checking invoices which ensure that unauthorised expenditure does not occur. Office staff has had appropriate training in using the current finance systems and control over the budget is secure. Finances allocated to the school, including additional funding and specific resources are used appropriately. The governing body discusses and approves the school's budget plans and along with the headteacher monitors it regularly through its finance committee. The governors delegate a maintenance allocation to each subject and manage the remainder through the school development plan priorities. They check spending allocated through the school development plan against the success criteria but not for effectiveness. The principles of best value are applied across a range of areas, for example, comparing themselves with other schools, consulting staff about school issues, responding to national initiatives and ensuring value for money on major expenditure. The recommendations in the most recent auditors report, February 2002, have been acted upon.

56. The leadership and management of the school is good, financial and administrative procedures are efficient, staff are well deployed and pupils make good progress over time. Costs are low and the school provides good value for money and is well placed to build on the improvements made since the previous inspection and implement future initiatives.

57. There is a sufficient number of teaching staff to teach all subjects of the school curriculum. On occasions teachers in the upper school have large classes of over twenty pupils but this does not have any adverse effect on the quality of teaching, nor on the delivery of the curriculum as a whole. Teachers have a good range of qualifications, including in the education of children with special needs. Many are teaching their specialist subjects for much of the time. This makes the most of their skills and their wide experience in previous schools. Teachers have many opportunities to improve their skills by taking part in further training, either in school, or at outside places. A good number of teaching assistants are well deployed around the school, according to their particular skills and interests, often working with groups or individual pupils. The school is well supported by very capable office staff, technicians for two subjects, and staff to look after the premises.

58. New staff are introduced to the school very well. The training of new teachers within the school is also very good. One former support assistant is being trained as a teacher, and the process has been very well managed and supported. There are clear guidelines for supporting new teachers which includes having a senior member of staff to talk things over with, and there are opportunities to work alongside other teachers. The staff handbook offers clear help on a wide range of aspects of the school.

59. Many members of staff have extra responsibilities, beyond their immediate classroom teaching. They share the running of the school effectively. Principally, they include the four

members of the senior management team, in addition to the headteacher and each of them has a set of clearly laid-down responsibilities, such as guiding the whole curriculum, or looking after the interests of the younger half of the school's pupils, or the older ones. All teachers have responsibility for one or more subjects throughout the school and support others who teach "their" subject, and lead the way in developing each subject generally. They make clear plans for how to develop each subject, and are building up their resources well. Staff have clearly written job descriptions, and they are effective in fulfilling their additional roles outside the classrooms.

60. The accommodation is good overall and has a positive impact on pupils' learning. This is a very good improvement since the previous inspection when it was very inadequate. The improvement is the result of the extension and improvement of the school accommodation, which were then only at the planning stage. The entrance to the school is bright and welcoming; the corridors are uncluttered enabling easy movement around the building. The wall displays are of good quality showing the teachers' value the pupils work. The building and grounds are well cared for, there is a satisfactory amount of space for outdoor activities, and the rooms available in the building are well used. There is very good accommodation for design technology, music and art, these specialist rooms have good storage for the resources. The music room also has very good acoustics which enhance the teaching and learning in the subject. The accommodation for science is good with a laboratory and prep room available for the secondary aged pupils. There is a good space for ICT, including the computer suite, which has a positive effect on the pupils' progress in the subject. Accommodation for mathematics, geography, history, religious education is also good and for English and modern foreign languages it is satisfactory. However, the accommodation for physical education is inadequate, particularly for secondary aged pupils. The hall is small and the older pupils have to use facilities outside the school for gymnastics, swimming and games. This takes time from other lessons because the pupils have to travel and this is unsatisfactory overall.

61. The use of resources to support the pupils learning is very good overall, this is a good improvement since the previous inspection when they were judged satisfactory overall. Resources to support the teaching of mathematics, science, art, history, geography, music and religious education are very good and have a positive impact on pupils' learning. In English, ICT and physical education they are good and they are satisfactory for the teaching of modern foreign languages. There is a range of books in the library, including a good quantity of good quality multicultural texts, which are well displayed and accessible. Throughout the school, the teachers use the resources available effectively to improve pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to build on existing strengths and achievements and to improve further the governors, headteacher and staff should now:

- enable governors to make regular focused visits to the school; and give written reports to the governing body so that they are better informed; review school policies and monitor how effective they are; set up a planned programme of evaluating the work of the school, (51,52.)
- undertake risk assessments throughout the school. (40)
- enable parents to become better informed about the progress their children are making by giving them more detailed information about the knowledge and skills they are learning and the progress they are making in all subjects of the curriculum (48)
- improve the format of pupils' individual education plans so that pupils and their parents understand them and can be involved in helping their children achieve the targets, (48)

In addition to the above key issues the governors, headteacher and staff may also consider:

- Adopting a more consistent approach to setting homework which would allow parents to become more involved in their children's learning.(22,48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	110
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%(2)	46%(51)	40%(44)	12%(13)	0%(())	0%(0)	0% (0)

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	142
Number of full-time pupils eligible for free school meals	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.86	School data	1.01

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	7	2	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1	1	1
	Girls	1	1	1
	Total	2	2	2
Percentage of pupils at NC level 2 or above	School	[]22	[]22	[]22
	National	[]([])	[]([])	[]([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	1	1	0
	Girls	1	1	1
	Total	2	2	1
Percentage of pupils at NC level 2 or above	School	[] 22	[] 22	[] 22
	National	[] ([])	[] ([])	[] ([])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	1
	Girls	0	0	1
	Total	0	0	2
Percentage of pupils at NC level 4 or above	School	[] 0	[] 0	[] 18
	National	[] ([])	[] ([])	[] ([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 4 or above	School	[] 0	[] 0	[] 0
	National	[] ([])	[] ([])	[] ([])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	1
	Girls	0	0	0
	Total	0	0	1
Percentage of pupils at NC level 5 or above	School	[]0	[]5	[]5
	National	[]([])	[]([])	[]([])
Percentage of pupils at NC level 6 or above	School	[]0	[]0	[]0
	National	[]([])	[]([])	[]([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	1
	Girls	0	0	0
	Total	0	0	1
Percentage of pupils at NC level 5 or above	School	[]0	[]0	[]5
	National	[]([])	[]([])	[]([])
Percentage of pupils at NC level 6 or above	School	[]0	[]0	[]0
	National	[]([])	[]([])	[]([])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2002	13	6	19

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	10
	Girls	0	0	3
	Total	0	0	13
Percentage of pupils achieving the standard specified	School	0	0	[] 68
	National	[] ([])	[] ([])	[] ([])

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	[] 48
	National	[] ([])

Figures in brackets refer to the year before the latest reporting year.

Figures in brackets refer to the year before the latest reporting year.

Key Stage 4 GCSE	A*	B	C	D	E	F	G	U	Total
Maths	0	0	0	3	2	2	0	0	7
Science	0	0	1	0	4	3	0	1	9
Art	0	0	2	3	2	1	0	0	8
Music	0	0	2	1	1	0	0	0	4

Key Stage 4 ASDAN	Bronze	Bronze/Silver	Silver	Total
	7	6	0	13

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	6	
White – Irish			
White – any other White background	1		
Mixed – White and Black Caribbean	1		
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	17		

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: YR – Y11

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	9.7
Average class size	15

Education support staff: YR – Y11

Total number of education support staff	12
Total aggregate hours worked per week	346

FTE means full-time equivalent.

Financial year	2001-2002
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	£
Total income	894158
Total expenditure	878395
Expenditure per pupil	5961
Balance brought forward from previous year	21,059
Balance carried forward to next year	15,736

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	142
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	60	33	7	0	0
Behaviour in the school is good.	71	24	0	2	2
My child gets the right amount of work to do at home.	56	29	13	2	0
The teaching is good.	78	13	4	2	2
I am kept well informed about how my child is getting on.	60	27	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	4	2	0
The school expects my child to work hard and achieve his or her best.	80	13	2	0	2
The school works closely with parents.	69	24	2	2	2
The school is well led and managed.	78	18	2	2	0
The school is helping my child become mature and responsible.	76	20	2	2	0
The school provides an interesting range of activities outside lessons.	64	24	4	4	2

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

ENGLISH

62. The provision for English is very good and has improved very well since the previous inspection. Most pupils entering the school have poorly developed literacy skills and many have significant communication difficulties. Between the ages of five and seven years of age they learn to listen carefully to adults. Questions and explanations are well matched to each pupils' needs, and consequently they become increasingly confident to respond and are encouraged by the smiles and praise they receive. Pupils learn to use a wide range of vocabulary because the teacher introduces new words very effectively by giving clear explanations, repeating the words often and by providing many opportunities for pupils to use them. The teacher's expressive reading enhances pupils' understanding and enjoyment of stories. This was clearly seen during the shared reading of 'A Dark Dark Tale'. Pupils happily joined in with the repetitive phrases and a higher attaining child commented '... it's a rocking horse so must be children'. Pupils begin to recognise letters and sounds they represent. By the end of Year 2 most recognise their own names and those of others, and higher attainers have an increasing bank of words which they recognise on sight. Pupils overwrite or copy write letters and familiar words with growing accuracy.

63. By the end of Year 6 pupils have made good progress because they are well taught. Pupils in Years 4, 5 and 6 are taught in three ability groups and this enables teachers to ensure that work is well matched to a wide range of abilities. Pupils join confidently in small group and whole class reading sessions, and their intonation improves very well because teachers provide excellent role models of expressive reading. Higher attainers make good use of phonic and picture cues, and by the time they are eleven years old most pupils recognise many common words and read simple texts with growing fluency. A well structured phonic programme, delivered through information communication technology (ICT), is making a significant impact on the reading, spelling and writing of pupils of all abilities. By the end of Year 6 pupils are drafting and redrafting their writing in order to improve it, and higher attainers are beginning to use capital letters and full stops to separate sentences. They begin to understand the use of a range of grammatical structures such as compound words. Their handwriting becomes increasingly accurate and fluent because teachers emphasise correct letter formation and provide suitable activities for frequent practice.

64. Lessons for pupils between the ages of eleven and fourteen years of age result in good progress because they feature a wide variety of teaching methods and pupil activities. The continued grouping of pupils into ability groups gives teachers opportunities for providing work at appropriate levels of difficulty. A modified form of the National Literacy Strategy has been successfully introduced into the school's secondary department and is proving to be particularly effective with lower attainers in Years 7, 8 and 9. Pupils are keen to contribute to discussion and most enjoy showing and explaining their work at the end of lessons. They continue to benefit from using the ICT phonic programme which underpins their learning in this area of literacy development. The majority of pupils recognise many words, and use pictures and their knowledge of phonics effectively in their reading. Higher attaining pupils begin to use meaning and grammar to make sensible 'guesses' when reading new texts, and their fluency continues to increase. However, a significant minority of pupils is not routinely using the whole range of cueing systems, and is still dependent on adults for help with unfamiliar words. This limits their independent access to a wide range of reading material. All pupils benefit from being introduced to the extended language and ideas in texts such as 'A Kestrel for a Knave', 'Tom's Midnight Garden' and 'Romeo and Juliet'. By the age of fourteen many pupils understand that punctuation is used to clarify meaning in texts, and

make appropriate use of full stops, commas, and question and speech marks in their writing. Pupils' independent learning is effectively promoted by the guidance they are given in using dictionaries to check the meanings and spellings of words.

65. In Years 10 and 11 pupils make good progress and achieve well. They respond positively to studying a comprehensive range of fiction and non-fiction texts. Many read independently and with enjoyment, but lower attainers continue to need support when tackling new words. Most pupils' work shows increasing understanding and use of a range of writing styles, including reports, expressive writing, biography and letters. They make good use of ICT in presenting their redrafted and edited writing. Teachers prepare pupils very well for the next stage of their education. Consequently, they become familiar with the language and conventions required for form filling and letter writing, and this enables them to complete a range of application forms successfully. Pupils follow a range of courses leading to external accreditation in literacy skills, and these have recently been extended to ensure that the opportunities offered meet the needs of pupils of all abilities.

66. Drama and role play make a very good contribution to pupils' communication skills and to their personal development. Pupils of all abilities are encouraged to contribute and they become increasingly aware of the ideas and feelings of others. This was strikingly demonstrated in a Year 9 lesson, when pupils extended their work on conflict and the plight of victims as seen in 'Romeo and Juliet' by taking part in a re-enactment of a recent gang shooting in the region.

67. Pupils achieve well and make good progress across the school because teaching is good overall, and frequently very good. Lessons are very well planned and briskly paced, and there is a consistent approach to the teaching of all aspects of literacy. This is a result of the successful introduction and positive impact of the National Literacy Strategy, together with high quality training for all staff. Teachers have a clearer understanding of all aspects of the subject and many good examples were seen of lessons that focused on the specific language of, for instance, mathematics, science and art. Relationships between adults and pupils are very good and the high quality support provided by the teaching assistants makes a significant contribution to pupils' achievement and progress. There is a clear expectation that pupils will work hard and will behave well. Consequently, they learn in a flexible supportive environment where they are given many opportunities to succeed and to recognise their own learning.

68. Assessment and recording procedures are very good, and assessment information is used very well in curriculum and lesson planning. Although ICT is well used by pupils in presenting their work and in following the phonic programme, other opportunities for further use are occasionally missed. Insufficient attention is paid to promoting legible fluent handwriting in the school's secondary department, especially for those pupils who join the school in Year 7 or later. The library is small and while there is a good range of texts for primary aged pupils, there are insufficient books and resources to effectively promote the research skills of older pupils. The school's significant investment in 'big book' packages is supporting pupils' learning very effectively.

69. The expertise and enthusiasm of the primary and secondary co-ordinators provides very effective guidance for colleagues and they manage the subject very well. Monitoring of teaching and learning is developing well, and future priorities have been identified. Through the use of well organised discussion and group work, and well chosen texts, English makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

70. The provision and organisation for mathematics is good. There has been very good improvement since the last inspection. The quality of teaching and learning ranges from satisfactory to very good and is good overall. As a result pupils make good progress and achieve well. Very young pupils and those with additional needs make good progress towards their individual targets. Pupils' very positive attitudes and the use of the National Numeracy Strategy contribute to the good achievement. In most lessons time is used well; older pupils are encouraged well to take responsibility for their learning. Young pupils enjoy counting and money games where resources are well used.

71. By Year 2, more able pupils can recognise numbers to 10 and this is reinforced well by the wearing of numbered T-shirts. Fun games introduce pupils well to ordering and recognising missing numbers. The very good use of vocabulary introduces them to the words and concepts of missing, next, before and after, for example, a few pupils know that eight is missing because it is next to seven and nine. The most able pupils can match numbers to the numbers on the number square. They are encouraged well to construct a block graph using information communication technology (ICT). The youngest pupils find hidden numbers in the sand and are beginning to recognise and trace numbers to five. By Year 6, more able pupils' read and write numbers and recognise numbers in 10s to 100. They count in amounts of five pence to 50 pence and are beginning to recognise the five times table. Pupils in Year 4 can tell the time to one hour and most are beginning to recognise time to the half hour; for example pupils draw the correct hand on the clock on the white board. Pupils in Year 5 have fun making predictions as to how many *Smarties* are in a tube and construct a bar graph to show the number of coloured sweets. The good use of real coins encourage Year 6 pupils to work together independently to count in amounts to five pounds. They are beginning to recognise how to count on and the most able pupils can estimate change. The good use of ICT with one group reinforced well counting on in ten's and giving change to the value of one pound. Additional classes held after school for mathematics and ICT illustrates how pupils have gained in confidence to work more independently to take numbers away using clues on the screen.

72. The clear instructions for pupils in Year 7 encourage them to confidently understand that the opposite of add is to subtract and to use a column of numbers correctly. The most able pupils recognise how to double numbers and how to break down the answers. By the time they are in Year 9, pupils' can identify groups of shapes that have right angles and groups of shapes that have more than three sides. They are encouraged well to work together to describe the shape to each other. Most pupils can add coin amounts together and break down the values; for example one girl made 20p by adding 5p+5p+10p. The good team work of the teaching assistant and teacher encouraged one group to find directions and understand a whole and a half turn by using directions on a compass to remember North, South, East and West. By Year 11 the range of accredited courses encourage pupils to work independently to complete modules of work towards their exams. They complete a pie chart of their favourite drinks and most are beginning to calculate the number of degrees using a protractor. The teacher gives pupils very good ideas of how to present different information. The most able pupils use the course textbook to work at their own pace, they help each other and are making good progress to discuss mathematical problems. A few pupils find it difficult to visualise the passing of time on a timetable without referring to a time line. Pupils working on the Youth Award scheme enjoy calculating the price of a meal for one person and all confidently use a calculator to work out the price of a meal for six people.

73. Pupils' learning in mathematics is reinforced well, for example, in art where in Years 9 and 10 pupils look at the symmetry of patterns, rotate shapes and where four quarter segments make a big pattern. Counting is used in French lessons and in physical education

to count laps. In Literacy pupils are encouraged to name sizes such as big, bigger and biggest. Pupils in Year 10 estimate distances when looking at driving license applications. Euro currency is studied in geography; while young pupils are beginning to recognise the passing of time with photographs of their own development in history.

74. The quality of teaching and learning is good overall. Teachers successfully reinforce skills from previous lessons, particularly mental and oral skills. Good use is made of group work and working in pairs which is evident in the growing confidence the pupils show in their ability as they progress through the school. The very suitable fun games for young pupils ensure they are attentive and very aware of number lessons. The very good use of correct terms encourages pupils to recognise and use mathematical language. The most effective lessons are meticulously planned to include revision, the teaching of skills and assessment. Any instances of restless behaviour are handled extremely effectively with a common understanding across the school and as consequence pupils feel secure and attend well to lessons. Plenary sessions at the end of lessons give pupils a chance to share what they have learned and celebrate their success. The consistent useful comments and well marked work provides pupils with good guidelines; set homework would further support learning and understanding.

75. The co-ordinator and staff have ensured that there is a good range of resources, which makes lessons interesting and varied. The subject is managed well with staff sharing a common method of planning and assessment. An opportunity to monitor teaching and provide a mathematics policy in line with school initiatives would further support the subject.

SCIENCE

76. Provision for science is very good and throughout the school pupils make very good progress, whether it is in learning about different forms of life, forces, chemicals, or about how to conduct investigations.

77. By the end of Year 2, for example, pupils have learned that sounds are made in different ways, and that light comes from different sources, and is reflected by some surfaces. The more able pupils understand the five senses, although they struggle to remember which is which sometimes. Some of the differences between materials, such as wood, plastic and metal, are understood, and so are the differences between some hard materials and soft ones. In their experiments, they begin to understand how to carry out a test and show the results in graphs, such as seeing how far they can blow toy boats along a water trough. By the end of Year 6, pupils have learned that matter is either solid, liquid or gas, and the more able pupils name some examples of each. They also understand that melting, freezing and evaporation can change the state of each form of matter. The different sizes of the Earth, sun and moon are learned, as well as some basic facts about each one, such as where the light comes from. When growing plants, such as cress, pupils consider carefully how to set up an experiment to discover if the seeds need warmth or cold, darkness or light, water or dry conditions, to germinate, and then to grow well.

78. By the end of Year 9, pupils have learned how to conduct themselves in a laboratory; how to design tests with more control over things that might affect the results; and how to set up and use the apparatus safely. Their understanding of electricity includes how to plan circuits, and how to find faults in them. They understand some basic facts about energy and forces, and the ways in which they can be altered – such as a torch battery's electricity being transferred to light. Different parts of the body are studied, and pupils learn the structure of, for instance, the skeleton, the eye and teeth. Pupils learn that the rocks of the Earth are made in different ways, and that they weather away. By the end of Year 11, the more able pupils understand that all matter is made of atoms, and that atoms are made of protons, neutrons

and electrons. The less able pupils understand that matter is either an element, a chemical compound, or a mixture, and that most elements are metals. In studying different forms of life, they develop a good knowledge of the variety of life, and how different creatures and plants need to live together in their habitats and environments. They learn that creatures live off each other and from plants, in food chains, cycles or webs, and that pollution and fertilisers change the different environments of the world. In learning about their own bodies, pupils find out the value of healthy eating and exercise, and the dangers of some drugs, as well as the benefits of other drugs.

79. Science is taught very well, and pupils' learning is very good. Lessons are planned carefully and are very often based around good practical investigations. The teaching takes into account the different needs of the more able and less able pupils, by separate grouping, different styles of teaching, level of support, and type of support. Pupils are encouraged to work together and share ideas. Teachers have very positive relationships with their pupils, and motivate them very well. Pupils respond with very good efforts, being attentive, keen to take part, and willing to discuss and write about their experiments. Pupils' behaviour in lessons is often excellent, and the interest and excitement shown by the youngest pupils is a joy to see. Many very good resources are used well to demonstrate how, for instance, plants grow; how metals and non-metals have different properties; or what forces are involved in moving toy cars down a ramp, or boats along a water pipe. Pupils learn very well from these practical, hands-on sessions. Occasionally, things go wrong, but teachers use these occasions well to examine the scientific method and decide why things didn't go as planned. At other times, the planning does not take full advantage of what pupils have learned previously, and where the next lessons might be leading.

80. The leadership and management of science are very good, with two very capable co-ordinators who work together effectively, and are very well organised. The overall coverage of what is taught is particularly well organised, especially with the very good emphasis on practical work. Courses that are nationally accredited are a great incentive to the older pupils, and they do very well in these, including in G.C.S.E. The new science laboratory is very well set up and equipped which has a very positive impact on pupils' achievements. Pupils' progress is very well monitored, and the information is used very effectively to change what will be taught in the future. The co-ordinators have a clear idea of how they want the subject to develop. They manage the budget very well and make good use of people and places outside the school, such as visits to the science museum, and to different local environments. The school's senior managers do not monitor the quality of teaching routinely, however, and little use of made of the computers in school. This subject has improved very well since the last inspection, when progress and teaching were considered to be satisfactory overall, but with clear weaknesses in parts of the school, and not enough sharing of information between co-ordinators. These weaknesses are now very well improved, and science is a very well run subject.

ART AND DESIGN

81. The provision, including the quality of teaching, is very good. As a result pupils achieve very well and make good, and often very good progress as they move through the school. Pupils in Years 1, 2 and 3 are very well taught by their class teachers. Although no lessons could be observed it is evident from scrutinising their work that pupils achieve high standards and are given opportunities to explore a wide range of media and techniques. They learn to express themselves in various ways such as making hand and leaf prints and modelling with play dough. Their work becomes increasingly detailed as they draw portraits with facial features and demonstrate in their work that they understand colours can be 'hot' or 'cold'.

82. From Year 4 onwards pupils are taught by a specialist art teacher, and use the recently built, well appointed art room. As they move through the school they learn more about the properties of materials, for instance, how different types of paper respond when paint is applied. They use sketch books to record the results of their observations and investigations, so that by the time they reach the end of Year 6 higher attaining pupils include good detail of the shape and stonework of the spires of Lichfield Cathedral. Pupils learn about artists from other cultures and times. For example, they paint in the style of Kandinsky and experiment with Batik work, aboriginal art and Chinese calligraphy. Subject teachers make good links between art and other areas of the curriculum. However, in art lessons pupils learn the necessary artistic skills and knowledge for their own sakes and not, for example, only to illustrate history work.

83. From Year 7 onwards pupils continue to build progressively on their earlier experiences, so that, in Year 7 they make and fire decorated clay tiles, in Year 8 they create ceramic bowls and by Year 9 they are joining clay to make pots decorated in an African art style. This careful structure is a feature of the teaching. Pupils steadily build up skills and are given suitable opportunities to apply them. The art teacher gives very clear demonstrations and explanations of what pupils are to do, so they can get on with their work as independently as possible. She and the teaching assistants involved are quick to notice when pupils' interest is flagging, and step in with question or praise to refocus them. Pupils are given many opportunities to understand and use subject vocabulary when speaking and listening, and are confident to ask questions to check that they are on the right lines. They continue to use sketch books to record their observations and explore areas which interest them, and are thereby able to take responsibility for refining their work and to review the progress they have made. Information communication technology is well used, for instance, in developing pattern work and for research into artists and styles. In Years 10 and 11 pupils follow courses that can lead to accreditation through the Youth Award Scheme, the Certificate of Educational Achievement or the General Certificate of Secondary Education. This enables all pupils to have their achievements recognised, including those who achieve an impressively high standard in their work.

84. Assessment is developing well throughout the school and pupils of all ages are involved in evaluating their own work and progress and considering how to improve further. The subject is very well led and managed and has improved well since the previous inspection. The school benefits from the co-ordinator's subject expertise and her enthusiasm. There are regular opportunities for pupils to meet local artists and to visit local galleries and historical sites such as Lichfield Cathedral, in order to find out about the work of artists and crafts men and women through the ages. The recently built art room provides a very good learning environment, and pupils' work is very well displayed to enhance all areas of the school. Through well planned group work, very good displays and the study of art from many cultures, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

85. The provision for design and technology is good and pupils make good progress at all ages, and this is a good improvement since the previous inspection. The improvement in the accommodation, which is now very good, in the creation of workshop and food technology bases is a very good improvement since the previous inspection. The resources available to support pupil's learning are now good, as is the well-organised storage. The range of curriculum opportunities is good and work on textiles in art as well as in design and technology ensures the curriculum now meets statutory requirements. The co-ordination of the subject is very good, this is a very good improvement since the previous inspection, and the scheme of work is based securely in the national guidance and National Curriculum.

Aspects of health and safety are very well reinforced at the beginning of every lesson as well as during the lesson, which along with the improved accommodation diminishes any health and safety risks.

86. By the end of Year 2 the pupils are able to handle tools with confidence, for example, a knife to spread icing sugar onto 'spider biscuits', know that icing sugar is made from sugar, apply mathematics in cutting equal lengths of liquorice to make spiders legs and position them accurately. They are able to design and make fairy cakes, drawing several designs and evaluating them well. They make good progress in designing and making overall. At the end of Year 6, the pupils are able to design a horse on wheels, label the drawings and show the position of cams, and make their designs. The drawings develop in their precision and accuracy, including measurements as the pupils get older. In food technology, the younger pupils create 'fruit kebabs' from designs they have made and do this accurately. The older pupils experiment with pneumatics and are able to decide where to place two syringes, tubing, a 'T' joint and a pump on three-dimensional card robot they made to make the arms raise and lower. They show a great sense of discovery when the air in the tubes forces the syringe open to move the arm of the robot upwards. They handle tools with confidence and can use a glue gun safely, although under supervision when they use it for the first time. Pupils that are more able create robot type models, and experiment with using balloons to lift the lid.

87. At the end of Year 9, the pupils are able to write clear design briefs, action plans and evaluate their work well. They understand and follow instructions, especially about safety in the workshop. When using tools they manipulate them independently and although some pupils are prepared to rush their work and settle for a less polished finish on their projects the majority take their time and produce good artefacts. For example when making clocks of their own design, they are able to fit the mechanism and place the numbers in the correct positions. They are aware of what they good at and where they need additional help. They are able to discuss their designs and explain why they make changes. In food technology, they understand about using flour to stop pastry sticking when they are rolling it out, know how to crimp the edges to stop the filling from leaking. Are able to roll, cut and shape pastry with accuracy. They are able to set the ovens at the right temperature, although some of the less able pupils do need help. At the end of the lesson, they are able clear away, quickly and efficiently. By the end of Year 11, the pupils designs are accurate, all dimensions measured and they are able to translate these drawings into products very well. They use resistant materials such as plastics with confidence and make at least three optional designs for each project before deciding which one to produce. They are able to use a 'strip heater' to bend rigid plastics to make their designs. They understand a design brief and that what they make has to be 'fit for purpose'. They are creative in their designs, including one young person who decided to design "a small cathedral" with conical plastic spires. In food technology, the project of cooking a Christmas dinner is linked to external accreditation. They are able to cook the meal, in addition to planning the timing, working out the correct quantities of food to buy for 40 people, ordering on the internet, using ICT to create menus and invitations and serving the meal. This creates a good opportunity for the pupils to develop their mathematical and ICT skills in a practical way and link them with food technology.

88. The quality of teaching in the subject is very good which has a very positive impact on the pupils' learning. At the beginning of all lessons, health and safety matters are dealt with clearly and carefully, ensuring pupils know what precautions to take when using machinery or tools. This encourages the pupils to behave in a responsible way in the workshop or food technology rooms. The pace of the lessons is brisk gaining the pupils' attention immediately. The very well planned lessons ensure that all pupils make good progress because they detail the skills the pupils need to learn. The very good use of the plenary session of the lesson when the pupils discuss what they have done, their successes and difficulties have a very

positive effect on learning. The teachers' very good subject knowledge enables the pupils to be guided and their learning extended through careful suggestions for improvement of designs or techniques. The teachers' have high expectations of the pupils' behaviour and encourage them to develop a good sense of responsibility in the practical areas. Very good explanations of the lesson objectives and the tasks are helpful in supporting pupils' understanding of their work. The deployment of teaching assistants during practical lessons is very effective. They record the pupils' reactions and assess their understanding and progress during the introductions and plenary sections of the lesson as well as supporting pupils during practical activities. The assessment and recording of pupils' progress to inform future planning in the subject are excellent and record the learning of key skills as well as the experience used to teach them. The very good preparation of resources prior to the majority of lessons has a positive impact on the pupils' behaviour and learning. It reduces the delays in getting on with the practical work and leaves less time for pupils having to wait. On the rare occasions when there are insufficient resources, such as, in one lesson, wire cutters, this causes the pupils to lose focus and the lesson loses its pace.

89. The co-ordinator has a good development plan for the subject and has introduced accreditation in both design and food technology. The co-ordinator teaches all the pupils apart from those in the two classes for the youngest pupils and opportunities for observation and assisting in these classes is an area for development.

GEOGRAPHY

90. Provision in geography is good overall, as are pupils' achievements. This represents good progress since the previous inspection. The new co-ordinator has begun to address the status of the subject by establishing an increased range of coverage and a closer examination of the local area.

91. Pupils make good progress. By the end of Year 2, pupils are able to point out England and Egypt on a map of the world and can name the river Nile. Pupils understand that deserts have no rain. They can use basic weather symbols, usually clouds. They also use the globe to find places, can name the Equator and know that weather changes as we move away from the equator. They understand cold and snowy. By the end of Year 6, pupils can make weather comparisons; they consider Bangladesh and here and make comments about flooding using keywords from the teacher. They understand how silt is formed and pupils know the water cycle and can explain how important water is to people all over the world.

92. By the end of Year 9, pupils begin to study the environment and they report on local features and buildings. They work on a pond and this provides many areas of study. The pupils are also collecting useful information about pollution and its causes. Pupils in this group are able to use map symbols on Ordnance Survey maps. They can plan routes and know that maps can be used for a range of purposes, for tourists or for local residents. They begin to manage grid references. They can explore the locality on maps and research the ancient city. They understand weather recordings and graph wind direction. They use spreadsheets to record their data and use research skills well. By the end of Year 11, pupils know the differences between confluence rivers and flood plains. They develop their skills to discover why rivers and mountains determine where towns are built and consider the effects of tourism on the Lake District. They understand how industry and exports have changed over the years. They are very aware of the European Union. Pupils are becoming aware of the world around them.

93. Teaching and learning in geography is good overall and occasionally very good. When teaching is very good teachers use very good resources to stimulate and interest. They use the Internet to provide information on weather symbols and this reinforces learning for pupils

in Year 3. Lessons are developed with clear explanations of the objectives. Very good pupil management, using pupils to lend a helping hand, ensures that every pupil accesses the lesson. Pupils learn that the globe and the maps are similar and can see how each is developed. Good teacher knowledge of special needs means that each pupil is included in planning. Lessons progress with discussion and reinforcement. Pupils are interested as a result. They are happy to try out their ideas. Good teachers use extremely attractive photographs to illustrate flooding and pupils learn by discussion and sharing experiences. Teachers are aware of the need to motivate pupils; they ask good questions and develop pupils' answers to complete the water cycle exercises. Good planning means that pupils have access to the information needed to complete the projects on the development of towns and industries. Good teachers use the local area to develop confidence in pupils who need to develop basic skills in familiar surroundings. Teachers are still relying on the use of worksheets to record pupils' achievements; this does not encourage independent writing.

94. The subject is managed by an enthusiastic co-ordinator who is aware of the need to establish opportunities for extended writing but has few opportunities to observe teaching. She has established good plans for the residential experience; pupils will gain confidence from the exercises. In addition she has completed an audit of geographical needs for the next year. Visits are exciting and well organised to match pupil needs and ability and enrich the curriculum. She has planned resources to meet the schemes of work and external accreditation is being considered and reviewed. Documentation is good, it includes work on individual education plans, the use of the locality and a very clear explanation of topics and outcomes.

HISTORY

95. At the time of the last inspection, pupils were making sound progress. There has been an improvement in achievements since then and pupils throughout the school now make good progress. Effective curriculum planning is in place and pupils are able to work progressively in building up their knowledge, skills and understanding in history.

96. Pupils make very good progress in a wide range of historical skills. Because teachers plan to develop these skills, pupils learn to sequence events and to distinguish between past and present as part of developing their chronological understanding. For example, pupils in Year 3, use the time line very well to find out when their great-grandparents were born. By the end of Year 2, they are able to put pictures in correct sequences and use travel books to provide evidence of Egyptian buildings. They use good literacy skills to describe the harvest in ancient Egypt, for example, they understand winnowing. Pupils are able to name gods, Horus and Osiris and Anubis and know that these gods had jobs. The pupils can understand mummification and death masks from their studies on Egypt. By the end of Year 6, pupils are able to list facts about Tudor times. They understand that Shakespeare liked writing and are able to discuss stories about Shakespeare and the customs of theatregoers in Elizabethan days. These pupils understand the reasons behind Tudor exploration, slaves and cacao. They produce a very fine time line from Henry VIII to the Queens Jubilee, establishing a good background in history.

97. By the end of Year 9, pupils are able to explain what they mean by history. They present well-written work about major events and can complete their own histories from day one of their lives. These pupils are developing an understanding of social history. They study the Black Death and write at length about diseases and their symptoms. Pupils begin to establish researching skills and look for information in books, listening to stories, and from the Internet. The pupils are able to look at complex issues like the development of the United Kingdom and Acts of Union. This enables them to work out why the flag developed. The pupils understand differences across the ages and have great fun comparing the schools of

Victorian and Edwardian times with today. By the end of Year 11, pupils are able to discuss ethnic cleansing across the ages and the Holocaust as part of their humanities elements.

98. The quality of teaching and learning is very good. History is taught by the co-ordinator in the secondary department and by class teachers in the primary department. Very good teaching and learning occur when teachers prepare carefully so that pupils achieve well in every lesson. Teachers set good targets that challenge pupils and create interest. Every pupil is involved in lessons, learning to develop themes through tactile experiences. Teaching assistants are deployed effectively and they enable pupils to handle the artefacts and make guesses about their function. Teachers reward pupils who achieve their goals and this maintains interest. Pupils develop an historical background in the primary department, but wider aspects of learning are included, for example, pupils' competence in literacy is promoted by careful attention to special vocabulary such as bronze, copper, washboard and dollypeg. Pupils learn through research increasingly through the school. Teachers stress the importance of listening skills and learning objectives for secondary pupils. When considering differences in education over the years, teachers use excellent examples of pens, slates and sand trays to illustrate changes in writing. Well-behaved pupils respond with enthusiasm and volunteer to help. Good discussions arise. Very good teachers have a range of activities to stimulate learning. Pupils share their research findings and describe the topics well. Some time is lost if the activities are not managed tightly. Teachers plan very well, they understand the need for variety and for the need to meet individual needs. They have very high expectations of their pupils who respond with good work. When they consider the Black Death pupils use their knowledge from previous lessons to discuss the implications of having no hospitals, surgeons and nurses and teachers use modern examples to underline the themes. Pupils' behaviour is always good and this ensures that time for learning is not lost through disruption. Lessons are generally enjoyable; pupils have fun, for example, when being forced to recite their times table in a Victorian classroom.

99. The secondary subject co-ordinator has a very clear vision for the development of the subject, raising standards and improving the awareness of social history. She is not a specialist teacher of history but has worked tirelessly to produce programmes that enable the subject to be valued and relevant. The co-ordinators liaise very effectively to meet the individual needs of the pupils. They have developed schemes of work in line with the National Curriculum and the needs of pupils. Assessment is very good, learning support staff are vital to that process, they record in great detail and this enables the subject to develop year on year. Resources have been improved with great care and pupils enjoy using them. History is seen as an important subject with high standards. The co-ordinators have worked well to reduce the amount of worksheets to record pupils' work and written work has improved. The subject has yet to embrace information technology fully to provide research materials for all pupils. Lessons are fun, role-play on Tudor days improves language skills and visits to castles and the Cathedral add to the whole experience.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Since the previous inspection, the provision for information and communication technology (ICT) has improved, co-ordination of the subject is good, and the curriculum now meets statutory requirements. Assessment is now good for all pupils, which helps them improve their skills and competencies. All pupils and students have access to the main computer suite, and a smaller suite is available to give pupils additional computer time to, for example, word process in English. ICT is taught systematically using the national guidance for information communications technology as a framework to support planning which has a positive affect the pupils' progress and ensures all areas of the curriculum are planned for over time. The resources for ICT are very good, accommodation is now good, and the use of the computer suite has a positive impact on the opportunities available for the pupils to

develop their skills.

101. The pupils make good progress across the school and this is an improvement since the previous inspection. Since the previous inspection, the good progress of the pupils at the end of Years 9 and 11 has been sustained well and the progress of the pupils at the end of Years 2 and 6 is now good. All the teachers have completed the New Opportunities Fund training and now have the confidence to use ICT to support pupils' learning and develop their skills.

102. By the end of Year 2 pupils develop good mouse control skills and are able to 'drag' and 'drop' text and graphics. They are able to use a word bank to support their writing and spelling and do so on a regular basis. They use the interactive white board with confidence and the younger pupils enjoy using the mouse to indicate where 'Ted' is hidden in a picture. They are able to add more blocks to a block graph to represent favourite sweets in the class and are able to interpret the finished graph. The more able pupils are able to create simple graphs from data independently and those with less well developed mouse skills use a program designed to develop their dexterity. By the end of Year 6, the pupils are able to load and use a simple word processor with confidence. Work in English shows they access a spelling program on a regular basis and in mathematics they are able to talk about the programs they use and say they enjoy their computer classes. They understand and remember how to use a database well, for example, they know how to 'sort' and 'search'. The pupils can enter information into a database with minimal support and are able to make choices, for example, how to represent the data and know how to interrogate the database. At the end of a session, they are able to save their work and log off from the system confidently. They use a desktop publishing program effectively, are able to choose the font and any graphics independently, although the less able pupils do need some support to complete these tasks.

103. By the end of Year 9, the more able pupils are able to design and create a simple presentation, using a slide show program with some support for ensuring the design is appropriate for the purpose. They are able to use a word processing program with more confidence and their self-evaluation and assessment of their own work is very good. Pupils are able to produce a three-dimensional representation of a graph and 'copy' and 'paste' the graph into a word processing program efficiently, and then write about their findings. They know which 'view' of a set of data is appropriate, such as a pie chart, block or line graph. When using a database, the pupils are able to set up 'fields' and enter data independently. They make good progress in their design skills; for example, work on the school's website. By the end of Year 11, the pupils consolidate their skills in designing and making slide show, of up to 11 slides, about their time at school. They are confident when working in the computer suite and complete projects with minimal support, such as the website design. They integrate pictures taken on a digital camera into the slides as well as normal photographs scanned into the slide. In data handling, they work independently to analyse a survey and to represent data in a variety of ways. They are very confident in moving graphics around the screen, in their word processing skills and in accessing and using a range of programs.

104. The teaching and learning in ICT is good overall. When it is very good the organisation of resources and use of the interactive white board help pupils to understand the tasks and complete them effectively. The very detailed lesson plans ensure that pupils work at different levels depending on their individual needs. Resources are very well prepared, for example, a range of sweets or crisps to help the younger pupils understand how to identify 'the most popular' when creating a database. The pace of lessons and brisk start helps the pupils to concentrate and settle down to work quickly and positively. The teacher's clear explanations of the objectives of the session helps the pupils know what they are going to learn. Well-

planned plenary sessions give the teacher the opportunity to discuss successes and any difficulties with the pupils. The teacher's good subject knowledge is reflected in the pupils' use of the correct vocabulary, which they learn in a consistent way and their confidence in the ICT suite. The pupils' behaviour is good and because of the good teaching, they concentrate well and finish their work. When the teaching and learning is very good it supports the pupils' ability to concentrate, often for periods of up to 30 minutes and their behaviour and attitudes are very good. The pupils' good behaviour and positive attitudes to their learning are supported by very good relationships between the pupils and the staff, the enthusiasm of the teacher and high expectations that the pupils will succeed. On the rare occasions when teaching and learning are satisfactory rather than good, time is not monitored effectively and there is insufficient time for a long enough plenary session.

105. The subject now has technician support, which is a good improvement since the previous inspection and this ensures that computer maintenance occurs on a regular basis and that there is help available if there is a technical problem. The co-ordination of the subject is good overall, the co-ordinator is enthusiastic and has a clear development plan for the subject and knows that although there are computers in the majority of the classrooms the use of these is not consistent for supporting all subjects across the whole curriculum, such as, in science. The computer club, held one day a week after school is well attended and is open to both primary and senior pupils on a rotational basis makes a good contribution to the provision for extra-curricular activities. The school has a very good policy and guidelines on the use of and access to the internet, which is carefully designed to protect the pupils.

MODERN FOREIGN LANGUAGES

French

106. Pupils in Years 7 to 11 have one lesson of French a week and on the whole make good progress although interest does drop by Year 11 and the teacher has to work hard to keep them motivated. There has been some improvement since the previous inspection. Pupils are taught in ability groups and higher attaining pupils are successful in externally accredited examinations.

107. By the end of Year 9 some pupils can count to 20 confidently and they know basic greetings such as " Bonjour" and "Au revoir" " Merci" and " s'il vous plait". When starting French, pupils learn the names of popular pets, for example, "chat, chien, cheval, lapin and cochon d'Inde". They match flashcards to recognise and say the word. The topic about the weather provides opportunities for pupils to participate in role-play and the higher attaining pupils do this very well by giving a simple weather forecast to the rest of the class. They understand " il neige/pleut, il fait froid/chaud, il fait au brouillard and du vent" The most confident pupils enjoy this and do it well. Pupils go on to learn about different forms of transport and can name and recognise " voiture, velo, bateau, camion and a pied" They use then in simple sentences in response to a question. By Year 11 the higher attaining pupils prepare for an external accreditation which suits their particular abilities and involves little writing. Pupils name and recognise items of furniture, for example, "la chaise", "le lit", " la table" and " la chambre". They can translate school subjects into French and recognise the French words from flashcards. Examination work involves pupils in listening to a tape and selecting the correct phrases from their books. They find this difficult and the teacher has to play the tape several times before the exercise is complete. Some pupils do well and the teacher informs them of the cumulative mark they have so far achieved. Pupils are reluctant to participate in the speaking exercise and all but a few lack confidence.

108. Teaching is good overall but is best in Years 7 to 9 and is less effective on Years

10 and 11. The teacher has very good subject knowledge and uses a good range of teacher-made resources to reinforce the target language. The structure of the lesson is good when prior learning is reviewed and new learning is assessed at the end. In this way the teacher can assess what pupils have remembered and can use appropriately. Learning targets are displayed on the board together with key vocabulary so that pupils are aware of them. Playing simple games, such as lotto, introduces an element of fun and pupils respond well to this. The teacher makes sure that all pupils participate in the lessons and is very patient when waiting for responses but this sometimes can have the effect of slowing the lesson down. However there are missed opportunities for extending pupils' learning, for example, lessons could be mostly taught using the target language because pupils have demonstrated that they can learn and use simple instructions and responses. Sometimes there is insufficient attention is given to improving pupils pronunciation and this would improve their understanding when listening to tapes. All lessons include elements of speaking, listening and word recognition but more emphasis could be given to writing so that oral work is being reinforced by the written word.

109. The co-ordinator has planned the subject well and all topics include an assessment and in this way the teacher keeps track of how well pupils are learning. This information is sometimes used to move pupils from one group to another depending on their abilities. Resources are adequate but additional equipment for individual listening opportunities would give the teacher more flexibility when organising lessons and could enable pupils to work together more. Pupils in Year 10 have the opportunity to participate in the annual residential visit to France and this year they are going to Paris. This will give pupils the opportunity to practice their French and consolidate their understanding of French culture.

German

110. German is taught to one group of Year 10 pupils who lost interest in French but who still wanted to learn a language and this was their choice. They were unable to access the complete WJAC course in French. It is seen as a pilot project and pupils have one lesson each week and they are making satisfactory progress. There is insufficient evidence to judge the overall quality of teaching but analysis of work and in the lesson observed, most pupils demonstrate a sound grasp of numbers to twenty and use this in a game of "lotto". With reminders many pupils are able to ask simple questions relating to their current topic about different types of drinks, for example, "Was kostet ein tasse Kaffee mit milch?" and give an appropriate response, "Ein tasse Kaffee kostet sechs euros". Most need some support to boost their confidence on speaking but role-play activities add some fun into their learning and results in good interactions between pupils. The teacher has sufficient subject knowledge and plans lessons clearly, having a good balance of practical activities and more formal tasks and this maintains pupils' interest and most concentrate and behave well. Sufficient attention is not always given to improving pronunciation. The subject is appropriately planned with termly topics which give pupils an insight into the language.

MUSIC

111. The provision for music is excellent. Teaching and learning is very good with excellent opportunities for pupils to sing and play music together. Pupils achieve very well and make very good progress in lessons and over time. The co-ordinator teaches music to every pupil and has worked hard to provide an interesting range of resources. Her excellent subject knowledge and enthusiasm ensures pupils are introduced to playing tuned and untuned instruments and listening to and appreciating a variety of music. Cultural and social education is very well promoted with opportunities to sing with the choir and play in the band although time is limited for these activities. Friends, relatives and the community enjoyed the Christmas concert in a local church. Pupils took part in the World Song beat at the Cathedral and sang with the choir from Sydney. The subject is well supported by a teacher from the primary department with musical expertise. Well-displayed photographs illustrate the younger pupils' performance of 'Joseph'. This year pupils are enjoying learning the songs from 'Oliver' which they will perform for parents and friends.

112. By Year 2 pupils' are encouraged to think about every day sounds around them. For example, pupils mentioned doors closing, talking, and the school bell ringing. A game to recognise hidden sounds had pupils enthusiastically guessing, crunchy paper, pouring water, keys and instruments. Most pupils can correctly name and play percussion instruments and enjoy singing together. The good use of a tape and the piano encourages pupils to stop and start to a signal. They can use their voices with a different pitch for example, an 'Angel' voice and a gruff voice. By Year 6, pupils' respond to listening to and recognising high and low notes. Pupils enjoy singing games and working in pairs. They make good progress when listening to and responding to changes in pitch. Although the groups for singing are large the challenging and interesting music ensures pupils make good progress to sing in tune and learn all the words. They are beginning to sing in a two-part harmony and understand 'call' and 'response' to an African song. The most able pupils recognise legato and staccato sounds and recognise that an echo bounces off a surface and becomes quieter. For example' one boy said pentatonic was five notes and staccato is a spiky sound.

113. The good use of terms encourages pupils by Year 9 to sing a part with accuracy and use a musical vocabulary to express high and low notes when playing Frere Jaques on the keyboard. Most pupils can demonstrate sweet and clash notes and name them. Pupils listen very well to each other and perform and contrast the notes for the tone that they have chosen; with two pupils playing the clarinet together. By Year 11, those pupils taking GCSE are confident to compose and play music at home and school. They can describe the structure of the musical piece and are beginning to appreciate how the dynamics change in the extract and describe the texture of the music. They discuss the music for the scene from a science fiction film and practise this on the keyboard. Pupils are mature in their approach and are encouraged to think of ways to describe the music they hear on a track. For example, one pupil said the chorus was the part you remember. They use musical terms well and write them down while listening to a tape. Additional teachers attend on a weekly basis to provide pupils with the opportunity to play bass, woodwind, strings and drums.

114. Teaching and learning is very good with excellent opportunities for pupils to sing and play music together. Pupils achieve very well and make very good progress in lessons and over time.

PHYSICAL EDUCATION

115. Pupils make very good progress throughout the school. By the end of Year 2, they kick, throw and roll balls of different sizes. They move carefully in different ways, and balance well whilst walking along the benches. When being given instructions, they listen carefully

and try to follow them to the best of their abilities. By the end of Year 6, pupils' skills with different kinds of balls have increased very well and this is demonstrated in games as they work in teams or with a partner, and co-operate well together. They balance, move and jump under good control in gymnastics. In dance, they move to music such as marching tunes or creative stories about walking a dog. In swimming, the less able pupils develop confidence in jumping in, floating on their backs, and swimming across the pool using floatation aids. More able pupils swim in recognisable styles.

116. By the end of Year 9, pupils' skills have improved very well. The most able pupils swim confidently, float face down in the water, do surface dives headfirst and feet first, and swim on their backs. In games, they co-operate well, pass accurately, and use bats and rackets with confidence. On the trampoline, they learn to bounce straight and high, keep in the centre of the trampoline, and some pupils succeed in seat drops and landing on their hands and knees. When dancing, they have very good ideas for portraying characters such as Fagin and Oliver. On the skiing slopes at a nearby leisure centre, the more able pupils can move in a straight line, turn with some control, and stop. By the end of Year 11, pupils' skills have developed confidently. A few pupils do front drops and star jumps on the trampoline, and climb the rocky wall at the leisure centre with confidence, using rope supports. They find their way round an orienteering course, and develop good skills in games such as football and basketball, learning tactics and team spirit as well as passing, tackling, dribbling and shooting skills.

117. The teaching is very good. Lessons are very well planned and prepared so that pupils' learning builds up in a sequence, with ever more challenging and difficult activities. Teachers insist that pupils, whether the youngest or the oldest, pay good attention and follow instructions. Teaching assistants are good at organising groups, as well as supporting pupils who need more help to learn new skills. Teachers organise the activities to suit pupils who are more able, as well as those who are less able, making sure that all are very well motivated to try hard to improve their skills and their confidence. Equipment is very well used to encourage pupils to stretch their abilities, whether benches and mats in school, or the climbing wall, trampolines and basketball court at nearby centres. Teachers and pupils have warm and positive relationships which ensure that there is great enjoyment, as well as excellent behaviour, and very good learning in lessons as different as dancing, basketball and swimming. Sometimes, lessons are cut short because the hall is needed for lunchtime meal and teachers need to take these shortened periods into account when planning their lessons.

118. Physical education is managed and led very well by a very well qualified and experienced teacher who is fairly new to the school. She is full of good ideas and proposals for developing the subject. Already, a detailed plan of what is to be taught is in place for most activities. Methods of checking pupils' progress in each aspect is also being developed in detail. The range of what is taught is now very broad, including the outdoor and adventurous activities, and residential weeks that include canoeing, archery and climbing. Clubs for football and trampoline have begun, along with other clubs at other times of the year. The resources have been built up well, but the school hall is too small for games with the large classes of older pupils. The school's outdoor playing surfaces and fields are very good, and very effective use is made of several other local sports facilities. However, reports to parents about the progress that pupils make are weak and do not give information about how well the pupils are improving, or in which activities. Since the last inspection, there has been a very good improvement in almost all aspects of this subject, including the teaching and learning; activities outside the school; and the checks on pupils' progress.

RELIGIOUS EDUCATION

119. The provision made for religious education is very good as is the progress made by the pupils throughout the school. This is very good improvement since the last inspection. The range of stories and information about different religions supports pupils' development of multi-cultural understanding and their ability to make moral decisions.

120. By the end of Year 2, they follow the same themes as older pupils and understand the use of symbols in religion. They know that babies are baptised in Christian ceremonies and are able to explain the events surrounding baptism to teachers and support staff. By the end of Year 6, pupils understand that following God may lead to surprising events. They are able to make these judgements after taking part in stories about Gladys Aylward and her life in China. They know that there are many religions with sacred books and messages and understand that many cultures are involved. The pupils can sing songs about Mohamed and the Angel and the book 'they call the Quran'. They also know about other countries and the mountains that Gladys Aylward climbed. These pupils understand that God is a teacher, and that you should listen to teachers. Pupils can remember the story of the Harvest and Joseph, and explain the meaning. They also understand the Nativity story, but not all can explain how Jesus is light.

121. By the end of Year 9, pupils continue to develop their religious knowledge. They build very effective vocabularies to explain their knowledge and understanding. For example, they know that Mosques, Synagogues and Temples are holy buildings for major religions. They also understand that the world has many religions with special beliefs and values, and in addition, they understand the badges and symbols of faiths. They know that some other religions worship God and they know how to consider right from wrong from stories they read about vandals. By the end of Year 11, pupils have an understanding of beliefs and values. They can explain the importance of the Pillars of Islam and know that they should respect the feelings of other faiths. These pupils can make good links between racism and ethnic cleansing, homelessness and refugees. They also understand how the city developed around the Cathedral.

122. Teaching and learning are very good. The teachers' planning supports a curriculum that is well structured, and this ensures that pupils build on previously learned work. In very good lessons, previous work is reviewed well and the good questioning involves pupils immediately, which has a positive impact on behaviour and attention. Pupils who need additional support are supported well by the teachers and teaching assistants. All teaching includes plans to link with other subjects, when referring to times past using the history of the Cathedral, for example. Teachers develop good relationships in classes and these make it easier for pupils to talk about their feelings about life and death issues. Pupils are very relaxed in classes and they respond very well. They are keen to succeed. Teachers aim to meet the needs of all pupils and use behaviour strategies in achieving this. Pupils learn to modify their behaviour over time. Teachers praise any achievements and give merits for listening carefully. Lessons contain interesting topics, both local and international. These topics focus pupils' learning. The resources back up the teachers' message, for example the lesson on the sacred books was backed up with teachers' knowledge. She washed her hands before reaching for one, the pupils were moved, and as a result they learned a great deal about respect. As a result of the very good teaching, pupils achieve very well and make very good progress.

123. The subject is very well managed. The co-ordinator is a strong leader who has clear views on the development of the subject. She is enthusiastic and aware of the influence of the subject and as a result, her planning includes the whole curriculum and the personal development of pupils. Resources are very good, meeting every element of the subject. 124.

Visits are a feature of the school; the visits to holy buildings have had a telling effect on pupils. Assessment and record keeping are exemplary. There have been many

successes, not least the accredited courses. The use of multi-sensory techniques has increased interest in pupils and they are used effectively.

CITIZENSHIP/PERSONAL, HEALTH AND SOCIAL EDUCATION

125. Citizenship is taught to all pupils and for pupils in Years 7 to 9 it is very well organised on three-year rolling programme in conjunction with religious education. This is working very well. The co-ordinator has completed an audit of cross-curricular links and has produced a very useful document showing how and where other subjects offer aspects of citizenship. Overall all pupils achieve very well and make very good progress in this subject over time. They learn what it means to become an informed citizen and, in a simple way, begin to understand how democracy works and their part in it. They begin to understand how they can influence decisions. This is demonstrated via the role of the School Council which has elected members. This also helps pupils to understand their personal and group responsibilities. In addition, they discuss why any society needs rules and who is responsible for making them. School rules are examined, making reference to the "Behaviour Day", and pupils discuss what would happen if particular rules are broken. They also consider the differences within their own community in relation to housing and talk about their own initial impressions about what sort of people live in particular types of housing. The teacher makes them think about this and they have to rationalise their ideas.

126. Teaching overall is very good and teachers have a lively, enthusiastic approach and good subject knowledge which results in very good learning in lessons. Teachers effectively question pupils and challenge their thinking helping them to clarify what they actually mean. All pupils are involved and many can engage in a sensible and mature discussion. Lessons are well structured and a very good range of resources is used which maintains pupils' interest and attention and as a result they work hard. Work is different to meet individual needs and lower attaining pupils are well supported so that their views are equally considered. Pupils work in pairs and groups and collaborate well together. All pupils' views are valued and respected and they respond positively when questioned or asked to participate.

127. The co-ordinator is very well organised and knows how she wants to further develop the subject and has an action plan up to 2004. Good use is made of external agencies to extend and enhance pupils learning. Assessment is clearly in place and includes an element of self-assessment. It is linked to planning and recorded observations/comments by the teaching assistants are used by the teacher to plan or adapt the next stage of learning.

128. The personal, health and social education(PHSE) programme is taught to all pupils on a regular basis. The programme has a high emphasis on health education and includes a range of aspects, such as, sex education and drugs awareness. In addition, pupils have lessons to discuss their individual PHSE targets and some lessons encourage them to think about feelings and emotions, such as friends, being kind and helpful to each other. The majority of pupils know their own targets and they are encouraged to assess their own success towards meeting them and are given help if necessary. Some lessons follow Circle Time format and this encourages pupils to take turns and listen to others. PHSE lessons are at the end of the day so teachers use the time to find out what sort of day pupils have had, solve any difficulties and celebrate any achievements.

129. Teaching is generally good and as a result pupils learn well. In the best lessons all pupils are fully involved and understand the focus of the lesson, for example, in Year 1 excellent use of a puppet engages pupils' imaginations and they remain interested and enthralled. In another lesson Year 11 pupils discuss their recent work experiences and share their thoughts with others showing a good degree of confidence and maturity enhancing their

own personal development. In Year 10 pupils demonstrate a very mature approach to contraception and are able to ask questions to clarify what they are unsure of. The very good relationships between adults and pupils means that pupils can discuss issues that are of concern and teachers know pupils strengths and weaknesses. In a lesson for Year 4 pupils role play effectively reinforces the concept of being kind to friends and helps pupils to understand how others feel if someone is unkind. Staff encourage pupils to be positive about their targets and to understand why they sometimes experience failure. Where lessons are less effective there is little structure or focus to the lesson and the pace is slow so pupils lose interest and little is learned. Also when the tasks are too difficult for pupils or they don't understand, they cannot complete task and so do not learn effectively.

130. The two co-ordinators work well together and although there is no discrete policy for PHSE, the health policy covers most aspects but the co-ordinators realise the need to review the current policy. They have devised an action plan for future development of the subject. The work covered in Years 1 to 6 is effectively built on in Years 7 to 11 pupils are taught through the ASDAN Key Steps scheme leading to external accreditation.