

# INSPECTION REPORT

## **WISHMORE CROSS SCHOOL**

Chobham, Woking

LEA area: Surrey

Unique reference number: 125462

Headteacher: Ms Derry Close

Reporting inspector: Alan Tattersall  
20466

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 249417

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:	11-16
Gender of pupils:	Male
School address:	55 Alpha Road Chobham Woking
Postcode:	GU24 8NE
Telephone number:	01276 857555
Fax number:	01276 855420
Appropriate authority:	Governing Body
Name of chair of governors:	William Newey
Date of previous inspection:	03/07/01

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20466	Alan Tattersall	Registered inspector	Modern Foreign Language (French)	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14324	Michael Hudson	Lay inspector		How well does the school care for its pupils and students? How well does the school work in partnership with parents?
17182	Michael Farrell	Team inspector	Mathematics, Design and Technology, Art and Design, Information and Communication Technology, Special Educational Needs	
14691	Jenny Hall	Team inspector	Science, Religious Education, Educational Inclusion	How good are the curricular and other opportunities?
10781	Bob Thompson	Team inspector	Physical Education, Music, Personal, Social and Health Education, Citizenship, English as an Additional Language	
20024	Paul Wright	Team inspector	English, Humanities (Geography and History)	Pupils' attitudes, values and personal development? Residential Provision.

The inspection contractor was:

QICS  
"Ibsley",  
4 West Cliff Road  
Dawlish  
Devon  
EX7 9EB

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33 Kingsway,  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Wishmore Cross is in Chobham near Woking and has 44 boys on roll between the ages of 11 and 16, all from the Surrey area. There are 35 residential places for pupils to spend up to four evenings at school. All pupils have statements of special educational needs because of emotional and behavioural difficulties. Parents of pupils prefer not to state the pupils' ethnic origins. There are no pupils for whom English is not the first language. All pupils receive free school meals. When pupils enter the school their attitudes and behaviour and previous school attendance have been poor and attainment is low. Many have been out of school for long periods. During the inspection, Year 11 pupils were on study leave in school to prepare for GCSE examinations. There has been a very high turnover of teaching staff and very significant difficulties in recruiting qualified and experienced teachers.

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

Wishmore Cross is an improving school, rising from a very low base following a period of many changes in leadership and instability in staffing. The strong leadership of the current headteacher provides the vision to move the school forward, guiding the recently formed senior management team, supported well by the governing body. They ensure that pupils follow a suitable range of learning activities and standards of teaching and learning are satisfactory and improving. The school provides satisfactory value for money.

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

- The headteacher, senior staff and governors provide good leadership and management.
- The school has developed effective links with the community and other schools that help to promote pupils' learning.
- There is a very good range of extra-curricular activities.
- Opportunities for pupils to learn about careers and take part in work experience are good.
- Pupils make good progress in physical education.

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

- Pupils' behaviour.
- The rate of pupils' attendance.
- Pupils' achievement and progress in design and technology and achievement in geography and history.
- The school's accommodation for learning and pupils' residence are poor.

*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 has made satisfactory progress since the last inspection in July 2001. Difficulties in recruiting staff have impacted adversely on the school implementing improvements but through the recruitment of qualified teachers, unqualified teachers and the training of classroom support staff and graduate trainees to become teachers, staffing has improved. The headteacher has worked well with the recently formed governing body and in partnership with the Local Education Authority to establish a successful senior management team. Physical education has improved very well but more progress is required in the way that teachers use computers in lessons and design and technology remains unsatisfactory. The quality of pupils' individual education plans and the work to promote their spiritual and cultural development has improved and is now satisfactory. The establishment of satisfactory procedures and training to improve teachers' skills in managing pupils' behaviour are beginning to show results although pupils still exhibit unacceptable behaviour such as swearing. Resources for learning are now satisfactory, residential accommodation remains poor and teaching accommodation has become unsatisfactory. Attendance continues to be unsatisfactory.

## STANDARDS

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

Progress in:	by Year 11	Key	
speaking and listening	C	Very good	A
reading	B	Good	B
writing	C	Satisfactory	C
mathematics	C	Unsatisfactory	D
personal, social and health education	C	Poor	E
other personal targets set at annual reviews or in IEPs*	C		

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

Although there are only a few pupils in Year 11, last year all pupils achieved at least one and two achieved five or more GCSE passes. The small numbers of pupils taking examinations and the variation between pupils in different years prevents comparisons being made year on year. Currently, Year 11 pupils are making satisfactory progress towards their targets for them to achieve GCSEs by the time they leave school. The school has set suitable targets for pupils to achieve by the end of Year 9 in English, mathematics and science. Pupils' achievement in English, mathematics, science, personal, social and health education (PSHE) and most other subjects are satisfactory overall. Pupils' achievement in physical education is good. Staffing difficulties have contributed to unsatisfactory achievement in geography, history and design and technology. Recently, pupils are making satisfactory progress to make up lost ground in geography and history but pupils' achievement and progress in design and technology remain unsatisfactory. Pupils make satisfactory progress towards their IEP targets for literacy, numeracy, personal development and behaviour.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils like coming to school and they usually complete sufficient work in lessons to make satisfactory progress.
Behaviour, in and out of classrooms	Unsatisfactory. Behaviour has improved since the last inspection but there is a minority of pupils who misbehave, disrupt or leave lessons frequently and swear.
Personal development and relationships	Satisfactory. Pupils get on satisfactorily with each other most of the time. There are a few occasions when pupils take on responsibility well.
Attendance	Unsatisfactory. The level of authorised and unauthorised absences by day pupils are too high but are exaggerated by a few pupils assigned to the school who have never attended. However, many pupils' attendance has improved since they joined the school.

Last year there were 79 pupils excluded for fixed periods and one was excluded permanently. This high rate of exclusion is falling following the success of the school's methods to reduce violent incidents by pupils. There are fewer instances of bullying. Pupils behave well during assemblies and during sports



events and lessons they attend in local colleges. The school is aware that a minority of pupils swears too often to staff and each other and it is part of the development plan to eliminate it.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>Years 7 – 11</b>
Quality of teaching	Satisfactory

*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 satisfactory in all subjects including English and mathematics, science and PSHE. The teaching of skills in literacy and numeracy are satisfactory. However, teachers miss opportunities to promote these skills in lessons throughout the day, such as ensuring that pupils complete sufficient written work in humanities lessons. Teachers plan to meet pupils' emotional and behavioural needs satisfactorily. The quality of teaching and learning is good in physical education because lessons are planned well to interest pupils and the high standards the teacher sets for pupils to behave well. Where teaching is less successful; it is because of inconsistent application of the school's methods to improve pupils' behaviour or when the work was not planned sufficiently well to involve pupils. Drama is an example of this; there is a need for better planning and management of pupils' behaviour to ensure that pupils participate consistently. The teaching of information and communication technology (ICT) is satisfactory in discrete lessons. However, teachers do not plan consistently to use ICT to help pupils learn when studying other subjects, for example, in mathematics to create graphs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but unsatisfactory for design and technology. Pupils receive good careers guidance and follow a wide range of accreditation opportunities. There is a very good range of additional learning activities available for pupils during break, lunchtimes and after school.
Provision for pupils with English as an additional language	There are no pupils for whom this applies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. There are satisfactory arrangements to promote pupils' social and moral development, for instance through pupils serving on the school council. The school provides satisfactory opportunities to promote pupils' cultural and spiritual development.
How well the school cares for its pupils	Satisfactory. There are good procedures for child protection and to provide personal support and guidance to pupils. Health and safety procedures are satisfactory.

The school allocates a good amount of time for English and mathematics lessons and a generous time allocation for physical education that leads to good achievement in sports and games.

Planning for what pupils will learn in design and technology is not fully in place. Pupils derive a satisfactory benefit from the residential provision in spite of unsatisfactory accommodation. There is a strong partnership with the community and schools and colleges in the area to enrich pupils' learning. The school works with parents in a satisfactory way and is seeking ways to improve links.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides visionary leadership to guide the school to make improvements. The deputy headteacher, senior teacher, head of residence and the school's administration officer provide strong support to manage the school. Most subject leaders are new to their roles but fulfil these satisfactorily.
How well the appropriate authority fulfils its responsibilities	Good. The governors are well informed and have a good grasp of the strengths and the areas where the school needs to improve. They question management decisions appropriately and provide active support to agreed priorities for improvement.
The school's evaluation of its performance	Good. There is good checking of teaching and providing support to improve teachers' skills. The school evaluates its performance well to plan to raise standards of pupils' learning in subjects. The school checks the reasons for unsatisfactory behaviour and this is guiding its plans to make improvements.
The strategic use of resources	Good. The school makes effective use of the funds available. Specific grants have been utilised well, particularly to engage the services of specialist consultants to guide teachers to improve the way they plan lessons and encourage pupils to behave appropriately.

There is a shared commitment from all staff to improvement and a good capacity to succeed. The governors have provided strong support to enable the school to respond energetically and imaginatively to recruit or arrange training for sufficient teachers for the school's needs. There are sufficient learning support assistants who provide valuable support to pupils. The school has taken due note of a recent external report of standards in the residential provision to determine suitable staffing levels. The school considers well how to spend its funding to obtain the best value in the work it does.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Teaching.</li> <li>• The way the school looks after their children.</li> <li>• Staff are very approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Behaviour.</li> <li>• Residential accommodation.</li> <li>• Communication with staff outside of school hours.</li> </ul>

The inspection team agrees that there is a very good range of activities outside of lessons for all pupils. Teaching is satisfactory and staff are very approachable and willing to help. The school takes satisfactory care of their children. The team agrees that behaviour could be improved and that residential accommodation is poor. The school accepts that there is a need to provide better arrangements for parents and carers to telephone staff in the evenings. Teachers set satisfactory homework but the school could provide more information to enable parents and carers to know more about the homework that is set for pupils.

## **PART B: COMMENTARY**

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

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

1. Pupils' achievement and progress are satisfactory overall. This is a satisfactory improvement since the last inspection when pupils' achievements were unsatisfactory in ICT, physical education and design and technology. Pupils overall make satisfactory progress towards the targets in their IEPs. Pupils' achievements by the time they leave school are satisfactory. Pupils have the opportunity to study a good range of GCSEs and last year each pupil passed at least one subject from the range of English, mathematics, science, geography, history, art, music and a short course in religious studies. Four pupils gained a Certificate of Educational Achievement in ICT. The school has set satisfactory targets for pupils to achieve in GCSE this year and pupils are making satisfactory progress towards them. The attainment of pupils in groups from year to year vary too much to make comparisons and to set targets for improvements in pupils' achievements.
2. Pupils' achievement in National Curriculum tests in English, mathematics and science at the end of Year 9 are low mainly because of their special educational needs and factors such as previous non-attendance at school or lack of engagement in learning. Attendance was also poor at the time of the tests. However, the school continues to set satisfactory targets for pupils to achieve in English, mathematics and science and they make satisfactory progress towards achieving them.
3. Pupils throughout the school make satisfactory progress in English overall. Progress is satisfactory in speaking and listening. Pupils practice these skills satisfactorily during the day. For instance, pupils in Year 10 debate the meaning of bias in probability in mathematics. However, this learning is incidental to the subject rather than a systematic plan to promote pupils' literacy skills further. The school retains its good emphasis upon promoting pupils' reading skills. This includes help from volunteers, such as the school cook, to increase the opportunities for pupils to gain confidence. Pupils achieve well and make good progress in improving their ability to read. Achievement is satisfactory in writing. Pupils are less keen on this part of literacy and, therefore, take fewer opportunities to improve their skills in lessons throughout the day.
4. Achievement and progress in mathematics is satisfactory and progress is occasionally good or very good in lessons. For instance, pupils in Year 8 made very good progress in understanding the conversion of fractions to decimals because of systematic help from staff. However, overall, pupils lack enthusiasm for the subject and the school recognises the need to improve teaching to increase pupils' interest. Pupils achieve well in physical education; they respond well to guidance to improve behaviour and develop a good interest in the subject.
5. Achievement is satisfactory in science. However, pupils do not learn all aspects of the subject to an equal standard. They learn less about mechanics and forces than they do about other aspects such as the properties of chemicals. Progress is satisfactory in ICT. There has been a steady improvement in what pupils know since the last inspection. The weakness is that pupils do not consistently reinforce their skills in lessons throughout the day to make better progress for instance, to research information for humanities or create tables of results in mathematics.

6. Pupils' achievement is satisfactory in art and design, music and religious education. Achievement is unsatisfactory in humanities and design and technology because of previous staffing difficulties and pupils have fallen behind with their work. However, now that there are suitably skilled teachers leading lessons in humanities, pupils are now making satisfactory progress and are in a position to make up lost ground. Consequently, achievement is improving. The school is to appoint a permanent teacher for design and technology imminently and achievement and progress remains unsatisfactory, as it was at the last inspection.
7. Pupils make satisfactory progress in PSHE, which take place in the related lessons of 'life-skills' and 'Duke of Edinburgh's Award'. These lessons ensure that pupils of all years develop understanding of important subjects such as drugs education and learn how to resist peer pressure to take drugs. Pupils from Year 9 also learn skills in decision making through good opportunities to consider their future careers. Pupils' success in achieving places in further education and employment is testament to the success of this. However, even in lessons to promote social development, pupils still occasionally misbehave and use inappropriate language, demonstrating that they require much support to promote their personal development to make better progress.

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

8. Pupils' attitudes to school are satisfactory overall. Those who attend regularly enjoy coming to the school and in discussions they comment on how they value the encouragement and support they receive from staff. For example, pupils agree that they prefer this school to their previous schools and that they like attending. Where the teaching is effective and pupils are given clear guidelines on what is expected of them, they usually respond accordingly. This is particularly evident in lessons in physical education and in several religious education lessons. On these occasions they settle quickly and are keen to do their best and to achieve good results. They talk about their work and show considerable pride in what they have achieved. Usually pupils retain a positive attitude to learning, complete their work and make satisfactory progress.
9. Pupils' behaviour is unsatisfactory overall. The behaviour of a minority of pupils in lessons throughout the school is unsatisfactory. Many pupils find it very hard to behave appropriately and a minority clearly know what is acceptable but choose to be disruptive. On rare occasions, this leads to an unsatisfactory lesson. For example, in a drama lesson for pupils in Year 7, the teacher was unable to proceed with lesson plans due to the disruption caused by most pupils. The school's extensive collecting of evidence and analysing data about how well pupils are behaving shows clearly that pupils' behaviour has improved over time and continues to do so. The longer pupils have been in the school, the better they behave, with a consequent improvement in their attitude to learning.
10. Although a minority of pupils displays poor behaviour and language outside of the classroom, their behaviour around the school and in residence is satisfactory overall. One reason is that pupils respond positively to the support they are offered. They participate in games at break, share a meal at lunchtimes and follow a "recreational" curriculum in the residential accommodation. Pupils behave well and are respectful in assemblies. Behaviour on visits to other schools and when in the community is satisfactory and often good. There are a few examples of pupils showing disrespect for the school environment but it is not widespread. Pupils frequently use bad language and speak inappropriately to staff. On these occasions, staff usually apply the school's methods to deal with this successfully. The 'zero-tolerance' of pupils who used intimidating behaviour resulted in a temporary high rate of exclusions until pupils

desisted from physical acts. However, the school's extensive monitoring of behaviour indicates that exclusions and incidents of physical assaults on staff have both decreased since the time of the previous inspection when behaviour was considered to be poor.

11. Relationships in the school are satisfactory for much of the time. This is an improvement since the previous inspection when relationships were judged to be poor. The improvement in relationships is largely the consequence of the patience and tolerance shown by staff who encourage pupils to develop their trust in adults and with each other. A Year 10 pupil who has been at the school for four years commented on how "the school has helped me a lot". Relationships between pupils are satisfactory. Most form appropriate friendships but others lack the confidence to mix freely and, in a few cases, experience or engage in teasing which at times turns into bullying. Pupils are usually repentant for this action and are occasionally shocked when staff explain the effects of their actions.
12. Attendance and unauthorised absence are unsatisfactory. In the last school year, attendance was below the national average for this type of school, while unauthorised absence in the same year was above the average. Both rates are the same as at the last inspection. The attendance of many pupils is better than when they were registered in mainstream schools and the attendance of boarding pupils is better than for day boys. A few pupils have been assigned to join the school but the school has never been able to ensure that they attend. This has a negative effect upon the figures for attendance. Punctuality is satisfactory, although taxis bringing day pupils to school are delayed occasionally in traffic. This makes pupils late for morning assembly.

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

13. The quality of teaching and learning is satisfactory overall. It is satisfactory in all subjects except physical education where teaching and learning is good. This is the result of the teachers' expert subject knowledge, very high expectations for pupils to behave and learn linked with effective planning to achieve these objectives. Teachers plan satisfactorily to include all pupils in lessons and ensure that pupils of all abilities achieve equally well. The temporary arrangements for design and technology ensure that the quality of teaching is satisfactory after a long gap in lessons.
14. Teaching and learning is satisfactory in English and occasionally good. A strength of these lessons is the familiar structure for the lesson and clear explanation of what pupils will learn. This was evident in a lesson for pupils in Year 9. Although pupils had difficulty behaving before the lesson, they settled well to the expectation to work. The good mix of light hearted conversation and serious discussion enabled pupils to make satisfactory progress and forget previous misdemeanours. The high expectations from the teacher for pupils to understand what was required of them at the beginning of the lesson enabled them to concentrate on their task. The teacher's checking of what each had learnt at the end of the lesson demonstrated how well pupils understood about fixed penalty fines to deter crime.
15. Pupils overall do not have enthusiasm for learning mathematics. Although teaching and learning are satisfactory overall, several lessons do not fully engage pupils' interest and this exacerbates the teacher's task of improving pupils' behaviour. However, occasionally teaching is good or very good. In a very good mathematics lesson for pupils in Year 8, the teacher set out the structure for what pupils would learn in the lesson on a whiteboard and immediately engaged pupils in oral maths. This momentum was maintained as pupils worked on assignments to learn fractions

systematically matched to their stage of learning. This ensured success and raised pupils' self-esteem as they utilised the information they had learnt about fractions to solve challenging problems. Effective questioning at the end evaluated what pupils had learnt against the original objectives and pupils were pleased to see that they had made very good progress.

16. Good teaching takes place during individual support sessions for pupils to raise standards in literacy. The strengths are that the work is planned specifically to address pupils' assessed needs, pupils understand what they are trying to achieve and they can see the results of their own learning. However, teachers do not always plan systematically, for instance, by referring to pupils' IEP targets for literacy and numeracy. The quality of teaching and learning is often good in the ICT suite because pupils are motivated well by the equipment and by the enthusiasm of the teacher. Consequently, pupils respond to the high expectations to succeed. Overall, however, teachers miss opportunities to capitalise on this and fail to plan sufficiently to use ICT to support pupils' learning in the range of subjects they teach throughout the day.
17. The majority of teachers are inexperienced or are new to the school. However, records show that they have received good support from the school and specialist consultants to improve their teaching. Lesson planning is more effective following guidance for teachers on how to plan for the start, middle and end of lessons and this has led to an improvement in the success of lessons. A strength in teaching is the high percentage of specialist teachers and this has a positive effect on pupils' learning. In humanities, art and science, pupils know that their questions about the subject will be answered and this encourages them to be more curious and want to learn more. This is evident in pupils' growing use of technical vocabulary in science and knowledge in art about famous artists.
18. During the inspection, a small number of lessons was unsatisfactory. A significant reason for the unsatisfactory teaching was the lack of information and support for the teachers who were standing in for colleagues who were out of school on other important duties. This prevented the temporary teachers planning suitable work to engage pupils' interest and promote sufficient progress. This impacted adversely on pupils' behaviour and hence their progress. The other unsatisfactory lessons were the result of teachers' ineffective use of the school's behaviour management strategies to guide pupils to behave correctly.
19. Teachers make satisfactory use of resources for learning. They usually work well with learning support assistants to support pupils' learning and form positive relationships between themselves and pupils. Assistants often sit beside pupils who are having difficulty with the work to provide support. Occasionally, classroom support staff do not have a suitably defined role and this misses the opportunity to utilise them to help pupils. Teachers have received good guidance and have improved their use of time in lessons. The gathering of pupils at the end of the lesson to find out what pupils have learnt provides good information to inform future planning. However, they do not do this consistently. They check pupils' work satisfactorily to determine how much pupils are learning and to plan for pupils to learn more in most subjects. However, this is unsatisfactory in science, history, geography and religious education.
20. The school sets a satisfactory amount of homework in English and mathematics and science. However, there is a lack of clarity of the work pupils are expected to complete at home and parents and carers would like more information. Teachers report that pupils in the residence complete more homework than day pupils.

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

21. The quality of learning opportunities for all pupils is satisfactory overall. There are strengths in the good arrangements for physical education and to provide pupils with work experience, but lessons for pupils to learn design and technology are not fully in place.
22. There is a good time allocation for the teaching of the important subjects of English and mathematics. However, there is a need for more consistent planning to promote pupils' skills in literacy and numeracy in most lessons throughout the day. Recent staff appointments have now improved what had been a period when history and geography were not taught.
23. The work planned for pupils in Years 10 and 11 is appropriately different from that for pupils in Years 7 to 9, and prepares them well for leaving school. There is a good range of opportunities to take GCSEs, and a developing programme for pupils to receive other certificates to recognise their work in aspects of art, science, mathematics, food hygiene, and computer graphics. They also gain a certificate for their work at college. Pupils in Years 10 and 11 are disapplied from French to undertake suitable courses such as at college.
24. There is a very good range of activities outside of lessons. There are many visits out of school, and visitors into school, to support pupils' academic, physical, personal and social development. Residential camping holidays, sailing, deep sea fishing, golf lessons, cooking, environmental projects and visits to places of worship, are just some of the many activities provided. Events during break and lunch times provide a good range of quiet and energetic activity, and are well supported by staff. The school's involvement in the internationally recognised Comenius Project is beginning to open up opportunities for pupils to link with peers with similar emotional and behavioural needs in Norway and Belgium.
25. The school takes great care to provide equal opportunities for all pupils to participate, especially the involvement of day pupils in evening activities in the residence. However, a minority of pupils are withdrawn from lessons each day for individual support when their behaviour makes it difficult for them to learn in class with their peers. It is not clear how the school ensures that pupils make up for work that they have missed.
26. There are good links with the local community. Local companies support the school by helping in the purchase of sports equipment. Pupils take part in special schools' sporting competitions and pupils support the local village festival, and play musical instruments. Celebrities from the theatre and sport support the school. Careers and vocational education is good overall. Pupils have careers guidance from Year 9, and there is informal careers education in the residential setting, accessed by day as well as residential pupils. Currently only pupils in Year 11 have a careers lesson. A successful work experience programme is well organised by the deputy care officer. There are good links with a local college for Year 11, and plans are in place to extend this to pupils in Year 10 next year. Pupils achieve skills in car mechanics and receive a college certificate.
27. The school has satisfactory arrangements to encourage pupils' spiritual development. Pupils learn about world faiths through lessons in religious education. Daily assemblies provide time for thoughtful, relevant, reflection, and a calm start to the day. Pupils also participate in the important events of the Christian year. Pupils learn about major faiths

in religious education and visit places of worship. Unfortunately, attendance at assemblies is low. There are missed opportunities to promote spiritual development when visiting places of worship, for example, when Year 7 visited the local church they did not discuss how people worshipped.

28. The school's promotion of pupils' social development throughout the day and in lessons of personal, social and health education is satisfactory. A number of activities promote pupils' understanding of citizenship. For instance, pupils learn about environmental issues when they work in the community on Project Days. The school does not check to determine how much pupils are learning about citizenship in all their activities. During 'Personal Growth and Development' days, pupils discuss bullying, gambling, sex and relationships education and drugs education. The police play a valuable part in this latter programme. Pupils learn through role-play, discussion, and art. In life-skills lessons, pupils in Years 7 to 9 discuss anger management, how to cope if there is an emergency at home and racism, and pupils meet a friendship counsellor. The weakness is that pupils require more support with their behaviour and personal development to be able to participate more effectively in discussions and independent work. Pupils help to run their School Council.
29. The work of the school to provide for pupils' moral development is satisfactory. Staff encourage pupils to accept their misdeeds and there are a few good examples of pupils apologising for bad behaviour. The school is aware of the need to ensure that pupils speak to each other and staff with consistent respect. Pupils understand the points system that records their behaviour and learning each day and participate satisfactorily in judging their own performance at the end of each lesson. They are keen to score highly in order to secure their first choice of activities after school. A visit to a prison to watch a performance by prisoners about the consequences of breaking the law helped pupils to understand the differences between right and wrong.
30. A satisfactory range of activities supports pupils' cultural development. Pupils enjoy working with an artist in residence and have visited a sculpture park. They recognise the work of famous artists and can relate their own art to famous pictures. A few are creating sculptures with pupils in another school. They learn about food from other cultures during cooking activities. Staff changes this year have limited the opportunities to support cultural development through theatre trips, visits to art galleries and to listen to music from other cultures. There are good examples in religious education lessons for pupils to learn about world religions, faiths and beliefs. However, overall, there is not enough planning to develop pupils' awareness of the diversity of cultures in Britain today.

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

31. Procedures for child protection and maintaining pupils' welfare are satisfactory overall, with some good and very good features. At the last inspection, the procedures were good overall. Staff know pupils very well and pastoral care has a high priority. Pupils feel physically safe and secure and their emotional needs are very well met by the link worker and access teacher schemes. Independent child-care and welfare officers also visit the school to talk to pupils. Pupils welcome the support they are given and this impacts favourably on their attitudes to learning.
32. The school has a designated and well-equipped medical room and pupils have regular medical examinations. Procedures for illnesses and accidents, both in school and on educational and sporting visits, are good and medicines are managed appropriately. Sufficient staff have up-to-date first aid qualifications. Child protection policy and



procedures and children in care arrangements are good and staff are trained. The child protection liaison officer is fully qualified and good links are in place with the requisite agencies.

33. Health and safety procedures are satisfactory. Staff have a satisfactory awareness of health and safety matters. Although the school provides a general policy, there is not a specific, formal school health and safety policy, and procedures for the storage of chemicals and use of workshop machinery are not fully in place.
34. The systems that the school uses to check what pupils are learning in lessons are satisfactory overall. The way they are used to check what pupils are learning is good in physical education and English, but unsatisfactory in science, history, geography and religious education. Pupils' reading, comprehension and spelling ages are recorded well. Individual Education Plans are now satisfactory overall but a minority is not always specific enough to be used effectively to set academic targets for pupils or the targets used consistently when lessons are planned.
35. Procedures for monitoring and supporting pupils' personal development are satisfactory overall, with a few aspects being good or very good. All staff, especially 'link workers', are very mindful of pupils' personal needs and their self-esteem, relationships and social development are promoted actively. If pupils require it, they receive additional support from the 'access', child-care and welfare schemes.
36. All pupils are made to feel valued and their efforts and achievement are recognised and rewarded. However, in pupils' personal records their educational, care and targets to improve their behaviour do not consistently identify specific and achievable short-term priorities to improve. For on-going checking of how well pupils are learning to be fully effective, individual targets have to be clearer and used consistently for all lessons and activities.
37. The way the school checks and works to improve pupils' attendance is satisfactory, as it was at the last inspection. Although parents and carers know they should contact the school in cases of absence, those of many day pupils do not comply and have to be contacted by the school. All in-school absences are followed up immediately. Home study leave is checked upon. However, a few pupils have not taken up their places in the school despite all the school's best efforts. Attendance registers are kept neatly. Awards are given for good attendance. Application forms for holidays in term time are not used. The school works closely with the education welfare and special schools services. Morning registration is conducted as a visual check by office staff and it is not completed until after assembly but there is a need to confirm the number of pupils in the afternoon.
38. Procedures for checking and promoting good behaviour have improved since the last inspection and are now satisfactory. The school's behaviour management policy, which defines standards and expectations, is supported by a code of conduct into which pupils have input. Combined credit points for good work and behaviour are given for all lessons and activities. Pupils are aware of their running total of daily and weekly points and can increase it by improving their work effort and behaviour. At the end of each day rewards or sanctions relating to privileges, activities and restitution if appropriate, are allocated against the points achieved. Weekly awards are made at celebratory assemblies. The points system gives pupils the incentive to establish positive behaviour patterns and take ownership and responsibility for their own behaviour. They understand the system and take it very seriously. However, occasionally, pupils miss receiving the credit for the work they complete in class because there is only one score

combining attitude to work and behaviour and their scores for misbehaving have masked their success in learning.

39. Incidents of unacceptable behaviour are identified by their nature and seriousness and dealt with accordingly. Any specific incidents of pupils' positive or negative behaviour are recorded. All teaching and care staff, except the latest joined, are trained in restraint procedures. Details are recorded of any restraint procedures used. Bullying is not tolerated. The bullying policy is good and an independent childcare officer counsels pupils well about bullying.

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

40. Parents' views of the school continue to be satisfactory. Opinions expressed at the parents' meeting and through the parents' questionnaire show that a majority of parents and carers support what the school is doing for their children.
41. There is very strong parental support for teaching and the range of activities outside lessons. Although a few disagree, most believe the school is well led and managed, and their children work hard and make good progress. They confirm that their children enjoy school, are well cared for and are becoming more responsible and mature. Parents and carers further affirm that they are happy with the home-school links and the information they receive on children's progress. They say it is easy to approach staff with questions and problems. Inspection evidence upheld these views.
42. Many parents and carers know that pupils' behaviour is poor. They agree that there is a lack of privacy in the residential accommodation but know the school is doing its best to make improvements. They would like to be always able to contact a member of staff in the evening. Several parents wanted more information about homework, for instance, when it is set and how much pupils should do. Evidence gained during the inspection again supported these views. Behaviour is unsatisfactory and plans are in place for improving the residential accommodation. The school is addressing the other concerns by issuing portable telephones to evening care staff and keeping parents and carers of day pupils better informed of the homework programme. The school's links with them are satisfactory, as they were at the last inspection. After a pupil has been accepted for the school his parents or carers visit the school to look round, meet staff and be briefed about school practices and activities. Thereafter, the school encourages them to be involved wherever possible in school life.
43. The quality of information provided is satisfactory. Newsletters are not issued, but letters from the headteacher are sent out. Link workers maintain regular contact with the home about pupils' wellbeing, behaviour and relationships through telephone calls and written reports. Tutors send reports of pupils' academic progress. Annual academic reports provide a satisfactory commentary on pupils' work by subjects across the year. They include learning objectives, progress and grades. The prospectus and governors' annual report are well structured and provide useful information. Both meet statutory requirements.
44. Parents and carers are invited annually to the review meetings on pupils' statements, the two partnership days and special occasions such as concerts and sporting events. Attendance at all of these is increasing. Staff always welcome visits from parents and carers to school and offer home visits. Curriculum and homework details are sent infrequently to inform parents and carers of what is expected of them. The impact of parents' and carers' involvement with the school is satisfactory. The school values the part that they play in their children's education and welcomes their help in consolidating

and developing pupils' learning. However, there are few in-school opportunities, apart from the review meetings and partnership days, for parents and carers to contribute significantly.

45. Travel distances are long and mean that many parents and carers have to rely heavily on the school to educate their children with little input from them. Many do actively support their boys and help them to meet their development targets, but others do not. A minority of parents and carers show little interest in becoming involved in their children's learning either in school or at home. However, a significant minority do not comply with their undertaking about attendance in the home-school agreement. Many pupils would benefit by greater involvement from parents and carers in their academic performance and personal development.

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

46. The school is led and managed well. The headteacher took up her appointment at a time of very great difficulty for the school, including many previous changes of headteacher. The school was already identified by the Local Education Authority as requiring intensive support. Management was weak and there were considerable staffing difficulties. Her strong leadership has provided the vision and guidance to enable the school to make changes to improve standards from such a low base. This has included the development of a stronger management team. The recently appointed deputy headteacher, head of care, senior teacher and administration officer now provide good support.
47. Although the headteacher and senior managers provide good leadership, they face difficulties that have impacted adversely on securing better progress and improvement in standards. There has been a high turnover of teaching staff and difficulty in obtaining replacements. However, the move to train several support staff to become teachers and provide initial teacher training for graduates has contributed well to the school developing a satisfactory number of specialist teachers. Governors have provided strong support to the school in selecting and interviewing candidates from the many interviews, being prepared to re-interview if sufficiently strong candidates were not forthcoming. The senior management team provides good support for the trainees, as well as the two unqualified teachers and supports them with behaviour management and lesson planning. Through ingenuity, the school has ensured that overall, there are sufficient teachers for its needs.
48. There is strong support for teachers who are new to the school or who are new to the type of pupils the school caters for. This includes weekly meetings and one to one support for Graduate Training Programme students. Although arrangements for the induction of staff are good, the success of this has been affected by the high turnover of staff with consequent pressures on providing more training for new members. An appropriate staff development programme is in place to help develop teaching and behaviour management skills for all staff.
49. There is good checking of the quality of teaching by the headteacher, deputy headteacher and advisors from outside the school. The evidence shows that teachers' skills are improving, particularly in planning lessons and managing pupils' behaviour, but there is more to do. The use of information from the regular checking of pupils' behaviour has been used effectively to make several changes to improve arrangements. A good example is that pupils in Year 10 now begin the week with physical education rather than other lessons, which has led to better behaviour and more effective use of time. The headteacher's evaluation report of pupils' current

behaviour and what needs to be done to improve it accords almost exactly with the conclusions of the inspection team's findings. This confirms the strong grasp that the headteacher has on analysing performance and taking the necessary action. The school has introduced performance management satisfactorily.

50. The school seeks best value and compares what it does and how it achieves with that of similar schools. It evaluates expenditure decisions well. Governors have a good knowledge of the school. They are able to provide a convincing argument for the value of employing a high number of administrative staff in terms of the benefit to enabling teachers to concentrate on work in the classroom with a consequent improvement in standards. Governors are very familiar with the deficiencies of the building and are lobbying for improvements from personal understanding. Since a few have observed lessons in the school, they are able to judge the improvements, for instance, in pupils' behaviour. They are also able to understand parents' and carers' comments about pupils' inappropriate language and put this into context, understanding what needs to be done.
51. The headteacher, governors and the administration officer have a good awareness of the need to keep a close watch on expenditure since there is only a small amount of funding left over at the end of each financial year. This enables the school to achieve the intentions to maintain staffing levels and training programmes and development of subjects in view of the limited funds. The school is aware of the need to review the methods and arrangements for managing the school's accounts and welcomes the imminent internal audit as a means of evaluating and, if necessary, improving procedures. Most subject leaders are new to their roles and are at an early stage of checking what is taught in their subjects throughout the school. Although they receive a budget, this is not yet managed in a way that evaluates the improvements they seek against expenditure or for the long-term improvement of their subjects. Staffing is satisfactory, except for design and technology where the school lacks a full time teacher.
52. The school's teaching and residential accommodation is unsatisfactory. The school benefits from a dedicated information and communications technology suite and a recently completed good library. A few of the classrooms including for English are too small. The school also requires more classrooms to meet a projected increase in the number of pupils in school. The proposed removal of the poor residential accommodation provides the opportunity for development of suitable facilities. The external decoration of the school is in poor repair. Learning resources are satisfactory for each subject and good for physical education.
53. When taking account of pupils' poor behaviour and their low achievement on entry, the progress that they make by the time they leave and the expenditure per pupil, the school provides satisfactory value for money.

## **RESIDENTIAL PROVISION**

54. Pupils derive satisfactory benefit from being in residence in spite of poor accommodation. Pupils' attitudes and behaviour are generally satisfactory and more positive than in the school. Staff encourage pupils to interact sociably with adults. There is effective communication between the school and care teams so that residential staff are aware of events during the day and know when pupils have done well or otherwise. There are clear routines in the evening and the pupils are aware of these. The range of outings and activities each evening contribute well to pupils' social development. During

the inspection week pupils were given the opportunity to play football or badminton, go on a trip to the park or join an art club.

55. The residential accommodation has many shortcomings since it was not designed well for the purpose, converted from classrooms amongst other rooms that remain as classrooms. This has a detrimental effect on the standard of care that the staff can provide and the support that the pupils receive. Due to the size of dormitory areas and the number of pupils sleeping in them, settling down at bedtimes can be difficult. The school has made strenuous efforts to make the residential dormitories as 'homely' as possible by improving the standard of decoration. However, the layout of rooms makes supervision of pupils very difficult and gives them very little privacy. Pupils do not have enough quiet areas in which to undertake private individual study, or areas in which they can simply relax by themselves. In spite of this, pupils still complete homework more frequently than day pupils.
56. The school is subject to regular inspections from the National Care Standards Commission. This provides guidance on ongoing requirements that the school follows to make improvements in staffing, medication and recording methods. Pupils have regular access to an independent listener provided by the Children's Society. The number of a help-line is displayed and although pupils do not have access to a public telephone, they may request to use a school telephone.
57. There are generally good relationships and trust that exist between pupils and staff. Pupils are confident in approaching the senior care officer or the link person in their unit if they have a problem. Residential staff support the work of the school, for example, they ensure that pupils complete homework before they can join in with activities after tea. Arrangements to ensure that all adults receive appropriate knowledge of the school's child protection procedures are good. Health and safety procedures in the residential setting follow the same arrangements as in the educational setting.
58. The school and local education authority have responded to the previous report by drawing up proposals for purpose-built accommodation. This would have the added benefit of removing the sleeping accommodation from the classroom area. However, there is still discussion about the detail and there is not yet permission for the building. This delays the improvements required by pupils currently in school.

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

59. In order to raise standards further, the headteacher, staff and governors should:
  - I. Implement suitable measures to improve pupils' behaviour and in particular to eliminate the use of bad language. (Paragraphs 9, 10, 61, 74, 116, 121, 123).
  - II. Endeavour to improve the rate of pupils' attendance. (Paragraphs 12, 37).
  - III. Improve the opportunities for pupils to learn design and technology to ensure that pupils make better progress and achieve more and improve achievement in humanities. (Paragraphs 6, 21, 83, 87).
  - IV. Continue to work with the Local Education Authority to improve the accommodation for learning and pupils in residence. (Paragraphs 42, 52, 56, 66, 77, 82, 86).

***In addition to the above key issues the school should also consider including the following in its action plan.***

- Ensure that teachers plan consistently to promote pupils' skills in ICT, literacy and numeracy throughout the day. (Paragraphs 16, 22, 65, 71, 77, 90, 94, 118).
- Providing further opportunities for pupils to learn about the diversity of cultures. (Paragraph 30).
- Improve the way that the school checks what pupils are learning and teachers use this information to plan further work for pupils, particularly in science, geography and history. (Paragraphs 19, 34, 66, 77, 90, 117).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	64

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		3	17	27	5		
Percentage		6	33	52	9		

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	44
Number of full-time pupils known to be eligible for free school meals	44

### English as an additional language

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

### Pupil mobility in the last school year

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	16.7

#### Unauthorised absence

	%
School data	11.0

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 3 (Year 9)**

The numbers of pupils in Year 9 achieving the National Standard in SATs in English, mathematics and science in 2002 are too small to display.

**Attainment at the end of Key Stage 4 (Year 11)**

Four pupils were entered for GCSEs in 2002. They all achieved at least one A\* -G grade and two pupils obtained five A\* -G grades. One pupil passed a short course in religious studies and all gained passes in the Certificate of Achievement in Information Communication Technology at level 2.

***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			
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	44	79	1



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

### Teachers and classes

#### Qualified teachers and classes: Y 7 – Y11

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	7.3
Average class size	5

#### Education support staff: Y 7 – Y 11

Total number of education support staff	33
Total aggregate hours worked per week	613

*FTE means full-time equivalent.*

### Financial information

Financial year	2002-2003
	£
Total income	1149766
Total expenditure	1108817
Expenditure per pupil	26739
Balance brought forward from previous year	42089
Balance carried forward to next year	40949

### Recruitment of teachers

Number of teachers who left the school during the last two years	6.8
Number of teachers appointed to the school during the last two years	9.8
Total number of vacant teaching posts (FTE)	0.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	44
Number of questionnaires returned	14

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	21	43	29	7	0
My child is making good progress in school.	29	43	14	14	0
Behaviour in the school is good.	0	50	14	36	0
My child gets the right amount of work to do at home.	7	29	21	36	7
The teaching is good.	36	50	0	7	7
I am kept well informed about how my child is getting on.	50	29	7	14	0
I would feel comfortable about approaching the school with questions or a problem.	58	21	0	21	0
The school expects my child to work hard and achieve his or her best.	43	36	0	21	0
The school works closely with parents.	43	36	0	21	0
The school is well led and managed.	43	21	21	14	0
The school is helping my child become mature and responsible.	43	29	7	21	0
The school provides an interesting range of activities outside lessons.	50	50	0	0	0

**Other issues raised by parents**

Parents and carers would like to be able to telephone staff in the residence in the evening.

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

### **ENGLISH**

60. Pupils' achievement and progress in English are satisfactory for those who sustain regular attendance. Progress in reading is good and in speaking and listening and writing it is satisfactory. Overall, the school has made satisfactory improvements since the last inspection.
61. The quality of teaching is satisfactory overall and is often good. When teaching is good, the teacher's enthusiasm and commitment to English is communicated effectively to pupils and they usually respond positively. Teachers plan lessons well to match the needs of pupils of all abilities. They often ensure that lessons maintain a good pace and display very firm, calm management, which contributes to keeping the pupils on task. Learning support staff are used effectively and work very closely with the teachers and encourage pupils to concentrate on their work. However, in several lessons, particularly in drama for pupils in Years 7 and 9, behaviour is not always managed well. The unsatisfactory behaviour is not dealt with quickly enough and this reduces the learning that can take place. The high absence rates of a few pupils inhibit their progress since their workbooks show gaps in the work they have completed.
62. Lessons are planned appropriately to provide pupils with opportunities to take part in discussion. In the more successful lessons, pupils confidently respond to questions because teachers encourage or praise appropriate contributions. This was evident in a lesson for pupils in Year 7 when they gave their ideas for plots for stories based on a collection of artefacts such as a dragon, scroll and pewter ornament. The school council is a good forum in which pupils' speaking and listening skills are very well promoted. Pupils of all ages contributed to a discussion on school uniform. In the residential units, most pupils are happy to discuss what work they have been doing in class. In drama, pupils are given the opportunity to develop ideas through discussions leading on to role-play. Settled discussion is difficult on occasions, because pupils' speaking skills throughout the school are much better than their listening skills. Pupils do not listen carefully enough at times in lessons and occasionally this leads to calling out in lessons. Pupils in Years 10 and 11 have extended opportunities to use their speaking and listening skills in a wider range of settings, including college and work placements.
63. Pupils of all abilities make good progress in developing their reading skills. In particular, the school's provision for withdrawing pupils for individual reading sessions is especially effective in raising standards for those who require more help with reading. A few pupils are emergent readers and when reading unfamiliar words and trying to establish meaning they use more than one strategy. Most are independent readers and by the end of Year 9, they are able to read fluently and with expression. They study a range of different texts. For example, having discussed how to make a personal diary "compelling", they read and review the appeal of the "Diary of Ann Frank" and contrast this with "The Diary of Adrian Mole". Pupils then attempt to make their own diaries "gripping" from the opening sentence. In Years 10 and 11 pupils' reading skills continue to improve as they are introduced to a wider range of texts that includes "Romeo and Juliet" and "Twelfth Night". Through studying these texts pupils improve their skills in

identifying meaning and making predictions. There is a recently refurbished school library, which is stocked with a comprehensive range of fiction and non-fiction books. The pupils are also able to use the library in the evening to develop their interest in literature further.

64. Pupils' writing develops satisfactorily. By the end of Year 9, there is a good deal of evidence in pupils' folders to show that they have learnt the important elements of writing through creative work, literature, language, spelling and handwriting. Pupils produce a wide range of writing. By the end of Year 9, pupils can express their thoughts and viewpoints in non-fiction writing, such as writing book reviews and are beginning to develop characterisation and scene setting in their fiction writing. Less able pupils' handwriting develops at a slower rate and they are progressing to demonstrating a limited understanding of punctuation. More able pupils construct sentences, and in a few cases quite complex ones, with appropriate punctuation, although these are not always sequenced into paragraphs. Drafting and proof reading skills are encouraged well. Some of the most effective writing is found when pupils are given the opportunity to write creatively, for instance for pupils in Year 9 to compose letters to the Prime Minister. However, in lessons other than English where pupils write, they are too often asked to complete worksheets and this limits their ability to record their experiences and to write imaginatively. Pupils in Years 10 and 11 are making satisfactory progress working towards GCSE examinations and produce neat coursework. Pupils clearly understand how to write to convince and persuade.
65. There are good examples of teachers planning to encourage pupils to improve their literacy skills throughout the day. The display of useful words in several classrooms helps pupils develop the vocabulary needed for a range of subjects. However, teachers could plan more effectively to improve skills such as writing in more lessons. Worksheets are not always adapted to make them understandable for lower attaining pupils. Plans for what pupils will learn in English throughout the school up to the end of Year 9 are satisfactory and ensure that pupils do not repeat work in different years. This prepares pupils in Years 10 and 11 satisfactorily to move on to follow the GCSE syllabus.
66. Subject leadership is good and beginning to lead to improvements to build upon the satisfactory standards of teaching and learning. Pupils are tested on a regular basis and their records show gains in reading. For the other parts of English however, the measurement of the pupils' achievements are not sufficiently systematic to build up a clear picture of what pupils are learning. A few rooms are too small to allow pupils space for independent study. During the inspection, little use of computers was seen in English lessons and this is an area for development. Otherwise, resources are sufficient and well chosen to support the subject.

## **MATHEMATICS**

67. Pupils' achievement and progress in mathematics are satisfactory throughout the school. The quality of teaching is satisfactory and occasionally good or very good. This is largely the same as at the last inspection.
68. Pupils make equally satisfactory progress in all the required areas of mathematics. Lessons often begin with oral work related to the topic to be covered and this provides a good opportunity for pupils to develop their mental mathematics. In a lesson for pupils in Year 7, the teacher planned well to provide interesting work so that pupils concentrated on their tasks for most of the time. Although pupils made satisfactory progress, there were missed opportunities for pupils to learn and achieve more. Pupils

completed graphs based on tables of numbers of animals but they did not have the opportunity to progress to using computers to handle the data and draw graphs from the results. The objectives of the lesson were not stated clearly to enable pupils to understand what they had learnt in the lesson and for them to judge how successful they had been.

69. During Years 7 to 9, all pupils follow an appropriate range of oral and written tasks in mathematics. These are taught sufficiently systematically. Although progress is recorded this is not used consistently to plan further lessons for pupils to build upon what they already know. Lessons are satisfactory but often fail to excite pupils' imagination and enthusiasm. There are good exceptions where there is extra stimulus that gains pupils' interest in the subject, such as in lessons in the ICT suite. For example, in one very good lesson on fractions, decimals and percentages for Year 8 pupils, the lesson structure was set out clearly on the whiteboard and explained to pupils at the start. Then skilful teaching and behaviour management led to pupils making very good progress in their learning. The incentive of well-chosen ICT work towards the end of the lesson to reinforce the mathematics learning was a powerful motivator with one pupil declaring, "It's cool this is. It's well good!"
70. In Years 10 and 11, all pupils have regular lessons in mathematics to prepare them for GCSE examinations. The work that they have already completed shows that they are making steady progress towards achieving the satisfactory targets for them to achieve in their assessments. In lessons, pupils' progress is generally satisfactory, but slowed occasionally by disruptive and inappropriate behaviour. As with younger pupils, lessons tend to be uninspiring, however, there are occasional examples where pupils become interested in the subject and curious. For example, in one lesson for Year 10 pupils concerning probability, pupils were interested to know more about the relative chances of performing an action. They quickly understood the task and one pupil gave his own statement to liven the debate: 'The next person to enter the door will be female.' Pupils then discussed this likelihood, clearly understanding the fifty-fifty chance and also the ratio of males to female adults who could enter. Progress was satisfactory as pupils began to work on their own, but interspersed by occasional outbursts of bad behaviour.
71. The management and leadership of mathematics is satisfactory in that basic planning is in place and there is a mathematics policy. There are a few examples of teachers planning for pupils to use numeracy skills in their other lessons, such as in physical education to keep score. However, more needs to be done to include planning to promote pupils' numeracy skills in all subjects. Although there is good use of ICT when pupils have lessons in the suite, there is the need for teachers to plan for this more systematically to support pupils' learning, for instance to display the results of surveys using computers. Accommodation is satisfactory since there is a dedicated mathematics room but much more could be done to improve the display of work to enhance pupils' interest in mathematics.

## **SCIENCE**

72. Progress and achievement in science are satisfactory. The quality of teaching is satisfactory overall. This is largely the same as at the last inspection. However, there is now sufficient emphasis on the development of science enquiry skills in all years.
73. In Years 7 to 9, progress and achievement are satisfactory overall. Pupils receive good information on chemistry-based topics. However, they do not learn enough about physics-based topics. In Year 7 pupils have had little experience of practical work until this term because of staffing changes. Their investigation skills are below average and

they are just beginning to use basic laboratory equipment. However, the teachers are skilled in encouraging pupils' interest. During work on combustion, very good questioning skills and practical activities helped Year 7 pupils to present their own ideas, make predictions, then investigate the time a candle would burn in different volumes of air.

74. Lessons are frequently disrupted by pupils' behaviour and in the case of a lesson for pupils in Year 8, pupils were removed until only one boy remained in class. However, he made good progress in his understanding of elements and compounds through individual teaching and was able to participate successfully in practical tasks. A class of Year 9 pupils made satisfactory progress in their understanding about human cells, tissues and organs. They behaved well when relationships between teacher and pupils were good. However, in another lesson for pupils in Year 9, they did not make as much progress as they could in planning an investigation to determine the differences between brown and white sugar. The teacher did not succeed in improving their behaviour so that they could concentrate more on their tasks. There is a lack of sufficient opportunities planned for pupils to develop their knowledge and understanding about physical processes. Occasionally, the learning support assistant is not given clear instructions and this does not make the best use of time to support pupils.
75. In Years 10 and Year 11, progress and achievement are satisfactory. Pupils study for the GCSE single science modular examination. Pupils can explain their tasks. A more able Year 10 boy made good progress carrying out an investigation to separate a mixture of ethanol and water. He was able to explain his methods well because he had a good understanding of the principles of fractional distillation. However, pupils' progress is not always as good. In another Year 10 class, pupils made satisfactory progress but did not make as much progress as expected in their investigation into the fractional distillation of ethanol and water because their behaviour was unsatisfactory and this wasted time.
76. Overall, pupils make satisfactory progress in planning investigations, predicting outcomes, collecting and recording evidence and analysing results in preparation for GCSE. They are less skilful in writing evaluations of their work. Pupils in all years are given homework regularly and make an effort to complete this well.
77. Subject leadership and management are satisfactory. Although the planning for what pupils will learn is in place, science assessment records are inadequate; and development plans and documentation need updating. The storage of chemicals and space for the preparation of materials are poor. Not enough use is made of computers to support pupils' learning.

## **ART AND DESIGN**

78. Achievement, progress and the quality of teaching of art and design are satisfactory. This is similar to the findings of the last inspection. Individual pupils also benefit from periods of art therapy.
79. Pupils in Years 7 to 9 work at activities that engage them, although behaviour disrupts a few lessons. For example, in a satisfactory lesson for pupils in Year 8, the teacher explained the purpose of the lesson to draw real and imaginary landscapes. As pupils had settled to draw their own landscapes, a third pupil arrived late and disrupted the lesson. He was eventually taken out of the lesson by the learning support assistant and the teacher was able to resume the lesson. By the end of the lesson the two pupils had produced their own landscape drawings in the style of a chosen artist. When out of

school working on a community art project, the behaviour of pupils was very good; they were absorbed in wood and stone carving and made good progress.

80. Pupils in Year 10 are working towards GCSE foundation level accreditation; current Year 11 pupils chose art as an option during the academic year of the inspection. While it was not feasible to observe pupils in Year 10 in an art and design lesson, a scrutiny of their work indicates that they are making satisfactory progress in a suitable range of activities. Pupils maintain sketch books and use ICT to create graphic designs. They show a growing understanding of how to reflect the work of famous artists; one pupil is creating a collage following the influence of Picasso.
81. Management and leadership of the subject is unclear since there is no subject leader and there are two art teachers. They bring a good range of skills to the school. One is a creative art therapist, another is a trained art teacher. The school has good links with the community for art. There is an artist in residence based at the school for a period of ten weeks. Pupils were observed keenly going for lessons with this visitor and returning delighted with their pictures.
82. Accommodation is satisfactory overall but one of the rooms used for art is unsatisfactory in that it lacks running water. Learning resources are unsatisfactory in that they are too limited, for example in terms of computer software and equipment for three-dimensional work such as ceramics.

## **DESIGN AND TECHNOLOGY**

83. The arrangements for pupils to learn design and technology are unsatisfactory. At the time of the inspection, the qualified temporary teacher had taught at the school for five days and there has been a long gap since the previous specialist teacher left. The quality of teaching in the two lessons seen during the inspection was satisfactory. The planning for what pupils will learn and assessment is yet to be developed. As a result of this, pupils' achievement and progress is unsatisfactory. This is the same as at the last inspection.
84. Other than a small amount of recently completed work, there was no other work or records available for scrutiny. As an introductory activity, all pupils have made the same type of pewter artefact. Pupils in Year 8 designed a boat in the design area. They made satisfactory progress to make wooden templates for their boats, to be used later to mould them out of plastic. The pace of the lesson was appropriately steady so that pupils could absorb the new skills and a second teacher gave good support. The pupils made satisfactory progress from a low starting point.
85. Pupils in Years 10 and 11 do not have lessons in design and technology but follow appropriate vocational courses such as car mechanics at a local college. Food technology is not taught formally, but pupils have occasional opportunities to cook.
86. The creation of a separate design room is a good improvement since the previous inspection. Although the leadership of the subject is unsatisfactory, the temporary teacher has begun to draft out ideas for what pupils should learn throughout the school and what needs to be done. For instance, to ensure that the workshop is set up correctly and is suitable for the purpose.

## **HUMANITIES (geography and history)**

87. Pupils' achievement in history and geography is unsatisfactory. This is mainly due to the instability in staffing in the subject over the last year. Consequently, standards and quality have not been maintained since the last inspection. However, an analysis of a range of pupils' current work and teachers' plans and records confirms that pupils have recently started to make satisfactory progress. The two recently appointed enthusiastic subject managers for geography and history have reviewed the planning and teaching of humanities and are well on the way to successfully re-establishing the subjects. Evidence from pupils' work shows that teaching was unsatisfactory until the start of this term. During the inspection, teaching was satisfactory and occasionally good. Due to timetable arrangements, only a few lessons could be observed.
88. Teachers are knowledgeable and plan interesting lessons. Pupils in Year 7 studied the "Battle of Hastings" and are beginning to understand through studying sources that aspects of the past have been represented and interpreted in different ways. This is helping them to understand the need for research. Teachers provide pupils with the correct vocabulary to use and this enables them to improve in the way they discuss and record their work. Pupils make satisfactory progress in their understanding of world geography. In Years 8 and 9, pupils are making satisfactory progress learning to draw plans and maps. They name different types of weathering of landscapes and are able to compare different population structures and understand that these have an effect on a country's economy. As part of their study of the English Civil War, pupils know important details about the reign of King Charles 1 and the events that led up to his execution.
89. Lessons for pupils in Years 10 and 11 begin with effective explanations so that pupils are clear about what they are to learn. Teachers and learning support assistants work well together to manage the classes and minimise the impact of disruption on lessons. Occasionally however, there are too many adults in the room for the number of pupils to promote independent learning. In geography, pupils are making satisfactory progress explaining how settlements develop and how people can both improve and damage the environment. Questioning is used well in lessons to help the pupils to remember and understand. For example, a Year 10 pupil, through very effective recall of the previous lesson, successfully identified how changes in places affect the lives and activities of people living there. Most pupils behave well and have satisfactory attitudes to learning. However, when pupils do not settle to work and the teacher does not take action quickly enough, this disrupts the lesson and pupils make less progress than they could. In history, pupils in Year 10 are developing satisfactory understanding of the human cost of World War 1 in terms of worldwide casualties.
90. There are new policies for the subject and planning to ensure that pupils develop the important skills for history and geography. However, while there are details of work planned, there is not enough information on how to promote individual learning for instance, how to help pupils improve their literacy skills in humanities lessons. The subject leaders have a good awareness of the needs of the pupils and appreciate the importance of increasing the use of information and communication technology in lessons. Checks of how well pupils are progressing are not yet in place. This limits the teachers' ability to build up a comprehensive picture of pupils' progress over time. The humanities programme makes a positive contribution to pupils' social, moral and cultural development.



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

91. Pupils' progress and achievement is satisfactory. In the previous inspection, ICT was judged to be unsatisfactory. Therefore, the rate of improvement has been good.
92. The quality of teaching is satisfactory overall. The teacher and technician work together effectively and ensure that lessons are prepared and planned well, offering a variety of well-chosen topics such as creating graphs from data. Pupils in Years 7 to 9 are motivated well by the subject. Teacher expectations are high and behaviour management is skilled, although occasionally pupils disrupt a lesson, which slows progress. For instance, in a satisfactory lesson to develop spreadsheets, the pupils became absorbed in interpreting the financial details of expenditure for a zoo, working steadily at their own pace. They were able to use with growing confidence vocabulary such as 'cell address' because the teacher had appropriate expectations that they should use the correct terminology. The technician circulated and provided good support. One pupil created a disruption and although the incident was correctly dealt with, overall it meant that progress was satisfactory rather than good. However, the pace of lessons is sometimes too slow because pupils are not made sufficiently aware of the amount of work they are expected to do by the end of the lesson.
93. Pupils in Years 10 and 11 make satisfactory progress and find the range of work that they complete for accreditation to be interesting. They receive effective support from the teacher and technician to progress well at times in lessons. For example, in a good lesson for Year 10 pupils, the teacher's clear explanations and good relationships with the pupils aided progress. One pupil prepared a Power Point presentation with obvious enjoyment. Another explained how to send an 'e-mail' and expressed confidence in using the Internet.
94. The management and leadership of the subject is satisfactory. The subject leader and technician have worked hard to secure a strong foundation for future progress of the subject. However, improvement is required to ensure that teachers throughout the school plan sufficient opportunities in lessons for pupils to use ICT. The dedicated suite has been improved well since the last inspection and is enhanced by well-chosen and attractively displayed work to encourage pupils to reach a similar standard.

## **MODERN FOREIGN LANGUAGE**

### **French**

95. Pupils' achievement in French is satisfactory. Pupils up to Year 9 make satisfactory progress. The school has applied for pupils in Years 10 and 11 to follow appropriate vocational courses instead of French. The previous inspection did not judge the quality of teaching, pupils' progress or their achievement therefore it is not possible to make comparisons with the present situation.
96. The quality of teaching is satisfactory. Pupils receive very good opportunities to hear spoken French since the teacher is a native speaker. Although reluctant at times to reply in French, pupils are becoming familiar with a wide vocabulary and progress is evident in the way that they listen to French to point to or write the answer. Records and pupils' books show that they are learning a suitably wide range of topics to provide vocabulary and phrases to talk and write about the world around them.
97. In Year 7, they answer questions such as 'where is it?' With the answer 'here' or 'there' or 'in the dining room'. There are high expectations for pupils to answer challenging

questions for instance, 'where is the dog?' The planning for lessons is good and ensures that the work is suitable for pupils' needs. The teacher is aware that pupils are not keen to learn but will complete the work if encouraged. Lessons proceed at a good pace with constant verbal instructions from the teacher. The good pace and reference to pictures and worksheets helps to keep pupils interested in the next questions to be answered. Through the teacher's perseverance, pupils are becoming interested and inquisitive, asking for the translation of colours they do not know and look back at their previous written work to find answers.

98. In Year 8, the teacher engages their interest in a favourite topic for them on what they like to eat. There is a good mix of oral and written work. Although all pupils write in French, their reluctance and need for constant encouragement means that there is an over emphasis on using worksheets.
99. Subject leadership is satisfactory and there are suitable plans for improvement and to engage an outside consultant to provide advice. There is a satisfactory range of resources for learning.

## **MUSIC**

100. Achievement in music is satisfactory. Pupils make satisfactory progress in their work. Since the last inspection, music has maintained its standard.
101. By the end of Year 9, pupils make satisfactory progress in a range of musical activities. They play keyboard and drums, composing and improving their listening skills. Most pupils perform occasionally in school assemblies Pupils can identify different instruments and styles of music. Pupils in Year 7 can identify a violin and name the 'letters' of the strings.
102. By the end of Year 11, pupils' enthusiasm is maintained, their keyboard and singing skills continue to improve satisfactorily. They are prepared to perform in small groups, improving their relationships with each other. They compose in different styles and identify music historically and culturally, commenting upon its social context and impact. They continue to use correct technical language to describe music. Pupils know the instruments in the orchestra and name 'family' groups.
103. There are good relationships between staff and pupils. Staff try to extend these good relationships and use them to build up relationships between pupils. Teaching and learning are satisfactory and the teamwork between teacher and learning support staff is good. In one lesson for Year 10 pupils, one pupil arrived late to the lesson because of an incident in a previous lesson, and was in a challenging mood. The support assistant unobtrusively moved over to the newly arrived pupil and supported him quietly which allowed the lesson to go on uninterrupted and for him to participate fully in the lesson without causing a major incident. Pupils made satisfactory progress labelling keyboards, with the correct 'letters' in preparation for composing.
104. Music is satisfactorily led across the school. The co-ordinator is enthusiastic and at present following the Graduate Teacher Programme to fully qualify as a music teacher. She has good subject knowledge and skills, teaches all classes music and, therefore, knows the pupils well. This has ensured that pupils enjoy music and are keen to extend their musical skills. For example, in one dormitory as pupils got up for breakfast, one boy was already playing his guitar and practising his skills.

105. Music figured prominently in the school Christmas concert, and there are plans for an end of summer term concert as well as plans to link more closely with a local high school music department. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

106. Pupils' ability in physical education is below national expectations when they enter school, but they quickly rise to come into line with average expectations. Achievement and progress are good in all years. All pupils make equally good progress. There has been a very good improvement since the last inspection in the quality of teaching and learning and in pupils' achievements. The good standards achieved relate directly to the high quality of teaching.
107. A significant strength of the teaching is the teachers' very good knowledge and understanding of both the subject and the pupils' special needs. The quality of teaching and learning is consistently high. Teachers and support staff have a very good level of knowledge and understanding of pupils' emotional and intellectual abilities. Teamwork between teachers and learning support assistants is very good. This enables the staff to give the best possible support to pupils' learning and extend the opportunities available. This is evident in the way that staff help each pupil to succeed in the very detailed targets set for them to achieve in behaviour, use of terminology, concentration and persevering to improve games skills.
108. Staff's high expectations of pupils' behaviour, participation and performance enables them to improve pupils' behaviour well. This is helped by the good humour and very good relationships that teachers nurture in each lesson. Pupils are challenged and well motivated by the enthusiastic teaching and the wide range of activities provided, which are relevant to their needs. These are well explained and presented in a stimulating and interesting manner. Praise and encouragement are used particularly well. Good evaluation, including pupil self-assessment of achievements, is used to modify future planning and the programme offered.
109. Pupils have completed a gymnastics programme. This term's activities are athletics, cricket and swimming. By the end of Year 9, pupils improve their individual skills in cricket. During the inspection week they all improved their cricket skills in fielding, throwing, hitting, catching and batting. They listen well to criticism of their performance and modify to improve. At the end of Year 11, pupils have improved their throwing and catching skills even more and reach good standards in cricket. They improve their overall fitness and realise the need to have a fit body to participate and enjoy sport. Their behaviour and attitudes improve as they progress through the school. During warm-up and fitness sessions, they use their mathematical skills to measure heartbeat and pulse rate and work out how quickly their body recovers from rigorous exercise. Staff use a digital camera to catch pupils in action, and discuss this and their performance after lessons.
110. Pupils of all ages successfully participate in a wide range of activities with other schools. For example, during the week of the inspection the school participated successfully in a county football tournament. They participate with other schools in sports such as basketball, cross-country, athletics, badminton, cricket, rounders and softball. This is good practice and works well.
111. To further motivate pupils, staff take them to see sport at its highest level, for example, premier league football at Chelsea, national basketball league matches and county

cricket. Pupils respond well to this and this is reflected in their attitude and behaviour in lessons and relationships with staff.

112. The subject is well led and managed. The planning for what pupils will learn is set out clearly including the contribution that the subject makes to pupils' spiritual, moral, social and cultural development. Very good assessment records are kept, showing the progress that pupils make, and informative reports are made to parents. All pupils know exactly what progress they are making because of good feedback from teachers, and also through their own self-evaluation and assessment. There is a large gym, and extensive grounds. Good use is made of the local community, such as the local leisure centre and swimming pool. As well as the subject being timetabled as part of the school day, many pupils volunteer to participate in further activities after school as part of their extended day programme. This works well and has a beneficial effect on pupils' behaviour, attitudes and relationships.
113. Pupils achieve a wide range of external awards such as the Duke of Edinburgh's Award scheme, gymnastics, trampoline skills, swimming and certificates for outdoor adventurous activities, such as climbing and canoeing. All pupils are given the opportunity to participate in residential camps and associated activities. These activities have a positive effect on the spiritual, moral, social and cultural development of the pupils. Overall, physical education is a strength of the school.

## **RELIGIOUS EDUCATION**

114. Progress and achievement in religious education are satisfactory. The quality of teaching and learning is also satisfactory. It was not possible to observe lessons in Years 10 and 11 because of arrangements for pupils to attend an inter-school sporting competition. However, pupils make satisfactory progress to enter the GCSE short course in religious studies and last year one boy achieved well.
115. Pupils make good progress in Year 7 learning about the Christian church as a place of worship. They behaved well on a visit to a local church to meet a member of the worship committee. Pupils recognised the special areas in the church and artefacts that are used. They were interested in its age, and the work of the people who support the church. There is, however, a missed opportunity for pupils to reflect on the spiritual message from study of a place of worship.
116. Pupils in Year 8 make very good progress learning about Buddhism. In a lesson, they were able to find out information on the subject and to tell each other confidently about what Buddhists believe about the eight-fold pathway of life. Pupils responded very well when invited to reflect for several minutes about Buddhism. They were sensible and quiet during this period of reflection. Relationships between the staff and pupils were very good, and the management of pupils very secure, firm and fair. The learning support assistant supports the teacher and the pupils very well. Pupils were motivated to learn, and very supportive of each other's efforts. This lesson was a very good example of what can be achieved when lessons are planned effectively, the school's strategies for promoting good behaviour are applied thoroughly and when pupils have an active role. This contrasted with another lesson for pupils in Year 8 where a replacement teacher had not been given adequate information to lead the lesson, pupils' behaviour deteriorated and they made unsatisfactory progress.
117. Based on all the inspection evidence, pupils make satisfactory progress in Year 9. The Year 9 course includes aspects of citizenship, including the power of politics. Pupils continue their studies of different faiths; and they have the opportunity to discuss what they believe. Parents are informed through annual reports about the levels that pupils have reached, but there is very little written evidence to support these assessments.

118. Pupils in Years 10 and 11 make satisfactory progress. They are able to discuss Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. Recent discussion about the idea of whether war can be just was prompted by the Iraq war. Pupils learn what different faiths believe about 'a just war'. They discuss prejudice, racism, morality, and the ethics of euthanasia and abortion. In their study of Christian Aid, they show understanding about world poverty. Pupils are encouraged to discuss and share their own beliefs, but there is less evidence of pupils recording their views in religious education lessons. Pupils achieve satisfactory success in the GCSE religious studies short course.
119. Improvement in the subject is satisfactory. Leadership and management are satisfactory although there is a need to ensure that staff receive sufficient guidance in order to lead lessons consistently successfully. There are clear targets for development in this subject, with a need to ensure that there is an adequate system to collect information to judge how well pupils are learning

### **PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP.**

120. Achievement and progress are satisfactory. The quality of teaching and learning are satisfactory. There are good aspects to the opportunities to promote pupils' personal, social and health education (PSHE). However, overall the arrangements are satisfactory since there is a need for pupils to take more responsibility for their behaviour and attitudes to others. Progress since the last inspection is satisfactory, when PSHE had just been introduced and there was insufficient information to make a secure judgement. There is strength in the good programme of careers education and guidance. Pupils are offered a good range of work experience opportunities such as garage work, landscape gardening and work in a cattery.
121. Although there are not specific lessons in PSHE, several closely related lessons take place such as 'life-skills' and 'Duke of Edinburgh's Award'. The quality of teaching and learning is satisfactory and occasionally good in these lessons. Pupils in Year 8 made satisfactory progress in a lesson to follow up the work they did on a drug awareness day. Although pupils demonstrated progress in lessons, such as developing their own ideas for saying no to drugs, there is still occasional inappropriate language and this detracts from the overall success of lessons.
122. In a lesson for pupils in Year 10, pupils discussed the way they would co-operate to complete a walk as part of their 'Duke of Edinburgh's Award'. They concentrate well to check the map and relate this to the practice they did last week. They attained at a level comparable to pupils in mainstream schools
123. The promotion of pupils' social skills permeates the work of the school and residence as staff assist pupils to gain independence and social skills. Boarding pupils are supported by care staff from the moment they rise, through their hygiene preparations and into breakfast. During breakfast, pupils initiate conversations; this continues for both day and residential pupils both in and out of class. Pupils form positive relationships with staff and try hard to relate to each other. The school understands pupils' needs well and accepts that there is a need to pay more attention to pupils' current shortcomings such as developing more appropriate verbal responses, reducing swearing and ensuring consistent respect for staff.

124. Personal and social education continues throughout the day with activities such as board games, climbing and sport offered at break times. Further activities are offered at lunch times, for example pool, library, computer games and friendship counselling.
125. Teachers' files, wall displays and pupils' records show a wealth of opportunities to build up a range of PSHE skills. As pupils progress through the school, staff provide age-appropriate opportunities that meet their needs. For example, 'Bullying Awareness Day', 'One World Week' and school links with Norway, Austria and Belgium through the Comenius project.
126. Pupils make educational and residential visits, such as a residential drugs awareness course, college links, foundation car mechanics, Surrey Wildlife Trust and 'Greenpeace' studies. In June of this year pupils will participate in one of three residential experiences. Camping in tents, living in a caravan or in a log cabin. Pupils participate in the Duke of Edinburgh's Award scheme, which also involves overnight camping and builds up pupils' self-esteem and confidence.
127. Aspects of citizenship are part of the programme for PSHE. For example, the formation and running of a school council. This was formed in February this year and is developing well. Pupils have discussed matters such as money for the school council, school time-tables, how to improve the foyer for visitors, and school uniform. A good range of citizenship aspects are taught in lessons, such as a 'code of conduct' within the school, acceptable and unacceptable behaviour, anti-smoking, legal and illegal activities, law breakers, the work of the courts and 'friendships'.
128. As pupils move towards leaving school they build up a Record of Achievement to take with them to their next step in education. Good records are kept of their work experiences, careers path, sporting activities, job applications, college courses, literacy certificates and residential activities they have taken part in. Pupils take a pride in their completed record book.
129. PSHE is satisfactorily led by the headteacher. She has developed an innovative policy which will now encompass personal, social and health education, spiritual, moral, social and cultural development, and citizenship. This will now be known as personal growth and development (PGD).