

INSPECTION REPORT

CORNFIELD SCHOOL

Littlehampton

LEA area: West Sussex

Unique reference number: 126170

Headteacher: Mrs Susan Roberts

Reporting inspector: Alan Lemon
20165

Dates of inspection: 18th – 21st November 2002

Inspection number: 249422

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 years
Gender of pupils:	Mixed
School address:	Cornfield Close Littlehampton West Sussex
Postcode:	BN17 6HY
Telephone number:	01903 731277
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Leslie Carr
Date of previous inspection:	6 th – 10 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20165	Alan Lemon	Registered inspector	Mathematics Art Citizenship English as an additional language	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?
8937	Howard Allen	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22178	Kate Robertson	Team inspector	English French Music Physical education	How good are the curricular and other opportunities offered to pupils?
22391	Nick Smith	Team inspector	Science Geography History Educational inclusion	
2480	Christine Gilder	Team inspector	Information and communication technology Design and technology Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cornfield School is a day, special school for pupils with social, emotional and behavioural difficulties. There are 46 pupils on roll in the age range of 11 to 16, three of whom are girls. The great majority is of white UK background; two boys are of Moroccan descent. All pupils speak English as their first language, including the Moroccan boys. Sixteen pupils are eligible for free school meals. The attainment of the majority is below the average for their age, when they arrive at the school, which reflects their special educational needs and a history of disruption to their education. A small minority enter school well below average and have difficulties with literacy and numeracy. A few have average or above average attainment in some areas of learning when they arrive.

HOW GOOD THE SCHOOL IS

Overall, the school makes satisfactory provision for all its pupils. The senior management team has the necessary strengths to be successful with pupils who have emotional and behavioural difficulties. The leadership and management of the school are good. Teaching is satisfactory overall and pupils are achieving satisfactorily. Many pupils make good progress in improving their self-confidence and acquire good attitudes to school. The school is giving satisfactory value for money.

What the school does well

- Art and physical education are taught very well and all pupils make very good progress in these subjects.
- The school makes good provision for English and mathematics. Teaching and learning are good and pupils who have a special difficulty with literacy and numeracy are given good individual support.
- There is good provision for pupils' personal development leading to pupils developing very good moral and social values, growing in self-esteem and being more independent.
- The school is succeeding in encouraging more pupils to attend regularly and their attendance is good.
- The school has done well to meet the specific needs of the few girl pupils and to provide good opportunities for pupils to work alongside others in mainstream school.
- There is a good partnership with parents, keeping them well-informed and supporting their children's schooling.

What could be improved

- The high proportion of unsatisfactory and poor teaching.
- The inconsistency in managing pupils' behaviour.
- The guarantee of money each year to pay for an adequate number of educational support assistants.
- The organisation of how pupils are withdrawn from lessons for individual learning support or for extended periods of work experience.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in 1997. The school has improved satisfactorily since then. In addressing the key issues from the last inspection, the progress on improving the curriculum

is satisfactory. Mathematics and information technology now meet statutory requirements and a better balance is achieved between subjects. Teachers' lesson plans are more detailed and these are scrutinised very regularly. French remains weak, although religious education has improved well. The improvement in the quality of teaching is satisfactory. Although there is still a high proportion of unsatisfactory and poor teaching, the amount of teaching that is very good or better has doubled. There has been satisfactory progress in meeting the additional needs of pupils, such as addressing their learning difficulties in literacy and numeracy. The partnership with the Child and Adolescent Mental Health Service has been further developed. There is a satisfactory improvement in the provision for pupils' personal development, particularly through the development of good links with local schools and colleges. The provision for teaching information and communication technology has improved satisfactorily. Since the last inspection there has been a good improvement in mathematics, art and religious education. Standards have been maintained in English, science, humanities. Improvement in design and technology, French and music is unsatisfactory.

STANDARDS

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

Progress in:	by Year 9	by Year 11	Key	
speaking and listening	B	B	very good	A
Reading	B	B	good	B
Writing	B	B	satisfactory	C
Mathematics	B	B	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	C	C		

The quality and challenge of performance targets set for groups of pupils reaching the end of Year 9 and Year 11 is satisfactory and each group is meeting its targets comfortably in terms of a point score in the National Curriculum tests at the end of Year 9 and GCSE results at the end of Year 11. Judging the challenge of targets is made complicated by the fact that Year 9 pupils often under-perform in formal test conditions and the groups for whom targets are set frequently change in composition because pupils are admitted or leave at times other than at the usual times.

Overall, pupils throughout the school are achieving satisfactorily. They make satisfactory progress in science, humanities, citizenship, information and communication technology, music, religious education and personal, social and vocational education. The few girls are integrated well and make similar progress to boys. Very good progress is made in art and this is reflected in pupils gaining GCSE results year-on-year. The subject is taught very well and pupils enjoy the excitement of creating work. They research and refine ideas effectively and they acquire good technical skills especially using digital technology in their work. Pupils throughout the school are achieving well in English, mathematics and physical education. Overall, teaching in these subjects is effective, pupils respond positively and, mostly, their behaviour is good. There is a good emphasis in English and most other subjects, particularly

drama, on stimulating lively discussions and pupils grow to be confident communicators. Most pupils read fluently and write well. They present their work very neatly and use computers effectively to enhance its appearance. The few who experience difficulties with literacy and numeracy have individual support and make good progress. Pupils make good progress in their competence with using number, calculating on paper, in their heads or using a calculator for very large figures. They make different sorts of graphs and investigate patterns of numbers to arrive at formulae, for example, for calculating the perimeters of polygons. In physical education, pupils make good progress in developing their physical skills and playing team games.

Pupils are not achieving as well as they should in French because teaching does not clarify enough what pupils are expected to learn in each lesson and plan accordingly. As a consequence, the work in lessons lacks challenge and this sometimes results in poor behaviour. While pupils are interested in speaking French, they are not conversing confidently and knowledgeably enough. Progress is poor in design and technology because teaching is inexperienced with these pupils, is unable to capture their interest or manage their poor behaviour. Pupils make products using very basic approaches and skills. They do not develop ideas for products through research and designing, or refine their skills for working with different materials.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, attitudes to school are good. Pupils enjoy their work when it is interesting and they are clear about what is required of them. They concentrate hard and take care in how their work is presented. They quickly lose interest if they are not sure what is expected of them.
Behaviour, in and out of classrooms	Behaviour is satisfactory. Pupils get on together reasonably well and there are hardly any incidents of bullying. Pupils mostly behave well in lessons that are taught effectively and not where teaching is weak, when they disrupt proceedings or leave the classroom.
Personal development and relationships	Personal development and relationships are good overall. Pupils are happy to help out in the small ways they are asked and they usually work concertedly towards personal targets. They take the School Council seriously and those elected represent the views of their groups with conviction.
Attendance	The level of attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 - 9	Years 10 and 11
Quality of teaching	Unsatisfactory	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.

Overall, teaching and learning are satisfactory. While the proportion of unsatisfactory or poor teaching is high, very good and excellent teaching has increased considerably. There has been a considerable turn-over of teachers in the past two years and the school has had

difficulties replacing some of the teaching expertise lost, especially in design and technology. It has done well to maintain the stability of the school and most of the effective teaching. It has also improved teaching in mathematics. Most of the unsatisfactory and poor teaching is in design and technology and French.

Overall, through teaching and learning, the needs of pupils are being met satisfactorily. Teaching in English and mathematics is good. In science and personal, social and vocational education, teaching is satisfactory. The skills of literacy and numeracy are taught well in English and mathematics lessons, respectively; they are promoted satisfactorily through the teaching of most other subjects.

Where teaching is effective, this is a consequence of teachers' subject expertise and their experience of working with this type of pupil. Teachers who are specialists and teach their subject across the school, for example, art and physical education, are very effective. Whereas in music, while teaching is satisfactory, it is not as good as it was because, due to her promotion to Assistant Headteacher, the music co-ordinator is now unable to teach it. In art and physical education the teachers use their knowledge and enthusiasm for their subjects to interest and involve pupils. Their expertise allows them to plan lessons very well around work that pupils are keen to do using attractive appropriate resources and all this ensures they learn very effectively. Teachers develop good relationships with pupils and this helps settle them, but teachers are also skilled at managing their challenging behaviour. Pupils learn to understand the value of positive attitudes and good behaviour. They also learn to approach their work in a systematic way, for example, in art through clarifying their ideas in sketches and preparatory studies. Similarly, when writing, pupils take care in presenting it well.

Unsatisfactory and poor teaching begins by a failure to communicate the excitement and value of the work intended. This originates in lesson planning not focussing on precisely what pupils should learn and informing them clearly of these intentions in ways that will draw their interest and attention. When pupils are confused by what they are hearing or seeing at the start of a lesson they begin to disrupt it and teachers' time and effort is diverted into having to manage poor behaviour. When pupils are engaged in a well-defined activity, even after a lesson has started badly, they often settle to the task. As a consequence, in design and technology, pupils are not learning a disciplined approach to researching and evaluating ideas carefully, refining their designs and skilled craftsmanship in making products. In French, they are not building up a vocabulary that they recall and use in conversations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. Pupils in Year 10 and 11 have sound opportunities for careers advice, work experience and GCSE courses. A few follow good courses in a local mainstream school and others at college.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is very good. Positive values, respect for oneself and others and good relationships are embedded in the school's ethos and promoted expertly.
How well the school cares for its pupils	Overall, the provision for pupils' support, guidance, safety and welfare is good.

The school's partnership with the parents of pupils is good. They are given well written, easy to read reports and many attend parents' evenings to discuss in detail their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The senior management are a strong and expert team with a clear sense of direction. They manage the school well and are contending effectively with developing the expertise and experience of teachers.
How well the appropriate authority fulfils its responsibilities	Satisfactory. The governing body is not at full strength but helps the headteacher and school with its support and expertise, especially in financial planning, but also in evaluating new initiatives.
The school's evaluation of its performance	Good. The school monitors and evaluates teaching and the curriculum. It has a clear view on the strengths and weaknesses of teaching.
The strategic use of resources	Good. Spending is planned well and best value is pursued satisfactorily. The school is clear on its priorities, which are incorporated effectively into the school improvement plan.

There is an adequate number of teachers and support staff. The costs of support staff are funded precariously despite the fact they are a necessary resource to the effectiveness of the school. The school's accommodation is good and learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school • They are happy that their children are discovering success at this school. • It is easy to contact the school and parents are kept well-informed, particularly about any problems. 	No areas of improvement were suggested

Inspectors agree with all of the points identified by parents on what is good about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, throughout the school, pupils are achieving satisfactorily. This judgement reflects marked differences in pupils' progress, which ranges from excellent to poor, depending on the quality of teaching and learning they receive and the control pupils have over their emotions and behaviour. As a consequence, all pupils are faring well or very well in a few major areas of their learning and their emotions and behaviour do not interfere significantly. They achieve poorly in a few others where ineffective teaching and their disruptive behaviour are major factors. Generally, they are making reasonable progress in most subjects. However, most pupils who have spent time at the school are making good progress in overcoming their learning difficulties including their emotional and behaviour problems.

2. There is no significant variation in the progress made by different groups of pupils. Girls, although very few in number, are integrated well and settled. They sometimes show greater maturity and a more serious attitude to school than the boys and in these instances they achieve more. In a Year 9 mathematics lesson, for example, while the four boys remained unsettled and together caused many distractions, the girl distanced herself, was keen and got on with solving the problems of calculating the angles of polygons.

3. The school sets reasonable performance targets each year for the progress pupils are expected to make by the end of Year 9 and Year 11 and pupils are meeting these targets comfortably. Over the past three years, pupils have undertaken a cognitive ability test when they arrive and the information from the test is used to project each pupil's attainment several years ahead. The school is nearly at the point of verifying the accuracy of their projections as the first Year 7 group to be tested is now nearing the end of Year 9 and the national tests for pupils of this age. At present, targets are largely a simple, realistic projection of what both groups will achieve based on their assessments. The accuracy and challenge in targets is complicated by pupils arriving and leaving at points other than the usual time and the increasing complexity of their needs. However, factors, such as their strengths and weaknesses in subjects are not analysed rigorously. The weaknesses in some subjects are lowering standards and while the teaching of these subjects is being addressed, there are no performance targets set to raise standards. The school recognises that its Year 9 pupils do not perform well in formal tests and their scores are most likely to be underestimates. In 2001, the target of 50 per cent of Year 11 pupils gaining one or more A*-G grades in GCSE was an underestimate. Results were better than expected, particularly in art where one pupil gained Grade A. Five of the seven pupils entered for GCSE examinations gained five or more A*- G passes and all seven gained at least one GCSE A*- G pass. This was above the average for similar schools. In 2002, two pupils gained GCSE certificates in art. There were only three Year 11 pupils on roll in 2002 all of whom joined the school when they were in Year 10 or 11. Pupils' special educational needs and the fact they are coming and going at odd times, have an adverse effect on results.

4. The best progress made by pupils is in English, mathematics, art and physical education. In these subjects, teaching is largely good and pupils' behaviour is usually managed such that it does not interfere with learning. This leads to most lessons being well-focused and orderly, resulting in pupils achieving well and, in the case of art, very well.

5. In English, there is a good emphasis placed on pupils' speaking and listening. The longer pupils spend in the school the greater is their confidence to communicate effectively.

In all year groups, pupils participate in regular lively discussions. Drama activities make an effective contribution by involving pupils in exploring issues that are relevant to them, for example, through role-play. More generally, and by the end of Year 11, pupils listen with interest and when they speak they express well-ordered thoughts clearly. Most pupils read text with understanding and as time goes on they increase their confidence and accuracy. The few pupils who find reading difficult are identified by tests, are given effective separate support and make good progress in acquiring basic reading skills. These pupils, by the end of Year 9, will struggle over hard words but they break them down into their constituent sounds, which helps them recognise what they are. Most pupils read well. They do so independently and tackle *'Harry Potter'* novels comfortably and with enjoyment. By the end of Year 11, pupils read Shakespeare's play *'Romeo and Juliet'* and Golding's *'Lord of the Flies'*. They possess a good knowledge of different sorts of reading, for example, using reference books and brochures. Pupils' writing covers a wide range of forms and purposes. In Year 7, pupils write simple imaginative stories using a framework supplied by the teacher that helps them sequence events effectively. Over time, pupils go on to write poetry, letters, reports and newspaper articles. There are good approaches for encouraging writing and making the task interesting, for example, Year 9 pupils have developed a board game based on the story of *'Oliver Twist'*. By the end of Year 11, pupils redraft their writing and ensure their work is well-presented and correct.

6. Pupils' competence in literacy skills is promoted satisfactorily across the curriculum. In history pupils read about and discuss evacuee's experiences in the Second World War, and write their own account of this. They have exercises to learn the key vocabulary in science and art. Information and communication technology and word processing in particular is used well to encourage and develop pupils' writing.

7. In mathematics, it is evident from pupils' work that they are achieving well in all of its aspects. Pupils are making good progress in acquiring competence with number. Teaching, which is mostly effective in imparting mathematical knowledge and skills to pupils and managing their behaviour, contributes to pupils' good progress. Sometimes neither of these is accomplished in teaching and pupils' progress in some lessons is much less than expected as a consequence, although the longer term picture of progress is more favourable. By the end of Year 9, most pupils add, subtract, multiply and divide numbers up to 1000 in their heads and beyond on paper and with a calculator. They construct simple graphs and investigate patterns of numbers arriving at formulae to count quickly the number of black and white squares in different sized grids. Using the properties of triangles, pupils total the angles inside different polygon shapes. By the end of Year 11, pupils are competent with a wide range of computations using mental arithmetic and other methods. They investigate number patterns, reaching, for example, formulae to calculate perimeter and area. Pupils create graphs, such as pie charts and scatter graphs and interpret the information they contain.

8. Art has been, consistently, a successful subject in terms of the progress pupils make and the examination results they achieve. The large majority of pupils relate very well to making art and they work hard towards achieving higher standards. They are taught very effectively and contribute to a very positive climate of learning in the art room. Because of this they largely set aside their behavioural problems to focus on what they are making. By the end of year 9, pupils have developed a strong interest in art and artists, making experimental cubist sculptures and Pop Art imagery. They originate their own ideas, which they refine, for example, exploring the creative possibilities of digital imagery with a computer for their Pop Art portraits. By the end of Year 11, pupils accept and relate to contemporary ideas, such as art in the environment and the influence of Andy Goldsworthy's work. In response, pupils make their own sculptures using the visual strengths of natural materials and making work in the environment.

9. Pupils appreciate it when they are clear about what is expected of them and the purpose of the work they are being given. They respond better when lessons have variety but especially a predominant and well organised practical task. In these circumstances they are more likely to make progress. In physical education pupils are involved and even the most reluctant eventually join in. Very effective teaching builds pupils' self-confidence and activities are focused on them improving a range of physical skills. In science, pupils make better progress following good demonstrations by the teacher and when they are presented with interesting experiments to do. In music, pupils enjoy and they concentrate well when composing using the electronic keyboard.

10. Pupils' progress in design and technology is now much less than it used to be because the teachers have been promoted to other posts in the school and it has not been possible to replace their expertise in the subject. Pupils are now not acquiring a sufficient range of knowledge and skills in food technology but instead are infrequently carrying out less challenging tasks in preparing recipes. In work with wood, metal and plastics, lessons are not stimulating pupils' interest in researching, designing and evaluating products. Pupils' behaviour is not managed effectively so they work with a lack of purpose, low concentration and frequent disruptions. Progress in French is not as good as it should be because lessons are not planned effectively to help pupils build on what they have learnt previously. While pupils enjoy French their work lacks challenge and sometimes they misbehave so badly it affects everyone's concentration and effort. By the end of Year 9, pupils write short and simple sentences in French. They know colours, numbers and greetings in French. Some pupils, by the end of Year 11, answer simple questions spoken in French.

Pupils' attitudes, values and personal development

11. Pupils' attitude to school is generally good and in the case of pupils who have been at the school for some time, often very good. Most pupils enjoy coming to school and start the day in a positive mood. Pupils enjoy most subjects and take pride in their work. The presentation of their written and other work in books is usually of a good standard. Where teachers plan lessons well, have high expectations of pupils and good behaviour managements skills, pupils are able to maintain concentration for long periods and contribute well to lessons. For example in a Year 11 physical education lesson, all pupils clearly enjoyed the challenge of lifting weights in a safe and correct manner and worked well and collaboratively throughout the lesson as they supported each other on a bench press. However, in subjects where teaching is unsatisfactory, some pupils are often unwilling to co-operate with the teacher and their behaviour quickly deteriorates.

12. Pupils' behaviour is satisfactory overall. Around the school, before schools starts, during assemblies, at break and lunchtimes it is usually good. However, in some design and technology lessons behaviour is very poor. A few teachers are unable to deal appropriately with the challenging behaviour of some pupils. The same group of pupils whilst behaving well in art, English and physical education lessons are often poorly behaved in some other lessons. There are very few incidents of bullying or oppressive behaviour. Poor behaviour in a few lessons, while not directed at other pupils, is very disruptive and often affects the learning of the whole class.

13. Overall pupils' personal and social development is good. Pupils have very good relationships with most adults at the school. Relationships with other pupils are usually good and between the older pupils they are often very good. There is a good atmosphere at the start of the day when many pupils and staff get together in the breakfast club and discuss what they have been doing the previous evening. Pupils are generally polite and willingly discuss their work. Most pupils strive earnestly to meet their individual targets that are designed to help them become more independent and responsible, such as working better

with others or contributing to group discussions. In good lessons, pupils are encouraged to use their initiative and respond well by helping get out and put away equipment. In the dining hall, pupils collect their lunches and clear away afterwards. Pupils elect their class representative on the School Council and the representative contributes sensibly, in Council meetings, the suggestions agreed by their class group.

14. The school has made very good progress in improving the level of pupils' attendance since the last inspection. For the last full year reported, attendance was considerably higher and in line with similar types of schools. During the current year attendance has improved even further and at over 87 per cent is now significantly above that of similar schools. Levels of unauthorised absence are well below the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. There has been a satisfactory improvement in the quality of teaching and learning overall, since the last inspection. The amount of teaching that is very good or better is now twice as much as it was last time. The school is making concerted efforts, through monitoring and support, to strengthen teaching in response to the weaknesses highlighted in the last inspection report, although some of these weaknesses still persist. The amount of unsatisfactory and poor teaching remains unchanged and while this is a substantial proportion of teaching overall, it is mainly in French and design and technology, which affects pupils in Years 7 to 9 more than pupils in Years 10 and 11. Teaching in English and mathematics is good and in science it is satisfactory.

16. The school has had to contend with a substantial turn-over of teachers in the past two years, which has also involved a change of headteacher and the creation of a new senior management team. It has done well in the face this change and considerable recruitment difficulties to sustain good and better teaching in half the lessons taught. It has been difficult for the school to replace some of the expertise it lost when teachers left, for example, in design and technology. While between them they have a reasonable range of subject expertise, the newly appointed teachers are not all experienced in working with pupils with emotional and behavioural difficulties and managing their challenging behaviour. These factors are hindering better teaching and learning and the school is very aware of this situation. The learning support programme and the behaviour support room, recent initiatives to improve the school's response to pupils' learning and behaviour needs, are helping tackle these problems.

17. The excellent and very good lessons taking place in English, mathematics, art and physical education are a result of those teachers having very good subject expertise and experience of working with pupils with emotional and behavioural difficulties. In an excellent mathematics lesson involving Years 7 and 8 pupils, for example, these factors led to a very tightly planned series of activities with clear learning objectives that pupils understood. This reassured pupils they could tackle the work with confidence and therefore this approach met their needs very well, in particular, removing any impulse to misbehave. The teacher's command of the material and understanding of each pupil's attainments ensured there was a fine balance of discussion and mental calculation as a group as well as individual activities. Resources were well-chosen; an overhead projector and board for demonstrations; wipeable boards for each pupil to write answers, which they held up for the teacher to see. This permitted excellent assessment of individual learning and reduced the instances where they were required to call out and risk disruptions. Teaching and learning are very good in art because it is taught to all pupils by one teacher who is expert in the subject. Although he is relatively new to the school, he inherited an already well established subject and he has experience of teaching pupils with special educational needs. The teacher has brought many well-honed skills into play to develop a positive relationship with pupils and to communicate

the excitement and value of the subject to them. As a consequence, most pupils arrive to art lessons ready to do work and pass the time in a very well behaved manner. The teacher is skilled in anticipating and dealing, sensitively but resolutely, with behaviour problems as they begin to emerge. Similarly, in physical education, the subject is taught by one expert teacher who manages pupils' behaviour very well and from his knowledge of the subject is able to set pupils high expectations for what they can achieve.

18. Literacy is taught well within English lessons throughout the school as is numeracy in mathematics lessons. Across other subjects, pupils' competence in literacy and numeracy is promoted satisfactorily in teaching and learning. The quality of this in morning tutor periods where there is an emphasis on literacy and numeracy varies between good and unsatisfactory depending upon the success with which teachers and classroom assistants promote learning through the literacy and numeracy worksheets given to pupils. The numeracy exercises are sometimes not well matched to pupils' attainments in number although the spelling exercises are well constructed and aid pupils' learning to spell common words.

19. The marked deterioration in teaching and learning in design and technology is a consequence of the school not being able to replace departing staff, unlike in art, with similarly knowledgeable and experienced teachers. In food studies, for example, an area in which pupils had been learning well, because the teacher who left has not been replaced, the opportunities for learning are now reduced and pupils make much less progress than groups in previous years. In the workshop aspects of the subject, teaching is based upon sound craft skills but a lack of experience in teaching this age range of pupils and those with emotional and behavioural difficulties. As a consequence, lessons are not planned effectively and approached in ways that communicates the challenges and excitement of the subject to this group of pupils. Most pupils are attracted to the idea of making products using tools and machinery and they are keen to succeed. However, they are not learning the disciplines and skills required to design, make and evaluate products. Pupils learn to manipulate materials, cutting wood or bending plastic in basic ways, but do not acquire the knowledge to shape and assemble materials skilfully and accurately.

20. Generally, in the lessons where teaching is below par, learning objectives are not sufficiently clear and therefore they get off to a bad start. Some lessons are also interrupted an inordinate number of times by other staff and pupils coming into the classroom. In one mathematics lesson, for example, the teacher's flow was stopped twice by the withdrawal of a pupil for individual work and this exacerbated the behaviour problems already emerging. Pupils are not given a clear explanation of what work they are about to do and how this fits into what they have already learnt. This leaves them confused; they quickly lose interest and disrupt lessons by doing other things like talking to each other or going out. This was the case in two religious education lessons where the work had not been planned well enough and was unchallenging for pupils. In some lessons that had started badly with persistent disruptions, pupils settled down to work, concentrating and sustaining their efforts when they were handed out practical tasks to complete. They knew what they had to do and got on with work that was challenging and interesting to them. Without a clear sense of direction and the teacher's ability to manage pupils effectively, learning outcomes are often minimal. In French, the plans for what pupils should learn are weak because of a lack of expertise in foreign language teaching. Lesson activities are not linked well to ensure pupils' consolidate and build upon what they already know and can do with French. For example, pupils do not practise conversation with the vocabulary they have acquired and there is little difference in what higher and lower attaining pupils are asked to do.

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

21. The school provides a broad range of learning opportunities that meet satisfactorily the needs of all pupils. There have been satisfactory improvements to the curriculum since the last inspection. Mathematics and information and communication technology now meet statutory requirements. The curriculum for both subjects is balanced and relevant. Since the previous inspection the breadth of work within mathematics has improved well and is now good. Careers education and work experience are now effective and play an important part in preparing pupils for the next stage of education and employment. However, the curriculum for design and technology is weaker as there are now limited opportunities to extend pupils' knowledge in food technology.

22. The introduction of a 'Curriculum Focus Week' each term offers good opportunities for the whole school to take part in activities linked to one subject, for example, there have been focuses on mathematics, and physical education and an Arts Week is planned for next term. In the Focus Week, pupils have the opportunity to work with different pupils from those in their usual teaching groups. Focus Weeks strengthen cross-curricular links, which enhances learning on all subjects concerned and helps alleviate bullying problems between older and younger pupils.

23. Pupils in Years 10 and 11 are provided with a sound curriculum that combines academic and vocational subjects. The vocational dimension is provided through local further education colleges, work experience and within the school. There are now good links with the Connexions personal advisor for careers guidance. The school offers appropriately accredited courses at entry level and GCSE. GCSE's are currently offered in English, mathematics and science as well as in art, geography, design and technology and physical education. A new curriculum of work-related learning has been developed which appropriately meets the needs of pupils. This programme has led to employment for a number of pupils leaving school and is proving highly motivating to all pupils. While the school makes efforts to ensure pupils in Years 10 and 11 have uninterrupted access to the whole curriculum, this is affected when they go on work experience placements. One consequence was that in a Year 10 lesson on personal hygiene, pupils' were disgruntled at having to repeat work whilst others, who had been on work experience caught up. Other pupils go on extended placements and miss substantial portions of their school work. However, it is, on balance, an effective activity.

24. Since the previous inspection the National Literacy Strategy has been introduced, which has had a positive impact on pupils' learning. There are satisfactory strategies for teaching the basic skills of literacy across the school. It is good in English lessons, which is reflected in the good progress made by pupils. Numeracy is similarly satisfactory and is promoted well in mathematics. There are incidental instances of literacy and numeracy being promoted across the curriculum, although planning for literacy and numeracy is less obvious. The use of information and communication technology (ICT) is satisfactory across the curriculum. For instance, in art where pupils' are taught to modify digital imagery, English for drafting and illustrating work and in music for composing.

25. The provision for extra curricular activities is good and this reflects the judgement found in the previous inspection. There is a diverse range of activities for all year groups outside lesson times, such as pool, breakfast and homework clubs and computer activities. Personal development is enhanced very effectively when pupils take part in an annual residential visit. Groups of pupils spend a week at the Calshot Activities Centre in Hampshire. All pupils have the opportunity to take part in the residential week at least once during their time at Cornfield.

26. The needs of lower attaining pupils and those with particular learning difficulties are being well addressed through the learning support programme. Diagnostic testing identifies

pupils who need specific support in English and mathematics and individual support is provided by a teacher and classroom assistants. A small area has been created where pupils undertake individual work in key skills, using a commercial computerised scheme, or receive their individual support. A number of other support groups exist to cover such needs as anger and conflict management, speech and language difficulties and assertiveness.

27. The school is taking effective steps to reduce the adverse impact of having so few girls on roll. Since the previous inspection, provision for the very few girls has been enhanced by additional opportunities for single sex physical education, gender specific visits and attention to girls' issues within personal, social and vocational education. Girls have a support group and their own space is available at break-times. As a consequence they are settled in school and feel very much a part of what goes on.

28. There are satisfactory links with the community, which contribute to pupils' learning and personal development. Visitors from the community talk to pupils about aspects of their work or interests. For instance, in an English lesson understanding of the book *'Kestrel for a Knave'* was enhanced by a visiting speaker's presentation about birds of prey. This provided pupils with an opportunity to gain first hand relevant information by direct observation of a kestrel. As part of the work related curriculum an Indian cook demonstrated how to cook an Indian curry to Years 10 and 11. During Curriculum Focus Week members of the community assisted with a wide range of activities including, archery, swimming, football coaching and cricket. Sports teams compete against other schools in activities such as football. Classes take part in a variety of educational visits, for instance a visit to Fishbourne Roman Palace enhances the curriculum in history.

29. The good links that the school has with other institutions make a positive impact on pupils learning. Teachers liaise well with pupils' previous schools and wherever possible ensure a smooth transfer. The school has close links with other local mainstream schools. Currently a number of pupils in Years 10 and 11 attend the local secondary school for subjects such as music and physical education as part of the inclusion initiative. The Education Psychology Service carried out an evaluation of the project in terms of the social skills gained by pupils. The report shows significant gains in areas such as self-esteem. Initially planned for one year, the project has continued into its second year. A similar project has been organised with another local mainstream school. This new project will involve information and communication technology including further training for Cornfield's newly appointed teacher for ICT. Cornfield will reciprocate with behaviour management training for mainstream school teachers and classroom assistants. There are links with colleges of further education for pupils in Years 10 and 11 providing opportunities to develop skills, within a safe context, for enriching pupils' experience and preparation for education after school.

30. The provision for spiritual, moral, social and cultural development is good overall. This is satisfactory improvement since the previous inspection, reflecting the school's continuing commitment to the personal development of each pupil.

31. The provision for pupils' spiritual development is satisfactory. In religious education and assemblies pupils experience spirituality and the values promoted by the school. In history lessons dealing with slavery and war, pupils discuss the feelings of people who were taken from their homes. In reading about Anne Frank, they empathise and reflect on her experiences. In tutor groups, pupils celebrate theirs and others successes. Pupils visit places of worship, a Roman temple, and learn about faiths today and in times past. They say Grace before meals. The school has clear codes of conduct and places high value on good behaviour. There are examples of pupils helping others by raising funds for charities.

32. Provision for moral development is very good. The school provides a very clear moral framework for pupils, and adults provide very good role models. There is a high quality of teamwork between staff, especially encouraging good behaviour. This provides a clear structure within which pupils can develop and has a positive effect on how they behave towards each other. For example, at lunch breaks, pupils who behave well are rewarded by getting first choices for meals and games. Pupils are given many opportunities to consider the rules and behaviour in school and to apologise for any mistakes they make. They are encouraged to help each other.

33. The school's promotion of pupils' social development is very good. It is characterised by the manner in which pupils are encouraged to work socially in lessons, share and take turns. For example, in humanities lessons, pupils help each other out in discussions. They are able to make choices and agree. Class teachers promote the development of pupils' social skills. For example, there are many opportunities for enhancing the social language and behaviour of pupils in lessons and around the school. Residential experiences enrich pupils' social development. They are encouraged to prepare for leaving school by learning about health and safety in lessons and about healthy eating. They are given the opportunity to prepare for leaving through work-related curriculum and work experience. The implementation of the school code of conduct and behaviour management makes a significant contribution to pupils' social development.

34. Pupils' cultural development is well promoted throughout the school. A wide range of displays, scrapbooks and newsletter demonstrates the importance of the celebration of cultural development. The curriculum is enriched through music from a range of cultures, African drumming, for example. Visits to theatres and festivals provide pupils with a good range of experiences, such as watching Macbeth, and joining in the Jubilee celebrations. Art displays raise awareness of Indian, Aboriginal and modern art. The school library contains a good selection of books about many cultures and faiths. Pupils experience cooking Indian meals. They also learn about the characteristics of their own locality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school cares well for all of its pupils. The provision for pupils with particular learning difficulties and the special arrangements for girls testify to this. Pupils feel secure at school and talk appreciatively of all the things school does for them. They acknowledge they are made to feel special by the efforts of the school to provide a range of facilities and support including the breakfast club, a school counsellor, class tutors and a behaviour support room. Pupils' progress is discussed at weekly staff meetings and this helps ensure all staff get to know all pupils well. Matters of concern are discussed and common approaches to meet individual pupils' needs agreed. All pupils feel valued and this is reinforced by the class tutor system that effectively supports pupils' pastoral needs. The class tutor system works well in enabling particular teachers to concentrate on the personal development of one class group. Class tutors develop good relationships with their pupils. They congratulate pupils when they reach their targets and this raises their self-esteem. For example, one pupil was congratulated when walking away and defusing a potential conflict in line with one of his weekly targets. Class tutors are very well supported by the senior management team who all take every opportunity to acknowledge positive behaviours by all pupils. The systems in place enable all pupils, by a series of small steps, to better cope with everyday life. This helps them to prepare for and enjoy experiences such as visits to mainstream schools and college, work experience and residential visits.

36. Procedures for promoting good behaviour are satisfactory. The green, pink and "good news" card systems are understood by most pupils as is the tally point system that enables pupils to earn rewards for their good behaviour. Assessment of pupils' behaviour is handled

well by the school with the progress of all pupils discussed by staff each week when targets are reviewed. This ensures all pupils are working to appropriate behaviour targets at all times. More extensive assessments of pupils' behaviour are done at regular intervals to establish appropriate longer term targets. The support room is appreciated by pupils as it provides them with a place where they can "cool off" when they are finding it difficult to cope. However, the room does not fully meet its objectives as it is very difficult for anyone in the room to continue with their studies due to the noise made by pupils frequently entering the room in an emotional state. For this reason it is unlikely the amount of time spent by members of the senior management team supervising the operation of the support room represents best value.

37. Procedures for monitoring and improving attendance are very effective. The school follows-up non-attendance on the first day and good attendance is promoted at every opportunity. For example, pupils who achieve 100 per cent attendance in any week are awarded a ticket for an end of year raffle with the opportunity of winning prizes such as mini-scooters. Pupils with 100 per cent attendance over a half term receive a reward and a certificate is sent home to parents. The school has even provided alarm clocks for pupils to encourage them to get up and get to school on time with the result that their punctuality and attendance often improve.

38. The school's procedures for monitoring and supporting pupils' academic progress are satisfactory overall. The three main strengths are the very good maintenance of pupil information, the regularity of reporting to parents and the good use of regular assessment in the core subjects, especially in Years 10 and 11. The clear organisation of pupils' records helps the school to demonstrate the progress they make in addressing their emotional, behavioural and social difficulties. Parents receive two reports each year and they make an active contribution to their children's annual review. Use of regular end of module assessment in the core subjects of English, mathematics and science is good and past GCSE papers are used to determine the appropriate levels and courses for GCSE or other external accreditation. The assessment of pupils when they first arrive and regular re-testing enables good monitoring of their progress in basic skills such as reading and number.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Since the last inspection the school has maintained its effective links with parents. Parents view the school positively and generally consider the school works closely with them. They are comfortable in contacting the school with any questions or problems they may have.

40. Parents receive two reports of their children's progress each year, an interim report in January and a full report in July. Both reports are well written and easy to read and describe well individual pupils and the progress they are making. There is a very useful summation for parents, scoring out of ten their child's attainment, effort and behaviour in each subject. The reports also contain appropriate targets for pupils to work towards. The school provides two parents' evenings in tandem with the issuing of the reports when parents can discuss the detail of how well their children are achieving. Most parents attend their children's annual reviews and pupils and parents are able to contribute to the meeting. Annual review reports and pupils' individual education plans are also very well written and easy to read. All the reports for parents are detailed and deal well with the progress their children are making with regard to their behaviour and personal development.

41. The regular contact with parents by class tutors is a strength of the school. This contact ensures parents are kept up-to-date with how their children are doing at school. Every effort is made to ensure as much good news as possible is shared with home. In addition to regular telephone calls, copies of good work certificates and good news cards

also go home with the pupils. During the inspection the good communication between school and home was confirmed with parents phoning in to alert school that their children had left home not in happy mood, and this enabled staff to better handle the child when they arrived at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher and the senior management team have a clear sense of direction for the school. They share a strong resolution for creating an effective educational environment, which supports pupils and promotes their personal development. While they are all relatively new to their posts, the headteacher, deputy and assistant headteachers are well experienced in schools for pupils with emotional and behavioural difficulties and, in particular, this school, having been promoted into their current leadership and management roles. They are knowledgeable on meeting the needs of these pupils and use this to clarify good aims and values and use these effectively to move the school forward. This accounts for the positive climate in the school, which places most pupils at their ease and revitalises their confidence and interest in learning. The governors have full confidence in and work closely with the headteacher and staff. They discharge their responsibilities for oversight of the school in an appropriate and efficient way and give support and encouragement.

43. The headteacher was part of the strong leadership and management group at the time of the last inspection. She has done well in the past two years to keep the school on a sound course as over half the teaching staff left and were replaced by a similar number of new teachers with varied expertise and experience of this type of school. Apart from contending with the changes in staffing, the needs of pupils being admitted are increasingly more complex and demanding of time and resources. A healthy practice of looking into the future and prioritising is well established. Governors are kept well informed of key issues and immediate priorities and are actively involved in sharing in the work of developing the school. They are aware of a change in the nature of admissions and are taking steps to ensure the school is on a proper footing to meet a higher level of pupils' needs. Many of the school's policies that have guided its work have been superseded by new demands and other requirements. A schedule is in place and governors are playing an active part with the school in reviewing each policy and rewriting them to reflect the current aims and values of the school as well as the changing needs of pupils. This has led to revising the behaviour management strategy and the setting up of a behaviour support room. As a consequence, pupils now have an alternative space when they are unsettled and the incidence of them leaving the school building has reduced drastically.

44. The headteacher, deputy and assistant headteacher share the supervision of pupils in the support room. While this erodes their time for managing the school it is not to a detrimental extent as the structures for management are clearly defined and effective. The management of subjects is satisfactory overall, despite the fact that several co-ordinators are new to the school or relatively new to this responsibility. The most established and effective teachers manage their subjects very effectively, for example, English. Although this is a new responsibility for the English co-ordinator, much headway has been made on development planning and policy. Art is managed very well by the new art teacher and in science, the new teacher demonstrates a clear vision and has set high expectations for the subject. Co-ordinators, particularly those new to the school, are supported well by senior staff. This support has helped improve mathematics by giving the co-ordinator objectives to work towards and training to extend expertise in the subject. However, design and technology and French are floundering despite the efforts of senior staff to improve the management of and provision for these subjects. This is less the case with information and communication technology, which, like personal social and vocational education, has had several changes of co-ordinator over a few years. The training to improve the co-ordinators expertise in the use

of information and communication technology is showing positive results in how well pupils are achieving.

45. The well-established processes of monitoring and evaluating the work of the school seen at the time of the last inspection is being carried on effectively. There is good provision for observing teaching at formal and informal levels. When teaching is observed in a systematic way this is done with a well defined focus, for example, how effectively teachers start their lessons. In respect of this, what is clearly understood by the senior staff is that good starts are crucial and most of the weak teaching originates at this point. The headteacher is well-informed where teaching in the school is strong and where it is weak and this knowledge is clearly linked to actions to remedy shortcomings. Governors are well informed but not setting the school high expectations on getting weaknesses resolved or being active in confirming what the school provides its pupils is of a high standard. However, governors have played a useful part in evaluating new initiatives, for example, the inclusion programme with a local school. Teachers' lessons plans for each week are scrutinised by senior staff and there is a set of clear expectations what this planning should contain in terms of learning objectives and targets for each pupil. This enables senior staff to track what the teacher intends to teach and match it to longer term curricular plans for each subject and pupils' individual education plans. This process does not necessarily show that what is on paper is translated into effective learning for pupils. This is achieved to a limited extent by monitoring pupils' progress although the information available on progress is good for English, mathematics and science and not so good in other subjects.

46. The headteacher, in conjunction with the governor's finance committee, plans and uses the school's finances effectively as well as the additional grants given directly to the school by the Department for Education and Skills. Total income is average for this type of school as is what is spent on staffing, which accounts for four-fifths of the budget. However, the cost of education support staff, which is near average in number, is being met from the school's surplus funds and, in small part, from additional grants. The surplus has been sufficient in the past few years because of unintended savings on teachers' salaries but with nearly its full complement of teachers, the school is not generating enough money to retain its classroom support assistants. The diminution of this group would have an adverse impact on the quality of educational provision, as the complexity of pupils' special educational needs is increasing.

47. The processes of school improvement planning are thorough and play a central role in how the school maintains and develops its provision. It is focused well on raising standards and involves all staff in identifying the priorities for the way forward. The deployment of staff is efficient, although as special provisions are being initiated, for example, the learning support programme and the behaviour support resource, staff are stretched to meet the extra demands. The headteacher and other senior staff manage the behaviour support programme, and while this is an incursion into their time to lead and manage the school, at the present time in the existing circumstances it is the best use of the most experienced staff. The purchase of a personal alarm system, which enables any teacher to summon support, succeeds in keeping staff morale high and managing challenging behaviour appropriately and effectively. The governors and school involve the principles of best value satisfactorily in making and evaluating their decisions on spending. The school is careful in its making its purchases and agreeing contracts and ensure it gets good quality goods and services at the best price. There is regular contact and comparisons of spending patterns with other similar schools within the local education authority, although this is complicated by the fact that Cornfield is the only day school among residential schools for pupils with social, emotional and behavioural difficulties.

48. The number of teachers and support staff is adequate although with the high turnover of teachers in recent years the school lost good expertise in areas of the curriculum that it has been unable to replace. The school has a positive attitude towards resolving staffing issues and, for example, in relation to information and communication technology they have used their good links with a local school to create a training programme for a new teacher, which is improving provision for this subject. In partnership with Chichester College the school is supporting effectively a trainee teacher recruited from among their classroom support assistants. This capitalises well on the trainee's experience of working with challenging pupils and in practice is proving to be successful. Staff work with a common sense of purpose and have good morale. The arrangements for their performance management are well developed.

49. Overall, the school's accommodation is good. It was built for its purpose and provides a pleasant and acceptable environment for pupils who take a pride in the building and its facilities. Some rooms designated for practical work are too small for groups of six or more pupils, for example, the design and technology workshop and food technology room. Space in the art room is at a premium because pupils are quite properly broadening their studies into sculpture and large scale imagery. Learning resources are satisfactory. The library provides a good range of books which are used well and contribute to pupils' good progress in reading. The adequate range of equipment for information and communication technology is also being used well, particularly in art where pupils manipulate digital imagery and search the Internet for information on artists. It is also used well to enhance pupils writing and the presentation of their work, for example, in religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The headteacher and governors have done well to keep the school on course through a time of significant change and problems in recruiting experienced and expert teachers. To improve standards and the quality of provision, the headteacher and governors should take decisive action to;

- (1) Eliminate unsatisfactory and poor teaching by:
 - i. providing all teachers whose work has significant weaknesses with clear models of good practice
 - ii. providing these teachers with clear, measurable targets and timescales for improvement that must be met
 - iii. monitoring rigorously to evaluate the improvements made

see paragraphs: 1, 9, 10, 19 and 20

- (2) Improve the consistency with which pupils' behaviour is managed throughout the school to match the high standards achieved by the most expert and experienced teachers. Do this by:
 - i. continuing to monitor teaching systematically in order to evaluate and take action on ineffective planning and approaches to lessons and ineffective strategies for reducing and responding to misbehaviour

see paragraphs: 1, 12, 20 and 36

- (3) Ensure that regular and sufficient funds are available to employ an adequate number of educational support assistants.

see paragraph: 46

- (4) Make the organisation of the learning support programme and other time away from lessons for work experience placements more efficient so that:
 - i. pupils and their teachers work to a clear timetable of withdrawal for individual learning support indicating the focus of the support and each period of withdrawal. This must eliminate the need for lessons to be interrupted
 - ii. work experience placements and other significant periods of time out of school do not interfere unduly with pupils' progress and their access and opportunity to a broad and balanced curriculum

see paragraphs: 20 and 23

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	17	22	7	4	0
Percentage	4.5	19.8	25.8	33.3	10.6	6.0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	46
Number of full-time pupils known to be eligible for free school meals	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	13.0	School data	3.0

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

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	43	11	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group	1	1	0
No ethnic group recorded	2	2	0

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

Teachers and classes

Financial information

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	4.4
Average class size	8

Education support staff: Y7 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	180

FTE means full-time equivalent.

Financial year	2001/2002
	£
Total income	529305
Total expenditure	545023
Expenditure per pupil	12112
Balance brought forward from previous year	20718
Balance carried forward to next year	5000

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
<hr/>	
Total number of vacant teaching posts (FTE)	1.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	58	8	0	0
My child is making good progress in school.	42	50	8	0	0
Behaviour in the school is good.	17	42	17	8	17
My child gets the right amount of work to do at home.	9	64	9	9	9
The teaching is good.	50	25	8	0	17
I am kept well informed about how my child is getting on.	42	42	8	8	0
I would feel comfortable about approaching the school with questions or a problem.	50	25	17	0	8
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	50	25	8	0	17
The school is well led and managed.	58	25	0	0	17
The school is helping my child become mature and responsible.	50	25	17	0	8
The school provides an interesting range of activities outside lessons.	50	17	8	8	17

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

ENGLISH

51. Overall pupils make good progress in English. Many pupils enter the school with low attainment in literacy and communication. Pupils' achievement in English throughout the school is good in and speaking and listening and reading, and satisfactory in writing. By the end of Year 11, pupils make good progress in developing their literacy skills. Over successive years, pupils have gained A* - G passes in GCSE English. The school's predicted grades for GCSE for the current group of Year 11 pupils are 3 A* - G passes and 5 certificates at Entry Level, which, based on the standards of the work pupils are doing, is likely to be achieved.

52. Throughout the school, morning tutor periods are used satisfactorily to augment the development of basic skills in English. When these periods are used well they make a significant contribution to pupils' achievement in English. However, some teachers do not use tutor periods to much advantage and there are times when pupils' poor behaviour disrupts the learning of others.

53. Many good opportunities are provided to develop speaking and listening skills in English. In classrooms and individually, pupils listen carefully both to adults and other pupils. Pupils throughout the school are participating regularly in good classroom discussions as a part of their study of texts as well as through drama, the provision for which is good. Pupils respond well to both opportunities and are very willing contributors to class discussions. For instance, through discussion, pupils in a Year 7 group identify the main events in a section of Roald Dahl's *Matilda*. They understand the sequence of events and use this to organise their writing into paragraphs. In a Year 11 lesson, pupils express their opinions and ideas in mature discussions on who was to blame for the tragedy in *'Romeo and Juliet'*. They listen to each other's contribution with interest. One higher attaining pupil maintains that Friar Lawrence is to blame for the tragedy "*as a consequence of his actions*" and cites examples from the text to support his conviction. They are knowledgeable about the story of Romeo and Juliet and give considered, thoughtful responses to the questions posed by the teacher.

54. In drama lessons, pupils discuss issues relevant to themselves and others, and are gaining in confidence as they act out scenarios. All pupils are making good progress in listening to each other and interacting together. For example, pupils in Year 9 role-play a newsroom scenario, at first reading from scripts and finally improvising. Even reluctant participants join in and enjoy the experience and so make good progress. Interactions such as this, both within lessons and around the school, make an effective contribution to developing pupils' personal development, increasing their self-confidence, awareness of the needs of others and promoting a more positive self-image. The pleasant purposeful atmosphere encourages good relationships to develop where pupils listen well and share ideas. The drama teacher encourages them well to use their imagination to solve problems and express their feelings more clearly. As pupils move through the school, they become more confident communicators, answering questions with increasing confidence and expressing opinions clearly. Effective work in drama enhances the provision. For instance, there are whole school productions each year. There are also opportunities for pupils to watch live performances by visiting groups, such as the theatre visit to watch a performance of Charles Dickens' *'Oliver Twist'*.

55. Progress in reading is good throughout the school. Pupils follow texts and answer questions well, developing strategies to enable them to read with increasing confidence and

accuracy. Following an initial assessment of reading skills, pupils who are found to have particular difficulties with reading are provided with extra individual support outside of normal lessons. This is effective in helping to raise their standards in reading. Pupils in Years 7 to 9 demonstrate a range of reading competence. Some pupils are still at the early stages of reading, but when reading unfamiliar words they use phonetic skills to decode words. Others pupils are independent readers and by the end of Year 9 are beginning to read books such as *'Harry Potter and the Philosopher's Stone'* with evident enjoyment and expression. Higher attaining pupils discuss preferences and characters and use the meaning in sentences to help them decipher unfamiliar words. All pupils, some with help, use books to find information. The higher attaining pupils read with good understanding and enjoyment whilst pupils whose reading skills are less well developed are more reluctant.

56. By the end of Year 11, in addition to reading examination texts, for example Shakespeare's *'Romeo and Juliet'*, higher attaining pupils are beginning to read books such as William Golding's *'Lord of the Flies'*. They can recognise the different writing styles of authors. They know the format of books, for example, contents and index pages, and how to use a library to find the information they are looking for. For example, more able pupils know that fiction is classified alphabetically; they understand the features of non-fiction texts and explain the purpose of contents, index and glossary accurately. Pupils use a range of texts such as advertisements and holiday brochures from which to extract information. The good selection of fiction and non-fiction books in the school library is used well.

57. Progress in writing is satisfactory throughout the school; pupils write for a wide range of purposes and begin to write descriptively and imaginatively as they move through the school. All write simple stories, some with support. In Year 7, the content and organisation of pupils' writing is improving, supported by the use of writing frames. For instance, they recount events from a chapter in *Matilda* and are encouraged to sequence events using a frame to reinforce the concept of paragraphs. Pupils have opportunities to write at length and teachers are working creatively to make learning fun and to motivate pupils, as well ensuring that in these lessons pupils practise and consolidate previously learnt skills. For instance, whilst Year 9 pupils are studying *Oliver Twist*, they are challenged to make a board game using 'good' and 'bad' incidents from the plot. By the end of Year 9, pupils' writing is varied in its range and they have a good understanding of purpose and audience. They write reports, newspaper articles, poetry, letters, and take notes using correct format with increasing expertise.

58. By the end of Year 11, average and lower-attaining pupils extend their ideas logically and organise their writing appropriately. Their ideas are usually developed in sentences, demarcated by capital letters and full stops. Many pupils develop a good cursive script but lower ability pupils join their letters inconsistently. Most spell familiar words correctly. Pupils learn to redraft their work, improving both content and style, in addition to correcting spellings and improving presentation. Presentation is usually good and pupils take a pride in producing well-presented written work. By the end of Year 11 pupils know how to use paragraphs to organise their writing, their spelling and punctuation show significant improvement and more able pupils write in a good, fluent style.

59. The quality of teaching is good overall. In the best lessons teaching is lively, challenging, fast paced and the use of resources is effective. Good use is made of structured, open questioning. This motivates pupils, encourages them to give reasoned answers and helps the teacher check what they have learnt. In the best teaching a very good balance is struck between the time teachers spend talking and allowing pupils to speak. The best planning has clear objectives, with explicit targets for individual needs, lessons activities are appropriate and targeted to meet the needs of individuals and pupils are told exactly what they have to learn. However, in one lesson, involving Years 7 and 8 pupils, the level of

difficulty of the reading was lower than attaining pupils could manage. Teachers' expectations are high and they manage their pupils well. Behaviour management is good overall; teachers rarely raise their voices and use praise appropriately to motivate all pupils. Where classroom assistants are available they are used effectively. Work is linked to individual educational plans for pupils with additional special needs and their progress is carefully monitored. Marking of pupils' work is constructive, indicates areas for improvement and informs day-to-day planning. Teacher assessment identifies strengths and weaknesses and gives a clear picture of progression to the next stage of learning.

60. The co-ordinator has recently taken on the responsibility for English and has made great strides in leading and managing the subject. The improvements are evident in the detailed subject plan, the standard of policy documents and the procedures for assessing pupils' progress. She is committed, dedicated and has a clear vision for the development of English. The example she gives through her very good teaching skills supports the teachers very well. Learning resources overall are good.

MATHEMATICS

61. Overall, pupils throughout the school are achieving well. By the end of Year 9, the majority are achieving well in all the aspects of mathematics they are required to study and a few pupils make very good progress because they have had more time in school and their emotional and behavioural difficulties do not interfere with their learning as much as it does in the case of some others. A very few, when they arrive in Year 7, have a grasp of mathematics and use this at the level expected for their age. Most have less knowledge and understanding than this. For example, they explain clearly what perpendicular and parallel lines are and the majority are proficient with a protractor in drawing and measuring angles. By the end of Year 9, most know the properties of angles in a triangle and use this knowledge to total the angles inside polygons. Most teaching and learning is effective and the majority of pupils settle well to working and are given a good variety of mathematical tasks. They find these interesting and they involve challenges that are well gauged in relation to what each pupil already knows, understands and can do. Pupils have a broad mathematical vocabulary and use this effectively to explain their work. All pupils calculate numbers in their heads, on paper and with a calculator using addition, subtraction, multiplication and division. They are quick and accurate when multiplying numbers in their heads and explain the methods used to find the answer. Pupils use large numbers, fractions and decimal values to three places. Most pupils apply these skills to organising numerical information for bar graphs, for example, in investigating the relationship between an archer's height, arm length and their score.

62. By the end of Year 11, pupils are achieving well, overall. There is a wide variation from year to year in GCSE results, for example, in 2000, 6 pupils passed with A* - G grades whereas in 2002 no pupils achieved a GCSE pass in mathematics although all three of the pupils on roll gained the less demanding Entry Level Certificate. The results of tests when these pupils were in Year 9, indicates they were below the level expected for their age and, thus their results in Year 11 reflect sound progress. The wide difference, from one year to the next, in the attainment of pupils in Years 10 and 11, is because of the increased complexity of their special educational needs. Also, the policy of allowing pupils already in Years 10 or 11 to be admitted to the school leaves too little time, in these cases, to reach examination standards. The records of pupils currently in Years 10 and 11 who started in this school in Year 7 show consistently good progress in attainments over that time. They are now competent and accurate over a wide range of computations, for example, investigating the permutation required in adding four random numbers to achieve the highest possible total. Through similar investigations pupils discover formulae for quick methods of finding the perimeters and areas of different shapes. They translate data into pie charts or scatter

graphs and draw accurate conclusions from these. Conclusions are explained in discussions and in writing using a well developed mathematical vocabulary.

63. Pupils' competence in numeracy is supported satisfactorily at other times and through teaching in other subjects. In tutor time each morning, pupils may choose to complete an exercise booklet of number problems. However, the booklets are not compiled to reflect the wide variation in pupils' mathematical attainments and are unchallenging for higher attaining pupils. Information and communication technology is not used enough either in promoting pupils' learning in mathematics or their knowledge and skills in the use of the technology.

64. Teaching and learning is good overall. There was some excellent and good teaching that resulted from lessons being planned effectively and having very clear objectives for what pupils would learn. From this position, teachers were authoritative in introducing and explaining the work as well as in managing the group. Then, lessons got off to a very good start as pupils found themselves immediately involved, clear on what they would be doing and re-assured the work was manageable and interesting. In an excellent lesson, Year 7 and 8 pupils were untypical in being very attentive and well behaved, sustaining a high level of interest and concentration and appreciative of learning about different sorts of angles. While other lessons were good, they did not get off to such a crisp start, but, in one instance, getting a quick and lively mental calculation exercise going eventually captured the groups' interest and involvement. Pupils enjoyed the pace, competition and getting the right answers. This meant they accepted their individual tasks on perimeter problems with a similar appetite. A good choice of resources proved important for success. A Year 11 lesson was made fun with the introduction of various bicycle wheels that pupils had to measure. The group devised rough methods to measure their radius and circumference and by examining their figures they reached an understanding that approximately one-sixth the circumference is the radius of a circle. This led them towards a formula for calculating circumference without the need of rough measurements. Underlying this was thoughtful teaching around the best ways for pupils to eventually discover and understand formulae in relation to circles. In another group, pupils used wipeable boards to write and draw their answers to the teacher's questions. This reduced the need for them to call out their answers, which sometimes is a source of disruption and it allowed the teacher to hold the groups attention and see, at a glance, how well each pupil was learning.

65. Overall, there was mixed success in how well teachers held pupils' interest and managed their behaviour. This led to some unsatisfactory and poor teaching and learning. The school, from monitoring the quality of teaching, is aware and has taken action to bring about improvements. It is often down to a lack of detail in planning lessons. In particular, there is not thoroughness in thinking about how the range of work and resources fit together into a well paced, challenging and interesting experience for pupils. In the few instances when this was the case in lessons, pupils' needs had not been considered well enough. There was no effective strategy for introducing, clearly and interestingly, what teachers wanted pupils to do and its purpose. As a consequence pupils would not get involved and allowed their poor behaviour to take over. Teachers are not always given the support of a classroom assistant but where this occurs it contributes well to learning and managing behaviour.

66. Mathematics is well managed and there has been a good improvement since the last inspection. Pupils are now making better progress and this is consistent across all areas of mathematics. Teaching has improved well overall and this, at least in part, is the result of the mathematics co-ordinator further developing his subject expertise through training as well as by refining the curriculum. The National Numeracy Strategy has been integrated well with the mathematics curriculum overall. The work pupils are given to do, matches their attainments

well and this reflects the continuing use of good assessment. The management of pupils' behaviour persists as a problem in a few lessons where planning lacks detail and there is not sufficient support for teachers to contend with the increased level of complex needs presented by pupils.

SCIENCE

67. Pupils throughout the school make satisfactory progress in science, which maintains the position established at the time of the last inspection. By the end of Year 9, pupils carry out investigations with acids and alkalis and show how each is identified by the changes in the colour of indicator paper. They use the correct scientific vocabulary to explain their experimental work, knowing what is meant by solutions and neutrality. Pupils explain simple food chains in and around the seashore. They understand basic elements, knowing how they are made of atoms. Pupils reinforce their knowledge of the human body, naming the parts and explaining what they do. For example, in lessons on organisms they identify lungs and know how the respiratory system functions. Pupils all appreciate the need for safety in the laboratory. They use their scientific techniques to illustrate heat moving through a beaker containing water and crystals, safely stirring with spatulas.

68. By the end of Year 11, pupils explain chemical changes, for example, rusting. They know about insulation and can describe ways of preventing heat loss from houses. These pupils understand ways of classifying elements. They use their knowledge of atomic structure, protons, and electrons, to explain differences. When working on chromatography they find three pigments. They continue to develop their understanding of safety when investigating heat and expansion of metals, knowing how to construct a stable platform for the experiment.

69. The quality of teaching is satisfactory overall. Teaching is least successful when pupils' behaviour is not managed efficiently and, although it is a different teacher, this is similar to the situation at the time of the last inspection. For example, pupils returning from the support room or learning support activities are not always settled. They create disturbances and this is tolerated, which means much of the quality of learning is lost. However, in instances of good teaching, the planning is good. Good relationships are used to develop understanding of scientific methods. The teacher develops the lessons using pupils' knowledge and understanding of metals to encourage them to complete their experiment successfully. The teacher perseveres, praises and encourages pupils and this improves the quality of learning. There are good demonstrations and pupils use the scientific resources efficiently. The range and consistent use of practical activities means that pupils learn effectively. These activities reinforce and consolidate basic literacy and numeracy skills. The teacher and support staff work together well, but the level of support is not consistent. Where teaching is least effective pupils are not interested in their work, do not listen to advice and distract other pupils. An inconsistent application of the behaviour management programmes results in diminished learning opportunities.

70. Science is being managed well by the new co-ordinator who has a very clear vision for the subject. Her expectations are high in terms of extending the opportunity for pupils to gain accreditation in science. The co-ordinator teaches all of the science in the school and is monitored and supported well by the senior staff.

ART AND DESIGN

71. Pupils throughout the school are achieving very well and this is a good improvement on how well they were achieving at the time of the last inspection. The success the subject enjoyed then has been built upon effectively. As a result of the very effective provision in art,

nearly all the pupils are enthusiastic about creating their own art and take their work seriously. In Year 8, for example, pupils were excited by making abstract sculpture. They were open to and very interested in working in a Cubist style using the work of Picasso as their inspiration. Pupils, almost invariably, behave very well during lessons, which, in some instances, is in contrast to how they behave in other lessons. The few girls are very well included; they participate fully in lessons and, overall, make the same very good progress as boys.

72. By the end of Year 9, pupils use a digital camera and computer to generate and experiment with portraits and postured figures. Experiments are informed by Pop Art imagery and the work of Andy Warhol. Using computer based art programmes, pupils explore creative possibilities by manipulating shapes and colours and their small 'computer sketches' become the basis of final large scale portrait paintings. Pupils choose and mix colours that reflect the strong and contrasting range typical of Pop Art. They apply the paint skilfully, dragging the paint brush in order to achieve a clean edge. Higher attaining pupils achieve the flat smooth finish of their 'computer sketches' while others leave streaks in their paint work. Higher attaining pupils also elaborate their work with greater detail and use a wider range of materials and techniques in their sketchbooks.

73. By the end of Year 11, pupils generate their own ideas, particularly by researching artists' work. They take an interest in and contend with some contemporary expressions in art, such as the environmental 'land art' sculptures of Andy Goldsworthy. From this they carry out imaginative explorations, creating spiral forms in grass and exploiting the visual qualities of leaves in a circular design. Pupils persevere in extending their ideas by taking work through several stages of exploration. In doing so, they use sketchbooks and preparatory studies effectively. Pupils also use information and communication technology to scan and manipulate images digitally. Pupils have done better in GCSE art compared with their other subjects and a trend of good results has been maintained over several years. Higher attaining pupils achieve A* - C grades and all pupils entered pass with A* - G grades.

74. Overall, teaching and learning are very good. Art is taught to all pupils by one teacher who is a specialist with very good expertise. In the short time of his appointment he has built up a strong rapport with pupils around art such that they are very enthused, value their work and gain personally from their successes. A good balance of learning about art and making work is achieved through very detailed planning. With the teacher's high expectations, pupils learn about art and artists, for example, Year 8 pupils gaining the understanding of how their own ideas are a response to Picasso and Cubism. They have also gathered the knowledge and vocabulary to explain the technical problems in constructing a sculpture. Wider aspects of learning are very effectively included, for example, pupils' competence in literacy is promoted by careful attention to spelling art vocabulary correctly. The use of information and communication technology is very well integrated and improves effectively what pupils learn through art. The teacher is adamant that pupils' take full ownership of their ideas and work, use their initiative and act independently. When, for example, a Year 10 pupil, thinking about his work, said "*Sir, can I...*" the teacher reminded the pupils he should be saying "*Sir, I am going to...*". The teacher's high expectations extend to pupils behaving well. He manages this very well by having built up a good knowledge of pupils, anticipating and intervening well in situations threatening good order.

75. Art is managed very well. The art teacher has been very successful in building on from the good position where the previous teacher left off, for example, he has introduced sculpture and developed his own expertise with computers and thereby improving the work in this area. The current art development plan priorities visits for pupils to galleries and art sites. The art room and the displays of pupils' work are visually exciting, contributing effectively to pupils' enthusiasm. General art resources are satisfactory although information and communication technology equipment is good. The subject has almost outgrown the art

room, which is now just adequate in size. However, the individual tables for pupils to work at are too small and a large centralised working area may offer more scope for pupils to spread out their work.

DESIGN AND TECHNOLOGY

76. There has been a marked deterioration in pupils' achievements in design and technology using resistant materials such as wood and plastics, and, overall, improvement is poor. At the last inspection, pupils made satisfactory progress in their work with food and resistant materials, but more specifically, they made good progress in practical skills. Currently, pupils' progress is poor overall. The departure of the specialist teacher for food technology has meant pupils now only have opportunities to use recipes in cookery once every few weeks. This provides the chance to gain practical experience of cookery but not development of the knowledge and skills of food technology.

77. There are several reasons for pupils' poor progress with resistant materials. Much of the teaching is poor. This leads to pupils' research, design and evaluation work often being scant and many pupils making slow progress. Teaching is not based on experience of educating this group of pupils, although there is sound expertise in craft. The management of pupils' behaviour is ineffective and there is very little useful assessment of pupils' progress. There is very little evidence over time of pupils having completed work. A higher attaining pupil has generated a number of sketch designs for the cover of a membrane switch, but they are poorly presented. By the end of Year 11, the records for a lower attaining pupil show a little progress producing a sketch design for a workbench project. A higher attaining pupil, capable of GCSE, works conscientiously and slowly on making a chessboard. He measures precisely and cuts and finishes his materials well. However, on completing making a clock earlier, he produced a very limited evaluation of the success of the project. Much more attention to design, evaluation and development of his ideas are needed to succeed at GCSE level. Pupils should achieve much more, in terms of the amount of work completed and its quality. Progress is further hampered by some pupils absenting themselves or being withdrawn because of poor behaviour from all or part of lessons.

78. Much of the teaching is poor. It is not planned and structured with clear learning objectives for individuals. It lacks challenge, expectations are low and some pupils' disaffection becomes a dominant feature as a result. The management of pupils' behaviour is poor with several pupils removing themselves or being removed by senior staff throughout lessons. In teaching, inattention to the activities of the whole group means misbehaviour of pupils is not picked up quickly enough. The amount of learning by pupils who are not interested is very poor. At the end of one lesson, for example, three out of the six pupils had completed only one or two words from a word search intended as a short starter activity in a double lesson. Effective teaching was observed in a Year 8 lesson where pupils completed the manufacture of a fuse-testing device. They were enthusiastic about the product, enjoyed using the vacuum-former to create the housing for it and higher attaining pupils learned sufficient to explain how they assembled the necessary circuitry and how the tester worked.

79. The subject is managed poorly. The provision for design and technology is an acknowledged area of concern for the school and while support has been given to the teaching of the subject, problems concerning managing pupils' behaviour and ensuring they make progress persist. A subject development plan has been drafted but it lacks sufficient information about how the priorities it identifies will be achieved.

HUMANITIES

80. Pupils make satisfactory progress, the GCSE course continues and improvement since the previous inspection is satisfactory. The subjects of history and geography were considered separately at the time of the previous inspection in 1997. Due to timetabling arrangements it was only possible to observe limited amounts of humanities teaching and learning during the inspection. Judgements are based on the scrutiny of pupils' previous work and on teachers' planning.

81. By the end of Year 9, pupils working on the Norman Invasion, identify knights and kings. They know how important the Bayeux Tapestry is and that it is good evidence for their investigations. Very observant pupils see in the tapestry that from the expression on his face the king was ill. Pupils in Year 8 know about Roman maps, they also know why Australia was not included. These pupils discuss the problems of feeding the population in time of war. They realise how important home grown vegetables were in the 1940's. When considering the climate of the world, they are aware of rain forests and volcanoes, recording some of their findings on graphs. By the end of Year 9, pupils have developed an understanding of slavery throughout the Middle Ages, and know the conditions that led to the Peasants' Revolt. Their wide-ranging studies cover the implications of war in England and realise how the bombing of Portsmouth would alter lives at the time. They describe scenery and maps and are able to explain headlands, bays and the development of stacks and caves.

82. By the end of Year 11, pupils remember all of the countries in Europe and place the cities in the correct zones. These pupils know about monasteries from their earlier work, and begin to understand the plight of poor people across the world. Pupils are aware of environmental issues and use this knowledge when carrying out investigations on serious issues. For example, they interview people about the proposed by-pass and produce evidence for planners and builders. When completing assignments for examinations pupils design questions and surveys. They complete a project on leisure, successfully placing clients in holiday places to suit their every need. They use their knowledge of geography and literacy skills in completing these tasks. Pupils consider the reasons behind the destruction of rainforests. They know that slavery is a universal issue.

83. Teaching and learning of humanities across the school are satisfactory overall. Teaching is good when it is well planned to provide individual programmes. Teachers are aware of pupils' abilities and their needs; they enable them to complete course work. They use interesting resources to enrich lessons. For example, when considering erosion, they use a sugar island to motivate and interest. When pupils are interested they concentrate and work. When they are not interested they find it difficult to stay focussed. The good teaching promotes thought and challenges pupils. Support staff are effective when clearly directed. They are used inconsistently, some helping with behaviour and some with learning. The behaviour of pupils ranges from good to unsatisfactory. It is unsatisfactory when pupils refuse help and disrupt lessons and when the behaviour management strategies are not applied.

84. The subject is managed by the co-ordinator, who teaches all groups. The policy and curriculum documents are very well presented in working files. Resources are sufficient to meet the needs of the curriculum, the use of information technology is developing, and software on many aspects of the subject enhances lessons. The co-ordinator is currently reviewing the lower scoring examination results for the year and is determined to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

85. Pupils' progress in information and communication technology (ICT) is satisfactory throughout the school. There are many examples of confident and imaginative work by pupils using ICT, for example, posters, illustrated project work, and word-processed writing in

displays and in pupils' work. Pupils use a range of ICT applications including composing music and manipulating digital imagery in art.

86. By the end of Year 9, a lower attaining pupil produces personalised address labels with graphics and makes a presentation of a range of cars with illustrations and performance information clearly and effectively presented. Higher attaining pupils integrate text, graphics, background and digital images to create attractive personal diaries from a residential visit. In Year 10, a lower attaining pupil, with support to use some of the features of multi-media presentation, makes an animated slide about himself, and designs and prints a Christmas card aligning the data correctly throughout. A higher attaining pupil uses the full range of multi-media presentation, having evaluated a range of options at each stage. He produces currency conversion tables and designs and produces a welcome guide for new pupils. Pupils in Year 11 have suffered the most in terms of progress as a result of the disruption to their learning last year. A lower attaining pupil uses the computer to help him present his writing for subjects, and produces simple graphs and a coloured school timetable. The most able pupil whose examination course work was affected is confident in all the key computer applications and is receiving extra help to revise and extend his skills to complete his external accreditation.

87. Teaching is satisfactory. Planning and lesson preparation are sound and the teacher has designed an engaging programme of activities to introduce new knowledge and understanding systematically. Individual support and practical help for pupils is good and the learning support assistants provide good additional advice and guidance. Pupils' work and progress is being carefully retained and they are all keen to show the work they have saved. The teacher has an insightful awareness of each pupil's strengths, development and needs. Skilful management of individual pupils enables those who have difficulties with their behaviour to maintain their composure and apply themselves to their work. A calm, positive working environment ensures that incidents of misbehaviour do not escalate or affect others adversely. The teacher lacks specialist expertise, which is being addressed through a training programme and support from senior colleagues. Pupils' are attentive and eager to learn, listen well and show very good co-operation and support for each other. They enjoy using computers, take pride in success and are working hard, using their knowledge and skills to present work attractively.

88. There has been a satisfactory improvement in provision since the last inspection. The subject is now taught systematically for all pupils in Years 10 and 11. All teaching staff have had training in the use of ICT and, as a consequence, now use computers effectively to support their teaching and the preparation of materials for pupils. The management of ICT by the newly appointed teacher is satisfactory. He is receiving active and effective support from the senior team. The oversight of the subject's development by the deputy headteacher is effective, valued greatly by the new teacher and having a positive impact. Since the last inspection, there have been five changes of ICT leadership and other disruptions. During this time, specialist ICT lessons could not be provided consistently with the resultant slowing of the progress made by pupils.

MODERN FOREIGN LANGUAGES

FRENCH

89. Pupils' achievements in French are unsatisfactory. Improvements in French have been limited since the previous inspection. The medium and long term planning remain satisfactory and are appropriate to the needs of the pupils. Assessment has been improved however and it clearly identifies levels of attainment and achievement for each pupil. The

coordinator has taped pupils using their speaking skills but these are of poor quality and give a limited picture of attainment. The coordinator has tried to address the issue of short term planning, however the learning objectives for lessons are unclear and although there is now variety she attempts to cover too many differing aspects in one lesson.

90. Some Year 7 pupils can name colours and recite numbers. They recognise simple instructions and greetings. Work is marked with relevant comments. Less able pupils in Year 8 copy familiar words and higher attaining pupils have used digital photography to accompany writing on *Ma Boison*. Pupils, in Year 9, use aids such as verb booklets and dictionaries to support the writing of simple, short sentences. More able pupils, in Year 10, begin to use comparatives such as *grand* and *plus grand*, match phrases to a street map and produce short paragraphs about self and family. In Year 11, some pupils are given the opportunity to take accreditation through the Entry Level certificate. They can respond to simple sentences and short passages and have prepared exchanges using French. The more consistent use of exciting resources would encourage a better response in terms of behaviour and productivity.

91. The quality of teaching is unsatisfactory and reflects the findings of the previous inspection. In lessons, pupils enjoy French and in some they behave well. However, lessons are occasionally disrupted by some pupils' poor behaviour, which affects the concentration and learning of others. The planning for lessons is ineffective in terms of ensuring pupils' progress. The structure is confused and moves from one activity to another without consolidating language or giving sufficient opportunity for pupils use what they have learned. For instance, in a Year 11 lesson, pupils do not practise the language they have used in a job-matching task; they simply cut out pictures and words and stick them on a sheet of paper. In this lesson, very little spoken French took place although one pupil used a French dictionary confidently. Some pupils are bewildered by the tasks they have to do, and for less able pupils, work is not differentiated to meet their needs. Higher attaining pupils are not being challenged to use French; expectations are too low and do not focus sufficiently on usage. Limited resources are available and the teacher has received limited training to be able to teach the subject.

MUSIC

92. Overall, pupils' achievements in music are satisfactory. However, improvement since the last inspection is unsatisfactory. While at the time of the last inspection the co-ordinator for music taught it throughout the school, this is not currently the case. Although she plans all lessons, the success with which teaching builds consistently upon what pupils have learnt is not as good as it has been when the co-ordinator did the teaching. A visiting music teacher teaches small groups satisfactorily for half a day on a fortnightly basis. A teaching assistant who is a music graduate supports this arrangement in the intervening weeks satisfactorily.

93. Pupils have experience of all elements of the music curriculum and planning is good. Music is taught to all pupils in Years 7 to 9. While music is not taught in Years 10 and 11, an arrangement with a local secondary school allows any of these pupils to have the option of continuing music studies. In Year 7, all pupils follow a simple graphic score, whilst higher attaining pupils identify the value of crotchets and minims. During the inspection it was only possible to observe the visiting music specialist teaching groups of two and three composing, using an electronic keyboard. Pupils in these lessons showed a high level of enjoyment and even very difficult pupils concentrated well. Pupils in Years 7, 8 and 9 compose music using a music composition computer program. They are very familiar with the keyboard, have a good sense of rhythm and work well on joint compositions. They learn to layer tracks and use a variety of sounds and instruments to enhance the piece. They use

the computer program with confidence and take it in turns to play the keyboard and operate the computer.

94. From a scrutiny of work, teacher's records and tapes pupils show satisfactory development of skills and a good coverage of the curriculum. Pupils in Year 7 have access to formal recording and notations skills, can repeat short rhythmic, melodic patterns and recognise melodic sounds. In Year 8 pupils develop their skills by analysing and comparing pieces of music. Higher attaining pupils can use correct musical terms such as fortissimo, pianissimo and allegro. They know how a stave is organised and progress to using simple treble clef notation. In Year 9 pupils are beginning to appreciate structure and use musical terms when appraising their own or another's work. Pupils perform in school concerts with confidence and enthusiasm.

95. Teaching is satisfactory. The majority of pupils are interested enough to listen carefully and to follow instructions. They enjoy listening to a wide range of music and express opinions on their likes and dislikes. Most can give reasons for their views. They are appreciative of each other's efforts and are enthusiastic. For instance, last year five pupils were motivated to form a band, practised after school and performed on occasions. Music contributes well to pupils' social and cultural development. It encourages their self-confidence and makes them aware of the wide range of music across the world. They enjoyed the opportunity to listen to African drumming during the curriculum focus week on music and a glockenspiel recital during a Christmas concert. Resources are chosen well to interest the pupils and extend their musical understanding.

96. The co-ordinator has very good subject knowledge, but no longer teaches the subject and this leads to the provision being more piecemeal, although satisfactory. The coordinator ensures that pupils receive their curriculum entitlement by providing the planning for music.

PHYSICAL EDUCATION

97. Pupils' throughout the school make good progress. Improvement since the previous inspection has been slowed by changes in staff, but is satisfactory overall. Since the previous inspection, provision for the very few girls has been enhanced by additional opportunities for single sex physical education at a mainstream secondary school.

98. By the end of Year 9, pupils have developed ball skills such as throwing and catching and demonstrate these in games such as rugby. They have improved their knowledge of games and are given the opportunity to develop this further when timetabling arrangements allow classes to be taught together. This means that there are sufficient pupils to form competitive teams and they have the opportunity to extend their skills by observing and practising with pupils of higher ability. Pupils in Years 8 and 9 make good progress in learning the skills and rules of rugby. This is because of the teacher's very good subject knowledge and skills in organising games and activities that challenge pupils at an appropriate level. They learn to throw, catch and run with the ball and how to tackle safely. Pupils of all ages and abilities are improving their skills as well as the ability to relate to each other during lessons and games. Girls are appropriately included in lessons and additionally have the opportunity to attend a local mainstream school.

99. By the end of Year 11, pupils continue to develop these skills and they know about the importance of warming up and recovering after exercise. They understand how different exercises contribute to certain aspects of fitness and the muscles that are the focus of particular exercises. They are made aware that there are dangers in using excessive weights. The work of older pupils focuses appropriately on recreational skills, fitness and continued activity on leaving school. Currently, pupils have the opportunity to gain

accreditation at a lower level than in previous years when they achieved GCSE passes. This reflects not only the changes in staffing but the increasing complexity of needs of pupils now attending the school.

100. The quality of teaching is now very good, and is sometimes excellent. Expectations are high and lessons conducted at a lively pace. Behaviour management is always very good. Some potentially difficult pupils who are reluctant to participate are always involved in some way and will eventually join in. The organisation of lessons ensures good progress in learning and the teacher is particularly skilled at building pupils' confidence, using example, and enabling pupils to evaluate their performance. Lessons have objectives, which focus on developing skills then using them to secure improvement. Learning is effective, because good attention is given to warm-up activities, safety issues are raised, and extended questioning is used to develop pupils' thinking. Very good relationships between the teacher and pupils are a positive feature of lessons. Pupils enjoy the subject and take pleasure in improving their skills and performance levels. They show a high degree of co-operation and enthusiasm. They show a satisfactory understanding of rules and basic tactics and work together co-operatively.

101. There is a good range of extra curricular activities, including football and table tennis. These are very popular and are offered to all pupils. There are also good opportunities available for pupils to play other schools and to take part in local tournaments. The sports and team activities allow a good proportion of pupils to be actively involved. Visits and visitors to the school enhance standards. For instance, pupils undertake outdoor and adventure activities, such as water sports and climbing, at Calshot Activities Centre. The curriculum focus week for physical education contributed well by providing pupils with opportunities to try activities such as archery and adventure tasks. In the 'circus day' pupils learned to juggle and walk on stilts. This focus week, in addition to providing a range of activities, gave pupils a good mix of written and practical activities that were challenging and highly motivating. Pupils made 'sports smoothies' in cookery, completed a French word search for football teams and produced fitness graphs to show levels of fitness.

102. The school benefits from a knowledgeable and enthusiastic co-ordinator who manages the subject well. Physical education has a prominent place in the life of the school and this contributes positively to the standards achieved. It promotes the idea of fitness for life and that all can participate as well as endorsing excellence through sporting achievement, for instance through the awarding of *Sports Person of the Year*. The subject's curriculum is broad and balanced and physical education contributes well to promoting pupils' self-esteem and teamwork.

RELIGIOUS EDUCATION

103. Achievement in religious education is satisfactory overall for pupils throughout the school. This is a good improvement since the last inspection, when the teaching was often unsatisfactory and lessons were disrupted. At that time, pupils showed poor knowledge and understanding about Christianity and other world religions. This has been rectified and pupils have a sound insight into the key aspects of the major world religions. Throughout the school, pupils' work is carefully executed and presented, often making good use of electronic word-processing and desk-top publishing techniques. To a satisfactory extent, pupils' writing covers a wide range of beliefs, traditions and festivals associated with the major world religions. It records facts in pupils' own words but there is much less evaluative or comparative writing on the similarities or contrasts between religions. In lessons, pupils intermittently engaged in thoughtful discussions on religious, spiritual or moral topics. At times they revealed well developed ideas about important religious and moral issues.

104. By the end of Year 9, pupils have written on Sikh festivals and reflected on Sikh beliefs, for example, never to discriminate against others. Pupils relate this to their own thoughts on discrimination and their understanding that this is widespread across the world. They know the main tenets of Judaism, what distinguishes Jewish family life and the festival of Hanukkah. By the end of Year 11, higher attaining pupils understand the ideas on greed and suffering in the teachings of The Buddha and related these to their own views around possessions, theft and stealing to have possessions. Their views encapsulated a clear understanding of the moral issues and the impact on themselves and others of theft. In their writing, pupils have explored Indian funeral rites and the tradition of Muslim sacrificial slaughter. They know of the significance of Ramadan in the Muslim calendar and about Diwali, the Hindu festival of light.

105. Teaching is satisfactory overall. The teacher has sound subject knowledge and combines this with a genuine concern for religious education issues, which often encourages pupils' interest. Lesson activities are soundly planned and often engage pupils' attention and application. A particular strength is when discussion among pupils is promoted effectively. They listen to each other well, take turns and are readily prepared to offer their own ideas and share their experiences. When higher attaining pupils contribute, they respond well and are attentive. Questioning is often very good, and extends the higher attaining pupils' understanding well. They produce work with care in its presentation and clearly enjoy the opportunities for discussion and debate. Some lessons were unsatisfactory because poor behaviour was not addressed quickly and effectively enough by the teacher. On these occasions, the purpose of the lesson, its link to religious education and the work pupils are expected to do was not made clear to them. Some lower attaining pupils have difficulty in reading the written material for lessons.

106. Leadership of the subject is satisfactory. The curriculum draws on the locally Agreed Syllabus for religious education and contributes well to pupils social, moral, spiritual and cultural awareness. The resources available for the subject are unsatisfactory. There is not a sufficient range of audio-visual and ICT-based resources to enhance an informed understanding of other faith traditions and cultures for the pupils. A wider range of artefacts is still needed. There is, however, some imaginative and effective use of ICT to extend pupils' writing and presentation of text.

CITIZENSHIP

107. Pupils are making satisfactory progress throughout the school in acquiring the knowledge and understanding to help them mature as informed citizens. The requirements for the study of citizenship are met satisfactorily through a variety of topics in subjects across the curriculum, including mainly, English, humanities, religious education and personal, social and vocational education, although other subjects do contribute. In art, for example, Year 11 pupils have a sensibility towards the natural environment through developing an appreciation and understanding of Andy Goldsworthy's 'Land Art', sculptures in the landscape made from the stones, leaves and twigs found there. Pupils also participate in a School's Council which involves the election of representatives and the advocacy of their group's views and wishes at Council meetings.

108. By the end of Year 9, pupils are very willing contributors to group discussions in English and through drama they engage with issues that are relevant to themselves. The use of role-playing newsroom scenarios or writing in a journalistic style to communicate their views and opinions begins to give pupils insight into newspapers and television. They also develop knowledge and skills related to transmitting information in clear and meaningful ways. Pupils take part in school drama productions and visit the theatre. All of these activities make an effective contribution to increasing pupils' self-confidence and improve

their working as a group, expressing views and solving problems. In personal, social and vocational education, pupils are bringing ideas of friendship and their social skills into focus through considering questions like “*I feel good when...*” or “*I am a friend because...*” Through literature, pupils identify and examine good and bad incidents in Charles Dickens’s ‘*Oliver Twist*’ and, from reading and discussing ‘*Anne Frank’s Diary*’ gain insight into her experiences and the political situation giving rise to them.

109. By the end of Year 11, pupils confidently express informed ideas and opinions in mature discussion. In English, for example, they explored who might have been responsible in Shakespeare’s play for Romeo and Juliet’s misfortune. Pupils understand the influence of public opinion and know how this is collected in surveys and, for example, used to affect planned developments. They have a good knowledge of European countries and locate their major cities reasonably accurately. In personal, social and vocational education, pupils confront the realities surrounding choosing the right career and the economic realities of being independent and looking after themselves.

110. The teaching and learning of citizenship are satisfactory throughout the school. The activities in the various lessons contributing to pupils’ knowledge and understanding are planned adequately and the work pupils are given to do is approached in a sufficiently sound manner to capture their attention and interest.