

INSPECTION REPORT

BURWOOD SCHOOL

Avalon Road, Orpington, Kent

LEA area: Bromley

Unique reference number: 132008

Headteacher: Mr T P O'Leary Quinn

Reporting inspector: Mr A J M Bates
21737

Dates of inspection: 9th – 12th June 2003

Inspection number: 249436

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Special
Age range of pupils:	10 - 16
Gender of pupils:	Male
School address:	Avalon Road Orpington Kent
Postcode:	BR6 9BD
Telephone number:	(01689) 821205
Fax number:	(01689) 820593
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ray Warner
Date of previous inspection:	31 st October 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21737	A J M Bates	Registered inspector	Information and communication technology	How high are standards? How well are pupils or students taught? How well is the school led and managed?
9563	J Reid	Lay inspector	Personal, social and health education Educational inclusion	How high are standards?– attitudes, behaviour and attendance How well does the school work in partnership?
30281	D O'Dell	Team inspector	English including literacy Art and design Music Special educational needs	How good are curricular and other opportunities?
14596	A Fiddian-Green	Team inspector	Mathematics History Geography	How well does the school care for its pupils?
30597	R Howells	Team inspector	Science Design and technology Physical education	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	12 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	20 - 31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burwood School is a community special school for boys aged between nine and 16 with social, emotional and behavioural difficulties. At the time of the inspection there were 39 pupils on roll. This includes seven pupils from ethnic minority groups and one pupil for whom English is an additional language. A very high proportion of pupils receive free school meals. The pupils' attainment on entry is well below that of mainstream schools as most pupils had long periods excluded from, or not attending their previous schools.

HOW GOOD THE SCHOOL IS

This is an effective school for those pupils who attend and it promotes their intellectual and personal development well. However, its effectiveness is reduced for a significant number of pupils who fail to attend at all or regularly enough to benefit from its provision, despite the efforts of the school staff. Standards of achievement are improving as a result of good quality teaching and very good support from all members of the school community. The school is well led and managed and provides satisfactory value for money.

What the school does well

- The standards of achievement and progress of pupils in English, mathematics and science are good. The pupils make good progress towards targets in their individual education plans.
- Teaching is good.
- The headteacher and deputy headteacher provide good leadership and direction for the school.
- The whole staff group is very committed to the welfare and support of the pupils including the provision of a very good range of extra-curricular activities.
- There is good provision for the pupils' personal development and their spiritual, moral, social and cultural development.
- The special support staff are highly effective.

What could be improved

- Attendance is poor and this is the main factor that prevents pupils making better progress.
- Progress in art and design is unsatisfactory over time.
- The statutory curriculum is not taught in Key Stage 3 and religious education is not taught in Key Stage 4. The Key Stage 4 curriculum lacks breadth and balance.
- There is no home school agreement or prospectus and a number of other statutory requirements are not met.
- Parents are not sufficiently involved in their child's education.

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 last inspected in October 2001 when it was removed from special measures. Standards have risen since then and are now good in a significant number of subjects. Teaching is now good with a high proportion of very good teaching. The leadership and management of the school is good and is establishing a clear ethos, particularly for younger pupils. The curriculum has improved although it still has weaknesses, some of which were issues in the previous inspection. Attendance is now worse due to changes in the age when pupils are admitted and the nature of admissions.

STANDARDS

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

Progress in:	by age 11	by age 16	Key	
Speaking and listening	B	B	Very good	A
Reading	B	B	Good	B
Writing	C	C	Satisfactory	C
Mathematics	C	B	Unsatisfactory	D
Personal, social and health education	B	C	Poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

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

Overall, the pupils achieve well in English, mathematics and science. They make good progress towards the targets in their individual education plans. The school sets statutory targets although these are of limited usefulness as it is difficult to predict the pupils on roll in the future. Where the identified pupils are in school they achieve the targets set. In Key Stages 2 and 3 achievement is good in design and technology, information and communication technology, personal and social education (citizenship) and in religious education in Key Stage 3. It is satisfactory in history, geography and physical education. Pupils make satisfactory progress in art lessons but their achievement over time is unsatisfactory. By the end of Key Stage 4 achievement is good in English and mathematics and satisfactory in the limited range of other subjects taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are usually attentive and participate well in lessons. They do not become involved in disruption when other pupils are experiencing difficulties.
Behaviour, in and out of classrooms	Satisfactory. The majority of pupils behave well for most of the time. However, pupils display challenging behaviour at different times for a range of reasons.
Personal development and relationships	Good. The staff and pupils relate well to each other and there are occasions when pupils help and support each other.
Attendance	Poor. A small number of pupils do not attend at all and others are habitual absentees.

The poor attendance of the pupils has a negative impact on the standards achieved in the school. The school tries to work with these individuals but with limited success. A number of pupils have been admitted late in their school career, in Key Stage 4. Often these pupils choose not to attend or cause disruption when they do. Pupils who attend benefit from the calm, orderly atmosphere that is present most of the time and become more able to manage their own behaviour. They are well supported in this

by the quality of relationships with the staff, who encourage them to think about and control their behaviour and become successful.

TEACHING AND LEARNING

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

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

The quality of teaching is good. During the inspection it was satisfactory or better in all but one of the 42 lessons observed. It was good or better in two-thirds of lessons and very good or better in one in five lessons. Teaching is good in literacy in Key Stage 2 and satisfactory in other subjects. Teaching is good in English, mathematics and science in Key Stage 3. It is good in personal, social and health education and very good in religious education. The school follows the national strategies in literacy and numeracy and these are well taught. Teaching in Key Stage 4 is good in English and mathematics.

The strengths of the teaching are:

- clear targets set for each lesson which are shared with the pupils;
- the management of pupils' behaviour;
- the teamwork between all staff;
- a range of methods is used to ensure that pupils are involved and learning; and
- the consistent use of assessment at the end of all lessons.

Where teaching is unsatisfactory, the methods used do not involve all pupils and they make insufficient progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory, because it does not meet statutory requirements. The curriculum taught is better in Key Stages 2 and 3 but is unsatisfactory in Key Stage 4.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is good provision for spiritual, moral and social development. The provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. There is a very good ethos of support and care for all members of the school but a number of formal procedures are not as good as they might be.

Curriculum planning has improved and the curriculum is relevant. However, statutory requirements are not met for the teaching of music and modern foreign languages in Key Stage 3. The curriculum in Key Stage 4 is unsatisfactory as college attendance restricts the range of curriculum that can be provided and the statutory requirement to teach religious education is not met.

The school staff provide good role models and good opportunities for moral and social development. Spiritual development is well-supported by high standards in religious education and good assemblies. Cultural development is satisfactory but less well promoted due to the limited range of experiences provided in art and design and music.

The school provides very good support and guidance for its pupils with a shared commitment from all staff to ensure that pupils are supported to make progress in their learning and in managing their own behaviour. Staff record all incidents of difficult behaviour although the procedures for the recording of incidents of physical intervention do not meet current guidelines.

The partnership with parents is unsatisfactory. Although the school makes regular contact with parents, the formal information provided is limited and parents are not sufficiently involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher provide good leadership and clear direction for the work of the school.
How well the appropriate authority fulfils its responsibilities	Satisfactory. The governing body is supportive and has a good understanding of the challenges faced by the school. However, it fails to ensure that the school meets statutory requirements in a number of areas.
The school's evaluation of its performance	Good. The headteacher, deputy headteacher and governing body have a good understanding of the strengths and weaknesses in the school.
The strategic use of resources	Satisfactory. The school improvement plan includes appropriate targets but they are not prioritised. The budget is not linked to improvements in standards.

The school has made good progress since its time in special measures due to the leadership and commitment of senior staff. They have prioritised the development of a shared sense of commitment to the pupils and the school. This is reinforced in a number of ways such as a meeting at the end of the day to discuss events, behaviour and pupils' progress.

However, the school is still at an early stage in developing all the required policies and procedures, for example for formally incorporating the principles of best value into decision making.

There are sufficient teaching and non-teaching staff and their expertise ensures that pupils make good progress. The special support assistants are very effective. The accommodation is good and resources are satisfactory or better in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable. • It is well led. • It helps their children to become mature. • It provides information and works well with them. • The teaching is good. 	<ul style="list-style-type: none"> • Homework. • Pupil progress and behaviour.

The inspection team generally agree with the parents' positive views. However, they judge that the formal information provided to parents is unsatisfactory as there is no home-school agreement or prospectus. They inspectors feel that the pupils make good progress in learning and behaviour but accept that teachers do not regularly set homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment is below that of pupils of the same age in all schools. This is a result of their special educational needs with all pupils having a statement of special educational need for social, emotional and behavioural difficulties. The pupils' special educational needs mean that they have frequently had long periods of absence or exclusion from previous schools for disruptive or very challenging behaviour. The report identifies the pupils' achievements against their targets in subjects or their individual education plans.
2. The report concentrates on the achievement of those pupils who attend regularly and therefore have opportunities to make progress. A significant number of pupils in Key Stages 3 and 4 do not attend and therefore make poor progress.
3. The school sets statutory targets but as the school is unable to predict those pupils who will be on roll at the time of the final assessment these targets are of limited usefulness. However, pupils undertake statutory assessment at the end of Key Stage 2 and at the end of Key Stage 3. Where the pupils have been at the school for both assessments the results indicate that they make good progress and meet the targets set for them.
4. The pupils make good progress in speaking and listening and their achievement is good. Pupils at the end of Key Stage 2 discuss a range of matters and vary their communication according to their audience. They recount events from books they have read, showing interest and enthusiasm. Pupils at the end of Key Stage 3 offer information to support an argument, listen to others and respect their opinions. By the end of Key Stage 4 pupils can take on the role of others and offer an opinion based on their understanding of others' feelings.
5. The pupils' achievement in literacy is good as a result of good teaching based on the National Literacy Strategy and Key Stage 3 National Strategy programmes. Higher attaining pupils at the end of Key Stage 2 read independently and discuss features of a story that they enjoy. Lower attaining pupils enjoy reading from a commercial scheme but this work is not supported by reading at home. Pupils at the end of Key Stage 3 read more widely, including different types of poetry. They answer questions about their books and identify writing techniques used by the author. Pupils begin each day with reading and this helps them settle into the school day. Pupils at the end of Key Stage 4 read a range of different material including plays such as "Blood Brothers".
6. Progress in writing is satisfactory and reflects the pupils' unwillingness to commit themselves to writing for different purposes. Pupils at the end of Key Stage 2 are confident to copy material and take pride in developing their writing style. By the end of Key Stage 3 pupils are beginning to write more creatively, for example writing their own poems but they are reluctant to undertake extended written tasks. The pupils at the end of Key Stage 4 write a range of material for their entry level accreditation but the range of their writing is limited. The English department recognises that the development of writing is a priority if pupils are to be entered for General Certificate of Secondary Education (GCSE) examinations in the future.

7. Achievement is satisfactory in mathematics at the end of Key Stage 2. It is better for higher attaining pupils but the teaching is less effective for lower attaining pupils, who require more support. This results in these pupils making slower progress. Higher attaining pupils are confident with the use of the four operations, understand decimals and know the properties of shapes. Lower attaining pupils are less confident and look for confirmation that they are correct at each stage.
8. Achievement is good in Key Stage 3 due to better teaching and the use of specialist programmes from the Key Stage 3 National Strategy. They learn an increasing range of strategies to approach problems and how to apply these. Pupils at the end of Key Stage 4 have taken the GCSE and are predicted to obtain grades in the range D to G. This represents good achievement as mathematics is the only GCSE subject currently being taken by pupils at the school.
9. The pupils make good progress in developing their literacy and numeracy skills across the curriculum. The consistent use of a computerised learning program shows that these skills improve over time and the pupils take pride in their progress. Pupils develop their literacy skills in other subjects such as history and geography. They use their numeracy skills in subjects such as science and geography, for example when reading or drawing graphs.
10. The pupils' achievement at the end of Key Stage 2 is good in science, information and communication technology, personal, social and health education and religious education. It is satisfactory in design and technology, history, geography and physical education. It is unsatisfactory over time in art and design. The pupils are taught music but there is insufficient evidence to allow a judgement to be made on standards.
11. By the end of Key Stage 3 achievement is good in science, design and technology, information and communication technology and in personal, social and health education (citizenship) and religious education. It is satisfactory in the other subjects taught, although music and a modern foreign language are not taught.
12. For the past two years all pupils at the beginning of Key Stage 4 in Year 10 have begun a programme at a local college. These programmes have allowed individuals to study specific vocational areas such as construction, motor vehicle maintenance, hospitality, music or the use of information and communication technology. Pupils have had varying degrees of success on these programmes with some reaching the end of the course with National Vocational Qualifications (NVQ) in their chosen area and being in a good position to pursue their chosen careers. Others have been unsuccessful and this has had a negative impact on their work in school and their attendance.
13. The requirement for pupils to attend college has affected the range of subjects available in Key Stage 4 and the pupils' achievement. This is satisfactory in personal, social and health education and design and technology. Pupils who have shown good achievement at the end of Key Stage 3, for example in statutory assessments in science, have been unable to pursue their studies and have therefore underachieved in relation to their potential. The school has good plans to improve this situation and increase the range of accreditation.
14. The pupils make good progress towards the targets in their individual education plans because their targets are considered at the end of each lesson and discussed by the tutors. There is no difference in progress between pupils of different ethnic groups. Pupils with additional special educational needs make good progress as a result of the individual support they are given.

Pupils' attitudes, values and personal development

15. Pupils with regular attendance at school continue to have a positive attitude to learning, as identified in the previous inspection report. In 60 per cent of lessons the attitude of pupils was good or better, particularly in Years 6 and 7. In many lessons they settle quickly, are interested and involved in the activities. They maintain concentration for most of the time. For example, in a Year 6 science lesson, where the boys were studying living things in soil samples by looking

through a magnifying glass, they were fully absorbed and fascinated by what they found. In a Year 9 religious education lesson, where pupils were studying the story of Anne Frank and the Festival of Hannakkah, they did the written task without complaint, completed the work and were interested in the topic. However, a small number of pupils are uncooperative, unmotivated and disruptive at times. As a result of their special educational needs, few pupils show confidence in independent learning with the majority requiring support from teachers and support staff.

16. Pupils' behaviour overall is satisfactory. Pupils in Year 6 and Year 7 are generally learning to manage their behaviour with some success. However, older boys who have been admitted late into the school, or were in the school prior to the arrival of the current headteacher, are less well behaved. The volatile and unpredictable behaviour of pupils disrupts learning at times. There were several instances of pupils swearing, smoking or acting in a confrontational manner. These incidents are managed well by the staff and this ensures that the school is an orderly community for much of the time. Pupils behave well in assemblies, the breakfast club, the dining room and the many extra-curricular activities. Pupils show good respect for property and the many displays and pupils do not damage the examples of pupils' work on display. There were no permanent exclusions last year, but the level of fixed term exclusions is high. Many of these are older boys newly placed in the school who have no loyalty to the school and who have a history of many exclusions from previous placements.
17. The pupils' personal development is good. Three boys have had successful reintegration programmes with mainstream schools this year. Most pupils have very good relationships with teachers and other staff and satisfactory relationships with each other. Pupils were seen working collaboratively in, for example, an excellent Year 10 English lesson where the boys participated in a quiz about "Blood Brothers". They were very interested in exploring the characters and relationships in the play, worked well together and were able to win or lose without becoming annoyed. The boys are learning to understand the impact of their behaviour on others. They sometimes apologise for unacceptable behaviour. Instances were seen when boys causing disruption in lessons were encouraged to calm down by their peers. Pupils value the certificates and rewards they get for their achievements. On a Year 7 reward trip to a theme park the boys behaved in a very responsible manner. One boy was very supportive of another when he became anxious on a ride. The pupils demonstrated good social behaviour in the restaurant and they effectively negotiated which rides they would go on, showing respect for the views and interests of each other. Pupils participate enthusiastically in the extra-curricular provision. For example, the boys in the cookery club showed good knowledge of hygiene, worked independently and responsibly and thoroughly enjoyed the experience. Pupils of different ethnic groups are well integrated into the school community. However, there are a small number of instances of racist comments and bullying from some pupils. The staff deal with these incidents effectively.
18. Attendance overall has worsened since the previous inspection, where it was identified as a key issue and is now poor, with a high rate of unauthorised absence. Most pupils in Years 6 and 7 have established good habits of attendance. The attendance of Year 8 pupils is extremely poor and that of a number of Year 9 pupils is poor. Some of these are pupils who have been at the school longer have developed poor patterns of attendance. These are difficult to modify when parents condone the absence and where there is no effective educational welfare support system. Attendance of Year 10 pupils is poor partly as a result of college attendance, which results in small numbers of pupils attending on individual days; some of these leave the site when they realise that their friends are not in school. Also the school has been required to admit a number of pupils of this age who have no intention of attending or, having no loyalty to the school are severely disruptive. The poor or non-attendance of pupils is the most important factor in limiting standards of achievement in the school. Punctuality is good, particularly in the morning where a large number of pupils attend the breakfast club.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. During the inspection it was satisfactory or better in 97 per cent of lessons. It was good or better in over two-thirds of lessons and very good in one in five lessons. Only one unsatisfactory lesson was observed. Teaching is better in Key Stages 3 and 4,

where it is good, than in Key Stage 2 where it is good in literacy and satisfactory in other subjects. The quality of teaching has improved since the last inspection.

20. Teachers in all key stages manage the pupils' behaviour well. There is an atmosphere of calm in most lessons and teachers with support assistants persevere to keep pupils on task and learning. Teachers use a good range of skills to motivate and interest pupils including humour, the strength of the relationships and their knowledge of individual pupils. Despite these skills, the nature of the pupils' difficulties is such that they sometimes become agitated or confrontational. Teachers deal effectively with these situations by responding calmly, attempting to support the pupil while keeping the rest of the group focused on the lesson. When pupils leave the classroom they are closely monitored by support or other staff and often return before the end of the lesson. It is a credit to the skills of the teachers and support staff that other pupils do not join in disruption.
21. A further good feature of the teaching is that the teachers share the lesson targets with the pupils at the beginning of the lessons, making it clear not only what the lesson will involve but also the intended learning. At the end of the lesson, the teachers and support staff make judgements about the progress of individual pupils and these are recorded. In the best lessons, the pupils are also involved in this process and assess their own learning. The pupils' behaviour and progress towards their individual education plan targets is assessed at the same time and recorded to inform future planning. The marking of work is satisfactory.
22. The teachers and support assistants work very well together to support the pupils' learning and improved behaviour, with the support staff having a key role in recording positive and negative responses as required by the behaviour management programme. This was particularly effective when identifying pupils' successes, for example by highlighting a good piece of work and awarding a "credit". The other pupils recognise that they may also be awarded a positive outcome and work more successfully.
23. In good or better lessons, the lesson activities are well planned to involve all the pupils and retain their interest. For example, in a very good English lesson in Year 10 the teacher used a quiz format to involve the pupils and test their understanding. Teachers use the pupils' interest in information and communication technology to motivate them, for example using the Internet to find information that they can then add to their other work.
24. The teachers and support staff know the pupils well and have positive relationships. On a number of occasions during the inspection, there was only one pupil in a lesson. The teachers and support staff used their positive relationships to encourage the pupil to participate and his learning was often good.
25. The teachers' subject knowledge is good in English, science, history, design and technology, physical education and religious education. It is very good in information and communication technology. In other subjects the teachers' subject knowledge is satisfactory and on occasions this results in pupils' opportunities for learning being less effective – for example, in Key Stage 2 where the range of explanations or activities can be limited and lower attaining pupils do not make as much progress.
26. The teaching of literacy and numeracy is good. Teachers follow the guidelines of the National Literacy Strategy, National Numeracy Strategy and Key Stage 3 National Strategy. Teachers in all subjects identify key words in the lesson, often as part of the target for the lesson and there is a common approach to assisting pupils to spell new words.
27. Most teachers plan appropriately to meet the individual learning needs of the pupils in the class. Planning is less effective in Key Stage 2 where all pupils are often expected to do the same work. In the majority of lessons pupils with additional learning difficulties are supported well by the special support assistants. Teachers and special support assistants are skilled at keeping their pupils' interest and enabling them to complete their work.
28. Homework is not set consistently. Where it was used as the basis for a lesson, for example in an excellent English lesson in Key Stage 4 it helped set the scene for the lesson and improved the

pupils' confidence. A number of younger pupils read at home. However, this is not recorded systematically and an opportunity is missed.

29. The good quality teaching promotes good learning. Higher attaining pupils become increasingly independent learners, for example those who are successful at college. The tutorial system supports pupils to develop as independent learners as they feel comfortable to discuss issues with their tutors. Older pupils show increasing perseverance and do not always look for staff support when they encounter a difficulty.
30. The pupils use a commercial computer program to support their learning in literacy and numeracy. The results showed a good correlation between success on the Bromley profile and progress with literacy and numeracy skills. A helpful printout at the end of each lesson defines progress made and summarises how many exercises the pupil has tried to complete. Other advantages of using the program are that pupils can work independently, they read, choose and enter data carefully to achieve right answers. One pupil in Year 9 showed great tenacity and overcame his intense frustration to achieve a right answer to the problem set.

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

31. Overall the quality and range of opportunities for learning are unsatisfactory. The curriculum has satisfactory breadth and balance in Key Stages 3 and 4. Sex and drugs education are included appropriately in the scheme for personal and social education. The school has tried unsuccessfully on several occasions to recruit a teacher for music and the subject is taught to Key Stage 2 pupils by a local education authority adviser. However, the curriculum does not meet statutory requirements as music and a modern foreign language are not taught at Key Stage 3. Again, the school has been unable to recruit a specialist and feels that it should not offer a "watered-down" programme. These areas remain a weakness from the previous inspection. The curriculum for art and design is under development and is currently unsatisfactory to ensure that the pupils have opportunities to develop their previous learning.
32. The curriculum in Key Stage 4 is unsatisfactory. Religious education is not taught and statutory requirements are not met. In the past pupils transferred to local college provision in Key Stage 4 to follow vocational or other accredited courses involving a mix of college and school-based learning. These have been successful for a number of boys both in Year 11 and Year 10. A number of boys, however, have been unsuccessful at college and therefore have had to return to school. The school has tried to create a timetable to meet the needs of these different groups of pupils but this has led to a lack of breadth in the curriculum and a disjointed provision where pupils have not been able to access GCSE programmes in subjects such as science. The school is aware of the difficulties in the programme and has carried out appropriate reviews. There are good plans in place for September 2003 to refine the curriculum to resolve the current difficulties. The new curriculum will include opportunities for pupils to study a wider range of subjects at GCSE. It has also begun to offer other accredited courses for vocational study and for progress in personal, social and health education.
33. The school has continued to prioritise the development of literacy and numeracy as an important part of English and mathematics and across the whole curriculum. The National Literacy Strategy is well established and pupils at Key Stage 2 and Key Stage 3 make good progress. The National Numeracy Strategy is also being implemented effectively across these key stages and pupils make consistent progress. The pupils use an individual computer learning program regularly and this supports the whole school commitment to increasing literacy and numeracy skills and the development of independent learners.
34. The provision for pupils with additional special educational needs is satisfactory. Annual reviews of the pupils' statement of special educational needs take place and the targets on individual education plans are used effectively when teachers are planning and teaching their lessons.

35. Improvements have continued since the last inspection. Pupils gain confidence in speaking and they listen with interest when discussing their targets. Individual targets are now included and reviewed in all lessons. Pupils are aware of their own targets and in the best lessons they are involved in the review of their own progress. Although the records are maintained regularly the system for transferring the outcomes of the assessments is being developed to ensure that the required information can be reported.
36. Provision for extra-curricular activities is very good. The day begins with an effective breakfast club and opportunities for pupils and staff to mix informally. The pupils enthusiastically join in the activities that give good support to their personal and social development. Staff participate willingly, creating a pleasant atmosphere and offer good role models for the pupils. Popular lunchtime clubs include pool, computers, short tennis and frisbee games. Access to these activities is related to conduct and behaviour in lessons and this helps the pupils to understand the consequences of their behaviour. Pupils also enjoy a number of activities after school, for example cookery, sports and computers. They are particularly proud of their cookery and make delicious cakes. A judo club, taught within the school day, helps the development of self-control and pupils in Year 6 are proud of gold and silver awards and a bronze award in a junior open competition. The school provides regular opportunities for pupils to meet with counselling staff for a range of activities to encourage self-reflection. Pupils become confident to explore their own feelings while appreciating that staff are supportive friends. Regular visits from the police school liaison officer, church groups, sports representatives and drama groups link the school with the local community.
37. There are positive relationships with feeder primary schools and Bromley College. These have enabled a number of pupils to be successful in either mainstream schools or at the college. The school has a commitment to support inclusion where it is felt appropriate for individual pupils.
38. Careers education in Key Stage 3 is effective but less successful for Year 10 and Year 11 pupils because of their pattern of attendance. A citizenship course in Year 9 offers an appropriate form of accreditation but, at present, inconsistent levels of attendance prevent some pupils achieving successfully.
39. The overall provision for the pupils' spiritual, moral, social and cultural development is good and this area, although not formally planned, remains an area of strength from the previous inspection.
40. The provision for the pupils' spiritual development is good. There are a number of opportunities to explore values and beliefs. Interesting and popular assemblies involve role-play and humorous dramatic effect to explore Christian principles. Pupils consider their own values in personal, social and health education, for example, when they identified and shared important memories with each other. Year 6 pupils have considered what they would need to take on a pilgrimage. All staff consistently remind the pupils to show respect for themselves and others. The regular reviews of daily targets provide opportunities for pupils to reflect on their attitudes and behaviour. Pupils value the awards that they receive at the weekly celebration assembly that takes place on a Friday.
41. The provision for moral development is good. A high emphasis is placed on understanding moral values and displaying good appropriate behaviour. Lessons and activities have this aim reflected as a core element of overall planning. Staff consistently encourage pupils to discuss and agree where issues may be right or wrong. They are quick to use praise well and describe appropriate behaviour. Pupils are supported at all times and there is a strong insistence that they consider their actions when they are encountering difficulties or behaving inappropriately. The staff provide very good role models of calm and maturity when dealing with difficult behaviour.
42. The provision for the pupils' social development is good with a high emphasis on rebuilding self-confidence. The consistent reference to individual learning and behaviour targets fosters co-operation. Pupils are able to review their own progress and suggest new targets. By improving their behaviour all pupils can earn a place on trips to places of interest about the natural world, to tourist attractions or sports activities. For example, during the inspection a class spent a day at a popular adventure park as part of the school rewards system for positive behaviour and the pupils

behaved very well. In Year 9 and Year 10 pupils enjoy team-building activities during the annual residential activity week prior to going to college.

43. The cultural dimension of the curriculum is satisfactory. Pupils visit London attractions such as the Millennium Dome, the Aquarium and the Museum of Childhood. Colourful displays in the school illustrate work about Jamaica, a world book day and a speech by Nelson Mandela. However, there are missed opportunities in planning overall to make reference to other cultures. The creative arts are not yet well developed. Although very good guitar tuition is offered to a small number of pupils, the creative arts such as drama and music are not taught as discrete subjects and provision for art and design is currently unsatisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The level of support and guidance for pupils is very good and is helping to establish the improvements in the attitudes, behaviour and the pupils' personal development. The shared practices used reflect the high priority that the school gives to the overall welfare of the pupils. This is exemplified by the prompt and efficient way that staff deal with incidents of very difficult behaviour from some pupils. However, some formal procedures are not as good as they might be, resulting in the overall care being judged as good.
45. All teachers and special support assistants meet at the end of the school day to discuss the events of the day. These meetings are led by the headteacher and deputy headteacher. All staff contribute to the meeting and the discussion is open and frank. Incidents are discussed and staff offer and receive constructive criticism and support. This meeting emphasises the high quality of the school's care procedures as new strategies are considered for individual pupils to ensure they can be successful.
46. The school has put in place good procedures for promoting attendance including following up absences promptly and efficiently and contacting the home and the transport services early in the day of absence. In the case of long-term absence the relevant departments of the local education authority are involved. However, many of the more established pupils have already formed unsatisfactory attendance habits and these are proving difficult to change. There is usually a good working arrangement with the education welfare services although at present there is no education welfare officer. The school has to commit resources to follow up the long-term absence of a number of pupils who were placed in the school very late in their school careers and who have never attended. This is inefficient.
47. The common practice and school system for sanctions and rewards promote good behaviour. Staff know pupils very well and use an effective range of strategies to manage challenging behaviour. The school has produced a clear behaviour management programme with an overall emphasis on a positive approach. The school takes firm steps to eliminate any harassment and staff act as very good role models for pupils to follow. Incidents of challenging behaviour are well recorded and attached to the pupils' files. However, the procedures for recording incidents where staff have had to intervene physically when managing the pupils' behaviour do not meet the requirements of the latest guidance from the Department for Education and Skills.
48. Arrangements for child protection are good and meet statutory requirements. The deputy headteacher is the designated person and staff are aware of their responsibilities. The school is about to embark on further training within the local education authority.
49. Staff take the personal development of pupils seriously and give freely of their time to promote this aspect. Many staff are on hand at the start of the day and in breaks at mid-morning and for lunch. They are often to be seen before school starts, playing an informal game of football on the hard court with pupils. Staff also join in with pupils at breaks and meal time. They eat with the pupils and take part in clubs and activities after school. Pupils are allowed to choose the staff they sit with and enjoy social conversations.

50. Annual reviews meet statutory requirements and often contain a large amount of detailed information about pupils' progress and achievement. However, this is not consistently so throughout all the files, some being better than others. A number of records of annual reviews for Year 9 pupils do not contain targets for the next phase in a pupil's education or careers advice. This breaches a statutory requirement. The school meets the needs listed in pupils' statements of special education needs well.
51. Procedures for assessing pupils' attainment are satisfactory. The initial assessment process for pupils on entry is good. The school completes a reading and spelling analysis and a mathematics assessment. Additionally, the British Picture Vocabulary Scales assesses how pupils understand and have developed their vocabulary. This information is used to set literacy and numeracy targets, which are recorded on individual education plans. The targets inform smaller weekly targets, which become measurable and achievable. They are reviewed consistently at the end of each lesson and pupils can see clearly and immediately how they are progressing. The school is less effective at collating and interpreting this data to define trends and set whole school targets. The school is aware of this and is in the process of setting up computer software to rectify this. Therefore, although the teachers know the pupils well and plan lessons accordingly, long-term planning identifies the general areas to be taught and not how the programme of teaching will be modified to match the attainment of particular groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. No parents attended the pre-inspection meeting and only five responded to the parents' questionnaire. Their views are that the school is satisfactory. They think that the school is approachable, that it is well led and the teaching is good and that it helps their children to become mature. They feel that it provides good information on their child's progress and works well with them. A small number feel that they would like to see their children make more progress and improve their behaviour and they are not satisfied with the homework. The inspection team generally agree with the parents' positive views although there is a lack of a home-school agreement and prospectus and parents are not regularly and routinely notified of their child's targets. The inspection team agrees that homework is not set regularly. They judge that the pupils make good progress in their learning and behaviour.
53. The school's links with parents are unsatisfactory. It is beginning to consider ways to promote more participation from parents. There is regular telephone contact between the school and parents to discuss concerns and share success. However, the formal information provided to parents about the school is unsatisfactory. As well as the lack of a prospectus and home/school agreement, there is also no newsletter. The annual reports to parents on pupils' progress are good overall, but not all teachers consistently identify the next steps for learning. The contents of the annual reviews of pupils' statements of special educational need are inconsistent. The pupils' individual education plans are sent home annually but reviews are not sent home each term, so parents do not know the current targets to enable them to support their child's learning and personal development. Although a good reading record indicates little reading at home, there is no formal expectation that pupils will read regularly with their parents.
54. The parents' involvement in the life of the school is unsatisfactory. Many parents want their child to progress but often do not fully understand how to work with the school on this, for example by not condoning absence. The majority of parents attend the annual review meeting. However, only about half attend the parents' evening and barbecue in the summer. There are no other events that parents can attend during the school year. For some parents transport is difficult due to the large catchment area served by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school was removed from special measures shortly after the current headteacher took up post. The school has made considerable progress since that time although the senior

management team and governing body have not yet had sufficient time to address all the weaknesses.

56. The headteacher provides good leadership and direction. He is a “high profile” figure and available to deal with instances of difficult behaviour. The deputy headteacher also provides good support for this area and together they ensure that the teachers are able to focus on the quality of teaching and learning. They provide good support and practical suggestions for all members of the team at the end-of-day briefing. They have also provided good direction for the future of the school with a strong emphasis on improving the quality of teaching, curriculum planning and subject development.
57. The school improvement plan is satisfactory in that it identifies the areas in which the school must develop. The plan includes ways in which the school will know whether it has been successful, the person who will lead the area for development and the likely costs. Subject co-ordinators are required to produce subject development plans and these give clear indications of how the subjects are to be improved. However, the main plan is too general; there is no order of priority for the targets linked to the possible impact on pupils’ standards. Although costs are identified in all the plans, there is no link between the plans and the school budget.
58. The governing body provide good support and have done so since the school was in special measures. Governors have a good understanding of the challenges facing the school such as admissions and attendance. They visit regularly to provide support and receive reports from teachers but they are not currently involved in classroom observations or formal visits where a report is provided. The governing body has failed to ensure that the school meets all statutory requirements. These include:
 - providing modern foreign language and music teaching in Key Stage 3;
 - providing religious education teaching in Key Stage 4;
 - ensuring that the school makes efforts to provide an act of collective worship;
 - ensuring that Year 9 annual reviews meet statutory requirements;
 - ensuring that a school prospectus and home school agreement are in place; and
 - a number of statutory aspects are missing from the governors’ annual report to parents.
59. The headteacher has introduced good systems to monitor the work of the school. The end-of-day meeting gives immediate information on behaviour and its management. Both he and the deputy headteacher regularly observe lessons. The formal performance management process is effective and this is supported by observations to establish consistent practice, for example to improve the operation of the system for sanctions and rewards. The reports on observations are detailed and identify areas to improve standards. The school has sought appropriate support from the local education authority to improve teaching and subject understanding. The special educational needs coordinator oversees appraisal for special support assistants and the teachers are responsible for conducting the appraisal. The programme for staff development is funded from Standards Fund and links to priorities in the school improvement plan, subject development plans and performance management targets.
60. The staff are suitably qualified. Although not all have specific experience of working with pupils with social, emotional and behavioural difficulties the senior management team ensures that they have been well supported to work successfully. The quality, commitment and work of the special support assistants are a strength of the school. All take responsibilities for specific areas of the school’s work, for example monitoring bullying and racist incidents, providing music tuition or support in specific subjects. One is just undertaking a specialist course to support individuals with additional special educational needs. All are closely involved in record keeping and provide support to individual pupils when they are finding it difficult to manage in class.
61. The accommodation is good and very well maintained. There are specialist rooms for information and communication technology, design and technology, food technology and science. These help to improve standards in these subjects. The hall and grounds offer good facilities for physical

education. All of the classes have their own “form-rooms” and these enable the boys to develop their sense of belonging to the school.

62. Resources for learning are good although the school recognises that there are areas for development such as the library. Large sums of money have been invested in information and communication technology equipment; the effective use of this in the specialist room and in the classrooms supports learning across the curriculum. Resources are also very good in science. They are good in geography, religious education and physical education and satisfactory in other subjects.
63. The management of the school budget is satisfactory. Recent priorities have included the appointment of specialist teachers for physical education and information and communication technology together with spending on resources. These have had an immediate impact on raising standards. Although the school improvement plan includes the costs of improvements it does not identify how these improvements will raise standards and how the cost-effectiveness of improvements will be measured. For example, the governing body appointed an extra teacher to assist with the management of behaviour. This support is effective in managing those pupils who are out of class but the school has not monitored whether behaviour has improved as a result.
64. Financial control and school administration are good. The most recent audit by the local education authority identified few areas of concern and these have been rectified. The governing body are provided with regular financial reports and monitor the budget appropriately. Specific funds such as Standards Fund and Formula Capital Grant are used appropriately. The governing body and senior management team apply the basic principles of best value to their spending decisions but do not yet compare their effectiveness with other schools for pupils with social, emotional and behavioural difficulties.
65. Standards are good in the school and have risen. The quality of teaching is good and the curriculum is improving. Leadership and management are good although there are a number of improvements that need to be made. The school has effective systems to try and improve attendance but the attendance of a significant number of pupils is poor. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to continue to improve the standards achieved by the pupils, the headteacher and governing body need to:
 - (i) work closely with the local education authority to ensure that pupils attend the school. This will include discussion about the placements of pupils in Key Stage 4 which are disruptive to the school routine;
(paragraph 18)
 - (ii) ensure that standards in art and design improve over time building on the current progress in lessons;
(paragraph 88)
 - (iii) implement the planned changes to the curriculum in Key Stage 4 to ensure that all pupils have access to a broad and balanced curriculum. This will include the provision of religious education;
(paragraph 13 and 32)
 - (iv) improve the curriculum in Key Stage 3 to include music and a modern foreign language;
(paragraph 31)

- (v) ensure that all statutory requirements are met, particularly for the home-school agreement and the prospectus;

(paragraph 58)

- (vi) develop formal systems to involve parents more fully in their children's education.

(paragraph 52-54)

Although not a key issue the school needs to amend its reporting procedure for instances of physical intervention *(paragraph 47)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	20	12	1	0	0
Percentage	2.4	19	47.7	28.6	2.4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	39
Number of full-time pupils known to be eligible for free school meals	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	15

Unauthorised absence

	%
School data	11

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

ATTAINMENT

Due to the very small numbers involved at the end of each key stage, the report does not contain information about the attainment of pupils.

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	32	41	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	4	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	2	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	2	0
No ethnic group recorded	0	0	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: Y5– Y11

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	4
Average class size	7

Education support staff: Y5 – Y11

Total number of education support staff	11
Total aggregate hours worked per week	305

FTE means full-time equivalent.

Financial year	2002/2003
	£
Total income	852,873
Total expenditure	763,047
Expenditure per pupil	18,168
Balance brought forward from previous year	67,567
Balance carried forward to next year	94,469

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	39
Number of questionnaires returned	5

Summary of parents' and carers' responses

No parents or carers attended the pre-inspection parents' meeting.

The small number of questionnaires identified the following strengths:

- The school is approachable.
- The school is well led.
- It helps their children to become mature.
- It provides information and works well with them.
- The teaching is good.

The small number of questionnaires identified the following concerns:

- The pupils do not have sufficient homework.
- The pupils do not make sufficient progress in their learning or behaviour.

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

ENGLISH

67. Standards of achievement are good for those pupils who attend on a regular basis. Pupils make good progress improving their standards in speaking and listening and reading and make satisfactory progress in writing. The achievement of a minority of pupils is poor due to significant absence.
68. The achievement of pupils at the end of Key Stage 2 is good in speaking and listening and reading. It is satisfactory in writing. The pupils enjoy English lessons and join in with enthusiasm. They have lively discussions offering their own opinions confidently. They make good progress in reading and will volunteer to read aloud in the group. Higher attaining pupils read independently and can discuss both the story and how it relates to others in the series. Lower attaining pupils read hesitantly but enjoy the challenge and are happy to practise reading with a support assistant. A structured scheme builds reading skills progressively and offers interesting material relevant to pupils' levels of achievement. Progress in writing is slower but satisfactory. The majority of pupils have difficulty constructing sentences and paragraphs and their use of punctuation is at an early stage. Writing improves satisfactorily through the key stage. Higher attaining pupils review their work and self-correct when prompted. Other pupils require high levels of support to complete sentences and to organise their writing to describe their ideas. Overall written work at Key Stage 2 shows steady progress in handwriting for legibility and clarity and the development of a cursive style.
69. By the end of Key Stage 3 pupils achieve well in speaking and listening and reading. Standards in writing are satisfactory. In Year 7 pupils listen carefully and answer questions appropriately. They read their own writing and say how they intend to build on the starter activity to finish a story. Pupils read books chosen from a number of resources in the classroom but at present there is no structured scheme available for pupils in Key Stage 3. Their written work includes an increasing range of tasks and variation with a good balance between completing worksheets and independent work. Pupils have written some imaginative, creative and thoughtful poetry describing emotions, for example love and anger, and Year 8 pupils have composed poems in the style of a Haiku. Pupils in Year 9 draft and redraft work then competently use information and communication technology to produce a final draft. They are inventive in their choice of a wide vocabulary, for example when designing an advertisement, even when they are still unsure of spelling.
70. Standards of achievement by the end of Key Stage 4 are significantly affected by attendance at college and high rates of absence. In an excellent lesson pupils in Year 10 competed in a quick fire quiz, understanding the rules and displaying their knowledge about the characters in the play "Blood Brothers." They talked confidently about dramatic effects and audience responses. Pupils complete book reviews using reasoned opinions to examine their choice of reading. No lessons could be observed in Year 11 but previous work shows good progress towards independent writing for a range of purposes. Pupils who have recently left the school took part in external accreditation, the Entry Level Certificate. Pupils who have specific difficulties with writing and spelling nevertheless achieve well using information and communication technology.
71. Since the last inspection the school has continued to focus on improving literacy skills. The Key Stage 3 initiative in literacy is well established and has broadened the English curriculum. The use of an individual computer program supports the pupils' learning in English lessons and pupils' learning is reinforced by its individual approach. Pupils with additional learning needs make good progress, have increased motivation and can work independently.
72. Overall teaching in English is good and some excellent teaching took place for older pupils. The teachers' planning shows how new work develops previous work and includes literacy targets from individual education plans. These targets are evaluated at annual reviews. The lesson intentions

are displayed consistently and where teaching is better key words are displayed next to the objectives. Teachers follow the procedure for the literacy hour using the introduction and main task well. The use of the plenary is less consistent. Where it is used effectively it includes whether the aims have been achieved. Where this is better, the way the questions are asked gives opportunities for pupils to remember and extend their ideas. It is less successful when pupils are told what they have learned.

73. The pace of lessons varies from lively, where pupils are challenged and respond with high levels of interest and enjoyment to a small number of lessons where the pace was slow and the lesson was dominated by the teacher. As a result the pupils had difficulty maintaining their interest. Where teaching is very good the pupils discuss, question and use their imagination creatively. It is less strong when the way in which the questions are asked means that there can only be one response to their enquiry. The teachers have designed reading records that indicate the books that pupils are reading and the frequency of their reading. However, the section recording information on how and where the pupils read is not completed consistently. The school expects that pupils will read at home but this policy is not firmly in place and information about pupil progress is not communicated to parents regularly. The techniques of the National Literacy Strategy and Key Stage 3 National Strategy are used effectively to help pupils construct paragraphs and give continuity to their work. The coursework for the accredited course in Key Stage 4 has been adapted to meet individual learning needs and good effective support from teachers and special support assistants ensures all can achieve. The support assistants work very well to encourage pupils to enter the class, engage with the work and try to succeed. Support is less effective when teachers and support assistants answer questions without expecting pupils to have a try, for example, when giving correct spellings. Staff use praise skilfully to increase confidence and describe unwanted behaviour. Homework is not set regularly and consistently and there is no agreed policy for home-school communication.
74. Good use is made of information and communication technology. Pupils enjoy using desktop publishing software and clip art to enhance their presentation skills and to help check spelling. The co-ordinator is building a good resource bank using a commercial scheme to supplement other subject resources.
75. The department is well managed and there is a strong teaching team who show a professional commitment to continuous development and a real interest in the special educational needs of the pupils. The special support assistants contribute greatly to the subject and they work very effectively in partnership with teachers and pupils. The classroom resources are satisfactory although the school has plans to supplement the materials provided by the co-ordinator with a structured reading scheme. The pupils gain appreciation of the subject through creative writing, poetry, plays and their study of Shakespeare texts. Pupils have visited the theatre and remember their amazement and pleasure when they saw "Blood Brothers" on the stage. The library is underdeveloped and drama is not taught as a discrete subject but the department has good plans to address these weaknesses.

MATHEMATICS

76. The pupils' achievement in mathematics at the end of Key Stage 2 is satisfactory. By the end of Key Stages 3 and 4 it is good. There has been a considerable focus on mathematics over the last two years, including the development of the National Numeracy Strategy and the Key Stage 3 National Strategy and standards have risen.
77. By the end of Year 6, pupils work, at their own levels, in all four mathematical operations, for example, they divide two digit numbers by single digits. They explain their working well and most can successfully complete five or six division sums during a lesson. Lower attaining pupils complete less work and benefit from the help of the teacher and assistants. Other work shows that they use decimals, work out simple word problems, and measure accurately using millimetres and centimetres. They can count in 5s and 10s and name several two-dimensional shapes. However, lower attaining pupils find the more complex figures, such as a hexagon, difficult to recognise and name. They count the number of sides but cannot find the name to fit the

shape. The majority can understand some of the terms used in describing shapes, such as “vertices” and “parallel”. Earlier this term, pupils worked on handling data and drew some graphs and charts to record the findings of their shopping surveys.

78. Standards of achievement are good in Key Stage 3, although the poor attendance of a significant number of pupils has a negative impact on their overall progress. Pupils in Year 7 can calculate the perimeter of a rectangle. In Year 8, the majority can compare fractions, work out co-ordinates on grids and understand angles and percentages. Some pupils need to revisit earlier work for several different reasons. By the end of the key stage, Year 9 pupils achieve well and generally make good progress. In a good lesson, these pupils solved word problems related to a charity run. This was to teach them that they must find out all the facts before trying to solve a problem. The teacher did not give them all the facts to start with but, as more were revealed pupils were able to guess who won the race. Later, as they worked on problems, they chose the appropriate mathematical operation needed to solve them. The teacher made sure that they understood the vocabulary that might be used such as “plus” or “altogether” for addition. With some adult help, they also found terms such as “sum of” and “total”.
79. No Year 11 pupils were in school during the inspection. However, some of their work was available for analysis and lessons were observed in Year 10. By the end of Year 11, the indications are that pupils achieve well. A number of pupils, the most recent being four, take GCSE examinations. The predictions for this year are from grades C to G. However, poor attendance adversely affects standards of achievement for a number of pupils. Pupils carry out surveys and produce graphs. They divide decimals, understand predictions and probabilities and find areas using the correct formula. In one lesson Year 10 pupils made a chart of all the metric and imperial units used in measuring length, weight and capacity, such as miles and kilometres. They were less successful in making conversions from one system to the other. Other work shows that higher attaining pupils can convert percentages to fractions, understand the use of decimals and use this knowledge in working out the metric units in weights, measures, capacity and money. Other pupils multiply decimals to two places and work in negative numbers. They estimate probabilities, use tallies and record their data on graphs. The pupils studying for external examinations carry out extended mathematical investigations such as one about the frequency of use of letters in a computer game. Considerable work went into producing a booklet about the survey and the findings, complete with graphs and bar charts to show the frequency of use of all 26 letters of the alphabet.
80. The quality of teaching and learning is good, with the quality ranging from satisfactory to very good. None of the lessons seen during the inspection was unsatisfactory. Teachers tell the pupils what they expect them to learn at the start of each lesson and there is usually a mental mathematics warm-up. In less successful lessons this involved a single pupil at a time, leaving the rest of the class with little to do. In all lessons the support assistants work very well and the teaching methods are usually well suited to the ability of the pupils. In many cases, teachers try to relate the mathematics to things that pupils encounter in their everyday lives. For example, in the Year 9 lesson, the idea of using well know figures such as Linford Christie and Tanni Grey-Thompson as “entrants” in the supposed fun run, caught pupils’ imagination and enabled them to relate well to the work. As a result, they learnt well. In Key Stage 2 teaching is satisfactory but less effective where the range of methods used does not fully meet the needs of lower attaining pupils.
81. The subject is well led by a knowledgeable and competent teacher. There has been much improvement over the last two years and mathematics is now one of the foremost subjects of the school. The good schemes of work meet the requirements of the National Curriculum and the National Numeracy Strategy. The assessment of pupils’ work is satisfactory although the school recognises that the current method of tracking individual progress does not give sufficient detail of prior attainment. Suitable computer software has been bought to remedy this and provide a clearer analysis of how each pupil is doing. Computers are used appropriately when possible for mathematics and in specific lessons to support numeracy where the pupils measure and monitor their own progress. Numeracy skills are developed well across the curriculum. For example, in

geography pupils use co-ordinates in map work and in history Year 9 worked out how long a child worked each day in Victorian times.

SCIENCE

82. Standards of achievement are good at the end of Key Stages 2 and 3. The school's current structure means that science is not taught in Key Stage 4, despite indications that pupils have the potential to achieve well in GCSE examinations. This is unsatisfactory.
83. At the end of Key Stage 2 pupils have an understanding of the range of life and life processes. They are beginning to use appropriate equipment and scientific vocabulary such as "antennae" when discovering the variety of living things in soil. Year 7 pupils create food chains and webs and identify how animals and plants depend on each other. Year 8 pupils understand the need for a fair test and are beginning to understand the need for accurate recording of information, particularly if a comparison is to be made with other data. By the end of Key Stage 3 the pupils have carried out experiments to separate substances and they are beginning to explain how materials behave in terms of the movement of particles. They know that energy is useful and can change from one form to another.
84. Overall the quality of teaching is good. The best features of science teaching include the variety of activities in each lesson, the frequent opportunities for pupils to do practical science and carry out investigations. Year 6 pupils, during their investigation of creatures that live in the soil were thoroughly enthralled. Year 9 pupils studying personal safety worked in pairs to calculate their own fitness levels. They exercised, took their own pulse rates and recorded their findings. The continuous enthusiasm and encouragement of the teacher and assistant enabled the pupils to work together. Much to the delight of the pupils, the teacher allowed them to test her fitness-level too – an illustration of the good relationships. During lessons the teachers continuously assess pupils' understanding and adjust their teaching accordingly. The pupils respond well in lessons, due largely to the good support of the teachers and assistants who encourage them and help them to maintain concentration. When they lose concentration or they react badly to other pupils, the teachers and assistants help them to resolve their difficulties so that they can continue their lessons.
85. The science coordinator is conscientious and has prepared a policy and a very good scheme of work for both key stages. This includes opportunities for the development of the pupils' literacy, numeracy and information and communication technology skills. They are expected to write and correct their spelling. Pupils are taught appropriate calculations and the teachers use a range of resources, including computers and videos, to motivate the pupils and to enhance their learning. The scheme does not identify opportunities for enhancing the pupils' spiritual, moral, social and cultural development.
86. The pupils' work is carefully marked and includes comments of encouragement and advice on what they should do to improve further. This advice is also given verbally to ensure that pupils understand well. At the end of each lesson the teacher and assistant discuss with the pupils what they have learned and how well they worked. This information is recorded and transferred to the pupils' individual education plans. However the staff do not consistently record the pupils' learning gains or difficulties to inform future long-term planning.
87. The science improvement plan is good and includes planning for the introduction of GCSE. There is a very good science laboratory, which is well equipped for the current age-range. The development plan identifies that additional apparatus and textbooks will be needed for teaching Years 10 and 11 next year.

ART AND DESIGN

88. Standards of achievement are unsatisfactory overall although pupils made satisfactory or better progress in all the lessons during the inspection. The weakness is in the long-term programme

which does not include a broad curriculum, work in two and three dimensions or the opportunity to study artists and craftspeople in a variety of historical and cultural contexts.

89. At Key Stage 2 pupils have completed letter designs of their names. Wax crayon rubbings indicate they have looked at different textures but the work is undeveloped and its purpose is unclear. A large poster by Year 6 pupils is displayed in the art room. They use collage and paint to combine visual and tactile materials effectively, creating an immediate impact. Drawing skills reflect an early stage of concept development and observation.
90. In Year 7 one example of marbling uses subtle colours and there is a little evidence of work on silhouettes. A small number of pupils in Year 8 distort images on a photocopier as part of work on portraits and one pupil is proud to show a number of carefully drawn cartoons on display in his classroom. Pupils in Year 9 made preliminary designs for a mural to go in the school hall. They contributed to a discussion listing the activities held in the hall and made a start on their individual designs adding colour. They show a limited understanding of the process of design and realisation.
91. At Key Stage 4 a pupil in Year 10 has completed an effective design for a tee shirt and it is on display. He can sketch and colour ideas for a free-standing sculpture/mobile linked with the pop star Eminem. With much prompting he describes why he selects certain colours, sharing ideas and preferences with the teacher. His progress over time is severely constrained by a lack of consistent attendance and he has little work in his portfolio. In Year 11 one pupil has employed a range of methods incorporating a snake theme in a tee shirt design, a large poster and a small piece of pottery. However, the majority of pupils in Year 11 who are at college do not attend consistently and this prevents the school from offering an exam course at Key Stage 4.
92. Teaching is satisfactory. The teaching in the three lessons was at least satisfactory and often good. A persistently high rate of pupil absence meant that in two of these lessons there was only one pupil and in the other there were three pupils. The teacher makes good use of praise and encourages pupils to stay on task and try to complete their artwork. Special support assistants provide tactful and sensitive support and homework is set to extend the lesson activity. There is a good emphasis on developing a relevant art vocabulary such as "composition," and "focal point," and a pupil is encouraged to think of pollution issues while making a flat copy drawing from a book illustration. The lessons seen were guided by daily plans and the teacher consistently praises the expected behaviour establishing a good rapport with the pupils.
93. The subject co-ordinator has only recently assumed responsibility for art and design and in this time has produced written planning for a half term progression which is in place for Key Stages 2 and 3 to cover the summer term 2003. This is supported by a statement proposing future changes to the schemes of work. However, there is neither a long-term plan nor a subject policy. The co-ordinator has not had time to manage a budget for the subject and purchase appropriate resources so, at this time leadership of the subject is unsatisfactory. The art room offers a very good environment for teaching and learning but it is undeveloped and as yet not well organised into areas for painting, print making and pottery. There are few resources in the art room and school library for teaching and researching the work of famous artists or the arts of other cultures. However, satisfactory use is made of the Internet for research.

CITIZENSHIP

94. The school's personal, social and health education programme includes the required elements of citizenship although the subject still appears on the school timetable as personal, social and health education.
95. Pupils make good progress in their learning in Key Stages 2 and 3 as a result of good teaching. The Key Stage 3 programme builds towards accreditation by ASDAN and provides a wide range of experiences for the pupils. In a good discussion pupils shared their experiences in play-school and primary school. They identified where they had made mistakes and the group offered support. This was also the case in a "circle-time" activity in Year 7 where pupils co-operated, joined in the

acting and mime and pupils were able to say good things about each other. The tutor time at the beginning of the day offers good opportunities for personal, social and health education and pupils are able to discuss matters of immediate concern. Progress is satisfactory in Key Stage 4. Pupils in school receive a weekly life-skills lesson and tutorial time includes the required aspects of citizenship and careers education. Pupils attending the college receive other teaching in specific aspects of the subject. However, individual pupils do not receive a balanced timetable and therefore do not have equal access to all aspects of the subject.

96. There is a well-planned programme for personal, social and health education which includes careers education and sex and drugs education. The school nurse makes an effective contribution to health and sex education for pupils in all years. Careers education begins in Years 7 and 8 and pupils are prepared for work experience in Year 10. Not all pupils receive work experience as the school currently has limited access to good quality placements. The school is currently hampered by the lack of a Connexions advisor. The school has plans to develop long-term placements and to change the time when pupils do their work experience to increase availability. The subject is managed well.

DESIGN AND TECHNOLOGY

97. Standards of achievement are good in Key Stages 2 and 3. Not all pupils in Key Stage 4 study the subject and no examination course is offered. As a result there is insufficient evidence to allow a judgement on standards of achievement.
98. The pupils in Years 6 to 9 make good progress in lessons and over time. The work in their folders shows that they learn to undertake research related to various products. They consider design features, practise the design process and create their own designs. They learn and practise the skills needed to work with wood and plastics. Pupils at the end of Key Stage 2 enjoy using a plastic-forming machine to create a copy of a shape they had previously designed and then made out of balsa wood. At the end of Key Stage 3 pupils carry out research on different types of clocks and discuss other people's ideas before designing a face for a clock. In food technology they research different types of bread and design a fruit-based soft drink.
99. The quality of teaching is good overall and the best teaching took place in the workshop where pupils were able to do practical work. The teacher pays close attention to safety procedures. In a skill-developing lesson, pupils in Year 7 learned how to cement pieces of plastic together and how to use an electric drill to make a key fob. The teacher had chosen brightly coloured materials, she demonstrated what was to be done and she monitored the pupils' work as they proceeded. All the pupils worked hard and acquired the practical skills. They thoroughly enjoyed the lesson and were proud of their work.
100. The teacher's planning is thorough. Pupils are given clear instructions before they begin their lessons whether or not these are practical procedures. The teacher and assistants work well together to help keep pupils engaged by taking a keen interest in their work and by advising pupils of how to improve their skills.
101. The co-ordinator manages the subject well and has produced a very good scheme of work for Years 6 to 9. The subject improvement plan is detailed and includes the introduction of the subject into Year 10 following an accredited entry-level course. The plan recognises the need to obtain advice about the introduction of the course and to increase the range of tools and other workshop equipment. The workshop is new and is a pleasant working environment although it lacks a board to enable the "design" lessons to take place in the workshop.

GEOGRAPHY

102. The pupils' achievement is satisfactory in Key Stages 2 and 3. The subject is not taught in Key Stage 4. Pupils in Years 6 to 9 learn the basic skills required for the subject, such as how to use maps and conduct simple surveys. They learn to compare features of the overseas places

that they study with areas within Britain. There is a good balance between facts and skills in the planning for the subject.

103. By the end of Year 6, pupils learn about other countries in Europe and are currently studying France. They use a computer based encyclopaedia to find facts and photographs. They make links such as comparing the Arc de Triomphe in Paris with Trafalgar Square in London. In one lesson, they heard French accordion music to set the scene, used a map of France and discussed the Euro currency debate going on in England at this time. However, the opportunity was missed to allow them to express their own opinions and their progress suffered. One pupil related Trafalgar Square to the battle it commemorates and knew some good historical facts.
104. Pupils in Year 7 are beginning to understand the use of signs and symbols when using maps. They use grid lines and co-ordinates. Some pupils have conducted transport surveys and they understand why towns and villages were built where they are. In this aspect there are good links to history, for example, pupils understand that settlements were made where good shelter could be found. By the end of Key Stage 3, they study natural occurrences such as volcanoes and they use terms such as "lava", "magma" and "crater". They can name famous volcanoes around the world such as Krakatoa and Etna and place them on a map of the world. Work is mainly done on worksheets and pupils write a few lines about each topic. They have studied deserts and understand how a desert is formed. They also write about prevailing winds, global warming and industry and farming. Year 9 pupils have drawn some good overlay maps, adding contours to their original ones. They have also studied weather, population and climate.
105. In their current study of France, pupils used a large map of France to identify the position of ten major cities and then find why they are in these areas. They studied cities such as Lille, Marseilles and Bordeaux. They concluded that in parts of France, the country is too mountainous for building and so the cities are built elsewhere. Some pupils' knowledge of geographical terms is limited and in spite of the teacher's best efforts, they do not remember the terms "physical" or "political" when talking about maps.
106. The quality of teaching is satisfactory overall although the quality ranged from very good to unsatisfactory. Where teaching was unsatisfactory the lesson on France was not well organised with the majority of pupils having to wait while one or two found information on the computer. This meant that those waiting lost interest and began to behave badly. The teacher allowed pupils who find difficulty in reading to avoid the parts of the lesson where they were to read information, and so they lost the opportunity to learn.
107. In the most successful lessons, pupils were all engaged in the activity and became interested and involved very well. Teachers and support assistants work well to give individual help and managed the pupils' behaviour very well. In a very good Year 7 lesson, the teacher had planned an imaginative activity for the class. They were each given the name of a different footballer from overseas, but playing for an English Premier League football club. The names and the clubs were well known to the pupils and so they were immediately interested. They had to consult with the "travel agent," who was a supporting teacher playing the part. They went to her to discuss the flight from England to the home country of the chosen footballer; these included Nigeria, Japan and the United States. Each pupil used a piece of string and the globe to find the shortest route and then listed all the countries crossed on the flight. This caught all pupils' imagination and they worked hard and learnt very well.
108. The subject is well led and organised. Schemes of work are good and give broad and balanced opportunities for pupils to learn. Good links are made through the Duke of Edinburgh's Award for pupils to use mapping skills in orienteering. Fieldwork is used well to extend the pupils' understanding, for example a visit to a farm, noting the use of the land and some environmental study. Good use is made of information and communication technology and pupils are encouraged to use the Internet for researching details about their studies.

HISTORY

109. Pupils in Key Stage 2 and 3 achieve satisfactory standards in history. No history is taught in Years 10 and 11. In general, pupils learn to understand about the past and to compare what they learn with the present day. Many learn to support their work with evidence and explanation, sometimes assisted by using the Internet.
110. In Key Stage 2, pupils are studying the Tudors, and they know the names of the wives of Henry VIII. They have studied other topics including the Greeks and the Romans. In each topic, there is evidence that pupils work on aspects such as transport, farming and daily life of the period. They link their work to the current world, for example when studying the Olympics.
111. Pupils make satisfactory progress in Key Stage 3. Year 7 pupils gain knowledge and understanding about life in medieval times, for example that houses were simple with only one room where the animals were brought in at night for safety. They begin to understand key words such as "villeins" or "fallow". Year 8 pupils link their work on the plague with the SARS virus of today, enabling a good link from past to present. They understand the various "plague jobs" such as the watchman, the nursekeeper and the searcher. They discuss sources such as contemporary pictures. Year 9 pupils are beginning to understand how to structure historical arguments using the acronym PEE for point, evidence and explanation. This supports their work in other subjects. In a good lesson, the topic of industrialisation was brought to life by the teacher sharing details of her own family as weavers in the mills of northern England. Pupils listened to facts about child labour and compared them with working conditions now. They talked well about industrial injuries, then and now, noting that injury then meant total loss of job and income.
112. The teaching of history is good. Teachers provide a good range of activities, for example in a good lesson, Key Stage 2 pupils used computers to search out pictures of one or two of Henry's wives and they collected information. Pupils researched facts about the warship the "Mary Rose". Higher attaining pupils used reference books in addition to the computers to find out more facts. Pupils were very well supported by teaching assistants and every pupil was fully occupied throughout the lesson. Lessons capture the pupils' interest and the staff also deal with any potentially difficult behaviour well.
113. The subject is well led by an experienced teacher who, although not a history specialist, nevertheless has written good schemes of work. A key feature is the use of the Internet, which captures the attention of the pupils and enables them to extend their knowledge and learning well. Assessment is unsatisfactory at present. Notes are made of pupils' progress in the individual lessons and these are used to assign an annual National Curriculum level. However, the records do not allow teachers to identify small stages of progress or to plan future individual work.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards of achievement are good in Key Stage 2 and 3. However, the subject has only been taught as a separate subject since January 2003 and the scheme of work is under development. This means that the current area of work is the same for all Key Stage 2 and Key Stage 3 pupils although the teacher ensures that the work is related to work in other subjects. At the end of Key Stage 2 pupils working with desktop publishing software insert text-boxes, change the format of text and insert clip-art or photographs from the Internet. By the end of Key Stage 3 the teacher ensures that pupils begin to evaluate their use of information and communication technology, for example by asking "Would you buy a newspaper that is all pictures and no text". Pupils begin to identify the most suitable application for a task, for example, to use a spreadsheet to complete graphs.
115. Pupils have good opportunities to develop their information and communication technology skills in other lessons. They use CD-ROM material and the Internet to carry out research in many subjects, including history and geography. Higher attaining pupils are more selective when using material and use more refined searches to find the material that they want. Pupils use word-processing software effectively in most subjects, particularly in English to produce their final work. All pupils use a computer based learning program to support their learning in literacy and numeracy.

116. Teaching and learning are good in the specific information and communication technology lessons. The teacher has good subject knowledge and this ensures that when pupils encounter difficulties they can be well supported to overcome the problems. This ensures that they make good progress. The teacher identifies clear targets for the lesson including identifying different levels of possible achievement. At the end of the lesson the pupils are encouraged to assess their own progress towards these targets. The teacher and the learning support staff very work well together to manage the pupils' behaviour, including consistent use of the school behaviour system. The pupils' progress is accurately assessed at the end of the lesson and marking includes identifying areas for improvement.
117. The learning in the lessons is good. Effective learning is helped by the good relationships between staff and pupils and there were instances where pupils helped each other. Pupils show good levels of concentration and apply themselves to their work. They generally follow the rules for the room, such as not accessing Internet sites without permission. They treat the equipment well and with respect.
118. The subject is well-led and managed. The co-ordinator is developing an appropriate scheme of work based on the use of specific applications to support the pupils' work from other subjects. The scheme of work identifies assessment opportunities but these are not yet linked to the National Curriculum level descriptions to monitor the pupils' progress over time. The subject has been a priority in the school improvement plan and the good resources enhance teaching and learning. The new subject development plan is good and links well to the priorities of the Key Stage 3 National Strategy.

MUSIC

119. The quality of provision for music continues to be unsatisfactory. Music is only taught at Key Stage 2 and there was insufficient evidence to make a judgement on standards, teaching or learning. The school is attempting to improve its provision including using an local education authority adviser to teach the Key Stage 2 class.
120. Other staff offer opportunities for individual instrumental teaching for example, a special support assistant taught a 15-minute guitar lesson to a pupil in Year 7. It offered a very good demonstration and clear explanations encouraged the pupil to extend his skills. Highly motivated, the pupil tried hard and made good progress towards successfully playing the strum pattern, naming chords and producing the right sound. A relaxed and positive relationship encouraged real effort to improve techniques. The pupil showed delight and pleasure in personal success talking with interest about his playing. Overall it was a very good session producing a high level of motivation and positive achievement. Due to the limited evidence available it is not possible to make a judgement on the leadership and management of the subject.

PHYSICAL EDUCATION

121. Standards of achievement are satisfactory in all key stages. Pupils experience a wide range of sports and other physical activities including cricket, swimming and athletics. All lessons include opportunities for skill-development. During the inspection, pupils at the end of Key Stage 2 understood the need for a warm up prior to activity and improved their fielding and bowling skills. Pupils at the end of Key Stage 3 demonstrate self-control, learn how to break a skill into different parts and improve their throwing skills. When swimming they concentrate on different aspects of the stroke, such as the breast-stroke leg-kick and use the improved techniques when swimming independently. Year 10 pupils follow instructions to concentrate on different areas of hurdling techniques, including take-off and follow through. In addition to their physical education lessons, groups of pupils are given very good judo lessons by a visiting instructor. Individual pupils have gained considerable success including regional awards for their age-group.

122. The quality of teaching is satisfactory. Lessons are well planned and include a good variety of activities. Lessons start with interesting warm-ups followed by relevant skill development activities. The teacher informs the pupils of the learning objectives and demonstrates the activities so that pupils are clear about what they have to do. In a Year 8 athletics lesson, the teacher explained the safe use of hurdles and demonstrated the technique of jumping over them prior to giving the pupils the opportunity to practice. The pupils then worked well in pairs to time each other as they raced to beat their own time. There was a second set of short hurdles for the pupils whose jumping skills were not as well developed. Most pupils attempted the techniques and by the end of the lesson were hurdling in the expected style. Some pupils however were uncooperative and did not complete the lesson. The teacher is relatively new and is establishing good relationships with the pupils. Special support assistants provide good support, for example by monitoring pupils who do not participate in the activities.
123. Subject management is satisfactory. The scheme of work for physical education is comprehensive and well organised. The subject improvement plan appropriately includes plans to purchase more equipment and to introduce an accredited course in Key Stage 4. The school hall provides limited accommodation for indoor activities and the school has good grounds for outdoor activities. The school is able to use a good range of other facilities in the community to support teaching and learning.

RELIGIOUS EDUCATION

124. Standards of achievement are good at the end of Key Stages 2 and 3. The subject is not taught at Key Stage 4. This is unsatisfactory and a breach of statutory requirements.
125. By the end of Key Stage 2 pupils have been introduced to the six world major religions and have focused on Christianity at the times of Christian festivals such as Christmas and Easter. They learn about various pilgrimages and will soon make their own pilgrimage to Canterbury Cathedral. Year 7 pupils learn that as Christians are guided by the Bible, people of other faiths have their own holy books such as the Qur'an. They learn about the festivals of other faiths such as Divali and Hannakah. At present they are studying Islam and show clear understanding of the Five Pillars of faith. The Year 8 pupils increase their understanding of other faiths by learning about various places of worship. They have focused on Christianity and the church. They are presently studying Rastafarianism and have used the Internet and CD-ROMs to find out about the life of Bob Marley, their research work being proudly displayed on their classroom walls. By the end of Key Stage 3 pupils learn about rites of passage such as birth, death and marriage. They have developed their knowledge of Judaism through the story of Anne Frank.
126. The quality of teaching is very good. In a Year 8 lesson on Rastafarianism, the pupils listened to the music of Bob Marley and tried on a hat similar to those often worn by him. The teaching assistant contributed well to the lesson by telling the pupils about the food and cooking methods of the culture. These experiences aroused the pupils' interest and encouraged them to ask questions. The pupils in Year 9 had already been introduced to Judaism through looking at, handling and talking about the artefacts associated with the faith and learnt more about it through watching the film of the story of Anne Frank. In discussion the pupils expressed their interest in the practices of the faith and in the story and they showed that they had remembered what they had already learned. They sensitively described the treatment of the Jewish people as unfair and cruel showing their developing concern for others. The variety of activities in their lesson helped to maintain the pupils' motivation. When writing their answers, the teacher expected the pupils to answer questions in complete sentences so helping them to develop their literacy skills. Those experiencing difficulties were helped by the good support of the teaching assistant.
127. On one day each week, the young people of a local church visit and provide excellent assemblies, which enhance the school's religious education programme. The themes are based on Bible texts and are explained through humorous drama. The pupils were enthralled during one such assembly. However, there was a missed opportunity for prayer or quiet reflection following the assembly and there are no planned occasions for acts of collective worship.
128. The management of religious education is good. The subject improvement plan includes staff training linked to the revision of the existing scheme of work to match the local authority's approved syllabus. Resources are satisfactory and the subject development plan identifies a good range of religious artefacts, books, videos and computer programs to support teaching and learning.