

INSPECTION REPORT

LITTLEGREEN SCHOOL

Compton, Chichester

LEA area: West Sussex

Unique reference number: 126156

Headteacher: Mr A Bicknell

Reporting inspector: Sarah J Mascal
20536

Dates of inspection: 17th – 20th September 2002

Inspection number: 250962

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

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INFORMATION ABOUT THE SCHOOL

Type of school: School for pupils with EBD pupils

School category: Community special

Age range of pupils: 7 - 14

Gender of pupils: Boys

School address: Compton,
Nr Chichester
West Sussex

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Wilkinson

Date of previous inspection: 15/06/98

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20536	Sarah Mascal	Registered Inspector	History French	How high are standards? What sort of school is it? How well are pupils taught?
11473	Tony Anderson	Lay Inspector		How well does the school work in partnership with parents?
28106	Michelle Majid	Team Inspector	Citizenship Mathematics Information and communication technology	How well does the school care for its pupils
10781	Bob Thompson	Team Inspector	Science Design and technology Music	How well is the school led and managed? Inclusion
1224	Graham Todd	Team Inspector	Art and design Physical education Geography	English as an additional language How good are the curricular and other opportunities given to pupils?
20024	Paul Wright	Team Inspector	English Religious Education Personal, social and health education	Special educational needs Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Littlegreen is a residential school for boys with emotional and behavioural difficulties. The majority of pupils are day pupils. A few stay one night or more as a result of earning the privilege or as a consequence of prior negotiations with parents and other involved agencies. This is a change from the previous inspection when up to 19 pupils stayed full time during the week. There are 32 pupils on roll aged between seven and fourteen which is fewer than at the time of the previous inspection. All pupils have statements of special educational need and when they join the school their attainment is below average. There are no pupils with English as an additional language. Pupils travel from the coastal regions of the Chichester area and as far as Crawley. A small percentage (13.5 per cent) is eligible for free school meals. However all pupils are provided with free lunches. The school aims to reintegrate pupils back into mainstream schools within 18 months to two years and has been awarded the School Achievement Award in recognition of the success of its work in this area. It has also achieved the International School Award. There has been a period of instability in terms of staffing over the last year, which has affected the work of the school.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. Overall leadership is satisfactory. It has managed the reduction of its residential provision well and has been effective in improving pupils' behaviour enabling many pupils to be reintegrated back into mainstream schools. Teaching is satisfactory and as a result pupils make satisfactory progress. The school provides satisfactory value for money.

What the school does well

- It has developed good strategies that are effective in improving pupils' behaviour
- There are good opportunities for pupils to attend mainstream schools
- Teaching and the progress pupils make are good in the primary classes and in mathematics, science and French in the secondary part of the school.
- The links and support offered to parents are good.
- After school activities support pupils well in their learning and social development

What could be improved

- Arrangements to check the academic progress pupils are making.
- The management of the whole curriculum and the work of subject leaders.
- The processes senior staff use to monitor the work of the school, including checking on the quality of teaching.
- The unsatisfactory progress secondary pupils make in developing their writing skills and in history and geography.
- The role the governing body plays in the management of the school.

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

Since the inspection in June 1998 the school has made satisfactory improvement. It has worked hard in developing its day school provision and much has been done to improve the teaching accommodation. At the time of the last inspection there was unsatisfactory teaching in the primary classes. There has been a marked improvement in the quality of teaching for these pupils. There have, also, been improvements in teaching and the standards pupils achieve in mathematics and science. However, there has been a deterioration in standards in history, geography and pupils' writing since the last inspection. The quality of pupils' individual education plans (IEPs) is better but the assessment of pupils' academic progress is still unsatisfactory.

STANDARDS

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

Progress in:	By Year 6	by Year 9	Key	
speaking and listening	B	B	very good	A
Reading	B	C	Good	B
Writing	C	D	Satisfactory	C
Mathematics	B	B	Unsatisfactory	D
personal, social and health education	C	C	Poor	E
other personal targets set at annual reviews or in IEPs*	C	C		

*IEPS are individual education plans for pupils with special education needs

Overall pupils make satisfactory progress. The school has set itself challenging targets for pupils' achievements and made satisfactory progress towards meeting them. Primary aged pupils make good progress in their learning and secondary aged pupils' progress is good in mathematics, science and French. In nearly all other subjects progress is satisfactory. Pupils develop good skills in speaking and listening. Reading skills are well developed in the primary department and progress for older pupils is satisfactory. Although pupils make satisfactory progress in writing in Years 4, 5 and 6 there are insufficient opportunities for older pupils to develop their skills to write at length and independently. Progress in using computers (ICT) is satisfactory, although, the use of computers is not well promoted in other subjects. In history and geography progress is unsatisfactory for pupils in Years 7, 8 and 9. The school puts a great deal of emphasis on personal and social development of pupils and much is done in discussion groups. However, there is very little opportunity for pupils to record what they do and therefore progress in personal, social and health education is only satisfactory. Pupils make satisfactory progress against the targets set in their IEPs and make good progress in improving their behaviour.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are proud of their achievements.
Behaviour, in and out of classrooms	Good. Pupils work hard to control their behaviour. They apologise for any inappropriate behaviour and respond well to the support of staff.
Personal development and relationships	Good. Relationships between staff and pupils and between pupils themselves are good. Pupils welcome opportunities to take on responsibilities but there are insufficient opportunities for them to do so.
Attendance	Good. Punctuality to lessons is good.

During over night stays at school pupils enjoy activities, taking on responsibilities and learning how to look after themselves. In these situations they respond well and are sensible in carrying out their duties.

TEACHING AND LEARNING

Teaching of pupils:	Years 4 – 6	Years 7 – 9
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Quality of teaching	Good	Satisfactory
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is satisfactory overall. It is, though, good for primary aged pupils and in mathematics, science and French for all pupils. In history and geography the plans of work to be undertaken have not been followed consistently and as a result teaching is unsatisfactory. Teaching of English is satisfactory but there is an over reliance on work sheets and "cut and paste" exercises which limit pupils' opportunities to develop their writing skills. Other aspects of literacy are supported satisfactorily in all subject areas. In ICT teaching is satisfactory. Teachers have only recently finished a training course and are still developing their confidence in using computers in their subjects. Numeracy is well promoted across the curriculum. All staff are good at managing pupils' behaviour and show a good understanding of the special needs of pupils. Teachers use humour well and try to make sure lessons are interesting. There are examples of marking being effective and pupils taking note of comments. However, this is not consistent and there is a lot of pupils' work that has not been marked or dated. There is not a consistent approach to recording how well pupils are doing and the use of assessment to help plan lessons is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils are able to study a full range of subjects including religious education. Extra-curricular activities are good and pupils benefit from a full range of visits which support the curriculum. A major strength of the school is the opportunities it provides to pupils to return to mainstream education.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and social development is well promoted and supports pupils' behaviour well. Pupils' spiritual and cultural development is satisfactory but there are insufficient planned opportunities to prepare pupils for life in a multi-cultural society.
How well the school cares for its pupils	Good. Systems for supporting pupils in managing their behaviour are effective. Procedures for child protection are good and attendance is promoted satisfactorily. Overnight activities are good and pupils clearly benefit and value their overnight stays at school. The procedures for assessment and checking the progress pupils make is unsatisfactory.

The school has developed an effective system for working with parents and this provides them with good support. Information to parents is satisfactory and parents feel that they can contact the school if they have any concerns. There are good links with the local community.

A homework club, which most pupils attend, supports pupils' learning well.

Individual education plans are satisfactory. They contain appropriate targets for personal development but academic targets are not always specific enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The reduction of residential places has been managed well and clear direction provided in developing strategies to manage pupils' behaviour and reintegrating pupils back into mainstream schools. There are, though, weaknesses in the management of the curriculum and in the delegation of responsibilities allocated to staff. Subject leaders have had insufficient support to carry out their roles effectively.
How well the appropriate authority fulfils its	Satisfactory. The governing body is very committed to the school. Finances are managed well. However, governors are not fully aware of the weaknesses within

responsibilities	the school and as a result have not taken sufficient action to make improvements.
The school's evaluation of its performance	Satisfactory. The school improvement plan is regularly checked by the senior management team and the governors' finance committee. Senior staff are beginning to develop systems for comparing the standards pupils achieve with similar schools.
The strategic use of resources	Satisfactory. Resources are used well to support pupils in reintegrating them back into mainstream schools. Money has also been spent well to support initiatives, such as that to develop parental support. Using teachers, including senior staff, to transport pupils as part of their extraneous duties is not effective use of their time.

As a result of weaknesses in managing individual subjects there is no clear overview of what is happening in classes and the monitoring of teaching and other aspects of the school is unsatisfactory.

Best value is sought when purchasing resources and the school is beginning to evaluate spending decisions. Staffing is satisfactory. Accommodation overall is satisfactory, although that for art is unsatisfactory. The school makes good use of local sports facilities to make up for deficits in its indoor facilities. The new library is a good resource. Facilities for pupils to change and shower after physical education lessons are unsatisfactory. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The support they get from the school • The improvement in their child 's behaviour • The progress their children make • They are comfortable in contacting the school with any problems 	

Inspectors agree with most of the parents' positive comments but they do consider that there are subjects where pupils could make better progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As at the time of the last inspection most pupils make satisfactory progress overall. Progress though is now good for those in Years 4,5 and 6 because teaching has improved.
2. In the primary classes the two teachers work closely together to ensure that all subjects are taught in sufficient detail. However, in the majority of subjects for those pupils in Years 7,8 and 9 teachers had not, until very recently, been allocated subject responsibilities. As a result, in a number of subjects, no one has checked what work is being done, whether it is sufficient or how often the subject is taught. History and geography have also been affected by a turnover of staff and pupils have completed insufficient work in both these subjects and made unsatisfactory progress.
3. In mathematics, science and French progress is good because there are clear plans of work which help pupils build upon their knowledge in a systematic way and, in the case of mathematics and science, the subject leaders check what happens in lessons. In other subjects although planning is in place, it is not always followed and this results on occasions in work being missed or repeated.
4. In the primary classes pupils benefit from the Literacy and Numeracy Strategies. They develop their skills well in reading and in speaking and listening. They are encouraged to write and more able pupils produce short stories and poems. Less able pupils contribute well and are developing their skills appropriately. For older pupils progress in writing is unsatisfactory because they are given fewer opportunities to write independently. The over reliance on worksheets in a number of subjects limits pupils' opportunities to develop their literacy skills. There is a greater range of ability in reading in Years 7, 8 and 9 but pupils continue to develop their skills. In numeracy pupils in Year 4, 5 and 6 are growing in confidence and are encouraged to think about adding and subtraction in different situations. The Numeracy Strategy is well promoted in Years 7, 8 and 9 and pupils benefit from plenty of opportunities to develop their skills both in mathematics and other subjects.
5. In science all pupils make good progress because teaching is good and pupils benefit from the new facilities and good resources. Pupils make satisfactory progress in their personal, social and health education. A lot of the work is based on discussions and pupils are confident to talk about a wide range of issues. There are though too few opportunities for them to record what they have learnt and there is very little evidence of the work that they have done.
6. In ICT progress is satisfactory; teachers though are still building up their confidence to use computers in their subjects. In ICT lessons pupils make satisfactory progress and are developing their skills appropriately.
7. The school has set itself targets for pupils' achievements in the Standard Assessment Tests in Years 6 and 9 and has made satisfactory progress in meeting these.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning are good. This is an improvement on the findings of the last inspection when younger pupils' attitudes were judged to be not as good as older pupils.
9. Pupils settle quickly to lessons and participate in practical work and other activities both confidently and enthusiastically. When lessons are well planned, pupils work hard and show the ability to concentrate for lengthy periods. They listen well and enjoy contributing to class discussions. For example, pupils in a very good Year 9 mathematics lesson listened carefully to explanations and were eager to contribute ideas on geometric construction. Pupils are proud of awards they gain for their efforts and are pleased to show their certificates, discussing why they have received them. They actively participate in their pastoral group and the whole school meetings held at the end of each week.
10. Pupils' behaviour is good but occasionally, due to their individual special needs, a small minority of pupils do not behave as well as they could. When they misbehave the good example set by other pupils has a very positive effect on helping them to improve. Pupils behave sensibly when moving around the school; they are polite and helpful to each other and to visitors. They know school routines and procedures and follow these wherever possible. Mealtimes are friendly, social occasions; pupils' table manners are very good and where there is no adult supervision, pupils chat pleasantly and wait patiently to be served. Pupils with very challenging behaviour make significant gains in learning to develop self-control. They become more compliant to staff requests and moderate actions that would disturb other pupils' learning. They learn to sit with a group and listen carefully to what others are saying. In lessons, they wait to be asked to answer questions. They play together co-operatively in the playground and expect other pupils to observe the school rules. Although there have been a small number of fixed term exclusions during the last year, the figure is low given the proportion of pupils who can display very challenging behaviour.
11. Pupils' personal development is good overall. They understand their own strengths and weaknesses, and appreciate the progress they are making. Pupils have opportunities to reflect on the impact of their actions on others and be realistic about reaching their own behaviour targets. However, opportunities for developing initiative and personal responsibility are limited to a few classroom responsibilities.
12. Pupils work well together in pairs and in teams. For example, in a physical education lesson pupils were able to work co-operatively when practising throwing and catching skills. Relationships among pupils and staff are good. In the residential unit, during the morning and evening routines, pupils appear happy, well organised, well behaved and have a sense of purpose. There is an atmosphere of a family group where pupils are at ease and 'at home'.
13. The published attendance figure at the school (78 per cent with 19 per cent authorised and three per cent unauthorised absence) is unsatisfactory. However, this is because pupils who are being reintegrated into mainstream are appropriately recorded as authorised absence. The true attendance is therefore well in excess of 90 per cent. The incidence of unauthorised absence, though, is above the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Teaching is satisfactory. It is good for primary aged pupils and in mathematics, science and French for all pupils. During the inspection there was no unsatisfactory teaching and teaching varied between satisfactory and good with a small amount being very good. This is similar to the findings of the last inspection when teaching was judged to be at least satisfactory but there was, at that time, a small amount which was unsatisfactory.
15. The most significant improvement has been in the quality of teaching in the primary classes. Teachers work well together, planning work carefully and ensuring that pupils build on their skills as they move from Year 5 to Year 6. There are good relationships with pupils and as a result behaviour is managed a lot better and is now good for this age group.
16. In a number of subjects pupils benefit from teachers' good subject knowledge. This is particularly evident in mathematics, science, French and a number of physical education lessons. For example, in a Year 8 science lesson the teacher's knowledge helped pupils develop ideas of how they can improve the bridges they have constructed. In French pupils clearly benefit from their teacher's confident use of the language and enjoy participating. At times, though, teachers tend to talk for too long and do not allow pupils to be fully involved. This happened in history and geography lessons for older pupils and although pupils were not disruptive they did become restless and lose interest.
17. A few teachers use ICT well. This was very evident in the use of the interactive white boards in a small number of lessons particularly for the younger pupils. However, evidence from pupils' work and observations of lessons shows that not all staff are confident in the use of computers and their use is underdeveloped.
18. Teachers have a good knowledge and understanding of pupils' special needs and use this effectively to manage behaviour. They are patient in encouraging pupils who are not keen to answer questions or join in discussions. In a Year 8 history lesson one boy refused to read from the textbook and the teacher respected his wishes. However, as the lesson progressed the boy gained in confidence and asked to read. In another lesson a new pupil in the youngest class was given time to adjust and when another commented on his behaviour the teacher pointed out that he needed time to understand the rules. Where there are incidents of inappropriate behaviour teachers often use humour well to bring pupils around and defuse the situation.
19. The good relationships with pupils ensure that they conform and respond to staff's requests. Teachers and support assistants show respect for the pupils and always listen to them. In this way the pupils feel valued and their confidence is boosted. Equally they are respectful to staff and are keen to please.
20. Teachers make the most of opportunities to develop pupils' knowledge of literacy and numeracy in the primary classes. When looking for verbs a Year 6 pupil is encouraged to use a dictionary to help him. In science Year 4 and 5 pupils are developing a word bank for words they use in their projects. Older pupils have appropriate opportunities to develop their numeracy skills. For example, in a Year 8 history lesson pupils are encouraged to calculate how long John Cabot lived and use their literacy skills to gather information in the textbooks to respond to questions. However, throughout the secondary classes there is no clear planning to develop pupils' skills in numeracy and literacy and the overuse of worksheets

does little to improve pupils' ability to write in detail. In a few lessons teachers have adopted the structure of the literacy and numeracy strategies well. As a result there is a clear introduction to lessons and teachers recap what pupils have learnt. This was often evident in mathematics lessons. But this is not often the case and teachers rarely recap the work that pupils have done in order to reinforce their learning.

21. Learning support assistants are used well in the primary classes, particularly for pupils in Year 6. There is a good working partnership and the assistant is aware of what is to be taught and her role. Teachers do not use their assistants well in the secondary classes. They are often there as an extra person to manage behaviour and they are very effective in this role. However they are not used to their full potential in supporting learning and often will sit and listen to the teacher with the pupils rather than carrying out tasks such as setting up equipment or recording what pupils' know. At times they do not feel confident in supporting pupils and would benefit from training, for example, in the use of computers.
22. Teachers' planning is satisfactory overall. There is not a standard format for them to follow and as a result there are inconsistencies in how they record what they are to do. They all plan each individual lesson and are clear about what they intend to teach. As a result lessons are well prepared and often have a good pace. There is, though, not enough planning to match pupils' individual needs and the work set is the same for all pupils. For example, older pupils were required to sequence a series of events even though a less able pupil was not able to read the information given.
23. Teachers often use questioning well to find out what pupils know and understand. For example, in a Year 8 religious education lesson the teacher was able to establish through questioning what pupils could remember from their previous work on the structure of the bible. However, there is no system for recording what pupils know and achieve each lesson. As a result teachers do not always build upon pupils' learning or go over work an individual has not understood. The quality of marking varies. In subjects, such as history, there are detailed comments but in other subjects a lot of work is not marked. As a result it is not possible for the teacher to judge how much a pupil has understood or for the pupil to benefit from grades and comments that would extend him further. Pupils are not consistently encouraged to date their work and it is difficult to know when they completed the tasks.
24. Homework is used well by all teachers. The tasks set are appropriate and support learning well. In discussions with parents they confirmed that their children benefited from doing the work and usually settled down well to complete it. Pupils appreciate the rewards linked to doing homework and many stay after school in the homework club so that they can finish their work.

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

25. There has been satisfactory improvement in the quality of the curriculum since the last inspection. The last report was critical about the time spent on practical subjects. This has been addressed and the overall time spent on teaching the different subjects is now satisfactory. The school is successful in meeting its main curriculum aim of preparing and reintegrating pupils back into mainstream schools.

26. There are plans for what pupils will learn in all subjects and a sound programme of religious education for all classes. All statutory requirements are in place. Satisfactory arrangements are made for sex and drugs education in science and personal, social and health education (PSHE) lessons. However, the policy for sex education requires updating and there is no policy for drugs education. The school is currently planning the curriculum for citizenship, which will be taught as part of the PSHE programme.
27. Teachers have received training in the National Literacy and Numeracy Strategies. Literacy is planned satisfactorily. The strategies for planning and teaching numeracy are more effective and are good. The deputy headteacher has ensured that the planning complies with National Curriculum requirements. In practice, though, what is actually taught to pupils is not monitored and as a result weaknesses are not identified. For example, in history and geography there is repetition of work in several classes in Years 7,8 and 9. The planning of the curriculum in the primary classes is based on topics, but there are topics being repeated when pupils move to the secondary department.
28. The school has planned well for educational inclusion; for example, there is a good partnership with local schools and colleges where pupils are being reintegrated. In this respect the school meets its aims well in preparing pupils for the next stage of their education.
29. There is a good range of educational visits to support the curriculum particularly in history and geography. Examples of these are Hampton Court Palace, the Houses of Parliament, Portchester Castle and the annual exchange visit with France. However, there is very little evidence in pupils' work to show how these educational visits are followed up. The range of sporting and extra-curricular activities is good; for example, pupils are involved in six-a-side football tournaments, West Sussex cross-country and athletics championships, the local area Kwick Cricket tournament, school swimming gala and a good range of outdoor activities.
30. The overall provision for pupils' spiritual, moral, social and cultural development is good, both through organised lessons and school meetings, and through the whole atmosphere of the school and conduct of the staff. This is comparable to the judgements made during the last inspection when the school catered for a full range of residential pupils.
31. The promotion of spiritual development is satisfactory. It is supported by the good relationships in school, which contribute to a positive climate in which pupils learn to respect themselves and others. Assemblies cover themes concerning spiritual issues but there is a limited range of opportunities in subjects for pupils to develop their spiritual awareness. For example, in religious education lessons, pupils gain an awareness of other religions and their beliefs. Art and music do much to encourage pupils' understanding of different forms of beauty around them. However, opportunities for pupils' spiritual development are not planned. Pupils have been involved in a lot of fund-raising for charitable organisations locally and abroad, encouraging them to think of others.
32. Pupils' make good progress in their moral development because they are encouraged to understand the need for rules and codes of conduct. Staff take time to explain to pupils why they are deemed to be behaving well or badly. The school's pastoral system plays an important role in developing pupils' self-confidence and wider awareness. They are encouraged to think things through when they are faced with problems in their lives, although they are sometimes not

ready to look carefully at their own behaviour. Good moral standards are encouraged and are constantly reinforced. All members of staff have high expectations and pupils are urged to be considerate and think about the effect they might have on others. The school is an orderly and well-regulated place. Pupils are encouraged to work co-operatively throughout the day and the school provides positive group experiences through assemblies, clubs and residential experiences.

33. The provision for pupils' social development is good and this is reflected strongly in pupils' relationships with the staff, and the high level of reintegration of pupils back into mainstream schools. Pupils are encouraged to co-operate at break times, in lessons, and in the dining room and to offer congratulations in the end of week whole school meeting. Social interaction between pupils is developed very effectively through pastoral meetings when all pupils join together to discuss behaviour targets. These weekly meetings between staff and groups of pupils work effectively to forge for the group a sense of identity, success and belonging. Older pupils who live within a reasonable distance from the school are supported and encouraged to travel independently and make good progress, becoming independent in travelling home.
34. The provision for preparation for life in a multicultural world is satisfactory. Opportunities exist in subjects for pupils to encounter and learn about a wide range of culture. In history, for example, study of the Aztecs led to discussion on the variety of Mexican foods. While learning to speak French and from residential visits, pupils discover some of the cultural difference of France. In religious education they hear the Hindu legend of Rama and Sita. However, opportunities for pupils to understand Britain's traditions and those of other cultures are not fully incorporated into lessons plans.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The procedures related to the care of pupils are good. At the time of the previous inspection they were judged to be very good. The weaknesses reported before in relation to the checking and recording of pupils' progress still remain.
36. Child protection procedures are effective. Staff know pupils well and provide a positive level of welfare support and guidance. Detailed records are maintained of all accidents, although the school does not always indicate clearly whether parents have been informed. Medication is administered to pupils appropriately and suitable records are maintained. The school conducts occasional health and safety checks of the site and the site caretaker maintains a wide range of relevant records. During the inspection a few health and safety issues emerged and the school is already taking action to review its procedures and take effective action.
37. The procedures for monitoring and promoting good behaviour are good. The impact of this can be seen in pupils' attitudes and behaviour both in the classroom and across the whole school. The points system that allows pupils to earn points to gain rewards such as being able to spend nights in school and take part in extra-curricular activities is particularly effective. Procedures for monitoring and eliminating oppressive behaviour such as bullying are satisfactory and pupils are clear that if they have a complaint this can be aired in the school meeting at the end of the week. There is system for recording incidents where pupils have to be restrained and incidents of inappropriate behaviour. However, this system is not used consistently by all staff, and records are not kept in a bound book.

38. The school acknowledges pupils' individual achievements through the praise given to them in the classroom and, more formally, during weekly pastoral meetings. Overall assessment procedures, though, are not consistent throughout the school. In science assessment arrangements are good and in mathematics and music they are satisfactory. However, in a number of subjects there are no assessment procedures. For example, there are no suitable arrangements for assessing pupils' writing skills. Not all staff are secure in assigning National Curriculum levels to pupils' work; this is particularly evident in English. Opportunities to assess pupils' progress are also limited because teachers do not keep a portfolio of pupils' work.
39. All pupils have individual education plans (IEPs) that contain behaviour and English and mathematics targets. The plans include well thought out strategies to reach the targets. However, in many cases, the targets are not specific. Literacy targets are imprecise and related more to behaviour than improving pupils' literacy skills. Mathematics targets are more precise, such as "to use protractor to measure to the nearest angle", but often they lose their value because there are too many targets. There are some examples of IEPs being referred to in the classroom. For example, one pupil in Y6 was praised for now being able to consistently write his numbers the right way round. In science, the teacher transfers the IEP targets to his lesson planning. Older pupils, though, are not involved sufficiently in setting their own targets and evaluating their progress towards meeting them.
40. The present system of monitoring pupil attendance is satisfactory, although the school is not always clear in its interpretation of authorised and unauthorised absence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school's links with parents are good and the impact of parental involvement with the school is satisfactory. This is in line with the findings of the last inspection.
42. Almost all parents who completed the inspectors' questionnaire were very positive about the school, its aims and objectives. However, a minority felt that pupils' behaviour was unsatisfactory.
43. Reports provide parents with general details of what their child has been studying over the past year and of the progress they have made. However, there is little evidence of any future targets for improvement. Although the school sends out occasional newsletters to parents these are not very regular.
44. The school has an 'Outreach system for providing parental support. This is good and provides a significant level of information and guidance to the many parents who are not able to visit the school very often. The system is used well in the preparation for the annual review of the statement of special needs for each pupil. The review process itself is conducted appropriately.
45. The Friends of the School play an important part in fund raising activities. They have just helped to provide a newly constructed adventure playground. There are a wide range of external visitors to the school who provide academic, medical, and pastoral support to both pupils and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the headteacher and other senior staff are satisfactory. Management strengths include the way the senior management team has successfully organised the reduction of the number of pupils who are residential. They share a clear vision of the school that has at its heart the primary aims of improving pupils' behaviour and of reintegrating pupils back into mainstream school. These they do successfully. The school's systems and management are similar to the time of the last inspection although leadership and management were judged to be good at that time.
47. The school's aims and values are clearly identified and reflected in the school improvement plan, to which all staff contribute. The procedures and success criteria linked with these aims are appropriate. Overall, improvements in addressing the key issues from the last inspection are satisfactory. This improvement reflects the shared commitment of all staff to succeed.
48. The school has set fairly challenging targets for raising standards and has achieved most of them. As a result of effective management and leadership, the school has recently won two awards; an International School Award for its work with similar institutions in France and Italy and a School Achievement Award for its exceptional work in returning pupils back to mainstream education
49. Subject leaders have very recently been established for all subjects. However, this has not been done effectively and has resulted in an imbalance in the responsibilities allocated to staff. For example, one teacher is now responsible for five National Curriculum subjects. As a result, the management of most subjects is unsatisfactory. The good practice by the mathematics co-ordinator of monitoring the teaching of his subject by other staff has not been followed in other subjects.
50. The governing body fulfils its statutory responsibilities satisfactorily. They monitor finances well. Governors are very committed to the work of the school, and most have visited classes. One or two hear readers and support pupils. They have worked very hard to improve accommodation for mathematics, science, design and technology, the library and the hard court play area for the boys. They have also ensured the improvement of learning resources in science, mathematics, design technology and ICT.
51. Governors have supported the headteacher and staff in the process of reducing the number of residential places and in ensuring that new initiatives such as the outreach support are carried through. However, they are not well enough informed about other aspects of the school. As a result the governing body does not have a clear, impartial overview of the strengths and weaknesses of the school and this is unsatisfactory. For example, the governors are not aware of the weaknesses in the management of the curriculum. There no system for monitoring policies and this has resulted in a number of policies being out of date or not existing. For example there is the need to ratify National Curriculum subject policies, update the school sex policy and provide a drugs awareness policy.
52. The strategies adopted to monitor the performance of teachers are satisfactory. The headteacher's targets have been set appropriately and each teacher has annual targets, which are linked to the school improvement plan. This works well and provides a focus for improvement. The school is due to complete the 'Investors in People' Award by December this year. This indicates the importance the school places on training and valuing all staff.

53. Educational developments are supported well through financial planning. Priorities for spending are clearly identified through the school improvement plan and the school actively seeks value for money in staffing and in the purchase of learning resources. The most recent auditor's report judges the procedures to be satisfactory and makes no recommendations to be implemented. However the school has not developed appropriate procedures by which it can evaluate whether it has spent its money well. Use of new technology is developing well. An example of this is in primary classes for mathematics and science where the new interactive white board and electronic microscope are used very effectively in lessons to enhance pupil understanding and progress. Administration arrangements and staff are efficient, supporting senior staff well.
54. The school has taken over the responsibility for the transport of pupils. Staff, including the senior management team, drive vehicles. This maintains links with home and ensures pupils attend school regularly and on time. However this has an adverse effect on teachers' ability to prepare lessons before and after school and is also not good use of senior management time.
55. The school employs sufficient teachers to meet the demands of the curriculum. They are experienced and most are well matched to the subjects they teach. The numbers of support staff have been increased recently and staffing levels are generous. Support staff have been trained satisfactorily in restraint procedures and first aid. Although staff are able to attend training courses there is no expectation for them to share what they have learnt with colleagues. As a result opportunities to share new developments and initiatives are lost.
56. Good improvements have been made to the accommodation since the previous inspection. There is a new library with a computerised system to record the loan and return of books. Hardware and software for ICT, the accommodation for science and the new floodlit hard court for physical education are other improvements. The school still has no facilities for dance and gymnastics and has to use off-site provision. The accommodation for the teaching of art, despite the school's efforts, is unsatisfactory, the same position as at the time of the last inspection. The school has not given enough thought to developing or utilising existing facilities for changing and currently pupils do not shower after games. Resources are good in mathematics, science and design and technology. They are satisfactory in all other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve standards further the headteacher, staff and governors should:
 - (1) **Develop whole school systems for checking the academic progress pupils are making by;**
 - Ensuring teachers record what pupils learn in lessons
 - Ensuring marking is consistent to provide a basis for assessing how pupils are doing
 - Establishing success criteria in each subject by which to judge pupils' progress
 - Ensuring IEPs are better focused on improving pupils' academic progress and are more specific

- (2) **Improve the management of the curriculum and the work of subject co-ordinators by:**
 Re-allocating subject responsibilities so that there is a fair weighting of responsibilities
 Providing training for staff so that they understand their responsibilities as subject leaders
 Improve the teaching ICT and literacy across the curriculum.
 (paragraphs 17,20,27,49)
- (3) **Improve the processes used by senior staff to monitor the work of the school, including the checking of the quality of teaching by:**
 Putting in place formal systems to check on what happens in the classroom
 Improving systems for checking what is happening in school: this should include: teachers' planning, recording of incidents and attendance.
 (paragraphs 2,27,37,40,49)
- (4) **Improve pupils' progress in history, geography and writing by:**
 Improving the management of these areas
 Ensuring that curriculum plans are followed
 Ensuring all teachers provide more opportunities for pupils' to develop their skills in writing.
 (paragraphs 2,20,69,99)
- (5) **Improve the role of the governing body by:**
 Ensuring that they have a far greater awareness of what goes on in school
 Developing a system for monitoring policies on a regular basis. This should include all subject policies and updating the sex education policy.
 (paragraph 51)

The headteacher, staff and governors should consider including the following minor issues in their action plan:

Develop teachers' expertise in assessing pupils' work for standard assessment tasks (SATS) (paragraph 38)
 Establish a drugs education policy (paragraph 51)
 Improve opportunities for pupils' awareness of life in a multi-cultural society (paragraph 34)
 Ensure that citizenship is taught throughout the school (paragraphs 26,133)
 Ensure that teachers and pupils record what they do in PSHE lessons (paragraph 5)
 Ensure that knowledge and expertise gained through attending courses is shared with all staff (paragraph 55)

OTHER SPECIFIED AREAS

Reintegration

58. One of the main aims of the school is to ensure all pupils re-integrate back into mainstream education. When each pupil starts Littlegreen school it is made clear to the pupil and parent that this is the primary aim of the school. This acts as a prime motivator for pupils. Regular meetings are held between staff and pupils to see if

the pupil is ready to reintegrate. Much care is taken to ensure a positive school situation is presented. Therefore it is not necessarily the mainstream school nearest to the pupil's home that is considered, but the most appropriate setting. The co-operation between Littlegreen and mainstream schools is very good. Mainstream schools trust and value the opinions of the school and work very hard with the school, staff and pupils, to ensure placements are successful.

59. The school has successfully placed pupils in mainstream schools, schools for pupils with moderate learning difficulties and a local College. Last school year nine pupils were fully integrated back into mainstream education. At present there are five on 5-day week programmes, one on a 3-day programme, one on a 2-day programme and one has just started a 1-day programme. As well as the pupils at present on active programmes, the school continues to monitor pupils and forecast where and when they may reintegrate successfully.
60. In March 2002, the school was awarded a School Achievement Award from the Minister of State for School Standards for its outstanding work in re-integrating pupils. Without doubt, this is a strength of the school, an aspect which both pupils and staff are justly proud.

Residential Provision

61. Although the school is still designated as a residential school it has reduced its residential provision considerably. There are opportunities for pupils to stay and provision for these pupils is good. Pupils are able to "buy" a night in school with credit points earned for work and behaviour. A few pupils, including the re-integration group, can stay whenever they wish subject to the approval of the staff and headteacher. As a result, pupils see the opportunity to stay residentially as a reward.
62. There are clear routines in the evening and the pupils are aware of these. They are given an appropriate amount of time after school to relax and then complete homework before participating in evening activities. There is a clear focus on developing pupils' social and personal skills and staff work hard in developing pupils' confidence and behaviour. For example, during tea, pupils are well behaved and have good table manners. They are encouraged by staff to interact sociably with adults. As a result of effective communication between the school and care team residential staff are aware of events during the day and know when pupils have done well or not. For example one pupil had not behaved well during the day and was encouraged by the care officer to give reasons for his behaviour and to improve the next day.
63. Accommodation is good. Each pupil has his own individual bedroom. The school provides well balanced food which the pupils enjoy and fruit is provided at all meals. The pupils have a choice of activities. During the inspection week, a group went crabbing and next day described how they had enjoyed the activity.
64. The care team is very well managed by the senior care officer and they work well together. All staff are aware of the pupils' individual education plans. There are regular meetings and links with the headteacher are effective.
65. Pupils have access to a telephone and are confident in approaching the senior care officer, the key person in their pastoral group or headteacher if they have a problem.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		3	22	23			
Percentage		6	46	48			

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	32
Number of full-time pupils known to be eligible for free school meals	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	19

Unauthorised absence

	%
School data	3

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

Due to the small number of pupils who are entered for standard assessment tasks it is not appropriate to publish their results.

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

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

Teachers and classes

Financial information

Qualified teachers and classes: Y4– Y9

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	4.2
Average class size	7

Education support staff: Y4 – Y9

Total number of education support staff	10
Total aggregate hours worked per week	184

FTE means full-time equivalent.

Financial year	01-02
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	£
Total income	741623
Total expenditure	735187
Expenditure per pupil	17931
Balance brought forward from previous year	14475
Balance carried forward to next year	20911

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	.8
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	37
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	27	9		
My child is making good progress in school.	73	27			
Behaviour in the school is good.	36	36	9	9	9
My child gets the right amount of work to do at home.	55	36			9
The teaching is good.	73	27			
I am kept well informed about how my child is getting on.	45	45		9	
I would feel comfortable about approaching the school with questions or a problem.	82	9	9		
The school expects my child to work hard and achieve his or her best.	63	36			
The school works closely with parents.	55	36			9
The school is well led and managed.	73	9		9	9
The school is helping my child become mature and responsible.	63	27		9	
The school provides an interesting range of activities outside lessons.	63	36			

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

66. Overall pupils make satisfactory progress in English. Progress in reading and in speaking and listening is better than that for writing. In Years 7, 8 and 9 progress in writing is unsatisfactory. Teaching is at least satisfactory and good in Years 4, 5 and 6. and satisfactory in Years 7, 8 and 9. There has been a deterioration in the standards of writing for the oldest pupils since the last inspection and achievements are now better in the primary classes. Overall the school has made satisfactory improvements since the last inspection.

Key strengths

Teaching in Years 4,5 and 6.

Pupils' attitude in lessons.

The plans for teaching English, which provide a good outline structure for teachers.

The daily literacy lessons that are helping pupils to develop their reading skills.

Regular reading sessions.

Areas for improvement

Procedures for monitoring and assessing pupils' progress.

The use of computers to support pupils' learning.

Opportunities for developing pupils' writing skills especially in Years 7 to 9.

The management of the subject.

67. There are many opportunities for pupils to develop speaking and listening and as a result they make good progress in this area. Throughout the school, pupils learn to listen carefully to questions asked by teachers and support staff. For example, during a Year 8 design technology lesson, pupils discussed the meaning of "opinion" and were then invited to give their own opinions about a range of cheeses they were tasting. In all classes, pupils confidently respond to questions because teachers encourage or praise their contributions and, where appropriate, wait for them to make themselves understood. Pupils are happy to discuss their work and recount the key events in a story they have read or heard. They give simple reasons and explanations for their likes and dislikes. Higher attaining pupils answer questions with enthusiasm and confidence and many adjust their speaking to different contexts and listeners. Their language shows an increasing use of subject specific terminology, for example words such as author, literature, illustrate, plot and character.
68. As they move up the school pupils make good progress in their confidence and competence in reading aloud. The youngest pupils are beginning to extend their range of word attack skills through their literacy strategy work. They know a range of initial sounds and use these to tackle a new word when prompted. Pupils are developing dictionary skills and use their alphabetic knowledge to help them identify the meaning of an unfamiliar word in a dictionary. As they get older they read individually and to the group with more expression. For example higher attaining pupils in Year 7 read from a range of texts such as Daniel Defoe's "Robinson Crusoe" with genuine feeling. They talk readily about the events in a story. By Year 9 most are able to discuss the characters in the stories they read, identify the words that tell us about them and are beginning to produce simple book reviews. The recent introduction of the Successmaker computer program has improved reading attitudes and levels for pupils with reading difficulties. Pupils feel

they are making progress within the program and small but significant gains are already apparent in specific reading skills and attitudes. Pupils are well supported in developing their reading skills through the support of a number of staff and visitors who listen to them read.

69. Opportunities to develop writing in Years 7 to 9 are unsatisfactory. Pupils are often asked to complete worksheets and this limits their ability to record their experiences and to write imaginatively. Some of the most effective writing is found when pupils are given the opportunity to write creatively. For example, older pupils in Year 9 write descriptions of themselves without using their own names and look in dictionaries for adjectives to help them. However, the range and opportunity to develop creative writing skills for older pupils is limited. Writing samples are not regularly collected and marking by teachers in pupils' books lack constructive comments.
70. Pupils are tested on a regular basis and their records show gains in reading and spelling. Each pupil has a target in English, however these are often unspecific and more related to behaviour. The development of literacy across the curriculum is unsatisfactory. Although teachers use a range of resources in lessons and pupils are encouraged to use information from different sources, there is no clear understanding of the range of ability in classes and worksheets are not adapted to enable all pupils to read them. Opportunities are missed for pupils to find information or become independent learners. There are good resources, especially a good supply of books in the recently opened library. The library is a very good resource and the ordering and lending of books is well monitored on a part-time basis by a very enthusiastic non-teaching assistant. Computers though, are not used effectively to support pupils' learning or improve the presentation of their work.
71. There have been good developments in relation to curricular planning and analysis of pupils' progress since the last inspection. The leadership and the co-ordination of the subject is unsatisfactory. The subject leader has no opportunities to observe and monitor teaching and learning and there are no effective ways of checking standards or the teaching of the subject.

MATHEMATICS

72. The quality of teaching and learning is good in mathematics and as a result, pupils make good progress and achieve well. This represents good improvement since the previous inspection.

Key Strengths

The successful application of the National Numeracy
The subject is very well led and co-ordinated
Teachers have high expectations of pupils' work
Pupils' attitudes towards mathematics are positive

Areas for Improvement

Assessment of what pupils know, understand and can do.

73. Teachers make good use of the National Numeracy Strategy in lessons especially at the start of lessons when they practice mental arithmetic skills. The plenary is used well for all pupils to show how well they have achieved and to share the knowledge of each group with the others.

74. By Year 6, pupils have had a variety of mathematical experiences. They have worked on number including fractions and decimals, area and data handling including histograms and line graphs. Teachers' expectations are high. In a good Year 4 lesson, more able pupils were able to count on and back in tens and hundreds from a three-digit number, know place value to six places, understand simple equivalent fractions, and add and subtract fractions with a common denominator. Most pupils know the meaning of percentage and can convert a simple percentage to fractions or decimals. Teachers' subject knowledge is used effectively to set challenging asks. As a result pupils define the properties of angles on a straight line and know that a right angle is 90° . They are aware of the properties of two-dimensional and three-dimensional shapes and solve area problems. Less able pupils add numbers up to 10, work out the perimeter of a shape using centimetres and name two-dimensional and three-dimensional shapes. The use of praise and encouragement and clear explanations results in pupils being eager to achieve well. In a good Year 4 lesson, the pupils appreciated the positive approach and were eager to take their books to show the headteacher.
75. A good pace to lessons ensures that pupils are kept on task. They respond to mathematics with interest and eagerness to work because teachers are so enthusiastic. For example, in a good lesson with Year 8 pupils, the teacher stressed the "excitement" of proving a rule by using two methods to display the fact the internal angles of a quadrilateral add up to 360° . He did this by firstly ripping off the corners of a large paper quadrilateral and fitting them together and then using the interactive whiteboard to show them how two similar triangles fit together to make a quadrilateral. By using their previous knowledge that the internal angles of a triangle make 180° , the pupils were able to understand the rule. More able pupils were encouraged to use the resulting pattern to work out the sum of the internal angles of a pentagon, thus giving them the opportunity to explore, identify, and use number patterns. Work is well matched to pupils' ability. For example in the same Year 8 lesson, less able pupils were able to carry out the same task as more able pupils but did so through a practical task. By Year 9, more able pupils are able to use long multiplication and division and are familiar with the use of letter symbols in algebra. Pupils explore angles and the properties of triangles and other shapes. They define a circle and know the centre, radius, chord, diameter, circumference, tangent, arc, sector and segment; they also know that the tangent at any point on a circle is perpendicular to the radius at that point. They construct the perpendicular from a point to a line and the perpendicular from a point on a line.
76. Teachers use good behaviour management skills to help more restless pupils to be engaged in activities. For example, they make sure they intervene to help a pupil before they get frustrated. Key words are identified and used to reinforce mathematical language and illustrate new vocabulary as it is introduced. Very good use is made of the knowledgeable non-teaching assistant, who prepares for the lessons and is able to help pupils of all abilities.
77. Teachers make good use of information and communication technology to enhance pupils' learning and the recently purchased interactive whiteboard is used effectively for demonstrations and explanations. For example, more able pupils, who had worked out that the sum of the internal angles of a pentagon were 540° , could see that a pentagon consisted of three triangles by moving them together on the board with their fingers. However pupils would benefit from a wider range of opportunities to use computers such as in the use of setting up a spreadsheet to construct formulae to model situations.
78. Numeracy across the curriculum is good. For example, in science, there is good use of number language such as "vertical", "horizontal", "volume" and "length". Pupils also use estimation and measure body parts. In design and technology, pupils measure in

millimetres and centimetres and are able to convert from one unit of measurement to another.

79. Assessment is satisfactory. There is a need for more opportunities to identify areas where pupils have difficulty and plan future lessons to resolve these problems. The subject leader is aware of the need to improve assessment and is devising his own tests to use alongside standardised tests.
80. Leadership of mathematics is good. The well informed subject leader is clearly aware of his responsibilities and ensures that mathematics is taught well throughout the school by consistent monitoring of teachers in all year groups. The policy has been recently revised and mathematics is an ongoing part of the school development plan. Effective use is being made of the Key Stage 3 Strategy.

SCIENCE

81. Pupils make good progress and achieve well. Accommodation and learning resources have been improved since the last inspection and standards have been maintained since last inspection.

Key strengths

Teaching and learning are consistently good across the school.

Teachers have good subject knowledge which enhances pupils' progress.

The subject is well led and managed.

Work is well matched to that expected in mainstream schools

Areas for improvement

Opportunities for ICT use in Years 7, 8 and 9.

82. Teachers use resources well and allow pupils to take responsibility for their own learning. For example, in a Year 6 class investigating 'dissolving', pupils were given opportunities to independently use the electronic microscope to check up on the predictions and findings. In a Year 9 class, when carrying out an experiment, pupils used sulphuric acid, glass test tubes and Bunsen burners safely, working well together with staff and their classmates.
83. Teachers have a good knowledge of their subject and this together with good understanding of the needs of the pupils enhances the work done in class. Staff use the correct scientific language and pupils respond well. For example in a Year 8 class investigating 'forces', pupils used the correct language when describing bridges they have built as being "suspension", "arch" or "beam". They identify the forces of tension or compression in their bridges and take great pleasure in identifying famous bridges in England and comparing them with local bridges they cross on their route to school. The work in classes is well matched to the work pupils find in their mainstream school during reintegration programmes. In a Year 6 class, one particular pupil was amazed to find he was using exactly the same textbook in class as he had used in his reintegration school. This works well and gives pupils extra confidence when participating in reintegration programmes.
84. Numeracy skills are developed particularly well in measurement. In a Year 7 class, pupils measured length and volume, giving good examples of every day products that are measured in litres. For example they recognise that a motor bike engine is measured in 'ccs'. They understand the concept of cubic centimetres and explain a one cc cube is measured by height, width and length each measurement being one centimetre. ICT was used well in Year 4, 5 and 6 classes where pupils used the

'interactive white board' connected to the electronic microscope to investigate their findings on 'vibration'.

85. The subject is well led and managed. The co-ordinator works closely with his colleagues in the primary classes and this ensures that pupils continue to make good progress in their learning as they move into Years 7, 8 and 9. The science room for Years 4,5 and 6 is well resourced with ICT equipment. However similar high quality ICT resources are not available to the Years 7, 8 and 9 pupils.

ART AND DESIGN

86. Pupils' achievement in art is satisfactory throughout the school. Standards are similar to the time of the last inspection.

Key strengths

The newly appointed subject leader is very enthusiastic and has high expectations in developing the subject.

The curriculum is well planned.

Pupils are being introduced to a wider range of materials and resources.

Areas for improvement

The accommodation still remains unsatisfactory.

Assessment procedures do not include portfolios of pupils' work.

The policy for art needs updating.

87. There was little evidence of pupils' work because much of it from the previous year had been taken home or destroyed. However the appointment of a new subject leader has meant that there is a better focus on keeping pupils' work. Pupils' sketchbooks are being satisfactorily used to record thoughts and ideas. There were examples of screen-printing and work using charcoal, pencil, watercolours, pastels, chalk, and oil pastels. A higher attaining pupil in Year 6 had produced work that was well above the national average. For example; sketches of a seaside scene and a painting, 'Looking Through the Window' showed a good attention to detail. Work in the style of great artists was evident in the pupils' work; for instance, Van Gogh, Lowry and Warhol. Sound use of digital photography shows how the local environment is used for art.
88. The lack of evidence makes it difficult to make a judgement about the impact of teaching on pupils' achievements. However it is clear that teaching is now at least satisfactory. The teacher's secure subject knowledge helps pupils who lack confidence and are reluctant to start work. For example, in Year 5 pupils made a collage of an Aztec warrior. They persevered well, enjoyed the practical nature of the task and responded well to the teacher's praise. They were able to select from a good range of resources such as wool, string and other materials. Their work was effectively linked to their topic in history.
89. There has been satisfactory improvement since the last inspection. The management of art is improving and the school has received effective help from the LEA to develop a plan of work that incorporates opportunities for using ICT. The co-ordinator has a good action plan to develop clay and other three-dimensional work. However, this is being hampered by unsatisfactory accommodation; for example, the art room is a multi-purpose teaching room that lacks space and storage room. Although the school has made improvements to the room they are not satisfactory for the teaching of art.

90. The assessment and monitoring of pupils' work are unsatisfactory. This was an issue at the time of the last inspection and remains so.

DESIGN AND TECHNOLOGY (DT)

91. Pupils make satisfactory progress because teaching is satisfactory. Standards at the time of the last inspection have been maintained when they were judged to be satisfactory.

Key strengths

Good subject knowledge of teachers.

Pupils are offered good practical opportunities

Pupils respond well to the high expectations of staff in that they will behave sensibly and maturely in practical work areas.

Pupils are offered an appropriately wide curriculum.

Accommodation and learning resources for resistant materials are good.

Areas for improvement

The design element of the subject is underdeveloped.

Greater use of the digital camera to record pupils' work.

92. Teachers have a good knowledge of the areas they teach. As a result, pupils build on their previous knowledge and learn and use new language such as when asking for tools and equipment. They identify, name and use correctly tools and equipment. By Year 6, pupils are familiar with basic tools in the workshop and basic equipment in the food technology room. In the resistant materials workshop, pupils are given good opportunities to work with tools. Teachers ensure that pupils pay good attention to health and safety issues when using cutting tools, such as saws, knives and machinery. All pupils know and understand the DT motto 'Think Safe, Be Safe'. In fabric technology by Year 6, pupils design and make 'Christmas Stockings', using a range of fabric materials. They show a good use of the sewing machines. In resistant materials classes, Year 6 pupils design and make pencil cases, and older pupils advance to making folding wooden stools. They mark out wood using a pencil and square, or a marking gauge and saw pieces of wood and laminate together using glue and cramps. In food technology, pupils show a good understanding of why and what we eat, why we need food, where it come from and how it gets to us.
93. From the moment pupils enter workshops they respond well to staff high expectations of work and behaviour. As a result, pupils work hard and behave well. They are keen to participate fully. Pupils are well managed in class. Interesting and well timed changes of activities are offered and lessons proceed at a good pace. Relationships in classes are good between staff and pupils and pupils themselves. Often more able pupils will help those who are having difficulty. Such as in a Year 6 class where one boy had difficulty holding and sawing his wood, another boy volunteered to help hold the wood while he sawed it. Pupils ask for help in an appropriate manner and persevere to complete their work even when they find the work difficult. All pupils are valued by staff and this enhances their confidence and self esteem. Praise and encouragement are used well and pupils grow in confidence during lessons. The design aspect of pupils' work is underdeveloped. There is little evidence of design being recorded or improved upon in pupils' books or records. This is acknowledged by staff and is an area for development in the subject plan. As all pupils work eventually goes home, it would be advantageous to record pupils' work more fully by using the digital camera. In this way, a permanent record of pupils' work could be transferred onto the records.

94. Since the last inspection, the school has worked hard to improve the accommodation for design and technology. They have been successful in this, and as a result accommodation and learning resources have improved.

GEOGRAPHY

95. Pupils' achievement in geography is satisfactory at Years 4, 5 and 6 and unsatisfactory in Years 7, 8 and Year 9. Pupils' work has been affected by the lack of continuity in staffing. Improvement since the last inspection has been unsatisfactory.

Key strengths

The appointment of a new co-ordinator, who is a geography specialist.

The management of pupils.

The good range of educational visits to support teaching.

Areas for improvement

Assessment procedures and the monitoring of pupils' work.

The use of ICT to support learning

Opportunities for pupils to record in detail what they learn.

96. Year 6 pupils are developing an awareness of the size of the world and comparing it with Great Britain. They benefit from high teacher expectations and good questioning. For example they are able to use atlases to locate different oceans. Good quality teaching reinforces directional language such as north, east, south and west and enables pupils to apply their geographical skills. Most pupils were able to locate Norway and draw a shipping line between Norway and England.
97. In Year 7, pupils transfer details from pictures onto a photocopied map of the world. They show knowledge of the countries and oceans, but are very reliant upon prompts from the teacher. Lessons do not always enable pupils to participate fully and ask questions. When given the opportunity to respond to teachers' questions pupils give sensible answers. For example, when asked why the house in a picture was on stilts, they realised it was mainly because of the danger of flooding. Good subject knowledge is reflected when the teacher shows pupils that the Pacific Ocean appeared twice on the atlas because it has been stretched for illustrative purposes. In Year 8, sound teaching helps the pupils to understand that lines of latitude were imaginary. The pupils used their atlases to find the equator, North and South Poles and the tropics of Cancer and Capricorn. They are able to contrast the climatic differences between the poles and the tropics. A higher attaining pupil found Kenya on the map and was quick to point out how different climates affected plant growth and vegetation. Effective recaps by the teacher, for example about lines of latitude and different climatic conditions, enables the lower attainers to focus well on the new work about the rainforest. Sound questioning by the teacher and good use of photographs helps the pupils to think about why there is a lack of undergrowth in the rainforest. This often leads to a good question and answer session about the ecosystem.
98. Evidence from pupils' work shows that until the start of this term teaching was unsatisfactory. However the new co-ordinator has ensured that standards are beginning to improve. During the inspection teaching was satisfactory. Lessons begin with clear explanations so pupils are clear about what they are to learn. Most pupils behave well and have good attitudes to learning. The teacher's secure subject knowledge and high expectations of behaviour helps the pupils to work

together, share their ideas and learn from each other. Literacy is satisfactorily supported in geography lessons; for example, pupils were encouraged to read aloud from their textbooks. Pupils make satisfactory oral contributions in lessons, but their written work is not of this quality. There are too many worksheets and little original writing. Most pupils' writing was copied. There is little evidence of the use of ICT to support pupils' learning in geography.

99. The newly appointed co-ordinator has made a sound start to developing the curriculum and resources. There is much to do; for example, since the last inspection, there has been little improvement in assessing and recording. The subject has lacked leadership, as evidenced by a lack of continuity between the work the primary and secondary classes. Last academic year, pupils' unsatisfactory achievement in Years 7, 8 and 9 was because much of the same work was taught to all three classes. There is a good range of visits, which help pupils to develop a better understanding of their local environment. However, there is little evidence to show how these are followed-up.

HISTORY

100. Pupils in Years 4, 5 and 6 make satisfactory progress because work is linked to a well planned topic and teaching is satisfactory. However for older pupils progress is unsatisfactory because insufficient work has been completed. The subject has been affected by disruptions in staffing and has only recently been allocated a co-ordinator. Standards have deteriorated since the last inspection when they were judged to be good.

Key strengths

Planning and teaching are satisfactory for pupils in years 4, 5 and 6.

An appropriate plan of work has been established for teachers to follow.

Pupils' behaviour is managed well.

There is a good range of trips to support pupils' learning.

Areas for improvement

There is insufficient focus on the teaching of history and developing pupils' knowledge in Years 7,8 and 9.

The subject is not effectively co-ordinated.

There is insufficient use made of ICT.

Pupils have very limited opportunities to extend their skills in writing.

Assessment and recording of pupils' work is unsatisfactory.

101. In Years 4, 5 and 6 pupils are studying the Aztecs and describe their life styles and some of the customs of that time. For example pupils pointed out that "If you wore the wrong clothes you would be killed". They have developed an understanding about new and old and a sense of the past. They recall details from previous lessons including information about the Tudors and Victorians. However, they are not sure what AD means although they could explain BC.
102. For older pupils teaching is unsatisfactory overall because lessons are often too dependent on the teacher and pupils do not have sufficient opportunities to record and interpret what they have learnt. Pupils in Years 7 pupils have coloured in and labelled pictures of a Saracen and a Crusader and can respond to questions about Thomas Beckett. They have written their own treatments for the Black Death and show an understanding of how the disease affected people. In Years 8 and 9 pupils have studied the Spanish Armada and looked at how Parliament works. In looking at the time of Charles 1 they complete an exercise in which they list the

arguments for and against having a king. There are good, constructive comments on the work pupils have done however very little of it is dated and too much is cutting and sticking and colouring. Lessons often run out of time and there are no opportunities for the teacher to check what pupils have understood. Behaviour is managed well and pupils listen very attentively and respond enthusiastically to questions.

103. The subject co-coordinator is new to the role but already has too many subjects to co-ordinate to enable him to develop the subject effectively. An appropriate plan of work is in place and the timetable for this year has ensured that sufficient time is allocated to the subject. Resources are sufficient and the local community is used well for visits to support the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

104. Information and communication technology (ICT) is satisfactory. However the use of ICT in many other subjects is unsatisfactory. Improvement since the last inspection is satisfactory.

Key strengths

The teacher's good subject knowledge

The recent improvements in the curriculum, incorporating National Curriculum levels and requirements

The teacher's good relationship with the pupils, leading to them having a positive attitude and eagerness to learn.

Areas for improvement

More discussion in lessons, so that pupils can share their views and experiences of ICT with others.

More breadth to the curriculum, giving pupils the opportunity to use their ICT skills in a variety of contexts So that they can make their own decisions and become independent learners.

A technician to be employed, thus releasing the ICT teacher from the responsibility for maintenance of the hardware.

105. Teaching is satisfactory. It is most effective when the whole class are involved in a topic. however when the teacher relies on the one-to-one support of pupils working at their own pace, pupils' progress is not as evident. For example, in a good lesson with Year 8, the lesson followed the story in assembly of a World War II bomb being found in Portsmouth and most pupils succeeded in finding and printing the required information. However, a small number of pupils make little progress as they spent too much time using clipart and their keyboard skills are not developed.
106. In Years 3 to 6, pupils are beginning to develop their skills in word processing, the use of graphics and using the Internet. In a satisfactory lesson with Year 6, one pupil working on word processing was able to use bold, underline, align text, use print preview and save work in the correct folder. A less able pupil was able to change the font to a specified size with the help of the non-teaching assistant. In Year 9, the more able pupils build upon the work they have done. For example, one pupil was working on an Internet assignment, which involved finding an up-to-date news story. The site was specified, however, so this limited the learning of searching techniques. Pupils are confident when cutting and pasting pictures and text from the Internet onto a word processing programme.

107. The ICT curriculum has recently been improved to include reference to National Curriculum levels and cover National Curriculum requirements. However, there is no planning or on-going assessment to give an overview of what pupils have learned during each lesson. Also, older pupils need to learn how to use spreadsheets and databases, to improve their keyboard skills. They often only use clipart to improve presentation. Use of the Internet is not sufficiently developed to include opportunities for evaluation of sites rather than simply cutting and pasting information. The co-ordinator is aware that there is a need to improve the provision for control technology and has designed a programme and ordered the necessary equipment. He is incorporating presentation software into the curriculum and is also learning to use a web programme so that he can develop a school intranet and design a web page for the school.
108. The management of ICT is satisfactory. There is a policy for the use of Internet in place and letters are sent out to parents requiring permission for pupils to go online. The school uses a filter which ensures that the pupils only use the sites that are on the local education authority's list. The limited sites can make using a search engine frustrating for the pupils, but it eliminates the risk of pupils accessing unsuitable material. The staff have all completed the training supplied by the New Opportunities Fund. Non-teaching assistants are trained on site and many have good knowledge of the curriculum.
109. ICT is used in a few subjects, such as mathematics, science and art, but the school has not ensured that it supports learning in all subjects. Very good use is made of the interactive whiteboard in science but the pupils recording the results on a template made by the teacher had limited computer skills and relied on the non-teaching assistant for help. In art, digital images have been taken of pupils sketching on visits and planning shows a future term's work on moving images. There is evidence that the Internet has been used to find out about famous artists. In physical education, pupils recorded results on a spreadsheet. However skills displayed by pupils in other subjects are unsatisfactory and there is too much reliance on staff support.

MODERN FOREIGN LANGUAGE (French)

110. Pupils in Years 6 to 9 make good progress in this subject because teaching is good. This is an improvement since the last inspection when standards were judged to be satisfactory.

Key strengths

The subject is managed well

Teaching is good

There is good support from a French assistant

There is a good focus on developing pupils' skills in speaking and listening

Pupils benefit from close links to a school in France

Areas for improvement

Develop the use of ICT

111. Pupils have developed confidence in speaking French. They benefit from the teacher's fluent French and her high expectations. They have an understanding of verbs and a good range of vocabulary. They know how to order food and drink in a café and name items in a pencil case. Pupils write sentences such as "j'aime les sciences parce que c'est interessant". In lessons they show a good understanding of the French alphabet only hesitating on "i". They follow and understand instructions well because the teacher always starts lessons with a revision session. As a result pupils respond to "stand up", "turn" "assemble" in French. Pupils have

learnt to use their knowledge to follow quite long sentences so that when instructed to go outside and knock on the door they are able to understand enough to follow the full instruction. There is a good focus on developing pupils' understanding of verbs; they use "je suis", "tu as", "je mange". The teacher is enthusiastic about the subject and manages pupils well. As a result they are very unself-conscious about speaking in French and many are developing a good accent. The close links with a French school have improved pupils' understanding of the French culture and language.

112. The subject is managed well and the teacher has started to develop a system for assessing what pupils understand. She recognises that there is a need to develop ICT within French and at present resources are not effective in this area.

MUSIC

113. Teaching and progress are satisfactory and standards have been maintained since the last inspection. Music has gone through a difficult period in that it has had three different co-ordinators in the last two years. The present co-ordinator has only been in post since the beginning of September.

Key strengths

Pupils benefit from the visits of the LEA's music teacher and a drumming specialist.

They enjoy playing and performing.

Use of praise in lessons

An up-to-date music policy

Areas for improvement

Assessment, and its use to improve pupils' knowledge and performance.

The monitoring of the subject.

114. Pupils throughout the school benefit from input from the LEA peripatetic music teacher. He brings good subject knowledge and music skills. As a result, pupils' knowledge and performance increase. Younger pupils increase their keyboard skills when playing electric keyboards. The use of a specialist teacher for drums enables pupils across the year groups to increase their drumming skills. This they find one of the most satisfying and enjoyable skills. As a result, relationships in classes are good; pupils work hard and behave well. Pupils begin to appreciate sound, melody and rhythm and are able to recognise the spiritual quality of musical harmony.
115. Pupils love to play individually and together. There is a great sense of enjoyment and achievement when pupils play together. They have great fun when the teacher conducts and they attempt to play in time. This was very obvious in Year 7 music when they played keyboards, and again in Year 9 when they played guitars, playing chords and putting three chords together to perform 'Yellow submarine'. There are good relationships in class and pupils work hard and respect staff and each other. Praise and humour are used well, and pupils appreciate this. In the Year 6 class working on keyboards, one of the aims was to finish together. When one boy played a little extra and the teacher pointed out that he had not stopped at the correct time, he mischievously claimed 'It's the echo in the room sir!' As a result of the disruptions to staffing pupils' basic knowledge and skills is quite limited. They do not recognise the names of all instruments and are just developing their skills in reading music.

116. Although the co-ordinator has only been in post this term, he did update the policy in the Spring term. One of the strengths of the policy is the way in which the contributions of music are linked across other National Curriculum subjects. For example, the way in which music actively promotes the skills of reading, writing, speaking and listening. Music enhances talents in mathematics, such as rhythm and beat. ICT is used in keyboard skills, and music contributes to pupils' personal, social, citizenship development.
117. The co-ordinator is not a subject specialist and he has appropriately arranged for support from specialist personnel. There is very little evidence of pupils' previous work and the school recognises the need to develop systems for recording what pupils have achieved.

PHYSICAL EDUCATION

118. Pupils' achievement in physical education is satisfactory throughout the school. A few higher attaining pupils achieve standards similar to those of pupils in mainstream schools. There has been satisfactory improvement in the development and teaching of this subject since the last inspection.

Key strengths

Good planning with clear learning objectives.

All teachers now pay close attention to safety.

A good range of activities and inter-school sport.

The management of pupils.

Areas for improvement

Assessment

The time taken to change and facilities for showering after lessons.

119. Teaching is satisfactory. Pupils in Years 4, 5 and 6 pay close attention to the teachers' instructions when warming-up. They are eager to answer questions about the reasons for the warm-up. They are aware that they shouldn't rush into activities because of the danger of pulling a muscle. Clear instructions and a good demonstration by the teacher are effective in helping pupils to develop their catching skills. For example, pupils learned to move towards the beanbag, cup their hands around it and then draw it into the body. Higher attaining pupils are able to throw with accuracy over distance, and they anticipate well. The lower attaining pupils try hard to develop their co-ordination, and over the course of the one lesson observed, good teaching helped them to improve their catching and throwing skills.
120. Pupils benefit from the use of good questioning which helps pupils to increase their efforts. This reinforces techniques so that in a Year 7, 8 and 9 lesson pupils improved their performance in the long jump. They listen carefully to instructions about the run-up, take-off and gaining height. Good use was made of a higher attaining pupil, who demonstrated to the others how speed and height can increase the length of the jump. Pupils were very keen to beat their previous distances. The measuring of jumps motivated the pupils and set them targets for which to aim. Pupils are developing an understanding of the techniques involved when throwing the javelin. In a lesson seen the teacher satisfactorily pointed out areas to help pupils to improve; for example, a smooth run-up, better arm action and a good follow-through. Pupils work very hard to produce fluid movements and improve their technique. In both athletic events sound feedback was given to pupils about their performances. Teachers carefully outline the objectives of lessons and pupils

listen carefully as when being taught football skills. Skills are demonstrated appropriately and pupils practice drills such as passing the ball using the side of the foot. This helps pupils to understand what was required of them. These techniques were satisfactorily honed in five-a-side games; pupils were not allowed to tackle, but had to ensure that they passed the ball before an opponent was close to them. Unfortunately, the pupils all wore the same strip, resulting in initial confusion about which side they were on.

121. Throughout the school, pupils are provided with the opportunity to participate in a good range of activities within the physical education programme. The school is involved in an extensive range of inter-school sports that includes football, swimming, cross-country and athletics. The majority of pupils can swim 25 metres by Year 6. Most pupils changed for their lessons in an outbuilding near the field. Several were slow to change and required a good deal of prompting. Pupils do not shower after games lessons; this is unsatisfactory and unhealthy. Mathematics is satisfactorily applied in physical education lessons; for example, measuring the distance the javelin is thrown and counting the number of passes and catches. The school is starting to use digital photography to record pupils' achievements and ICT is being used to record their performances in athletics. However, assessment for older pupils is a relative weakness, particularly the recording of pupils' skills.
122. Physical education is satisfactorily managed. The co-ordinator is very conscious about safety and good emphasis is placed upon this at all times. This is an improvement since the last inspection when some weaknesses were identified. Pupils are motivated to succeed and certificates are awarded for achievement and effort. Resources for physical education are satisfactory, but the school does not have a gymnasium. In order to meet National Curriculum requirements, the school has little alternative, but to allocate some extra curriculum time for travel to the Havant Leisure Centre and Harting St Mary and St Paul CE First School for the teaching of dance and gymnastics.

RELIGIOUS EDUCATION

123. Teaching and pupils' achievements in religious education are satisfactory. Standards have been maintained since the last inspection when they were judged to be satisfactory.

Key strengths

The quality of teaching.

The enthusiasm of the new co-ordinator.

Areas for improvement

The resources available including artefacts, videos and books.

Planning to develop the subject and ensure that an appropriate amount of religious topics are covered.

124. The youngest pupils are developing their knowledge about key aspects of religion in the Christian tradition and know a few Bible stories. Their work on the Aztecs has given them an understanding of the religious practices of the past. The work of older pupils extends their understanding of the place of religion in people's lives by being linked to other major world faiths. For example, pupils in Year 9 know that rules and regulations in a community like a school establish patterns of behaviour. By the end of Year 9 pupils have discussed their own personal beliefs and then

learnt how widespread religious belief is in the modern world by finding out more about aspects of Christianity, Judaism, Hinduism and Islam.

125. Teaching in religious education lessons is satisfactory. The teacher has good control of classes, setting clear standards of appropriate behaviour and sustaining relationships with pupils that are supportive and encouraging whilst retaining their respect. Pupils are encouraged to learn about religions in an atmosphere of respect for the traditions of others. However, to stimulate further interest in the subject, there is a need to broaden the range of resources available. The use of artefacts and video clips and a much wider range of books would help create greater interest of the subject.
126. Assessment is in the early stages of development. Currently, this consists of a simple checklist of topics covered, with an overall teacher-allocated grade, and some informal assessment in class. As yet, this system of assessment does not inform what will be taught. Speaking and listening is a strong feature of pupils' learning in their exploration of the subject. Pupils in a good Year 4 and 5 lesson gave considerable thought and engaged in much discussion when deciding what animals Noah would have taken into the ark. They were able to articulate what animals exist today and what animals have become extinct.
127. The subject is well led and managed by its new co-ordinator. Planning is lacking in sufficient detail as to how pupils will develop their understanding of religion as they move through the school. The co-ordinator is aware of this and has developed some short term planning which involves teaching particular aspects over short period of time and has a realistic plan for how to develop the subject further. The resources are being built up soundly, and the plan of what is to be taught each year is good and based on the Local Agreed Syllabus.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

128. Progress in PSHE across the whole school is satisfactory. It is not possible to compare standards with the last inspection because no judgements were made about this aspect at that time.

Key strengths

PSHE supports pupils' moral development by encouraging them to think about issues such as drugs, health and the law.

During lessons pupils can constructively join in with discussions

Areas for improvement

Planning to show when different aspects will be covered in other areas of the curriculum. For example, sex and drugs education in science

The distinction between citizenship and personal, social and health education is unclear in policies and on the timetable.

129. Pupils learn well in personal, social and health education lessons, because the teaching is at least satisfactory in Years 7 to 9 and good in Years 4 to 6. However, pupils' progress over time is only satisfactory, because there is insufficient written evidence to show that some key aspects of PSHE have been taught.

130. Pupils in Years 4 to 6 discuss issues such as loneliness and how we care for each other. They are able to relate this to their own situations. For example how they care for new class members. They recognise what they are good at for example reflecting on how they had helped: - "I helped him with the timetable" and "I told him what the school bounds are". Lessons are managed well to ensure that all pupils have the opportunity to contribute incidents from their own experiences. By Year 9 pupils gain a sound understanding about how they can gather information from different types of media and how quickly local and national news can be gathered. They also learn about the dangers of drugs, smoking and alcohol abuse.
131. There are many unplanned opportunities for all pupils to develop their PHSE skills. For example a wide variety of educational visits and a range of other out-of-school experiences, including residential in this country and in France. Records are maintained of the very good pastoral and whole school meetings; however, topics raised and issues covered are not linked well to future PSHE work.
132. Leadership and management of the subject are weak. Pupils' progress is not guaranteed, because there is no long-term plans to guide individual lesson planning. Many relevant aspects of personal, social and health education and citizenship are taught through other subjects, but there has not yet been a check made to ensure that, for example, pupils do not repeat topics. There is a new co-ordinator for PSHE, but no systems are in place whereby the school can monitor and evaluate pupils' achievements and understanding of issues covered. The co-ordinator is aware of the need to review provision of the subject throughout the school and the necessity to review assessment recording and reporting procedures.

CITIZENSHIP

133. The school is not yet offering citizenship. A co-ordinator has recently been appointed and a policy is in place, but there is no appropriate plan of work based on the National Curriculum. Certain aspects of citizenship are part of the programme for personal and social education. For example, pupils in Year 9 are given an introduction to citizenship. However it is not yet clear from plans how work in citizenship will link with other aspects of the schools work