

INSPECTION REPORT

BAYCROFT SCHOOL

Stubbington, Fareham

LEA area: Hampshire

Unique reference number: 116617

Headteacher: Mrs V Thrift

Lead inspector: Mr M G Whitehead

Dates of inspection: 21st – 24th June 2004

Inspection number: 258868

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community Special
Age range of pupils: 11 – 16 Years
Gender of pupils: Mixed
Number on roll: 179

School address: Gosport Road
Stubbington
Fareham
Hampshire
Postcode: PO14 2AE

Telephone number: 01329 664151
Fax number: 01329 668601

Appropriate authority: The governing body
Name of chair of governors: Mr Roy Jones

Date of previous inspection: 6th July 1998

CHARACTERISTICS OF THE SCHOOL

Baycroft School is a large special school for pupils with moderate learning difficulties and autistic spectrum disorders. There are also small numbers of pupils with social, emotional and behavioural difficulties, severe learning difficulties, speech and communication difficulties, hearing impairment and visual impairment. The range of the pupils' learning difficulties has increased since the last inspection and the complexity of their needs and demands continues to increase. The ages of the pupils range from 11 to 16 years and there are 179 on roll; comprising 137 boys and 42 girls. All pupils have statements of special educational needs and there are no pupils for whom English is an additional language. There are, however, 11 pupils from minority ethnic groups including mixed White and Black Caribbean, mixed White and Asian and several whose parents preferred not to say. The school is situated on the outskirts of Stubbington, adjacent to a large community secondary school. Baycroft School aims to provide a safe and secure environment and the best possible education for every young person. The school is committed to working in partnership with parents, young people, fellow professionals and the wider community.

At the time of the inspection, the acting headteacher had just been appointed as permanent headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|---|
| 21061 | Mr M G Whitehead | Lead inspector | Design and technology; English as an additional language. |
| 9079 | Ms A Moss | Lay inspector | |
| 1224 | Mr G Todd | Team inspector | Science; art and design; music; religious education. |
| 22729 | Mr R Arnold | Team inspector | Mathematics; personal, social, health and citizenship education; physical education; special educational needs. |
| 17530 | Ms M Cureton | Team inspector | English; information and communication technology; geography; history; French. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Baycroft School is a **good** school, which provides a good quality of education for the pupils. The teaching is good; pupils learn and achieve well, and make good progress. The headteacher provides very good leadership and governance is sound. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good.
- The inclusive nature of the school is very good.
- The quality of teaching and learning is good overall, but learning in mathematics is limited by the lack of subject knowledge of some of the teachers.
- The school provides a very good curriculum.
- Pupils have good attitudes to school and their attendance is very good.
- The school ensures pupils' care, welfare, health and safety very well.
- The monitoring role of the governing body is sound but underdeveloped.
- The accommodation is unsatisfactory for the teaching of some subjects and for some pupils who need more space in which to work.

There has been good improvement in all issues raised in the last inspection report of July 1998. The provision for information and communication technology (ICT) has improved greatly and is now very good. There are clear procedures established to ensure appropriate planning and development and assessment is now good. Subject co-ordinators are working well to improve the quality of provision in their subjects.

STANDARDS ACHIEVED

| Pupils' achievement at the end of: | in relation to individual targets in: | |
|------------------------------------|---------------------------------------|-------------------------------|
| | Subjects of the curriculum | personal and social education |
| Year 9 | Good | Very good |
| Year 11 | Good | Very good |

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Throughout the school pupils of all ages make good progress. They achieve **well** despite the learning difficulties that they experience, because they receive good quality teaching. Both boys and girls achieve equally well and there is no difference in achievement between the most able or least able, the younger or older pupils. Pupils also achieve equally well whatever their ethnic background, and regardless of their special educational needs. When compared with other schools the achievement of pupils is good. Pupils achieve some commendable successes in their examinations. The results from last year show successes in GCSEs in English, mathematics and science as well as art and design, drama, food technology and music. Other pupils also gain recognition through entry level certificates, certificates of competency, key skills certificates, unit awards, ASDAN awards and Trident awards. Pupils' personal qualities are **good**. They enjoy coming to school and have good attitudes to school

life. Their behaviour is good and their spiritual, moral, social and cultural development is very good.

QUALITY OF EDUCATION

The quality of teaching is **good** overall and results in good progress and achievement for the pupils. In Years 7 to 11, the teaching and learning are consistently **good**. During the inspection some very good teaching was observed in English, mathematics, science, art, geography, physical education and religious education. Excellent teaching was observed in food technology, textiles and graphics lessons. Teachers show a very good understanding of the different needs of the pupils and motivate them very effectively. In the excellent lessons pupils were eager to take a full part and their achievement was very high.

The curriculum is very good overall with significant strengths in English, ICT, personal, social and health education, science, music, art and humanities. There is some weakness in the co-ordination of mathematics. Provision to meet the wide range of pupils' special educational needs is very good. Support for older pupils to enable a smooth transition into adult life is highly effective. Curriculum development is innovative and very responsive to the changing needs of the pupils. Experiences planned to extend learning outside the school day in sports, music and the arts are very good.

The school ensures pupils' care, welfare, health and safety very well. It provides them with very good support and guidance and involves them very well in all aspects of its work. The school has developed a very good partnership with parents, the local community and colleges.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good; she has high expectations and a clear vision for the school concerning improving pupils' learning. This vision is shared by the staff and governors. The leadership group meets regularly and monitors the work of the school effectively in its development in line with the improvement planning. Weaknesses have been recognised and acted upon. Teachers' assessment of pupils' work has improved; subject co-ordination is now good but there is still a need for more improvement in the monitoring of teaching and learning. The governing body are supportive of the school and give generously of their time. They receive very detailed reports from the headteacher about the progress being made in the school and the day-to-day management. Their monitoring role, however, has not been developed and governors need to be more involved in the strategic planning for the school. Governors are aware of this shortcoming and have appropriate plans to address this. They ensure that statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy coming to school and feel safe and secure. Parents are very supportive and have confidence in the work of the headteacher and staff. They appreciate the fact that they have very good access to staff at all times.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that mathematics is taught equally well to all classes.

- Make sure the governing body is sufficiently rigorous in monitoring and planning strategically for the further development of the school.
- Make sure that pupils have sufficient access to specialist accommodation for science, graphics, textiles and physical education, and that pupils who require greater individual space are provided with it.
- Raise the standard of monitoring of teaching and learning throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school pupils' achievement is good.

Main strengths and weaknesses

- Pupils make good progress and achieve well in all classes because of the good teaching they receive and the very good support provided by the teaching assistants.
- There are high levels of interest and motivation amongst the pupils.
- The school has developed good systems for assessing the progress and effort of pupils; this is having a positive effect on pupils' learning.

Commentary

1. Throughout the school there is a positive attitude towards learning and the pupils make good progress. Standards are below average when compared with pupils of a similar age in mainstream schools; however, their achievement is good. This is a direct result of the good teaching and the appropriateness of the curriculum that they receive. Pupils receive very good support and encouragement from the teaching assistants, who work closely with pupils and have a very good understanding of their individual needs. The results from the examinations that were taken last year show very clearly how pupils are achieving good academic success. For some pupils, results in the core subjects of English, mathematics and science show that they are coming close to the levels that are achieved in mainstream schools. The results anticipated this year are not so good in mathematics. This is a reflection of the changing needs and increasing demands of the pupils and a weakness in the co-ordination of the subject.
2. The overall picture in the school is that all pupils achieve well regardless of their age, aptitude, gender, ethnicity or special educational needs. The school makes sure that all are equally included in all activities and have an equal opportunity to succeed. The pupils are highly motivated because they have good relationships with their teachers and are very well understood. Teachers use well developed systems to record the progress and effort that the pupils make. These systems are of good quality and enable the pupils to have an understanding of how well they are doing and how they can improve. This has a very positive effect on the way in which the pupils work.
3. Support for pupils with additional special educational needs is very good and is having a positive effect on their achievement. Individual needs are very well assessed at an early stage. Statutory requirements for the special educational needs of the pupils are met.

4. There were 31 pupils in the Year 11 classes last year and they achieved the following results:

GCSE RESULTS 2002/2003: Number of pupils attaining each grade

| Grade | B | C | D | E | F | G |
|-----------------|---|---|---|---|----|---|
| Science | - | - | 1 | 5 | 10 | 6 |
| Art & Design | - | - | 2 | 3 | 3 | - |
| Drama | - | - | - | - | 3 | 8 |
| Mathematics | 1 | - | 1 | 5 | 2 | 2 |
| Food Technology | - | - | - | 1 | 3 | 4 |
| English | - | - | - | 1 | 2 | 7 |
| Music | - | - | 1 | - | - | - |

ENTRY LEVEL CERTIFICATES (Leading towards GCSE)

| | Number of pupils attaining each level | | |
|---------------------------|---------------------------------------|---------|---------|
| | Level 1 | Level 2 | Level 3 |
| Science | - | - | 28 |
| Mathematics | 3 | 12 | 13 |
| English | - | - | 7 |
| Tech. Resistant Materials | - | 8 | - |
| History | 4 | 1 | 1 |

INFORMATION TECHNOLOGY – CERTIFICATE OF COMPETENCY

| Pass | Merit | Distinction |
|------|-------|-------------|
| 12 | 11 | 2 |

| | |
|---|-----------------|
| BTEC KEY SKILLS ICT FOUNDATION LEVEL | 8 Pupils Passed |
|---|-----------------|

| AQA UNIT AWARDS | NUMBER OF UNITS | | | | | | | |
|-----------------|-----------------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ENGLISH | - | 1 | 2 | 1 | 1 | 3 | 3 | 7 |

ASDAN (Award Scheme Development and Accreditation Network) YOUTH AWARDS

| BRONZE | BRONZE/SILVER |
|--------|---------------|
| 8 | 18 |

| | |
|---|------------------|
| CERTIFICATE IN LIFE SKILLS Entry Level 2 - 4 units | 10 Pupils Passed |
|---|------------------|

TRIDENT AWARDS

| WORK EXPERIENCE | COMMUNITY INVOLVEMENT | PERSONAL CHALLENGE |
|-----------------|-----------------------|--------------------|
| 24 | 24 | 24 |

| GOLD – 3 PRONGS | SILVER – 2 PRONGS | BRONZE – 1 PRONG |
|-----------------|-------------------|------------------|
| 24 | - | - |

5. Pupils' attainment levels, when they enter the school, are very low when compared with the national average. These tables of results, however, from the tests taken by pupils in the previous year, give a very clear reflection of the progress and achievement that pupils make whilst they attend Baycroft School. Although the grades of the certificates may be below the national average, the proliferation of certificates and the range of subjects show that achievement is good overall.
6. Evidence from assessment shows that the pupils who have entered the school in more recent years have more significant learning difficulties and special needs. It is likely that this would explain the diminishing success in some exams over the years.
7. Achievement of pupils is particularly strong in some parts of design and technology, where both boys and girls make excellent progress in food technology and textiles. This is a direct result of the outstanding teaching that they receive in these subjects. Pupils become eager and make every effort to succeed. Pupils' achievement in personal, social, health and citizenship education (PSHCE) is good and their achievement against their individual targets in their IEPs is good. Pupils who have extra special needs, including autistic spectrum disorders, emotional and behavioural difficulties and severe learning difficulties, achieve well and make good progress, each at his or her own level. Pupils with speech and language difficulties, hearing impairment or visual impairment also achieve well and make good progress.

Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school and their attitudes to learning and to school life are good. Behaviour is also good. Pupils are provided with very good opportunities for their personal, spiritual, moral, social and cultural development and achievement in these areas of personal development is very good. Attendance levels are very high.

Main strengths and weaknesses

- Relationships are very good and contribute to the very good ethos of the school.
- The pupils' good behaviour and attitudes to learning have a positive impact on their achievement.
- Good opportunities are provided to help pupils to build confidence and to develop self-esteem.
- The school promotes good attendance very well and this has resulted in much improved attendance rates over the past year.
- The school sets high expectations for pupils' conduct and works with success to achieve them.

Commentary

8. Pupils show good attitudes to learning in lessons. They listen attentively and undertake tasks well. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks which ensure that pupils of all levels of attainment have the opportunity to achieve well.

9. Standards of behaviour are good in the classroom and around the school. There is a well structured system of behaviour management which both rewards the pupils and has sanctions that are clearly understood by them. This system is very effective in supporting the ongoing development of the good behaviour and self-discipline observed during the inspection. Pupils work together constructively and are encouraged to settle their differences amicably. They think teachers are fair, listen to their ideas and are very approachable. Many pupils, with whom inspectors spoke, were enthusiastic about many positive features of the school. Through observations and discussions with pupils and staff, it was clear that any incidence of bullying is properly managed and resolved. Pupils say that any incidents of inappropriate behaviour that do occur are swiftly dealt with by staff to the satisfaction of all involved, and that the language used in the playground has really improved recently.
10. The very good relationships that exist between pupils and their peers, and between pupils and staff, contribute in a significant way to the very caring ethos of the school. Very good opportunities for personal development are provided for pupils. The school council offers opportunities for pupils to show enterprise and responsibility and to influence school practice and routines. Pupils are encouraged to share feelings with adults and their peers and many are developing higher levels of self-esteem. Staff give a very positive lead in engendering these good relationships, for example by giving praise and encouragement at every opportunity as well as acting as very good role models. Pupils' work is celebrated by being displayed on classroom walls, and they are very proud when they are presented with certificates and shields for doing something worthwhile.
11. Provision for pupils' spiritual, moral, social and cultural development is very good overall, particularly in the social and moral aspects. The very good ethos of the school helps to promote spiritual development and subjects such as personal, social and health education, religious education, music and art make a good contribution. The school ensures that pupils experience the traditions of a wide range of cultures as well as their own. For example, they are very involved with learning African drumming, have sampled food from many different countries, have received Maori visitors and have visited different places of worship. All these lessons and visits help to create a fuller understanding of the multicultural society in which we live and an ability to live successfully in a diverse community.
12. The moral and social development of the pupils is very good with many opportunities provided for pupils to reflect upon and think about the impact of their action on others. Pupils know right from wrong and collaborate well with each other in their learning and play activities. Pupils have very good opportunities to work in a variety of group and social situations and these make a positive contribution to their social development. Inspectors were impressed with the courteous and polite manner in which pupils responded to them during the inspection period. Pupils were seen offering help to others and holding open doors politely.
13. Attendance levels at the school are very high and have improved recently due to the very hard work by staff. The school strongly promotes better attendance by rigorously monitoring and following up any unexplained absences at the first opportunity. Staff will personally collect pupils from home if necessary and take them to dental or hospital appointments. The school is well supported by the local authority's education welfare service. The punctuality of the pupils is also very good despite their arriving from some distance and being reliant upon the punctuality of the transport. There have been 25 fixed

period exclusions involving 18 boys during the past year. The inspection team found that the exclusion process had been used as a necessary strategy for the sake of the whole school community and is effective in improving behaviour.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 5.7 |
| National data | 9.1 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 1.1 |
| National data | 1.6 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 168 | 25 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 3 | 0 | 0 |
| No ethnic group recorded | 4 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education overall provided by the school is good. Teaching and learning are good, pupils receive a very good curriculum and they are cared for very well. Pupils receive good advice and guidance and there are very good links with pupils' parents, the community and other schools and colleges.

Teaching and learning

The quality of teaching and learning is good overall for pupils of all ages. There are good systems for assessing the progress of pupils.

Main strengths and weaknesses

- Very good relationships exist between teachers and pupils.
- Teaching assistants provide very good support for the pupils and teachers.
- The very best teaching takes place in lessons taken by subject specialists, but where this is a weakness, as in some mathematics lessons, learning suffers.
- Lessons are well planned to meet the individual special needs of the pupils and to match the targets on the pupils' individual education plans.
- Teachers organise their classes into smaller groups so that pupils can receive guidance and support that is closely matched to their differing needs.
- Good assessment procedures are now in operation.
- There is occasionally some inconsistency in the use of behaviour management strategies.

Commentary

14. Teachers and teaching assistants treat pupils with the greatest respect and care. There are very good relationships between these adults and the pupils, which help to give the pupils confidence during their lessons. There is a very positive atmosphere for learning and pupils' self-esteem develops well. When lessons are taught by subject specialists the pupils learn and achieve well. For example, in food technology and textiles lessons pupils benefit greatly from the knowledge and skills of the teachers. Teachers ask questions that are very carefully phrased to be challenging and enjoyable for the pupils. Pupils respond

very well and learn quickly as they gain skills and knowledge of processes. Here the subject specialists are very careful to consider all health, hygiene and safety issues during lessons. Pupils work sensibly and wear protective clothing when necessary. Others take great care when using equipment for preparing food, mixing dough, or clearing away at the end of the lesson. Specialist teaching in science and art also results in good learning by pupils in all year groups. However, in mathematics some teachers have insufficient knowledge and understanding of the subject and use too many worksheets, and their marking does not help pupils to improve.

15. Teachers and classroom assistants provide very good role models for the pupils and have very good relationships with the pupils. The teachers' planning of lessons and activities is strengthened by the very good links that have been forged with local schools and the community. Two excellent lessons were also seen during the inspection, in which the teachers set very challenging work and pupils enjoyed the challenge.

Summary of teaching observed during the inspection in 60 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|------------|----------|--------------|----------------|------|-----------|
| 2 (3.3%) | 14 (23.3%) | 27 (45%) | 14 (23.3%) | 3 (5.0%) | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. Analysis of pupils' individual education plans shows that pupils achieve well against their targets. Teachers plan their lessons carefully, taking account of the individual needs and differences of the pupils in their class. In some cases this means subdividing the class into small groups so that pupils can receive teaching that is specially planned for them. In this way the teaching is especially focused on the individual and different difficulties that pupils experience. Consequently pupils are able to learn at their own pace and make good progress.
17. Grouping of pupils in literacy and numeracy lessons is effective especially when an adult supports less able pupils. Teachers write the individual education plans for their pupils and review these during weekly lessons dedicated for this purpose. There is some very good work being undertaken by teaching assistants and this is directed and monitored well by teachers when setting and reviewing individual needs, and this contributes to their achievement. Communication between teachers and learning support assistants is very good. The close working between the teachers and support assistants and their very good knowledge of the pupils contribute significantly to the good learning that takes place in lessons.
18. The school has developed assessment systems that are good and give a clear picture of the progress that pupils are making. The criteria for assessment are carefully linked with the National Curriculum attainment targets. Teachers take careful note of the progress that pupils make and then plan their future lessons in the light of this knowledge.
19. Occasionally the management of difficult behaviour is inconsistently handled and this results in some time being lost and learning opportunities wasted. It is on these occasions that the quality of teaching is not as good. Time is wasted and lessons do not progress at a pace that is sufficient to keep the attention of the pupils. Nevertheless there has been good improvement in the overall quality of teaching since the time of the last inspection.

The curriculum

The provision for a broad range of curriculum opportunities both during the school day and beyond is very good. Accommodation is satisfactory overall, and staffing and resources are good.

Main strengths and weaknesses

- The curriculum is very good. It is broad, balanced and very relevant.
- The provision for pupils' special educational needs is very good.
- The support for pupils in their transition to adult life is highly effective.
- Curriculum development is innovative.
- Very good support is provided for learning in the arts, music, sport and experiences beyond the school day.
- The accommodation is satisfactory but there are some weaknesses that restrict pupils' achievements.

Commentary

20. Staff plan the curriculum very carefully to ensure that it is well matched to both the developing needs of individual pupils and to prepare them for the external demands they will face later in their lives. Subject strengths include English, science, personal social and health education, ICT, music and humanities. There is a current weakness in mathematics and citizenship has yet to be developed fully.
21. Provision for meeting the pupils' individual special educational needs is very good. The quality of target setting in their individual education plans is good. The school is highly committed to inclusion for all. There is an expectation that all pupils should have full access to all activities. Disabilities are treated with respect by both staff and pupils.
22. There are very good opportunities created for pupils to gain external accreditation and participate in work experience. As part of the personal, social and health education and citizenship provision, all older pupils have the opportunity to participate in work experience tailored to their needs. All pupils receive the Baycroft 'factory experience' where going to work is simulated in school, thus enabling a similar type of approach to work experience but within a more secure and supporting environment. This helps pupils to gain the skills required for the forthcoming and more formal work experience.
23. Teachers understand the developing needs of their pupils very well and are prepared to make innovative and impressive timetabling changes to try and ensure all have the finest opportunities to extend their personal skills. For example, less able pupils join with the more able during some mathematics lessons because they have shown an aptitude in the subject. They are always supported by an adult who makes sure they are able to have full access to the lesson. As new groups of pupils leave Baycroft School and move on to college, the link courses are planned to match their interests. This is a very positive feature of the further education that is available to pupils.
24. The provision of many additional courses and recreational activities beyond the school day is making a considerable improvement to learning opportunities. Very good use is made of the local community. Good links exist with the neighbouring secondary school;

this allows some sharing of facilities, for example, library and playing fields. There is a wide range of clubs including art GCSE, sailing, ICT and various sporting activities. There is a breakfast club and opportunities for parents to learn ICT skills. Musical activities are a strength with pupils benefiting from a school brass band, drumming group, instruments made from 'junk' and visits to participate in and watch concerts.

25. Members of staff are well qualified and experienced in working with pupils with special educational needs. The teachers have a good command of the subjects they teach and the teaching assistants are suitably qualified and a great asset to the school. The accommodation provided by the buildings is satisfactory for the vast majority of the demands made by the school but there are some significant weaknesses. There are no special rooms for the teaching of textiles and graphics, and many science lessons have to be taught in ordinary classrooms. There are some classrooms that are very small and not suitable for groups of pupils who, because of their special needs, require more space in which to work. The school hall is a multi-purpose room in which equipment and dining furniture is stored; this is unsatisfactory as a room for physical education.

Care, guidance and support

The school ensures pupils' care, welfare and health and safety very well. It provides them with good support and guidance and involves them well in school life.

Main strengths and weaknesses

- Pupils feel very secure and cared for in school. They have very good and trusting relationships with all adults in the school.
- Pupils achieve well because their progress is closely monitored.
- The school seeks the views of the pupils and acts on them when appropriate.
- Pupils are introduced to school life well and are given very good advice on college opportunities for further study.
- Pupils with autistic spectrum disorders receive very good additional support.

Commentary

26. The school provides a happy environment that is conducive to learning. Very close attention is paid to health and safety issues, and pupils' healthy and safe living is very well promoted through the personal, social and health education programme. Child protection procedures are very good and there is very good liaison with other agencies. Risk assessment techniques and first aid procedures are in place and pupils are well supervised at lunch and at break times.
27. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Pupils say that the staff are 'very nice and very kind' and parents describe the school as 'very caring'. Good assessment procedures ensure that teachers track the progress and personal development of all pupils well and this contributes to the standards attained. Pupils are mostly well informed of their personal targets. There is also very good provision for the pupils with autistic spectrum disorders as they receive extra support and have class bases of their own as well as working alongside the pupils in the rest of the school for some specialist subjects.

28. Effective monitoring of individual education plans ensures that targets set match the needs of the pupils. Consequently this ensures all pupils receive continuous and targeted support to match their needs. Where teaching assistants are specifically deployed, for example supporting the integration of more able ASD pupils, they provide a high quality, valuable and valued resource.
29. Induction arrangements are good and well established. They are continually monitored and modified to meet the changing demands of pupils, parents and situations. The school is introducing new initiatives to ensure that new pupils and parents are introduced quickly to the routines of school life and to involve parents actively in the life of the school. Parents confirm that their children like coming to school and value highly the advice and guidance they receive from staff. Pupils who start school at times other than the beginning of the school year are well looked after and are made to feel welcome. Advice on college opportunities provided for the older pupils is very good.
30. All pupils are valued and are encouraged to contribute to school life. They make their views known through the school council. They meet regularly and understand their role of representing the opinions of their classmates. They take their responsibilities seriously and are currently involved in discussing the purchase of new playground equipment. They appreciate the fact that the headteacher and staff listen to their views and act on them whenever possible.

Partnership with parents, other schools and the community

The partnership with parents is very good and remains a strength of the school. Links with the community and other schools and colleges are also very good and make an important contribution to pupils' personal and academic development.

Main strengths and weaknesses

- Parents hold the school in high esteem and have confidence in the work of the headteacher and staff.
- Communication with parents is very good.
- The partnership with the local college is very effective.

Commentary

31. The school's very good relationship with parents is clearly demonstrated by the many positive views expressed in the parents' questionnaire, at the parents' meeting prior to the inspection and in conversations during the inspection. Parents consider staff very approachable and responsive and are pleased with the school's high expectations and their children's good progress. There are very good arrangements for regular contact with parents through, for example, newsletters, discussion about individual education plans and emails and telephone calls whenever necessary. Parents value highly the pupil diary system and praise its use for the exchange of comments between parents and teachers on pupils' progress, although they are not used consistently in every class. Some pupils do not take them home, and in these cases the tutor will make regular contact with parents by telephone. The curriculum evenings to provide parents with more information on how they can help their children at home are well attended and appreciated.
32. Parents are informed each time the targets on individual education plans change. There

are good links with local authority support services and the school uses these very well to extend the support available to pupils.

33. Although a small number of parents felt that they are not kept well informed about their children, the inspection team found that parents are provided with a very good level of information about the school and their child's progress and the close partnership between parents and teachers ensures concerns and queries can be quickly addressed. The end-of-year reports are detailed and provide parents with appropriate levels of information about what their children know and can do. The school actively seeks parents' views on important issues and values their suggestions and comments. A few parents were worried about the behaviour of some of the pupils, but the inspection team found that this was not an issue at the school. Pupils say that any incidents of inappropriate behaviour (including swearing) are dealt with swiftly and efficiently by the staff to the satisfaction of all involved.
34. The school appreciates greatly the valuable contribution of a small number of parent helpers who come in to the school to help, for example, with tidying the grounds. The 'Friends of Baycroft' are very active and have raised substantial amounts of money to benefit the school. This all helps to enhance the quality of pupils' learning opportunities.
35. The very good links with the community include involvement with the Church, a local supermarket, the library and the bank. The school uses the local swimming pool and the ice rink and has represented Fareham in the Hampshire Youth Parallel Games. Visitors come in to the school for 'Community Week', and these include magistrates, nurses, the Citizens' Advice Bureau, the Salvation Army and Coastguards. They also have connections with the local mainstream school for sporting activities and the use of their resources centre and science facilities. Links with the mainstream school also help to meet the needs of the more able pupils in some subjects. There are also very good links with the wider community through many visits, including residential visits. These opportunities all enrich pupils' learning and provide them with very effective social links.
36. The very good links with other schools and colleges include very good mechanisms for the transfer of pupils into mainstream schools. There are very good educational links with Fareham College and very good liaison allows pupils to choose appropriate courses to enable them to move easily on to the next stage in their education; these include vocational courses leading to National Vocational Qualifications at Level 1.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. She enjoys the confidence of senior staff, who share her vision for future school improvement. Senior staff are effective and committed to continued improvement. The work of the governing body is satisfactory.

Main strengths and weaknesses

- Since she has been 'at the helm', the headteacher has built very successful management teams and delegated key responsibilities very well to the school improvement group.
- The school improvement plan shows a real commitment to improving learning opportunities for pupils.

- Members of staff with management responsibilities have clearly defined roles and responsibilities, and subject co-ordinators are very aware of priorities for future development.
- The commitment to training is leading to an improved quality of teaching and learning, but monitoring in this area is not yet consistently good.
- School finances are well managed.
- The governors support the school, but are not involved enough in strategic planning or monitoring its effectiveness.

Commentary

37. The headteacher has just been appointed to a permanent post, after acting as headteacher for a considerable time, covering the absence of the former headteacher due to long-term sickness. She provides very strong leadership and is working extremely hard to improve pupils' learning. This is illustrated by the school improvement plan, which has a clear focus on raising standards of achievement. It accurately identifies areas of weakness and provides training to address these; teacher assessment is one such example. The headteacher is very well supported by the two members of the senior leadership team, and together they form the 'leadership group'. Between them, they take on much of the responsibility for the day-to-day running of the school. The leadership group meets regularly and they are effectively monitoring the progress made in relation to the targets in the school improvement plan. Issues from the last inspection related to the curriculum and ICT have been fully implemented. There is now a very good curriculum in place and the use of ICT has improved significantly. The Key Stage 3 Strategy is being successfully implemented, although further training needs have been identified. The collaborative leadership style of the headteacher ensures that all staff have the opportunity to contribute to the school improvement plan and shape the future direction of the school.
38. The analysis of data is good and the school improvement group, which comprises senior members of staff, is able to track the pupils' achievements and make valid comparisons between similar schools nationally. Subject leadership has improved since the last inspection and is good overall and all departments now have appropriate subject development plans. Co-ordinators are given the time to fulfil their roles, but to improve teaching further, more emphasis is required on the monitoring of teaching and learning. Some of the weaker teaching observed was by non-specialist teachers where their subject knowledge was lacking, particularly in mathematics. There are good inclusion practices within the school and ASD pupils are included well in classes when they move from their support base, where they receive extra care and guidance, to work alongside the rest of the pupils. There are strong links with other establishments; for example, Crofton School (The adjacent mainstream secondary school) and Fareham College. The special educational needs co-ordinator is very good and has very clear ideas regarding the development of provision.
39. Performance management is fully in place for the teachers and it is effective. The results of this are evident in the proportion of good teaching observed during the inspection. Formal observations and assessments of teaching assistants are due to commence shortly and plans are in place to develop performance management for other non-teaching staff. Professional development is good and firmly based on needs identified through performance management and the priorities in the school improvement plan. Recent training has focused on the Key Stage 3 Strategy, ICT, ASD and the management

of behaviour. Induction for members of staff new to the school is very good and they are very well supported.

40. The governors are supportive of the school and give generously of their time. The Chair of Governors meets on a weekly basis with the headteacher. Statutory requirements and appropriate committees are all in place, although at present the governing body does not have a full complement of members since the reconstitution of the governing body and the need for increased membership. The local education authority has commissioned a feasibility study of the accommodation. Governors are very aware that curriculum opportunities are restricted for some pupils because of a lack of sufficient specialist areas. For example, too many science lessons take place in classrooms. The governors monitor the budget carefully and receive monthly tabulations from the finance officer. The school seeks best value for all major purchases; the interactive whiteboards in all the classes are a very good example of this. Governors are helped to fulfil their roles through the very good reports they receive from the headteacher. However, their input in terms of the strategic management of the school is an area for development. Currently, they have little input into the school improvement plan and they do not provide sufficient challenge for the senior leadership team. This was the position at the time of the last inspection and remains so.
41. The school's finances are managed well with money being allocated effectively to the priorities in the school improvement plan. Recommendations made in the last audit have been satisfactorily implemented. The large carry forward this year is due to money being held to pay for the planned resurfacing of the playground and building improvements. The expenditure per pupil is high when compared with similar schools, however, the school provides good value for money, because teaching is good, the pupils achieve well and are very well cared for. The school is constantly striving to overcome the difficulties presented by the accommodation.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|--|---------|
| Total income | 1,052,657 | Balance from previous year | 77,897 |
| Total expenditure | 1,015,522 | Balance carried forward to the next ** | 115,032 |
| Expenditure per pupil | 15,867 | | |

** This figure includes £53,000 for the resurfacing and development of the playground and £10,000 for development of the school building.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and lead to pupils showing good achievement.
- Pupils do well in their GCSE examinations.
- The curriculum is broad and highly appropriate to pupils' needs.
- Resources for learning are good.
- Opportunities for extra-curricular drama are very good.

Commentary

42. Pupils show good achievement in all years. This is because they are well taught in their literacy, English and drama lessons. Pupils do well in their development of speaking and listening skills. They listen carefully to the teacher and each other and are not afraid to answer questions and speak up to be heard. As a result of these good opportunities to speak in lessons, pupils begin to develop useful skills of oral collaboration. In their "talk-about" lessons they are given good, specific instructions on how to keep a conversation going, so they become confident speakers in a range of social situations. In a "Social use of Language" lesson observed in Year 10, for example, pupils learned the sophisticated skill of being quietly assertive. In drama, pupils have good opportunities to speak effectively in groups, and evaluate what they say and how they say it so they know how to improve. Drama was inspected only as part of curricular provision for Years 7, 8 and 9. Pupils also have very good opportunities for public performance in plays and other entertainments staged by the school. Lessons are timetabled for Social use of Language programmes (SULP); these lessons are provided to create extra opportunities for pupils to extend their communication skills. This is proving to be successful.
43. Pupils do well in reading because they are taught phonics very successfully in their daily literacy periods, upon which the school places great emphasis. These lessons also include additional support for some pupils who have particular difficulties in reading. They are withdrawn from the lesson, given individual tuition, and do well as result. Some pupils are highly motivated by using an interactive computer program, which helps them to enjoy their learning. All reading lessons are well supported by teachers using appropriate reading schemes and simple, age appropriate books which hold pupils' attention and encourage them to read for themselves. Reading and writing skills are promoted well by the use of ICT. Targets set for pupils are sometimes too complex. They are not straight forward enough to be readily understood by the pupils or easily assessed by the teachers in order to ensure that work is sufficiently challenging.

44. Despite noisy and unsuitable accommodation, the school library makes a good contribution to literacy. It contains a wide variety of well chosen books, is open during break and lunchtime, and is well used and greatly appreciated by the pupils. The knowledgeable librarian helps the pupils by formally teaching the skills of information retrieval, and she also effectively guides their leisure reading.
45. In English, pupils in Years 9 to 11 are helped to extend their reading as they tackle adaptations of Shakespeare's plays. All have access to simplified versions of a wide range of children's classics such as "Huckleberry Finn" and "Harry Potter and the Chamber of Secrets". Pupils are taught the skill of taking notes and this helps them to read and understand such texts. In Years 10 and 11, pupils study demanding adaptations of literature such as "The Withered Arm" by Thomas Hardy and the poetry of Seamus Heaney, in preparation for their GCSE examinations.
46. Pupils show good achievement in writing because they are taught spelling and punctuation rules systematically and are provided with good and regular opportunities to practise them. Pupils' vocabulary is also carefully developed with key words given due emphasis. Each pupil has an individual thesaurus to help them. Pupils' writing is well supported by a wide variety of writing frames which help them to construct simple prose in the right order. They have good opportunities to develop independent work whenever possible. Teachers are rigorous in their insistence on good handwriting and provide good opportunities for pupils to copy write. Consequently, pupils take pride in their work. Pupils have good opportunities to improve their writing skills by redrafting their work. They also delight in using ICT to present their writing in striking and original ways.
47. The quality of teaching and learning is consistently good because teachers have particularly good and up to date subject knowledge, which is the result of an effective programme of training. Lessons are effective because they are carefully planned by the teachers, with special attention given to providing work that is matched to pupils' differing abilities. Teachers choose resources for their lessons that are suitable and interesting to pupils. In drama, there are good opportunities for role play. Teachers make sure that their lessons in drama, literacy and English are usually brisk and that expectations are always high. Relationships in the classroom are pleasant and pupils respond well to the purposeful and stimulating atmosphere that is created.
48. The co-ordination of drama, English and literacy is good. There is some formal monitoring of teaching. The co-ordinators liaise well to present a very good and coherent curriculum, which is carefully monitored. A bank of resources of excellent quality has been developed to allow teachers greater choice in what they teach in literacy lessons. As a result, the content of lessons is usually well matched to the needs of the pupils. All pupils have the opportunity to gain an externally validated qualification in English and drama. GCSE results are currently a significant strength. In the last academic year one third of the pupils in Year 11 gained Grades E to G in their examinations.
49. There has been good improvement since the last inspection. All points for improvement have been successfully tackled, the role of the co-ordinator has been strengthened, and the quality of teaching has improved. Pupils' progress in writing has improved and is now good. Marking and record keeping are now consistent.

Literacy across the curriculum

50. The provision of literacy skills across the curriculum is good. Pupils use these skills well to support their learning in other subjects. The curriculum includes valuable phonological awareness training for some pupils and opportunities for some pupils to undertake exercises developed by an organisation devoted to neurophysiology. These help some pupils with particular difficulties. Literacy skills are supported and promoted very well in textiles lessons, where great care is taken to help pupils to speak carefully and answer in full sentences when appropriate. In other practical sessions including art and food technology, great emphasis is placed upon communication skills as well as reading and writing. Pupils are encouraged to 'chat' whilst working and this helps to develop their conversational skills. These are very positive attributes of the curriculum in the school.

French

Provision in French is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Resources for learning are good.

Commentary

51. Pupils show good achievement in response to the good teaching they receive in Years 7, 8 and 9. Pupils speak, read, write and understand very short phrases in French. Lower attaining pupils, with a great deal of support, also achieve well.
52. Strengths of teaching include good lesson planning, which results in the establishment of good routines that help pupils with their learning. Lessons are well supported by teachers using interactive computer programs that are well displayed on the whiteboard. These contain plenty of variety and provide good opportunities for pupils to take an active role in their learning.
53. Teachers also make best use of the good resources available to the subject and this enables pupils to achieve well. Lessons are delivered in a systematic sequence so that pupils continue to build on their prior knowledge. This means that lesson times are used well and pupils can see that their skills are improving.
54. The subject is led well and the co-ordinator has produced guidance that is helpful to other teachers. The development of resources has been well informed and effective purchases have been made. The curriculum is also supported by some visits to France. For example, a trip to Euro-Disney is planned for the end of term. There are also appropriate plans for pupils to gain awareness of French culture through a food tasting.
55. There has been satisfactory improvement since the last inspection. Standards in Years 7, 8 and 9 remain similar to those described in the last report. ICT is now well used in the subject and the use of the target language in lessons is well judged and appropriate.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Some teachers have insufficient knowledge and understanding of the subject and use too many worksheets, and their marking does not help pupils to improve.
- Teaching and learning are satisfactory overall but the beginning and endings of lessons could be better used.
- Pupils are well managed, have good attitudes and work well together.
- The use of ICT to support the subject is under-developed.
- The leadership of the subject is unsatisfactory.

Commentary

56. Most pupils, including those with additional educational needs, achieve satisfactorily in all year groups. The achievement of some higher attaining pupils enables them to gain success in their GCSE examinations. This represents good progress over time because these pupils entered the school with low attainment levels. However, the school's assessment data is unreliable and cannot be used to verify previous attainment or show the progress over time for most of the other pupils. The standardised tests used by the school in Year 9 indicate that standards are declining as a reflection of the changes in the severity of pupils' special needs year by year.
57. Teaching and learning are satisfactory overall and there are occasions when pupils continue to learn satisfactorily, despite the quality of some of the teaching, as a result of their good attitudes towards their work. Pupils work well together in lessons and support each other. They have fun when learning and this leads to enthusiasm and good attitudes towards all aspects of mathematics. They co-operate well; for example, in one lesson, the pupils worked in pairs and decided on the fraction of a square to colour in. Good use was also made of classroom assistants to help all the pupils. In another lesson, an assistant provided very good support and helped one pupil to be fully integrated into the class. In the best lessons, teachers build good working relationships by providing interactive feedback to pupils. They also ask good questions to challenge the answers that pupils provide. This was observed in a Year 7 class when pupils were required to recognise fractions. The teacher's verbal instructions were very clear and supported by visual clues displayed on an interactive whiteboard. The teacher asked searching questions that led the pupils to very obvious improvement in their response time and accuracy.
58. In the least successful lessons, and in the scrutiny of pupils' books from these classes, teachers' knowledge and understanding of how to teach mathematics are insecure. During some lessons, mental mathematics starters were not sufficiently adapted to match the pupils' attainments, and delivered at a slow pace. At the end of some lessons, teachers did not give pupils enough time to reflect on what they had experienced or learnt and gave no opportunity to celebrate the success of the class. There is an overuse of worksheets in some classes, resulting in pupils not receiving opportunities to improve their presentation skills or to show how answers have been reached. Consequently, this does not prepare them sufficiently well for the skills required when working towards external accreditation.
59. Work files from pupils across all classes are well presented and include evidence of mathematics being used for very practical purposes. These records give a clear indication that pupils are capable of transferring mathematical skills to different situations.

60. In the better lessons seen, relevant computer programs were used well to support the mathematical concepts being taught. For example, some less able pupils in a Year 7 class were given extension exercises to reinforce the learning objective. However, in general, insufficient use is made of ICT to support learning.
61. Since the last inspection, the development of mathematics has been unsatisfactory. Although the progress of the pupils is now better than it was, some teachers are not secure in their knowledge of the subject. The school improvement plan clearly identifies areas for development regarding the quality of teaching and learning, as well as raising the achievement of the pupils. However, the subject co-ordinator has not yet taken responsibility for developing these areas and, consequently, the leadership of the subject is unsatisfactory.

Mathematics across the curriculum

62. Mathematics is used satisfactorily, but incidentally, in other subjects. Teachers rarely plan to enhance the pupils' use of mathematics in subjects such as science and design and technology. There are some areas of good practice, for example, in the work undertaken by older pupils towards the ASDAN Youth Award qualification.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good, due to consistently good teaching.
- Teaching assistants support different groups of pupils very effectively.
- Too many classes do not have access to specialist facilities.

Commentary

63. Pupils' achievement in science is good; over two thirds of the year group were awarded GCSE grades in 2003. Each year, there are a few higher attaining pupils who achieve standards that are close to the national average and who attain creditable results in GCSE examinations. Work is well planned for the different groups of pupils and there is no significant difference between the achievement of boys and girls. Pupils enjoy the work in science and find the investigations great fun; for example, pupils in Year 7 were fascinated when watching woodlice and discovering key information about their habitat.
64. During the inspection the teaching observed was consistently good and some very good teaching was also seen. The subject benefits from having the expertise of two specialist teachers. In the best lessons, teachers have high expectations; they are very well prepared and challenge pupils to do well. An example was seen of this in a Year 10 lesson where pupils were studying a new accredited course being piloted by the school - 'Science in the 21st Century'. Very good teaching and use of resources motivated the pupils and challenged them to reason, form arguments and express their feelings about pollution and its effect on the environment. For example, "Does throwing away an apple core pollute?" Lesson objectives are written on the board and made clear to pupils at the beginning of lessons, but at times the end of lessons is too short and insufficient time is left to reinforce learning. The subject benefits from the availability of very good ICT

equipment. The use of this is developing well for teaching, planning, recording and research work. Teaching assistants support the pupils very well; they have clearly identified roles and provide a high level of care for them. They also have a key role in assisting with the occasional incidents of unsatisfactory behaviour.

65. The leadership in science is good. The monitoring of teaching and learning is helping to improve standards. Assessment has improved significantly since the last inspection and is now good. However, the school has identified that this assessment could be even more accurate. Plans to improve this have been incorporated in the school improvement plan; this is likely to help to improve the tracking of pupils' progress as they move through the school. Although there is a science laboratory in the school, the facilities are barely adequate, for instance, a number of classes in Years 7, 8 and 10 are taught in classrooms. This means that access to specialist equipment is not available; therefore, the teaching and experimental work for these pupils is very restricted. There is still no technician for science; this is an issue that was raised at the time of the last inspection. There is, however, always full time support from a teaching assistant.
66. There has been good improvement since the last inspection and standards have been maintained. The time allocated to pupils in Years 10 and 11 for GCSE science has been improved and is now adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- The curriculum for the subject is very good.
- Resources for learning are very good.
- Leadership and management are very good.
- Teaching is consistently good with some very good features.
- Provision for the use of ICT across the curriculum is very good.

Commentary

67. Pupils show good achievement in all years in response to the good, well informed and systematic teaching they receive. High quality, well chosen resources motivate them and help them to learn. By the end of Year 9, pupils become proficient at using the basic computer applications. They use simple data handling techniques, and higher attaining pupils insert pictures into text. By Year 11, pupils can produce a simple news-sheet. In their study of control technology, pupils learn how to control traffic lights. Techniques of computer-aided design are also a striking feature of their attainment. Pupils' attainments in Year 11 begin to approach those expected in mainstream schools.
68. The quality of teaching and learning is consistently good, with some very good features. The subject is taught by a specialist teacher who has a good level of knowledge and a good standard of technical help available. As a result, the teacher is confident and authoritative, and demonstrates very clearly to pupils what they should do which, in turn, helps the pupils to learn. The teacher takes good account of national advice and this is reflected in the detailed and effective planning for pupils of all abilities in Years 7, 8 and 9.

Lessons open briskly, compelling pupils to attend and recall what they have learnt before. The teacher promotes key language and vocabulary very well, and this helps pupils' understanding. She questions them skilfully to check what they know. Lessons are rigorous and pupils learn successfully because they attempt real tasks that are relevant to their lives. In Year 10, for example, pupils successfully set up a system to keep account of the money for a school trip. The pupils responded well to the teacher's quiet persistence and behaviour management and learned well. Pupils find the very good resources highly motivating, whether they are interrogating a simple database or preparing a complex computer presentation, assisted by use of a digital camera and software to amend and edit data. Self-motivation is a strong feature of all learning.

69. Pupils' work is assessed reliably and well. Targets for individual pupils are reviewed and set by the teacher, and used to inform all lesson plans. The assessment of pupils' work is accurately carried out and, as a result, lessons provide the right level of challenge to all pupils. Pupils' individual education plan (IEP) targets are well known to them and to the staff. They are frequently monitored with the result that all are enabled to become confident and independent users of the very good equipment available to them.
70. The curriculum is very good, and ICT is generally used effectively to support learning in other subjects. There are productive computer links with the local education authority and some mainstream schools. The teacher also maintains valuable links with the local engineering training association, which has supported the pupils in their use of computer-aided design. Adults as well as pupils are helped to improve their skills. There are additional classes for pupils, as well as ongoing training of teachers and other staff. All have been given action plans to further improve their skills. Plans are also well advanced for the training of parents and families.
71. Leadership and management are very good. The co-ordinator has a clear and realistic vision of what is required to achieve excellence, and is already well on the way to achieving it. The successful acquisition of high quality, frequently upgraded equipment is already a key factor in this process, and there are ambitious plans to further improve the provision.
72. There has been very good improvement since the last inspection. The key issue of requiring the school to integrate the provision of ICT into the curriculum to offer further learning opportunities to pupils has been very successfully undertaken. All staff are now sufficiently trained. Pupils who were previously making unsatisfactory progress are now doing well. They load, save and print their work routinely and amend it efficiently, which they could not previously do. Pupils now make good progress in using a range of software and handle information in a range of subjects. The inadequate resources described as "unexciting" in the last inspection have been improved considerably and are now very good. Hardware is up-to-date and of impressive quality. Access to the Internet has been secured for all pupils.

Information and communication technology across the curriculum

73. Opportunities for pupils to develop their ICT skills in other subjects are very good. The school is developing a strong tradition of providing on-going instruction to staff, parents and families, besides pupils, and this extends to all subjects to a large degree, though not enough use is yet made of opportunities in mathematics. There are particularly strong curricular links with science, for example, where pupils interrogate data on the Internet to complete an assignment on the quality of air. Pupils collect data on their computers for technology lessons. A strong link with PE allows pupils to use ICT to assess their fitness and pursue links with "Healthy Schools". The subject is used in Youth Award lessons to produce complex computer-aided designs for model cars.

HUMANITIES

*Geography and religious education are reported in detail below. **History** was sampled as no lessons were timetabled during the inspection. Pupils' work in history shows they develop a good sense of chronology in their study of the Romans, the Norman Conquest and medieval realms.*

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Leadership and management are good.
- The curriculum is very good.
- Resources for learning are excellent.
- The quality of teaching is good with some very good features.

Commentary

74. Pupils achieve well because they follow a broad curriculum and are well taught. Pupils are motivated to learn well and respond positively to the teacher's use of excellent and interesting texts, music, art, videos and CD-ROMs from many lands. By the end of Year 9, most pupils show good progress in their study of local geography, earth sciences and their knowledge of a range of peoples and countries.
75. Teaching and learning are good. Lessons are well planned in exceptional detail. The teacher provides a clear explanation of learning activities and of the outcomes expected. As a result, pupils know what they are learning and work hard. They learn to help each other in class through the teacher's careful construction of mixed ability groups. There are good, routine opportunities for the development of subject specific vocabulary. Atlases, globes and other resources are used well. Lessons go at a brisk pace and much ground is covered. The teacher has made "Task cards", which are designed to make the work appropriate for each individual in the class. These present work that is challenging and motivating whilst still being within the capabilities of the individual. This is very effective in promoting independent learning. This is a strong feature of lessons, which are well designed to promote independent learning. Pupils are enthused by the teacher's exceptionally good collection of artefacts. These are designed to appeal to all their

senses, and they learn well as result. Pupils readily enter into constructive conversation with the teacher and assistant, which further helps their understanding. They are interested in the lessons, and show themselves capable of a good level of concentration. The teacher writes helpful comments on pupils' books that can be used to improve the quality and presentation of their work.

76. Leadership and management are very good. The quality of teaching and the curriculum is routinely monitored and improvements implemented. The vision of the co-ordinator has enabled the school to collect a large number of well chosen artefacts which stimulate the pupils and this results in enthusiastic learning.
77. The curriculum is very good and enhanced with a very strong programme of trips, activities and opportunities for fieldwork. The school welcomes visitors to speak on subjects such as life in Kenya and the indigenous peoples of North America.
78. There has been good improvement since the last inspection. Pupils continue to make the good progress described in the last inspection report and the curriculum has been completely reviewed and improved.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching, learning and achievement are good.
- Pupils gain a sound understanding of other faiths.
- Religious artefacts are used well.
- Teachers' planning to meet the needs of different groups of pupils could be improved.

Commentary

79. Throughout the school, pupils' achievement in religious education is good. This judgement is based upon the scrutiny of pupils' work, lesson observations and discussions with the subject co-ordinator.
80. Teaching is good overall and follows the guidance of the local education authority's agreed syllabus. There are very good links with other subjects, including music and the development of reading and writing skills. The scrutiny of pupils' books showed that are occasions when work is not matched as closely as it could be to the individual needs of different pupils, and there is sometimes an overuse of worksheets. Some very good quality teaching, however, was observed during the inspection. In one such lesson, observed in Year 9, excellent planning provided work for three different ability groups about miracles. A lower attaining pupil volunteered information about 'The Feeding of the Five Thousand' with loaves and fishes. Higher attaining pupils were challenged and able to write about their Christian beliefs. There were some very moving and spiritual moments in the lesson. For example, in describing a miracle one pupil said that, "Some things are bigger than us".
81. In Years 10 and 11, the pupils study religious education as part of an accredited course. Part of the course leads them to study a wide range of faiths; for example, Islam,

Hinduism and Judaism. The pupils become familiar with a variety of artefacts associated with different religions. A strength of the teaching is the good use that is made of resources and display to engage the pupils' interest and enhance their understanding. Opportunities are taken to work with other subject departments, for instance music and the 'Special Celebration for Christmas' at Winchester Cathedral.

82. Subject leadership is good. The co-ordinator has worked closely with the local education authority in developing the subject policy and curriculum. The curriculum is enhanced by visits to different places of worship; for instance, Year 11 pupils visited Crofton Old Church and digital images were taken of things such as the font, chalice and pulpit. The use of ICT is developing well and examples were seen of it being used for research. Since the last inspection, artefacts have been improved significantly and are now good; they are used effectively and make lessons more interesting for the pupils. There has been good improvement overall.

TECHNOLOGY

Design and technology

Provision in design technology is **good**.

Main strengths and weaknesses

- Teaching in food technology, textiles and graphics is very good.
- The curriculum is broad.
- The attitudes of the pupils are very good.
- The support provided by the teaching assistants is very good.
- The teacher's expectations concerning the learning and achievement of the pupils when working with resistant materials are too low.
- There is no separate teaching area for textiles or graphics.

Commentary

83. Throughout the school pupils achieve well in design and technology. The pupils at Baycroft School benefit from some excellent teaching in food technology and textiles from specialist and knowledgeable teachers. Pupils also receive very well planned lessons in graphics that are matched very carefully to their individual needs. Pupils are encouraged to make decisions and take responsibility during lessons. In food technology, pupils choose to make different 'bread' products and shape and flavour them to their own liking. They use chocolate or peanut butter, and shape the dough as a plait or even a hedgehog before it is baked in the oven. Textiles lessons give pupils the experience of designing and making hand puppets or hats using a variety of fabrics. Pupils learn the importance of planning their work and making a small model or prototype in order to discover any problems that may arise during the making.
84. The school provides a wide range of study within the design and technology curriculum. Topics range from working with resistant materials of wood, metal and plastics to the use of textiles and the study of food technology. This gives all pupils the opportunity to develop the knowledge and skills to help them when they leave school at the end of Year 11.

85. Pupils behave very well during lessons and are very positive about their work. They are keen to attend lessons and are thrilled by the work they produce. They work independently when necessary and also work well together as a team or in pairs. They share equipment and help each other to collect equipment that is needed or to clear away at the end of the lesson.
86. Overall teaching is good. The quality of teaching in resistant materials is satisfactory and in food technology, graphics and textiles, the teaching is very good. Throughout all lessons the teaching assistants play a very important role in supporting not only the teachers but also the pupils. This was very clearly evident in one textiles lesson where the teacher and the teaching assistant worked extremely closely in total unison. Together they guided and helped the pupils to complete the tasks and challenges that they had been set. The pupils were designing and making a hat using brightly coloured felt or fleece fabrics. Throughout the lesson both members of staff worked unstintingly in promoting the communication skills of the pupils. They spoke calmly and clearly, continually questioning pupils about their work and encouraging them to discuss the different procedures that they were carrying out. During this time, the adults included a great deal of subject specific vocabulary as well as encouraging pupils to use their speaking and listening skills.
87. In lessons concerning resistant materials, however, the teacher's expectations are not high enough and there is a tendency to 'spoon feed' the pupils too much. Pupils do not complain, thoroughly enjoy their lessons and produce work that is of a good standard, but could do more. The Key Stage 4 accreditation results reflect these low expectations.
88. The overall management of the subject is good because each area is managed separately. Textiles, food and graphics are managed very well. The management of resistant materials is satisfactory.
89. There has been satisfactory progress since the last inspection. Overall, accommodation is satisfactory but there is no separate area for teaching textiles or graphics, which causes some restriction to the breadth of the study and the equipment that can be used. Good use is made of ICT to support the teaching and learning. The resources for the subjects are good and teachers make very good use of them.

VISUAL AND PERFORMING ARTS

Art and design was inspected in detail and is reported in full below. Music was sampled.

90. Only one formal **music** lesson was seen during the inspection but it was also possible to attend a concert given by pupils from the school that was a contribution to the Arts Week in a neighbouring special school. This excellent inclusion opportunity provided pupils with the chance to demonstrate their musical achievements to an audience from the local community, and also helped to raise their self-esteem. This is only one example of the many excellent links that there are with the local community. Very good opportunities are planned and provided for the pupils of Baycroft School to develop their interest and ability in music.
91. In the one formal lesson observed teaching was good and the pupils showed a genuine interest in the work. They enjoyed composing a class rap and playing percussion instruments such as drums, shakers, cymbals and cowbells.

92. The provision is significantly enhanced by the expertise of a peripatetic instrumental teacher who works for one day each week and offers excellent support to the music teacher. Both teachers work very effectively together; this was seen during the inspection when the 'Waste Disposal Unit' band and 'Baycroft Beat' drumming group gave a performance.
93. Music is a very strong feature of the school. The 'Baycroft Beat' has performed at Winchester Cathedral in a Special Celebration for Christmas. Music also features strongly in the Harvest Festival, carol service and school concerts; for example, 'My Fair Lady'. The technology department has contributed considerably to the resources for music by making a number of very good quality instruments for 'The Waste Disposal Unit'.
94. Music is very well co-ordinated by an extremely enthusiastic and energetic teacher who has excellent relationships with the pupils and who is able to motivate them all very effectively. Consequently the pupils thoroughly enjoy their music sessions and are proud of their achievements. There has been good improvement since the last inspection.

Art and design

Provision for art and design is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good and pupils learn and achieve very well.
- The attitudes and behaviour of pupils in lessons are very good.
- There is a good scheme of work that includes the use of ICT to support the subject.
- Pupils are highly motivated and enthusiastic about their work.

Commentary

95. The very good teaching that pupils receive enables them to achieve very well because the teacher has a very clear knowledge and understanding of the individual differences between the pupils. All the pupils in Year 11 were entered for GCSE this year. The scrutiny of pupils' work in different year groups indicates very good achievement by the majority of pupils. There is some outstanding work by a few higher attaining pupils, where standards are close to the national average.
96. In all lessons, the behaviour and attitudes of the pupils were very good. They were highly motivated, very well mannered and were also very considerate of each other when they took part in the practical activities of painting.
97. In one of the lessons observed, pupils in Year 10 were working on their projects of impressionist painters. Probing questions by the teacher enabled them to recall facts about their still life, landscape and portrait work. They were able to talk about the type of work produced by Van Gogh, Monet and Cézanne. The teacher used the interactive whiteboard to give an excellent multimedia presentation about pointillism and the work of Georges Seurat. The pupils showed a very good appreciation of his work and asked pertinent questions before studying pictures of his work in more detail and producing paintings reflecting his style. The design aspect of the subject is developing very well; this can be seen in the pupils' sketchbooks where they set out their ideas before embarking on their projects.
98. The teacher plans lessons to ensure that all pupils are able to take a full part. The very good questioning by the teacher gives all pupils a chance to take a full part in the lesson. This high

quality teaching is of great benefit to the pupils, and brings out their very best attitudes and behaviour. Pupils are able to work together and in one lesson the whole class were eagerly working together on one large painting of a sportsman. This was the result of some excellent preparation and planning by the teacher. She had made sure that the large mural, which had been sketched out on medium density fibreboard, varied in complexity. Pupils with the highest skills and tenacity were directed to work on the details of the face, whilst those with lesser skills were enthusiastically directed to work on the legs. Amazingly, and very sincerely, one pupil told the teacher that she had put some yellow bits in the grass because it made it look much better.

99. The art and design co-ordinator has recently been appointed and is very keen to raise standards further and widen the range of the curriculum with, for instance, ceramics. She has produced a good scheme of work and adapted and modified it to meet the wide range of needs within each class. The use of ICT is developing well; good work was seen where pupils had made different effects by manipulating images on the computers. Displays of pupils' work in the school are of a high standard. There has been good improvement since the time of the last inspection.

PHYSICAL EDUCATION

This area of the curriculum was sampled.

100. The leadership of **physical education** is good and lessons are generally well planned. The teachers have a good understanding of the pupils' special needs and interests. They speak very positively to the pupils and make the aims of the lesson very clear to them. In one very good lesson the teacher set very clear boundaries for the pupils and paid very close attention to safety issues as the pupils were using javelins, albeit made of foam rubber. Nevertheless, the teacher insisted, quite rightly, that all safety procedures must be followed. The pupils responded very well to these demands.
101. Learning of skills associated with relay running was restricted due, in part, to the unsatisfactory facilities. Despite limitations in accommodation, the physical education curriculum provides a very wide range of experiences. Very good use is made of local facilities with opportunities for sailing, power-boating, trampolining, archery and orienteering. There is a high regard for individual development, culminating in the more able pupils having the opportunity to take external examinations. Physical education is well led and sensible plans to develop the subject are being pursued.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

This area of the curriculum was sampled.

102. The school sees pupils' personal development as a very important part of its work. There is a very well planned programme of activities including work on diet, health, sex, drugs and personal safety. These are delivered through lessons in horticulture, life skills, World of Work and personal, social and health education/citizenship which culminate in external accreditation through the ASDAN scheme. Pupils are extremely successful in developing a safe and healthy life style, gaining confidence and interacting with others. The subject reflects different needs and is very carefully tailored to match the changing requirements of the school population. It is very well supported by visits from outside agencies. Older pupils enjoy their work experience. For those whose personal skills are less well developed there is the very good Baycroft 'factory experience' where going to work is

simulated within school. Pupils benefit greatly from this and get a good perspective on the world of work and how it will influence their future.

103. In the lessons observed, pupils were keen to learn, displaying enthusiasm with a willingness to join in drama type activities, acting out difficult social situations. Although lessons are adapted to match the learning needs of all pupils, teachers tend to talk too much, diminishing the impact of the pupils' own understanding of social situations.
104. Personal social and health education is well led and successfully combines the skills of several keen and knowledgeable staff, which represents a good improvement from the last inspection. There are coherent links across all parts of the personal, social and health education. Citizenship is developing within the overall scheme and there are plans for its continued development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved ** | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 4 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

*** Standards achieved are judged against individual targets and not national standards.*