

# INSPECTION REPORT

## CLARENDON SCHOOL

Hampton

LEA area: Richmond-Upon-Thames

Unique reference number: 102952

Headteacher: Mrs. Ann Coward

Lead inspector: John Byrne

Dates of inspection: 8<sup>th</sup> December to 11<sup>th</sup> December 2003

Inspection number: 258885

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:	7 – 16
Gender of pupils:	Mixed
Number on roll:	96
School address:	Hanworth Road Hampton Middlesex
Postcode	TW12 3DH
Telephone number:	020 8979 1165
Fax number:	020 8941 3069
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Rug Latimer
Date of previous inspection:	15 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Clarendon is a school for boys and girls aged 7 to 16 with moderate learning difficulties. Currently 96 pupils attend the school and their attainment on entry is below average. The school is responsible for an offsite provision, Oldfield House Unit, which currently provides an education for 5 pupils of primary age who have emotional and behavioural difficulties. A small number of pupils from local mainstream schools attend this unit on a sessional basis. All pupils attending Clarendon have a statement of special educational need. Just fewer than 20 per cent of pupils come from a range of ethnic backgrounds and the school population represents a mix of social and economic circumstances. A very small proportion of pupils have English as an additional language and only a minority of pupils join and leave at times other than the beginning and end of the school year. Over the last 18 months the school has received a number of external awards that include Investors in People, Sportsmark, Artsmark and the School Achievement Award. In addition Clarendon has also been recognised as a Healthy School.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21137	John Byrne	Lead inspector	Personal, social, and health education and citizenship
19693	Sally Hall	Lay inspector	
29452	Christine Emerson	Team inspector	Science Art and design Design and technology Religious education
21081	Charles Hackett	Team inspector	Physical Education
28106	Michele Majid	Team inspector	Mathematics Information and communication technology Geography History Special Educational Needs
18461	Vanessa Wilkinson	Team inspector	English Modern foreign language Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Clarendon is a **good** school with very good features. Effective teaching ensures that the majority of pupils learn and achieve well. The impressive range of learning opportunities available to pupils outside the classroom and beyond the school day makes a major contribution to their education. The headteacher, very well supported by the deputy headteacher, provides very good leadership and is passionate in her desire to move the school forward and raise achievement. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- Very good use is made of available information to make secure judgements on pupils' achievement and provide a realistic picture of how well the school is doing.
- The Oldfield Unit is very effective in its work. The support it provides to mainstream pupils contributes to the very good links that exist with other schools.
- The quality of physical education is excellent and the subject very effectively develops pupils' personal and social skills.
- Insufficient guidance for the management of challenging behaviour restricts progress for a minority of pupils.
- Links with parents are very strong and they are very appreciative of the high quality support available to them.
- Despite detailed planning and good use of resources, the impact of teaching is reduced when classroom behaviour is not managed consistently.

Improvement in the areas identified as weaknesses at the time of the previous inspection has been good. Governors' increased involvement is evident in the knowledge they display in areas such as the curriculum and school target setting. Teachers' planning is of a high quality and makes good use of the information that they have about where pupils are in their learning. The considerable efforts to improve punctuality have been successful and recent developments in information and communication technology and how it is used to support pupils' work across the curriculum have been impressive.

### STANDARDS ACHIEVED

Pupils' achievement at the end of	In relation to individual targets in:	
	subjects of the curriculum	personal and social education
Year 6	<b>Good</b>	<b>Good</b>
Year 9	<b>Good</b>	<b>Good</b>
Year 11	<b>Good</b>	<b>Very good</b>

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

Pupils' achievement is **good**. The majority of pupils, including those with additional special needs, and the minority whose first language is not English, achieve well in all subjects. However, in lessons where teachers are less effective in managing behaviour, opportunities for pupils to make progress in speaking and listening is reduced. Achievement is very good in physical education and art for all pupils and in personal and social education and science for pupils in Years 10 and 11. The good achievement of pupils on leaving school is recognised in the examinations they take across a wide range of subjects. The school has developed robust systems to help teachers make valid judgements about where pupils are in their learning. The information provided is used well to set relevant whole school targets and to compare the performance of pupils with those in similar schools.

Pupils' personal development including their spiritual, moral, social and cultural development, is **good**. Their attitudes to school are **good** and behaviour is **satisfactory**. The school has worked hard to improve attendance, which is now **good**.

## **QUALITY OF EDUCATION**

The quality of education is **good**. **Effective** teaching ensures that in the majority of lessons pupils' learning is good. Planning is of a good quality and recognises the valuable contribution that teaching assistants make to pupils' learning. Resources are used well to motivate pupils and teachers are careful to ensure that computer skills are developed well in all subjects.

The curriculum is **good** and there are very good opportunities to enrich pupils' learning both during the school day and after school. It is impressive that every opportunity is taken to develop talents that individuals might have in areas such as music and chess. Pupils' care and welfare are **good**. However, for a minority of pupils with challenging behaviour individual targets are not detailed enough and do not make clear how judgements in relation to progress in behaviour will be made over time. Links with parents, other schools and the community are **very good** and do much to support pupils' learning and achievement. The school, including the Oldfield unit, provides very good support to pupils in mainstream schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the headteacher is **very good** and ensures that the school is at the forefront of initiatives to develop the quality of education available to pupils. The support provided in recent times to the development of the Oldfield Unit and staff has been a major factor in the success of this provision. Management of the school is **good** and as a consequence, planning is securely based on what is required to improve school performance. Governance of the school is **good**. Governors are committed to the school and are supportive of its aims.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' and pupils' views of the school are generally **very positive**. Parents are very happy with what is provided for their children and they value greatly the considerable efforts that the school makes to provide them with support. Pupils too are happy and feel secure and safe whilst at school. However, a minority of both parents and pupils did express concern about standards of behaviour.

## **IMPROVEMENTS NEEDED**

It is important that the school continues with and extends its current planning to ensure that:

- Teachers manage classroom behaviour in a consistent way that will deal effectively with the low level disruption that can adversely impact on pupils' achievement.
- The minority of pupils with challenging behaviour have detailed support programmes, which provide both themselves and staff with the necessary guidance to effectively manage and improve their behaviour.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Pupils' and students' achievement is **good**. Standards identified at the last inspection have been maintained and improved upon.

#### **Main strengths and weaknesses**

- Very comprehensive school procedures ensure that the school is able to track accurately achievement over time.
- Achievement is very good in physical education and art and in the final two years of their education, pupils achieve very well in science, and personal and social development.
- Achievement in information and communication technology has improved significantly since the previous inspection.
- All pupils in Year 10 and 11 are following a course of work leading to an externally accredited examination

#### **Commentary**

1. The very effective systems put in place by senior management to measure progress over time in English and mathematics, demonstrate the impact that teaching has on pupils' learning. Pupils of all ages, ability and ethnic background achieve well in speaking and listening and reading. They benefit from the opportunities that they are given in and out of lessons to express their views and, as a consequence, gain in confidence. Occasionally opportunities to develop speaking skills are lost because of inappropriate comments by a minority of pupils, which go unchecked. Progress in reading is good and pupils are able to practise their skills in a variety of settings. Lower attaining pupils gain considerable benefits from the access they have to a reading recovery programme. Achievement in writing is less secure because not all pupils have the same opportunities to achieve as well as they might. In mathematics effective use is made of The National Numeracy and Key Stage 3 Strategy to promote mathematical skills. This, coupled with the decision to group pupils according to ability, has had a positive impact on all pupils' achievement over time.
2. At the last inspection progress in information and communication technology was judged to be unsatisfactory. This is no longer the case. Governors and senior management have invested well in resources. Teachers now effectively use computers to support learning in other subjects and pupils are developing their skills by undertaking relevant and meaningful activities. Computers motivate pupils and their enthusiasm, which is harnessed well by senior management and staff, has resulted in pupils' good achievement.
3. The impressive achievement of pupils in physical education and art is due to the fact that all of them, irrespective of their skill level, are motivated to take part and enjoy lessons. They work hard and are committed to achieving to their full potential. The contribution that these subjects make to their personal and social development is very significant. For pupils in Year 10 and 11 achievement is very good in science. Pupils benefit from the enthusiasm and expertise of the teacher, which ensures that they are motivated by having access to a rich and varied curriculum. The good achievement of pupils in their final two years of education is substantiated by the success they experience in a range of examinations including The General Certificate of Education (GCSE).
4. Pupils, including those with additional special needs and the minority whose first language is not English, make good progress in their individual targets agreed with parents at the annual review and parents' evenings. This is because the targets are closely linked to English and mathematics work which is based on very robust assessment information.



## Pupils' attitudes, values and other personal qualities

Pupils' attitudes and attendance are **good**. Behaviour is **satisfactory** as is moral development. Pupils' spiritual development is **good** and they progress **very well** in their cultural development. These are very similar judgements to the last inspection.

## Main strengths and weaknesses

- Most pupils have positive attitudes to their work and especially enjoy taking part in extra-curricular activities.
- Pupils with challenging behaviour are not always given enough guidance about how to manage and improve their own behaviour.
- The school has implemented very good systems to promote good attendance.
- The many good opportunities which pupils have to learn about their own and other cultures promote cultural development very well.

## Commentary

5. The majority of pupils are capable of behaving well. They understand the good class and school charters related to behaviour and they respond particularly well to those teachers who have very clear classroom routines and give regular reminders about appropriate behaviour. A minority of pupils, mostly in year 9, sometimes display challenging behaviour in lessons. The 'Time Out' procedure is successful in defusing the situation as the pupil is removed from the classroom, encouraged to calm down and then returned to the lesson. However, as yet not enough clear and consistent guidance is given to these pupils on how to manage and improve their behaviour. A few pupils are responsible for a significant proportion of the recorded incidents and the fixed term exclusions given last year were for outbursts of violent behaviour.

## Exclusions

### 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	75	8	0
Asian or Asian British – Indian	2	3	0

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

6. Pupils enjoy coming to school and in lessons most want to do their best and this has a positive impact on their achievements. Many of the pupils interviewed during the inspection said that what they like most about school was the range of activities outside lessons. They participate with enthusiasm in after school clubs, the Saturday Club, residential visits and school productions and this helps them grow in confidence and maturity. Pupils are frequently reminded about the importance of attending school. This is obviously having an impact because attendance is good. The vast majority of pupils attend school regularly and there are very few unauthorised absences. However, those pupils with medical problems who have time off for entirely valid reasons adversely effect the figure shown below.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	13.41	School data :	0.98

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

7. The school has been very active in ensuring that all faiths and cultures are respected and supported. Pupils learn about major festivals and different faiths and ways of life in assemblies and lessons. The curriculum is enriched further by visits to a wide range of places of worship, museums and exhibitions. Consequently, pupils gain a very good insight into the diversity of the world and learn more about how their friends and neighbours celebrate important events and festivals. Pupils' cultural development is promoted very effectively in English and art.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. Teaching and learning and the curriculum are all **good**. Partnerships with parents, other schools and the community are **very good**. Pupils receive **good** care, support and guidance.

**Teaching and learning**

Teaching and learning is **good**. It is excellent in physical education and very good in art across the school and in science and personal, social and health education for pupils in their final two years of education. The standards evident at the time of the last inspection have been maintained.

**Main strengths and weaknesses**

- Lessons are planned and organised carefully and teachers are clear about what they want pupils to learn.
- The impact of good planning to develop learning is hampered where there are inconsistencies in the way teachers manage pupils' behaviour.
- Teachers ensure that pupils are included in lessons and use teaching assistants well to achieve this.
- Teachers effectively use their knowledge of what pupils understand and can do to plan the next stage in learning. In doing so they ensure that achievement is good.

**Commentary**

**Summary of teaching observed during the inspection in 57 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	13 (23%)	26 (46%)	15 (26%)	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.*

8. The impact that teachers' subject knowledge has on pupils' learning and achievement is very significant and contributes to the success pupils gain in external examinations. The quality of pupils' performance in physical education and art is a direct result of the teachers' knowledge of their subject and has resulted in external recognition for the overall quality in these areas of the curriculum. Similarly pupils in Years 10 and 11 benefit from the ability of teachers to impart their knowledge, in subjects such as science, in a stimulating and motivating way. Their enthusiasm for their subject is obvious and has a very positive effect on learning and achievement.
9. It is clear that the senior management of the school has worked hard at developing a consistent approach to lesson planning. The success of their efforts is evident in the way that all teachers base their planning on the clear guidance provided for them. At the start of lessons pupils are always made aware of what the teacher is aiming to achieve in the session. They are questioned to recap on previous work and to determine their understanding. In one lesson for Year 7 pupils the teaching assistant is used very effectively to monitor the level of response by individual pupils. Lessons then proceed in a logical way to ensure that the focus of work is

addressed. In particularly effective lessons the end of the session is used to assess pupils' understanding and to suggest possible work for the next lesson.

10. Despite the high standards of planning and the good use of resources, the quality of teaching is hampered when pupils' behaviour is not managed in a consistent way. Teachers do try and follow strategies outlined in the school's behaviour policy such as ignoring inappropriate responses or actions. However, when this fails it is sometimes too late to stop the behaviour escalating. In a religious education lesson silly behaviour was ignored and the end result was that two pupils were removed by senior staff. The situation could have been resolved by separating the two pupils involved at an early stage in the lesson. There is a system of rewards in place but the impact of these is sometimes reduced by their inconsistent use. Most teachers are rigorous in ensuring that rewards have to be earned. However, a minority give out rewards such as the "lottery tickets" when behaviour does not merit it.
11. Teachers are careful to include all pupils in the activities planned and make good use of teaching assistants to achieve this. The role of support staff is clearly identified and their effectiveness in supporting pupils ensures that all, including those with additional special needs, are successfully included and achieve well. For example, the effectiveness of their interventions with pupils who exhibit challenging behaviour ensures that they usually remain in the lesson and complete their work to a good standard. The use of the quiet aside or the clear explanation as to why they should respond in a particular way or move to another part of the classroom often calms pupils and defuses potentially difficult situations.

### Assessment

12. The effective systems established by the management of the school to monitor pupils' performance over time are used well by teachers to reach informed judgements on pupils' progress and to plan the next step in learning. The quality of marking is good and this, together with the regular sampling of pupils' work in all subjects using National Curriculum levels, means that teachers have good information on which to make secure judgements on achievement over time. Subject co-ordinators play an important role in ensuring that judgements made by teachers are consistent and they regularly monitor the work sampling to achieve this. This ensures that the quality of assessment is rigorous and can be relied upon to support teachers in planning what pupils should learn next.

### The curriculum

Overall the curriculum is **good**. The quality of pupils' learning and achievement is significantly enhanced by the **very good** range of activities that they have access to during and after school. The strengths identified at the time of the previous inspection have been maintained.

### Main strengths and weaknesses

- Curriculum plans provide good guidance for teachers who use them well to prepare lessons.
- The very good curriculum in Years 10 and 11 makes an effective contribution to pupils' personal and social development. It prepares them well for leaving school.
- A good range of examinations enables pupils to have their achievement recognised.
- Overall accommodation is good. Improvements in facilities for art, science and music have had a positive effect on pupils' achievement

### Commentary

13. The headteacher and governors recognise the importance of providing pupils with a range of experiences and opportunities to support their learning and motivate them to achieve well. As a consequence the curriculum is significantly enriched in a variety of ways that successfully supports the good learning taking place in the classroom. Visitors are used well to promote pupils' understanding in specific subjects. For example, there are regular visits from the police to

reinforce pupils' understanding and awareness of drug issues. Teachers and support staff plan a very wide range of clubs both at lunch-time and after school and there are very good opportunities for pupils to take part in residential trips. Pupils of all ages benefit from the extensive and exciting range of sporting activities and they are regularly involved in very good quality creative experiences, which include whole school art and design and technology weeks. This very wide range of opportunities makes a significant contribution to pupils' achievement and to their personal development. The quality of the curriculum in physical education and art has been recognised by the Sportsmark and Artsmark awards

14. Planning in most subjects is appropriately developed from national subject guidance. This ensures that subject plans provide good guidance for teachers when they prepare lessons and pupils have good opportunities to build on past learning. In the majority of subjects, learning opportunities are planned using age appropriate curriculum materials, which are effectively adapted by teachers to reflect the needs and abilities of the pupils in their class. In this way all pupils are included well in lessons. As a consequence of subject plans being used well by teachers the relevance of the activities provided ensure pupils are able to make good progress. There is an appropriate emphasis on subjects such as English and mathematics, which ensures that pupils have enough opportunities to develop basic skills and this helps them achieve well in other subjects.
15. Pupils in Years 10 and 11 are prepared very well for leaving school. Careers education, work experience, links with college and workplace learning all make an effective contribution to pupils' education. In addition it provides them with the information on which they can make informed choices about what they want to do when they leave school. The school is appropriately developing further opportunities for work place learning.
16. There are good opportunities for pupils' learning to be recognised through a range of appropriate examinations. There are also opportunities for pupils to achieve recognition for their learning through activities such as the Duke of Edinburgh Award. Senior management is prepared to adapt the timetable to provide pupils with the chance to follow higher level courses in subjects where they are achieving well. For example, six pupils are currently studying for a science GCSE. This is entirely appropriate and reflects the schools' desire to ensure that pupils achieve to their full potential. However, at times pupils are involved in learning that does not interest them and where they do not have enough knowledge or skill to achieve external recognition for their efforts. The school has already identified that there is a need to further extend the range of examinations offered to pupils so that they better reflects pupils' interests and the needs of lower attainers.
17. Accommodation has been improved significantly since the last inspection, particularly for science, art, music and drama. These improvements are having a positive impact on pupils' achievement and on the opportunities they are given. Good quality displays, which are informative and also celebrate pupils' achievement, help to make the school a very positive learning environment.

### **Care, guidance and support**

The school ensures that it provides **well** for pupils' care, welfare, health and safety. Pupils receive **good** support, advice and guidance. This is similar to the judgements made at the last inspection. Involvement of pupils through seeking, valuing and acting on their views is **very good**.

### **Main strengths and weaknesses**

- The school values the views of pupils.
- Although there are good procedures for health, safety and care there are potential dangers on the playground where older pupils mix with much younger pupils.
- Effective support is available to the majority of pupils. However, individual targets to support pupils with challenging behaviour are not detailed enough.

- There is good provision for older pupils to make decisions about their future.

## Commentary

18. The school seeks pupils' opinions on a range of issues. For example, pupils were asked to complete a survey about the new setting arrangements for mathematics lessons and their approval confirmed the scheme's success. Members of the school council are keen to bring about improvements to school life. With the support of the headteacher, they are currently considering separate play areas for younger and older pupils and vending machines for healthy snacks. In lessons, assemblies and annual reviews staff listen to pupils and value their opinions.
19. Senior management, staff and governors ensure that the pupils work in a healthy environment and risk assessments are in place. The headteacher is the designated member of staff with responsibility for child protection and carries out her duties effectively. Staff understand school procedures and they know to report any concerns to the headteacher. The arrangements for first aid are very good and good records are kept of accidents and medication. There is good supervision around the school and in the playground. At breaks all pupils play and socialise together in the same area. Although some younger and older pupils clearly enjoy being together there are potential risks to pupils' safety when such a wide age range play together in the same area.
20. Staff and outside professionals, such as a counsellor, provide effective support to individuals in managing their routines and emotions and helping them to achieve their personal targets. This contributes positively to the good relationships that exist which help most pupils to achieve well in their personal and social development. However, the school does not fully address the needs of pupils with challenging behaviour. Annual reviews and subsequent individual education plans do not identify in sufficient detail how the school is going to respond to and bring about improvements in their behaviour.
21. There is good input from the Connexions service for pupils from year 9 and this, together with a good programme of careers education and well planned and supported work experience placements, ensures that pupils have appropriate and impartial guidance. By Year 11 pupils have followed a very good programme in personal relationships, careers and work experience and this ensures that they are well prepared for further study and a choice of career.

## Partnership with parents, other schools and the community

Links with parents, other schools and the community are **very good**.

## Main strengths and weaknesses

- The school successfully reaches out to parents and provides them with very effective support.
- Pupils' learning is greatly enriched by the very good range of visits and visitors.
- The very good outreach programme is highly valued by local mainstream schools.

## Commentary

22. Parents and carers hold the school in high regard. They value the support given to them by staff and the many opportunities they are provided with to find out about how their child is doing at school. They appreciate the useful information sessions made available to them, for example on drugs education and careers. This, together with the series of helpful information leaflets that have been produced on a wide range of topics, reflects the importance the headteacher and staff place on developing very good relationships with parents. This quality of the partnership that now exists with parents is an improvement since the last inspection.

**Outstanding Practice.** The following demonstrates an example of excellent support provided for parents.

The school provides excellent support to families through funding a parent support worker. Governors and senior management recognised that many families and carers need specialist advice which staff did not always have time or expertise to give. By successfully bidding for funding, the school appointed a part-time support worker who helps families complete claim forms, liaises with other external agencies and puts parents in touch with support groups. The school also recognises the need for weekend activities for pupils which would also give respite for families. By working with other charities to find funding and staff, the support worker set up a Saturday Club for 20 pupils and this service is greatly valued by the families and their children. The appointment of the parent support worker is an extremely effective use of funding to provide targeted and much needed assistance to families and frees up the rest of the staff to concentrate on pupils and their achievements.

23. The school's partnership with the community is very good and the links established have a very positive impact on pupils' academic and personal achievements. Visits to places of interest together with visitors to school bring the curriculum to life and extends pupils' experiences. Residential visits, camping weekends and sailing provide pupils with a better understanding of the wider world as well as developing their social skills. The school has established good links with local employers and pupils benefit from good quality work experience and placements.
24. The school has developed strong links with local primary and secondary schools. Through the outreach programme, pupils from Clarendon have opportunities to participate in activities with pupils from mainstream schools. For example, in one very successful link, pupils in Years 5 and 6 have been involved in an ICT and an art project. Staff in the mainstream school have benefited from the specialist knowledge and teaching skills of Clarendon teachers. Pupils in both schools have enjoyed working together and it has promoted their personal and social skills very well. A further project is planned with a focus on physical education.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the head teacher and deputy headteacher are **very good**. The management and governance of the school is **good**. The governors' involvement in the range of the school's work has improved since the last inspection.

### **Main strengths and weaknesses**

- The headteacher is constantly seeking to provide the very best for her pupils and is passionate in her desire that pupils achieve to their full potential.
- Very good use is made of available information to make secure judgements on how well the school is doing.
- Whole school development planning is complicated and does not always fully check on the impact of previous developments on the work of the school.
- Senior staff have ensured that measures for checking on pupils' progress are comprehensive and very effective.
- Governors have a good working relationship with staff and have suitable systems for supporting and monitoring the school's work.

### **Commentary**

25. The headteacher is passionate in her desire to ensure that what the school provides for its pupils is relevant and effective in enabling them to make progress. She is innovative and always looking to improve the school's work. For example, the school has signed up to take part in a private funded initiative with regard to the development of the teaching of ICT. Both the headteacher and deputy will be part of the staff group being trained and this level of involvement shows their commitment to their teaching colleagues. Similar developments in recent years have had a very positive impact on improving the work of the school. Pupils now have more

opportunities to take external exams and opportunities for pupils to attend mainstream schools have been increased.

26. The deputy headteacher provides the headteacher with very effective support. Senior staff are prominent around the site during the school day and ensure that other staff are deployed appropriately. They support their colleagues well, particularly when teachers are faced with individual pupils behaving inappropriately. In addition senior staff have ensured that pupils are assessed carefully and accurate records are kept of their progress. They have also recognised the need to give families support and the appointment and development of the family support worker's role has been a very positive and much appreciated feature of the school's work.
27. All staff are given the opportunity to be involved in the school's development. There are key stage meetings as well as subject meetings. In addition, the senior management team conducts surveys of staff and this information is used to produce a range of development plans. However, not all staff are fully aware of how their particular subject or department plan fit in with the overall school plan.
28. The management of the school rightly realise that work needs to be done on developing staff expertise in dealing with pupils' behavioural difficulties. There is in place planning to address this problem. Although this is of a good standard it is important that the outcomes of the work done to rectify the difficulties are thoroughly evaluated to check their success. Currently planning does not always check on how developments identified in planning have impacted on standards and pupils' achievement.
29. Governors have set up appropriate committees and the minutes of these demonstrate that they have a good involvement in monitoring all aspects of the school. They have ensured that they have met all their statutory duties and, in particular, put an important emphasis on the inclusion of all pupils in the life of the school. However, minutes of meetings indicate that governors are not always fully involved in setting the priorities within the school improvement plan and rely on the headteacher to lead these developments.
30. Finance available to the school is used well and enables the school to provide a good quality of education for its pupils. The finance committee has a good overview of expenditure and although the school development plan has limited links to the overall school budget, there is an appropriate system for delegating money to the head teacher to allocate to each area identified for improvement. There is currently a large under spend but this is only because the school is planning to develop facilities further. The money in reserve has been set aside for very good projects such as a new therapy room and a considerable increase to the facilities for ICT.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	1235540
Total expenditure	1257143
Expenditure per day pupil	11224

Balances (£)	
Balance from previous year	122649
Balance carried forward to the next year	101046

## OTHER SPECIFIED FEATURES

### Oldfield House Unit

The provision in the unit is **very good**



## **Main strengths and weaknesses**

- The unit is a safe and secure environment where pupils can achieve well in lessons and in their personal development.
- Individual attention is given to all pupils, which ensures that they are cared for very well.
- The very effective work of the unit leader is well supported by his staff team.
- The high quality work undertaken with pupils from mainstream primary schools who attend on a part time basis.
- The positive links established with parents who are very well informed as to their child's progress.

## **Commentary**

31. The unit provides a very positive experience for both the full time and part time pupils that it educates. The atmosphere is one of calm where pupils are given opportunities and support to work through the difficulties they have with their behaviour or their emotions. Although staff understand the need to set firm and clear expectations they also realise the importance of giving pupils the opportunity to express what is concerning them without fear. The unit has a very effective behaviour policy which includes, when necessary, correct procedures to restrain pupils who may be damaging themselves or others. Such incidents are recorded properly and pupils have good opportunities to talk through how unpleasant situations can be avoided in the future. Records show that as pupils settle such incidents are considerably reduced.
32. Pupils' achievements are rewarded through certificates and there is a good system to present these in pupils' individual records of achievement. When pupils leave the unit they take these with them, having had the opportunity to choose what will be included in their folder. Evidence shows that pupils have made considerable progress in the last year. For example, a current Year 6 pupil's reading age has improved by 3 years in the space of twelve months. Achievements in Numeracy are also good with teachers' records and pupils' work showing that pupils now have a greater understanding of number. The unit uses a nationally recommended checklist of observations to measure pupils' conduct, their learning skills and their emotional development. Individual records show improvement in all three areas, but more so in pupils' conduct and emotional development. Careful analysis of these results provides staff with the focus for future work.
33. The curriculum is very appropriate and in addition to studying National Curriculum requirements other elements, relevant to pupils' special needs, are included as required. For example, regular 'anger management' sessions help pupils understand what makes them angry and what they can do to avoid losing their temper. Additional work such as this makes a very positive contribution to the progress pupils make in managing their own behaviour.
34. When the school was first asked to take over for the unit it was faced with many difficulties. It is to the credit of all involved that these have been overcome and that the unit is now very effective in its work. In particular the headteacher managed the task of taking responsibility for the unit with commitment and considerable skill and diplomacy. The teacher responsible for the work of the unit is a very strong leader who has inspired his staff team
35. The unit currently supports selected pupils from eight primary schools and they follow a part time programme for six weeks. These programmes are very appropriately based on the needs of the pupils referred. Once the placement has been completed the pupils receive very good follow up support at their mainstream schools. The headteachers of the primary schools involved report how pleased they are with the level of support received and how effective it has been with the individual pupils involved. More than twenty pupils have benefited from this very effective level of support in the last year.
36. The unit works very hard at involving parents in their children's learning. Daily reports and very well presented newsletters are very informative. Parents also attend parents' evenings each

term and annual reports provide good details of pupils' progress. The unit also has the use of the family support worker from the school and this link provides important individual help to the families of each pupil.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects.

### ENGLISH AND MODERN FOREIGN LANGUAGES

*Only two lessons were observed in a modern foreign language (French) and so no judgements on provision are made about this subject*

#### English

Provision in English is **good**. This is an improvement since the last inspection when it was judged to be satisfactory.

#### Main strengths and weaknesses

- Teaching is good and benefits from the thorough understanding teachers have of where pupils are in their learning.
- Achievement in speaking and listening is good. However, in a minority of lessons pupils' are reluctant to speak through a fear of inappropriate comments from others.
- Pupils make good improvements in reading and those experiencing difficulty receive additional support.
- Not all pupils achieve equally well in writing and this aspect of English is not always well developed in other subjects.
- The subject is well led and managed.

#### Commentary

37. Teachers plan effectively and provide interesting activities, which engage pupils' interest and encourage their participation. Work in lessons is very well supported by a good range of visits, for example to the Charles Dickens Museum, and by opportunities to work with visitors such as poets and drama groups. Planning and lesson organisation, based upon a good knowledge of where pupils' are in their learning, closely follows school procedures and pupils are aware of what they are expected to achieve. Teachers provide appropriate opportunities for pupils to work towards the targets in their individual education plans and in the majority of classes, there is a focused weekly lesson where activities are specifically planned to promote achievement against these targets.

38. Pupils of all ages achieve well in speaking and listening. In the majority of lessons where pupils' behaviour is managed well and at other times during the day pupils are confident to talk about their work and experiences and to express their views. Pupils participate well in activities such as the school council and the school play where they remember their lines and speak clearly. Pupils generally listen attentively in lessons and achieve well because they gain new understanding. However, in a small but significant number of lessons teachers do not respond to inappropriate comments as effectively as they could and pupils are reluctant to answer questions or share ideas. This limits opportunities to improve their speaking skills and for the teacher to check if they have understood.

39. Pupils of all ages achieve well in reading. Pupils make good progress because the school provides plenty of opportunities for them to practice their skills, for example pupils in Year 10 still read to an adult regularly and there is time for paired or quiet reading on the timetable. Pupils' progress is checked regularly and pupils who are not progressing as well as they could are effectively supported by the school's use of a reading recovery programme.

40. The achievement of pupils in writing is satisfactory. The school recognises this as an area for development and has appropriately identified the need to promote better standards in writing.

Work such as spellings and handwriting are planned effectively by teachers to reflect the abilities of individual pupils and achievement is frequently good in these areas. There are good opportunities for pupils to write at length and for different purposes but the needs of lower attaining pupils are not sufficiently well considered and they do not achieve as well as others. The work in their books is often unfinished or very limited while higher attaining pupils write at length providing good detail and using simple punctuation accurately.

41. The subject is well led and managed by the co-ordinator. A suitable subject development plan has been established and the priorities identified should enable the school to improve standards in the subject. The co-ordinator has good opportunities to observe lessons and the effect of the resultant targets is reflected in the good standard of teaching seen across the school. Pupils' work is also checked regularly and the judgements teachers make about their level of attainment is compared with those made by other teachers to ensure that they are accurate.

### **Language and literacy across the curriculum**

42. There are good opportunities for pupils to practise their literacy skills in other subjects but these are not identified sufficiently well in subject plans and are too dependent on the skills of individual teachers. For example, the school has not identified how other subjects of the curriculum can be used as a vehicle to develop pupils' writing skills further.

### **Modern Foreign Language**

43. It is clear that pupils' achievements in French are well supported by the good opportunities for them to learn about French culture during lessons and when they make a day trip to St Omar in France. Planning and work indicates that pupils have good opportunities to achieve and to develop good skills in speaking and listening. However, observation of a Year 10 lesson indicates that a small number of pupils are not interested in the subject and find it difficult to participate sensibly in lessons. This is because the learning planned for them does not reflect their needs or their interests.

## **MATHEMATICS**

Provision in mathematics is **good**. Strengths identified at the last inspection have been maintained.

### **Main strengths and weaknesses**

- Teaching the subject in groups based on ability, together with good planning of lessons, enables pupils of all abilities to achieve well.
- All pupils demonstrate an ability to work independently and have the opportunity to take examinations in the subject at a level appropriate to their needs.
- Information and communication technology is used well to support learning.
- Leadership and management of the subject is good.
- There is insufficient planned use of mathematics in other subjects.

### **Commentary**

44. Teachers plan lessons effectively, making good use of the National Numeracy Strategy and Key Stage 3 Strategy. Pupils particularly enjoy the start of lessons, when they practise mental arithmetic skills. For example, pupils in Year 7 were very motivated when using a 100 square to "guess my number" and made progress in identifying odd and even numbers. Pupils are taught mathematics in groups according to ability and this is effectively promoting progress in the subject. The pupils prefer the smaller groups and feel that they are learning more. Teachers use questioning effectively to ensure that pupils of all abilities are making progress. Work is well marked with suggestions for improvement. The knowledge of where pupils are in their learning is used well as a basis for future planning.

45. Pupils make good progress as they move through the school. In Years 3 to 6, they consolidate early number skills, such as simple addition, time, shape and measurement and they make good progress. For example, higher attaining pupils in Year 6 were able to work independently on a worksheet adding twos and were beginning to understand the relationship of continuous addition to multiplication. During Years 7 to 9, pupils learn simple multiplication and division, measure lines in centimetres and know how to work out perimeters and areas using squared paper. They learn how to organise and sort shapes into sets and pupils' experiences are broadened by using the Internet to look at Venn diagrams. Information and communication technology is also used very well for data handling and one pupil was able to enter text and numbers into a database and create a graph independently.
46. Pupils in Years 10 and 11 follow coursework leading to appropriate accreditation and by the end of Year 11, most are successful in Entry Level examinations. Although no pupils are taking GCSE this year, it is available if considered suitable for any pupil. In a good lesson, Year 11 pupils co-operated very well and were able to explain how they arrived at their conclusions. The school has a mathematics system with a multi-sensory approach for lower attaining pupils, who were seen using this with enthusiasm. These pupils are given very good support by teaching assistants.
47. Leadership and management of mathematics is good. The co-ordinator is aware of her responsibilities and ensures that staff receive appropriate training and that the subject is well taught. In order to develop her expertise she has taken the opportunity to observe leading mathematics teachers in other schools. The subject has maintained the good provision evident at the time of the last inspection.

### **Mathematics across the curriculum**

48. Pupils have satisfactory opportunities to practise their mathematical skills in other subjects. For example, spreadsheets are used in information and communication technology and in physical education the teacher uses odd and even numbers in the warm-up. There are good links to mathematics in science through the use of pie charts to demonstrate eye colours and bar graphs to record height. However, although teachers often take advantage of opportunities to reinforce mathematics, they do not always plan specifically to include numeracy in lessons and this is an area for development.

## **SCIENCE**

Provision in science is **good**. It is very good for higher attaining pupils in Years 10 and 11. There has been good improvement in the subject since the last inspection.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good overall, with two examples of very good and one of excellent practice.
- Higher attaining pupils in Years 10 and 11 achieve very well because teaching is very good and they have access to suitable accreditation.
- The subject leader provides a very good role model for other teachers and is developing the subject well.
- Pupils have access to a well-equipped science laboratory and learn to use equipment sensibly and safely.
- Achievement is good because teachers plan their lessons well to ensure that the needs of pupils of all ages and abilities are met.

### **Commentary**

49. Pupils in all year groups make good progress and achieve well in science and higher attaining pupils in Years 10 and 11 achieve very well. In an excellent lesson about the planets in the solar

system pupils demonstrate very good recall of previous learning. For example, they know that there is an asteroid belt between Mars and Jupiter. They are very highly motivated and are clearly stimulated by an exercise in the playground where they plot out the size and position of the planets. They discuss their findings in a mature way and ask probing and thoughtful questions to extend their knowledge further.

50. Teachers take great care marking pupils' work. They give accurate and positive feedback to pupils and note how much support was required to complete a task. This provides a good basis on which to measure pupils' progress. Teachers plan lessons well and adjust work set very effectively to match the needs of individual pupils. For example, in work about parts of the body, some Year 4 and 5 pupils cut and stick pictures to show how you see and hear whilst others do more complex work about the function of the tongue.
51. Many lessons take place in a well-equipped science laboratory. This enables pupils to have good opportunities to carry out scientific experiments. An example of this was when lower attaining pupils in Year 11 added different catalysts to hydrogen peroxide to check how they affected the chemical reaction. With support, pupils handled the chemicals sensibly and used bunsen burners to light splints to test for oxygen. Because all teachers emphasise the importance of safety, pupils realise from an early age that they need to be careful when handling equipment and chemicals. This was evident when pupils in Years 4 and 5 knew that electricity could be dangerous.
52. Through observing teachers' work and teaching some lessons jointly with other teachers, the subject leader provides a strong role model of good practice. There has been good improvement in developing the subject since the last inspection. The introduction of target setting is an effective strategy to measure whether pupils are achieving as well as expected. All pupils follow a good and well-planned curriculum. The special weeks, which are held each year, help to motivate pupils and develop their interest in science. For example, during the 'forensic week' they really enjoyed learning to take fingerprints and make plaster casts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*In addition to lessons seen inspectors also noted where they observed information and communication technology being used during lessons in other subjects.*

Provision for information and communication technology is **good**. Improvement since the last inspection has been very good.

### **Main strengths and weaknesses**

- Teaching is good and often very good and this is supported by good quality planning, resulting in good achievement.
- Leadership and management are good with impressive improvements being made by the recently appointed co-ordinator.
- Computers are used well in other subjects to enhance learning.

### **Commentary**

53. Pupils are very enthusiastic about computers and are keen to learn. All except the youngest pupils can log onto the school's intranet and access their own work. At the end of Year 11, pupils are successful in Entry Level courses. The school's commitment to extending the opportunities available to pupils is evident in the very well attended lunch time ICT club. Pupils who make use of this facility can choose to search the Internet or work on support programmes for literacy and numeracy.
54. The planning for the subject is good and ensures that work is well matched to the needs of all pupils. This, together with the fact that lessons are interesting and challenging, ensures that

pupils make good progress in developing ICT skills. The school is currently piloting units of work adapted for special schools and this is having a positive impact on the achievement of pupils in Years 7 to 9. For example, when pupils in Years 8 and 9 are using spreadsheets, they are able to alter cell sizes and merge them together. They are able to relate their work to other areas. For example, by suggesting that the physical education teacher could use spreadsheets for scores.

55. The leadership and management of the subject is good. The co-ordinator has good behaviour management skills and her style of teaching is allowing pupils to learn and achieve well. She teaches the subject across the school and has a clear vision for the development of information and communication technology. This includes plans to improve that the quality of the curriculum further and to provide more up-to-date hardware and software. As a result of the commitment of the headteacher, a large number of teachers will be studying for innovative teacher status in multimedia. If successful this will ensure that standards in the subject continue to improve.

56. The school has invested well in resources and as a consequence has a mobile suite of fifteen wireless laptops, which enables a whole class to have a discrete ICT lesson, and also makes it possible for computers to be used in other subjects.

### **Information and communication technology across the curriculum**

57. Computers are used well to support learning in the majority of subjects. ICT is an integral part of planning and teachers use the suite of laptops regularly to enhance learning. The school has invested well in interactive learning software to improve literacy and numeracy skills. There is evidence in pupils' work and in good quality displays of how effectively the subject contributes to pupils' learning in subjects such as science, art and humanities.

## **HUMANITIES**

### **History and Geography**

*Only two lessons were seen, one in history and one in geography, and so no judgements about provision are being made in these subjects.*

58. It is clear that planning for these subjects is good. Appropriate use is made of visits off site to support pupils' learning and the quality preparation by teachers motivates pupils to achieve. For example, the teacher putting "boils" on her face and placing a rat on the floor very effectively introduced pupils in Year 7 to the Black Death! The high quality displays around the school provide further evidence of the good work in history and geography.

### **Religious Education**

Provision in religious education is **good**. The school has continued to develop the subject to sustain the good quality of teaching and learning, which was reported on by the last inspection.

### **Main strengths and weaknesses**

- Pupils follow a good curriculum which uses the local community well to support their learning about other faiths.
- Good teaching, where work is planned to match individual need, ensures that pupils achieve well.
- Where behaviour is not managed effectively the impact of good planning is reduced.
- Monitoring of teaching and learning in the subject is not yet fully established.

## Commentary

59. The school, supported by an external consultant, has recently introduced good planning, which is based on the locally agreed syllabus for religious education. It is well matched to the needs of the pupils in the school and there is a good emphasis on giving pupils opportunities to develop their understanding of the Christian faith and other faiths through use of the local community.
60. Secondary aged pupils have visited a mosque and a synagogue. As part of their work about 'Advent', Year 7 pupils recently visited a local church where the vicar told them about the symbolism of different colours and the meaning attached to different candles. During the Eid festival the school held a special assembly where pupils from a primary school gave a performance of 'Bangla' dancing. Because of these relevant experiences for learning, pupils make good progress and achieve well. For example, primary aged pupils know what clothes a Christian priest wears and what happens in festivals such as Ramadan and Divali. Older pupils study religions in more depth and those in Year 9 know how Christians celebrate Christmas and understand some of the main practices in the Islamic faith. Pupils in Years 10 and 11 learn to compare different religions as part of their ASDAN work on 'Values and beliefs'.
61. Teachers are good at planning work carefully and adjusting it for individual pupils so that all pupils can learn well. However, although the majority of pupils have a positive attitude to learning, on occasions lessons are affected by the behaviour of a small number of pupils. Where teachers are not as confident as others in managing potentially disruptive behaviour, teaching time is lost and the effectiveness of the good planning is reduced. The recent priority of the subject leader has been to ensure that all teachers are successfully implementing the new scheme of work. Although monitoring of teaching and learning is currently underdeveloped, the school is aware of this and plans to address it next term.

## TECHNOLOGY

### Design and technology

*Only two lessons were seen in design and technology and so no judgements about provision are made in this subject.*

62. Pupils have weekly opportunities to learn relevant skills and knowledge. For example, in the two lessons observed, pupils in Years 4 and 5 made good progress, and pupils in Year 7 made very good progress, in learning to use equipment safely to design and make fruit tarts and biscuits. Work on display around the school shows that pupils have developed good skills in designing and assembling different materials to make good quality products. The school has a well refurbished food technology room and a specialist room for resistant materials, which are used regularly by pupils of all ages. The design and technology week, which was held last term gave pupils very good opportunities to study the design of professional designers and co-operate together to construct their own designs.

## VISUAL AND PERFORMING ARTS

### Art

Provision in art is **very good**.

### Main strengths and weaknesses

- Pupils have access to a very relevant and rich curriculum.
- Very effective teaching ensures that pupils achieve very well and produce high quality work in a range of media.
- Many lessons are taught in a well-equipped arts suite.



- The school has achieved nationally recognised awards in art.

## Commentary

63. The quality of the curriculum motivates pupils very well, promotes very good learning and as a result pupils achieve very well. There are many visits to workshops and galleries to develop the work that pupils do in school. For example, as part of their project on self-image, Year 7 pupils have visited the National Portrait Gallery. This has helped them to understand how to compose portraits and has resulted in some very good work in their sketchbooks and in the portraits they have painted in the style of other artists. Professional artists regularly visit the school to run workshops. This has included a whole school performance and workshops with an Aboriginal artist and storyteller, drawing workshops and work with a print and felt maker. Pupils and teachers have opportunities to develop their skills outside lessons through the thriving art club.

64. A specialist art teacher leads the subject very well. She teaches pupils in Years 10 and 11 and carefully monitors teaching and learning throughout the school. She has helped teachers to become confident in working with different media and with three-dimensional work. This has resulted in pupils producing high quality art work, which is on display around the school and includes masks, ceramics and batik paintings.

65. There has been good improvement in developing the subject since the last inspection. In particular, pupils now benefit from using a large and well lit arts suite, which is well equipped and has a good kiln for ceramic work. The school has used money won through the 'Artwork' award to purchase a computer for sketchbook work. The award has given pupils excellent opportunities to develop self-confidence and self-esteem. Two pupils went with the subject leader to a ceremony at Buckingham Palace and examples of pupils' work have been shown in an exhibition at the Tate Modern gallery. The school has also achieved the 'Artsmark Gold' award in recognition of the high quality of the provision for creative arts.

## Music

*Only one lesson was observed in music and so no judgements is made about provision in this subject.*

66. A visiting music specialist teaches the subject and planning indicates that pupils have suitable opportunities to acquire knowledge and skill. Pupils are able to use the skills learnt and during the rehearsals for "The Sound of Music" were observed to be confident singers able to remember words and to hold a tune. There are good opportunities for pupils to work with a wide range of visiting musicians, which enhances their opportunities to achieve. It is fully in keeping with the ethos of the headteacher that pupils who have a talent for music are well supported to improve their skills through additional teaching and opportunities to practise and perform.

## PHYSICAL EDUCATION

The provision in physical education is **excellent**.

### Main strengths and weaknesses

- Pupils achieve very high standards in a wide range of activities.
- Teaching is of the very highest quality and is based on planning and accurate understanding of pupils' previous achievements.
- The curriculum is excellent and enriched by a wide range of extra visits and links with sporting groups and clubs.
- The subject leader is enthusiastic and very successfully ensures that work in physical education has a very positive impact on pupils' social, moral and personal development.

## Commentary

67. The subject leader has an infectious enthusiasm for his subject. This, coupled with the very positive relationships he has with pupils, enables him to successfully develop their physical skills in a way that significantly contributes to their social, moral and personal development. There is a clear emphasis on pupils taking part, enjoying and relating to each other in all physical education lessons. The subject, which is exceptionally well led and managed, is clearly a strength of the school. This was the case at the time of the last inspection and the relatively recently appointed subject leader has maintained and improved upon these high standards.
68. Curriculum planning ensures that pupils get the opportunity to develop skills and achieve in a range of different activities. These include individual sports such as badminton and athletics and team games like basketball and football. Pupils have individual targets for improvement and frequently during lessons they are reminded of these and the need to work hard to achieve them. Accurate details of pupils' achievements are kept and their successes are recognised with certificates from both the school and national associations. The curriculum is very well supported by additional visits or visitors to the school. Football for example, is supported both by Chelsea and Fulham football coaches and cricket receives support from a professional coach. These links help to develop pupils' interests and provide pupils with excellent opportunities to develop their social skills.
69. The excellent teaching in physical education is recognised by pupils who demonstrate by their responses the enthusiasm that teaching has given them for the subject. They are exceptionally keen to do well and to show the extent of their skills in the game situation. The impact on pupils' self-esteem is evident in the confidence and enjoyment they display in all lessons.

**An excellent Year 10 lesson aimed at developing shooting skills in uni-hoc is an exemplar of good practice.**

Despite some very lively pupils who are clearly very excited by the prospect of participating in their favourite lesson the teacher quickly gains their attention. This is expertly achieved by complimenting pupils on their standard of dress and reminding them that they will earn points that might possibly improve their place in the class league that exists. Pupils are highly motivated by this and the very clear routine that is followed for all lessons. They participate with gusto in the warm up, individual skill practice and the controlled game situation. The excellence of planning ensures that pupils are challenged by activities designed to improve their skills. The response that they show is excellent and they work very hard at the individual tasks designed to extend and improve their skills. For example, one higher attaining pupil is appropriately involved and demonstrates considerable maturity when, given the opportunity to decide the size of the goal he is shooting at, does so in a realistic way that provides a very suitable challenge for him. During the lesson the teacher takes every opportunity to ensure that physical education makes a very effective contribution to the development of pupils' skills in other subjects. This is achieved in a very natural way and in doing so pupils' ability to name parts of the body and count in odd and even numbers is considerably enhanced

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

The provision in personal, social, health and citizenship education is **good**. For pupils in their final two years of education provision is **very good**. The strengths identified at the time of the previous inspection have been maintained.

**Main strengths and weaknesses**

- Effective planning and good teaching ensures that pupils achieve well.
- The availability to all pupils of an impressive range of outside activities makes a positive contribution to their personal and social development.
- A range of activities such as school council, the annual production and the Healthy School initiative support pupils' development well.
- Arrangements for outside play restrict opportunities for pupils' personal and social development.

**Commentary**

70. The quality of teaching based on good planning ensures that pupils' achievements in personal and social development are good. The management of the subject is good and the whole school overview of what is being taught to pupils shows the wide range of topics that are used to extend pupils' learning and understanding as they progress through the school. Teachers are aware of the need to make work relevant to pupils and this is successful particularly where it is related to the school council. Pupils in Year 9 working on the democratic process work hard at a presentation requesting a basketball club and in the process develop their speaking and listening skills well. Planning for Years 10 and 11 is very good and successfully incorporates a wide range of relevant activities that prepares pupils well for leaving school.
71. The management of the school understands the importance of giving all pupils access to a wide variety of outside activities. This is a strength of the school and contributes very effectively to pupils' learning. The chess club is a very popular activity where pupils demonstrate an ability to take turns, wait patiently and socialise in an appropriate way. Similarly the breakfast club provides excellent opportunities to mix and socialise with staff and other pupils whilst enjoying an informal and relaxing atmosphere.
72. Activities such as school council and the Healthy school initiative provide the chance for pupils to practise the skills required of good citizens. They respond to these opportunities and are showing an understanding of what is required if they are to be effective members of the school and local community. The success achieved by the school is demonstrated by the confident way in which many of the pupils participate in the "Sound of Music" production. It is impressive the way individuals are prepared to sing and speak in front of a large audience.
73. Current arrangements whereby pupils of all ages play together on the same playground restrict opportunities for personal and social development through play. The older pupils are hampered by the presence of much younger pupils and sometimes have their games unnecessarily interrupted. Pupils up to the age of eleven do not have access to suitable play equipment that would assist the development of their personal and social skills.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

*\*\* In a special school such as Clarendon "standards achieved" are judged in relation to pupils' individual targets and not in relation to national standards.*

