

INSPECTION REPORT

NETHERGATE SCHOOL

Clifton, Nottingham

LEA area: Nottingham City

Unique reference number: 122958

Headteacher: Sheila Johnson-Marshall

Lead inspector: Noreen Buckingham

Dates of inspection: 8th – 10th December 2003

Inspection number: 258956

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	8-16 years
Gender of pupils:	Mixed
Number on roll:	62

School address:	Swansdowne Drive Clifton Nottingham
Postcode:	NG11 8HX

Telephone number:	0115 915 2959
Fax number:	0115 915 2958

Appropriate authority:	The governing body
Name of chair of governors:	Ms Gillian Reynolds

Date of previous inspection: May 1998

CHARACTERISTICS OF THE SCHOOL

Nethergate School is a community special school for pupils with moderate learning difficulties. Increasingly the range of difficulty is widening and a number of pupils have autistic spectrum disorder, a small minority have severe learning difficulties and a few have social, emotional and behavioural difficulties. Although the school can admit pupils from the age of three years, currently the youngest pupil is nine years old and there are only 5 pupils between the ages of nine and 11 years of age. There are 62 pupils on the school roll aged between nine and 16 of which 40 are boys and 22 are girls. The majority of pupils are from white British backgrounds and 5 pupils are from minority ethnic backgrounds. Two pupils are in the care of the Local Authority. All pupils have statements of special educational needs and 16 are eligible for free school meals which is about average for this type of school. Pupils come from a wide geographical area and some have long journeys into school. The school is currently part of Nottingham City's reorganisation of special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16722	Noreen Buckingham	Lead inspector	Mathematics
			Religious education
			Geography
			History
			English as an additional language
13462	Roberta Mothersdale	Lay inspector	
15551	Pat Mitchell	Team inspector	Science
			Art and design
			Personal, social and health education and citizenship
			Music
10781	Robert Thompson	Team inspector	English
			French
			Information and communication technology
			Design and technology
			Physical education
			Special educational needs

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 NE11 0SR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	15
SUBJECTS IN KEY STAGES 2, 3 AND 4	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Nethergate School is an effective school which provides a good quality of education. The pupils achieve well and make good progress as a result of the good and often very good teaching. Staff are committed, caring and give pupils a high level of support. The leadership, management and governance of the school are good and as a result the school is well organised and is an orderly community. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good and often very good and because of this pupils achieve well.
- The leadership and management of the school are good which impacts positively on the good quality of education provided.
- Pupils aged between nine and 11 years receive a very good grounding in all areas of the curriculum and achieve very well.
- The achievement of pupils in English and physical education is very good.
- Teaching assistants make a very good contribution to pupils' learning.
- There is a very positive ethos within the school and pupils are valued as individuals. All pupils are included in all school activities.
- The relationships between adults and pupils are very good.
- Too few opportunities for older pupils to develop independent skills.
- The role of subject leaders is underdeveloped.
- The monitoring of behaviour and the use of the time-out room need to be reviewed.
- Too few links with mainstream schools to give pupils opportunities to meet with a larger peer group.
- Limited use of ICT across subjects of the curriculum.

The school has made satisfactory progress since the last inspection. The issues identified in the last report have been successfully addressed. A new governing body is now in place, which is very supportive of the school and knows the strengths and weaknesses well. Statutory requirements are fully met. The Key Stage 4 curriculum has been improved giving pupils access to external accreditation and achievement in English has improved. The analysis of pupils' assessment data is used well to inform the curriculum and individual education plans and to set whole school targets. The overall quality of education has improved since the last inspection.

STANDARDS ACHIEVED

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

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

Pupils' achievements across the school are at least good in most subjects except science where achievement is satisfactory but in English and physical education achievements are very good. This demonstrates an improvement since the inspection in 1998. This is because teaching in these subjects is consistently very good resulting in very good learning. In Years 7 to 9 pupils are set for literacy lessons which means that the activities in lessons are suitably challenging enabling pupils to learn very well. Similarly they are set for numeracy and make good progress in lessons. Pupils achieve well in ICT but it is not used well in other subjects of the curriculum. In personal, social and health education pupils' achievements are good. Other subjects, such as

physical education, contribute to pupils' skills in these areas as do lunchtimes. However there are too few opportunities for older pupils to fully develop their independence skills, for example, through a school council, regular independent travel or by having their own social base. **Provision for pupils' spiritual, moral, social and cultural development is good overall.** Pupils' attitudes and behaviour are good. A minority of pupils cause some disruption and at the time of inspection two pupils were excluded. The use of the time out room is not consistently logged and the school does not yet have an accurate method of auditing all behavioural incidents. Staff value pupils as individuals developing very good relationships with them and as a result the school has a very positive ethos. Attendance is good although some transport arrives late on occasions making pupils miss the beginning of the day, for example, the start of assembly.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The curriculum is well organised and is broad and balanced and meets the needs of pupils well. ICT is not used sufficiently in subjects of the curriculum in order to support learning. The curriculum is enhanced by a good range of activities, such as sport, visits to places of interest and residential experiences. The school has a good range of links with the community but too few links with mainstream schools so that pupils have too few opportunities for integration. Older pupils participate in work experience placements which, along with the relevant support they receive from a number of agencies, helps to prepare them for leaving school. However, insufficient opportunities are provided for older pupils to develop their independence skills within the school environment. **Teaching and learning is good overall with a significant proportion that is very good.** One lesson taught, in the local college of further education was excellent. As a result of the good teaching, pupils achieve well. Work is well matched to meet the individual needs and abilities of pupils. Assessment procedures are used very well to set individual targets and to inform the curriculum planning. All staff are aware of who to see about child protection matters but have not received any formal training. However this is in line with Local Education Authority guidelines. The guidance and support pupils receive are good but there are not enough ways for consulting pupils and taking their views into account which would further support their independence skills. Parents are very happy with the quality of education their children receive and the school makes every effort to include them when making decisions about their child's education.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher is providing calm and effective leadership in a time of uncertainty and change. The governors are very supportive of the school and the chairman is a regular visitor into school. Statutory requirements are fully met. The school is well run on a day-to-day basis and all staff contribute to the usually calm and ordered environment. This has a positive impact on pupils' attitudes in school and the progress they make. There are good systems in place to monitor the school's performance as a whole. However the role of the subject leaders is unsatisfactory. There is no monitoring and evaluating of teaching and learning of their subjects, nor opportunities to manage a budget. The school's administrator is efficient in producing appropriate reports for both the headteacher and the governors.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and particularly appreciate the care and support given to their children by staff. They have every confidence in the school to keep them well informed. Pupils are positive about school and enjoy coming and joining in the activities offered.

IMPROVEMENTS NEEDED

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

- Increase the range of opportunities for older pupils to develop their independence skills.
- Fully develop the role of the subject leader.

- Develop more accurate systems for recording and monitoring pupils' behaviour and review the use of the time-out room.
- Develop more links with mainstream schools to give pupils opportunities to meet with a larger peer group.
- Find ways to develop the use of ICT across subjects of the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements across the school are consistently good except in science where they are satisfactory.

Main strengths and weaknesses

- Pupils make very good progress in achieving their targets in their individual education plans.
- The way the school analyses and uses assessment information to set whole school targets to raise pupils' achievements is very good.
- Pupils in Years 4 and 6 receive a very good grounding in subjects of the curriculum and as a result achieve very well.
- Pupils achieve very well in English and physical education.
- In most other subjects all pupils achieve well.

Commentary

1 Overall pupils' achievements are good but they are very good for pupils in Years 4 and 6. Their achievement on entry to the school is generally low but in line with their abilities. Pupils make very good progress in meeting their targets in their individual education plans. Targets for raising achievements are set in English, mathematics, science and personal, social and health education. These are reviewed at annual reviews, evaluated to see if targets have been met, and new targets set. The new yearly targets are broken down into smaller steps and form pupils' individual education plans, which are reviewed on a very regular basis and parents kept well informed. This process informs well and enhances the progress pupils make. The specific session set aside to work on literacy and numeracy targets allow teachers and teaching assistants to focus pupils' learning.

2 Assessment information is analysed in great detail and subsequently used in setting whole school targets for raising achievements in English, mathematics, science and more recently in ICT. In the light of a review of analysis of assessments school targets are also reviewed and changed if necessary which means that pupils' achievements are regularly monitored and evaluated very well. The school is also considering setting targets for older pupils in gaining externally accredited awards.

3 Pupils in Years 4 and 6 achieve very well across subjects of the curriculum because of the very good teaching they receive. Although there are only few pupils in the group there is a wide spread of abilities but the teacher and teaching assistant know all pupils very well and adapt work to suit their individual needs. Different questions, worksheets and expectations means that all pupils can succeed with tasks and this in turn leads to an increase in their self esteem and willingness to work. All pupils are included in lessons regardless of their abilities and the different levels of support means that they are all keen to try hard and do well.

4 Across the school pupils achieve very well in English and physical education. The school has a very effective literacy programme which has been successful in raising not only pupils' achievement in English but also their interest especially in reading. Teachers have adapted the National Literacy Strategy well across the school and this has had a positive impact on pupils' learning. All pupils achieve very well because teaching is consistently very good. All pupils leave with an externally accredited award matched to their individual abilities. In physical education pupils have access to a good range of activities both in and out of school and because of consistently very good teaching pupils achieve very well enjoying a good level of success. Physical education actively supports the development of pupils' personal and social skills.

5 In other subjects of the curriculum, except science, pupils' achieve well because of the good quality of the teaching and very effective support they get in lessons. In science not all tasks are adapted to meet the individual needs of the wide range of pupils in classes so pupils do not achieve as well as they might. In addition the curriculum has been well adapted and topics well chosen to make it relevant to pupils' needs and interests.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good overall. Pupils' attendance is good, and when pupils are late it is usually because of transport difficulties.

Main strengths and weaknesses

- Pupils have good attitudes to school and they establish very good relationships with staff.
- Year 11 pupils do not have enough opportunities for independence skills.
- Behaviour is good both in and outside of the school and at lunchtime is supported by the very good team of midday supervisors.
- Strategies to deal with disruptive pupils are not always effective.
- Pupils try very hard in lessons.

Commentary

6 Pupils enjoy school and the relationships that they find in school. Many pupils continue friendships out of school and the opportunities that pupils have, for example on residential visits, cement these relationships further. Parents are very happy at the change in their children's attitudes to school and are delighted with their growth in confidence and self esteem. The school's Christmas lunch, vividly exemplified the strength of feeling that there is between the whole staff and pupils, as one after another the pupils gave out presents to those members of staff they especially wanted to thank.

7 The social development of pupils in Year 11, who are due to leave school, is hindered by the lack of opportunities to encourage independence skills. Year 11 pupils have no distinctive area where they can relax at break times, or for example, prepare themselves a snack or take lunch away from the rest of the school. Pupils in Year 11 have however good opportunities for their personal development within the Youth Awards scheme, for example, helping to develop a garden and patio area in the school grounds. The school does not always acknowledge the growing maturity of its pupils, for example, continuing to title home/school books as for Key Stage 2 pupils, when they have in fact moved on into Key Stage 3, and would by then be more appropriately using a student planner.

8 Overall pupils behave well and especially well in lessons and generally demonstrate a good knowledge of the codes of conduct and rewards in the school that they have helped to devise. Midday lunchtime supervisors provide a good range of play and sports equipment at lunchtimes to support good behaviour, and they encourage pupils to respect the use of this equipment. Pupils behave well on out of school activities, for example, in the local swimming pool or at college. The school is developing individual behaviour plans and strategies to deal with, and improve the attitudes of, more disruptive pupils, and a few pupils and parents expressed some concerns over behaviour in the school. There were twelve fixed term exclusions in the previous school year, involving four pupils. During the time of the inspection, two of these pupils were again on fixed term exclusions.

9 Pupils try hard to do their best in lessons. In the rehearsal for the school's Christmas production, pupils worked very well together, most touchingly demonstrating the support that individual class members are prepared to give to each other, for example, when they see that a fellow pupil isn't quite remembering all the actions or words to a song. In a Year 9 lesson where pupils created their own 'Nine days of Christmas' song (there being nine not 12 pupils), pupils listened very carefully for their turn to contribute their idea of a gift that their best friend would give them, and sang out loudly and clearly, even if it was for only one of the words involved.

Attendance in the latest complete reporting year (92%)2002/3

Authorised absence		Unauthorised absence	
School data	7.1%	School data	0.9%
National data	9.6%	National data	2.8%

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

10 Pupils attend well and there are very well organised procedures to find out why pupils are away from school and to follow up any concerns that they have about absences. Pupils punctuality is satisfactory, but there are pupils regularly late on most days. Mainly this is due to problems with transport, as there are often traffic hold-ups in crossing the city in early morning traffic. The school encourages good attendance and punctuality with awards.

Exclusions***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Black or Black British – Caribbean
Black or Black British – any other Black background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
56	12	0
2	0	0
1	0	0
1	0	0
1	0	0
1	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 provided by the school is good. Teaching and learning overall is good and very good for pupils in Years 4 and 6. The curriculum is good and is enhanced by a wide range of activities, particularly sport, and older pupils participate in work experience placements. More could be organised for older pupils to develop their independence skills within the school environment. Pupils receive appropriate support from a number of agencies, which helps to prepare them for leaving school, for example, Connexions. All staff are aware of who to see about child protection matters but have not received any formal training. The guidance and support pupils receive are good but there are not enough means for consulting pupils and taking their views into account. Parents are very happy with the quality of education their children receive and the school makes every effort to include them when making decisions about their child's education.

Teaching and learning

The quality of teaching and learning in the school is good overall. Assessment procedures are good and used well to support targets setting and teachers' planning.

Main strengths and weaknesses

- Teaching assistants make a very good contribution to pupils' achievements.
- Lesson planning is very good and shows activities to match pupils' individual abilities.

- All adults know the pupils very well and relationships in the classroom are very good resulting in a positive ethos in which pupils learn well.
- Assessment procedures are good and the data analysed very well to give teachers information from which to set appropriate targets on pupils' individual education plans.
- Occasionally work is not appropriately adapted for individual needs.

Commentary

11 Teaching assistants make a very effective contribution in lessons and support pupils' learning very well. Along with teachers they know the pupils very well because they are involved in planning and know what they have to do. In many lessons they anticipate areas of difficulty either in learning or behaviour and give support so easing problems before they become an issue. They relate to all pupils very well giving them confidence to tackle activities which enables them to achieve well. To manage the wide spread of abilities, teaching assistants are deployed successfully, in individual and small group work, so pupils receive more attention and so increase their rate of learning. Teaching assistants don't over-support pupils but work with them so that they understand what they have to do.

12 A good framework for lessons is seen in the detailed planning, which shows the lesson objectives and range of activities to meet them. Tasks are almost always very well matched to pupils' individual abilities which means that they are able to succeed and make good progress. Most lessons begin with a re-cap of previous work enabling pupils to demonstrate what they have learned and the introduction of new concepts builds on their prior learning in small steps which suits their levels of abilities. Lessons are organised so that higher attaining pupils can work independently or collaboratively in pairs or small groups which helps to develop their independence skills. In these situations pupils concentrate well and work hard. Because teachers know their pupils' abilities so well they are able to challenge them appropriately and extend their learning. The very effective team-work between teachers and teaching assistants leads to a positive ethos in which pupils are motivated to work.

13 On a few occasions worksheets are too difficult for lower achieving pupils to understand and they struggle to grasp what they have to do. It means that additional time is taken up with explanations and this slows down the pace of the lesson. An example of this was observed in a science lesson when some pupils were uncertain about the task and could not follow instructions.

14 Assessment procedures are good and the information is used very well to set targets on individual education plans. Most pupils, especially the older ones, know their literacy and numeracy targets well but the youngest pupils and some with more severe learning difficulties are not always aware of how they can improve their learning. Comprehensive systems for analysing assessment information are scrutinised in a variety of ways and reviewed regularly. Consequently teachers have detailed knowledge about how well pupils are achieving and use this in their lesson planning.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	17 (38%)	18 (40%)	8 (18%)	1 (2%)	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.

The curriculum

The curriculum provides a good range of learning opportunities that meet pupils needs well. A good variety of extra activities enhance the curriculum. The accommodation and resources to support learning are good.

Main strengths and weaknesses

- The curriculum is well planned to meet a wide range of individual needs and enables them to achieve well.
- All pupils have good opportunities to be involved in the life of the school, the wider community, and local colleges. However there are too few opportunities for pupils to work with their peers in mainstream schools.
- The English curriculum is very good and contributes to the very good achievement in literacy.
- There is very good provision for sport.
- Personal and social development is promoted well throughout the curriculum and includes sex and relationship education appropriately. However there are too few opportunities for older pupils to develop independence skills on a day-to-day basis.
- The curriculum for pupils in Years 10 and 11 is well developed and provides a good range of accredited courses and a coherent work experience and careers programme.
- There are insufficient opportunities for pupils to use their ICT skills throughout the curriculum.

Commentary

15 The curriculum has been well thought out to provide the full National Curriculum and Religious Education syllabus and, made relevant and worthwhile to pupils of all abilities. There are detailed schemes of work that reflect the learning needs of the pupils and allow their skills and knowledge to be built up progressively as they move through school. This key issue for improvement from the last inspection has been tackled successfully. The sensitively modified National Literacy Strategy and additional lessons concentrating on developing reading skills are successfully boosting achievement. Although teachers' planning includes opportunities for pupils to use ICT skills in other subjects, this does not happen often enough on a regular basis.

16 Throughout the school a wide range of visits and activities, for all pupils, make the curriculum relevant and stimulating. For example, a visit to an art gallery helps pupils to understand and talk about what they like, or dislike, about other artists' work. There is particularly good participation in sporting activities. These range from competitive sports such as football and basketball, to use of the leisure centre for bowling and ice-skating and dance festivals. Girls are appreciative of the football coaching especially for them. Pupils really enjoy sport and the success of the teams helps to boost self-confidence and pride in their achievements.

17 The curriculum for pupils in Years 10 and 11 has improved since the last inspection and now provides a good range of accredited courses. Pupils take part in a Youth Award Scheme, work experience and careers education and pursue vocational education with visitors to school such as a florist and electrician. They use community facilities to learn how to produce music and to use the gym and they work in colleges both to pursue vocational courses and to develop ICT skills. These all help pupils to develop confidence and make choices about their future.

18 Accommodation and resources for learning are good and the specialist areas for design and technology, food technology and ICT help pupils to achieve well. However sufficient use is not made of the food technology room which is unused much of the time and could be used, for example, to further develop pupils' personal and independence skills. There is no dedicated age-appropriate accommodation for Year 11 pupils and this limits the development of independence skills. The 'green room', a large multi-purpose classroom used for citizenship, assemblies, physical education, music and dance and drama, is effectively used to provide a space where pupils can feel secure and yet allows them the room to move around freely. The lack of a specialist science laboratory limits the achievement of older pupils and restricts the curriculum in some areas.

Care, guidance and support

The school provides a healthy and safe environment for pupils. Support, advice and guidance are good overall. Pupils are involved well in their school, but their views are not represented formally as for example in School Council.

Main strengths and weaknesses

- Whole school health and safety procedures are well organized.
- Child protection arrangements are clearly defined but not strengthened by whole staff training.
- Staff work hard to provide good guidance and support pupils well when they need help and they know each pupil very well.
- There is no official log for use of the Timeout room and recording of behavioural episodes does not provide a central record of incidents.
- Provision for pupils' personal needs through the personal and social health education provision is good.
- Induction procedures for pupils are comprehensive and tailored to their individual needs.
- Pupils' views are not sought out formally although there are informal systems in place, for example, in circle time, registration/tutorial time and in developing Codes of Conduct.

Commentary

19 Good procedures are in place to check on the safety of the school's environment and to be able to address any first aid incidents that may arise. A number of parents were very pleased with the attention paid to the individual safety of their children, for example if they have a specific condition that needs care, in for example, the swimming pool. All midday lunchtime supervisors have completed a specific pupil welfare course that includes training on child protection and health and safety aspects. The school's premises and site manager carries out a daily risk assessment of the school site. The arrival and departure of school transport is well organised and under the direct scrutiny of all members of staff. A number of parents said the excellent attitude and care of the driver and escort on the school bus contributed to their perception of the overall good care of the children.

20 The governors ensure that procedures for child protection in the school follow the recommendations of Nottingham area child protection committee, but apart from the lunchtime supervisors and the headteacher, who is the designated person, only two other members of staff have received any formal training in child protection procedures and awareness. The school has close links to social services and health professional care disciplines in the area and staff attend meetings where there are concerns about pupils and their families.

21 Currently the school uses a Time out room as part of its behavioural management strategies, but does not log the use of this room on every occasion it is used, for example, when a pupil asks to make use of the provision. The school has made a risk assessment of the use of this room, but it is difficult to see into every section of the room from the door window. Behavioural incidents are recorded on individual pupils files, but not in a consecutively numbered, and bound, register of incidents. The school recognises that it does not yet have an accurate method of auditing all behavioural incidents. The school development plan identifies the need to undertake a bullying audit and questionnaire to go some way to remedy this.

22 Staff get on very well with pupils and the registration and class assembly time at the start of the day, works well as a time when they can find out if any pupil is having problems and what could be done to help them solve the problem. As staff know pupils so well, they can tell why they are not working as they should, and are prepared to give time and help until a pupil works through their difficulty. Parents and carers are positive that arrangements for children starting school are good and help them to settle in quickly, especially when pupils have not been happy attending school in the past.

23 The formal personal, social and health education provision includes regular opportunities for pupils to sit in a circle and discuss their views and any issues that are concerning them. However, a

weakness is the lack of any formal opportunity or arrangement for pupils' views to be sought, as in School Council.

Partnership with parents, other schools and the community

There are very good links with parents and carers, who are generally supportive of the school. The school has satisfactory links with other schools and colleges. Links with the community are good.

Main strengths and weaknesses

- The school works very hard to keep in touch with parents and get to know their views.
- Information to parents in newsletters is very well presented and appreciated by them.
- Links with the community are a useful resource to the school but there are fewer links to schools and colleges and few opportunities for integration.
- Parents and carers have few chances to get to meet each other.

Commentary

24 Links with parents and carers are very good and parents are very grateful for the ease with which they can speak to staff and keep in contact with the school. The school regularly researches parents' views and regards it as a high priority to maintain good home/school links. Overall, information to parents is good and every pupil has a home/school diary. Annual written reports are basic, but cover all statutory requirements and the information in them is covered more fully at review meetings, which fully involve parents and carers. The school keeps a record of points raised at parents meetings, and monitors them to ensure that action is taken to meet any concerns. For example, one parent said that her child was not receiving homework, but after speaking to the school, she now does so on a regular basis. The administration office keeps a very close contact with parents on a day-to-day basis, for example, when receiving information about why a pupil cannot attend school. Teachers regularly telephone parents after school to discuss issues that may have happened during the day, as much to celebrate as to discuss any causes for concern, but generally, to keep in contact. This is very much appreciated by parents. The school produces regular newsletters for parents that give a colourful and vivid account of the activities that pupils are involved in. These are posted out to parents, which they are pleased about, as not all information reaches them via their children's 'school bag'.

25 Links with the local community are good and provide a good range of resources, such as work experience placements for Year 10 and 11 pupils, for example, in local care homes, a city farm and supermarkets in the area. Through Nottingham Wildlife Trust, pupils are learning about the area directly around the school and pupils only have to walk a short way to benefit from the Clifton Leisure Centre for their swimming lessons. Pupils take part in a good range of sporting activities in the community and in inter-school events. Links with mainstream schools for pupils are limited, but Year 10 and 11 pupils do have opportunities to attend colleges of further education.

26 There is no parents teacher association at the moment, which means that as parents come from out of county, there are few opportunities for them to meet. Parents and carers do come together for productions, harvest festival and other celebrations, and a number have the chance to speak to each other at their various bus stops.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is also good. Governance is good.

Main strengths and weaknesses

- The headteacher has shown clear educational vision and calm, effective leadership.
- There are good systems to check on the quality of the school's performance.
- The governors make an effective contribution to the direction of the school.
- The role of subject leaders is underdeveloped.

- Day-to-day finances and administration are good, even though the carry forward balance is very high.
- The number and quality of teaching staff is good; the number and quality of support staff is very good, this impacts positively on pupils' achievement.
- Teaching assistants are effectively deployed and full use is made of their skills in the classroom.

Commentary

27 The headteacher's leadership is good. She is totally committed to moving the school forward to achieve higher standards. She was not established as permanent headteacher until just over three years ago. Since then she has revamped the senior management team to ensure each area of the school is represented. This works well to ensure pupils make as much progress as they can both academically and in broader areas of personal achievement. Together with the governors, senior staff have a clear vision of how the school should develop and improve. Parents are strongly supportive of the way the school is led and managed. Leadership and management have made good improvements since the previous inspection.

28 Governance is good and fully complies with statutory requirements. The governors make an effective contribution to the direction of the school and have a good understanding of its work. There is a full complement of governors, except for one. This vacancy has been identified and is about to be filled. Governors are actively involved in the life of the school; they are linked to subjects across the school. They are very committed and have considerable empathy with the pupils and their special needs. The school is fortunate that the chair person spends a good amount of time in the school and displays a good understanding of the pupils' individual needs. Governors speak with knowledge of the school and its pupils and are well informed of its aims and developments. They challenge the management when necessary and will not give up until they are satisfied with the explanations they receive. They are well organised as a body, have particular expertise of management, finance and the law, and use their committees effectively to monitor and help manage the school.

29 Although the school is well managed, and the senior management team make an effective contribution to school development and improvement, the role of the subject leaders is unsatisfactory as their role is underdeveloped. They do not monitor their subject nor the quality of teaching and learning which takes place. This would enhance their personal and professional development as well as giving them a better insight into the developments of their own subject or department. The headteacher takes the role and responsibility of collecting and analysing education data and lesson observations, which she does well.

30 The school follows good practice, in the purchase of resources and its appointment of contractors for work on the school premises, as well as careful consideration of the outcomes of its spending decisions. School administration staff keep all accounts well and provide good quality support and information for the headteacher and governing body. The school administrator is a member of the governing body and takes great pride and satisfaction in attending governors meetings and presenting useful financial information. The latest auditors report confirms the high quality of practice and made only minor recommendations for improvement, which have been fully implemented. The school management and the governing body have a good understanding of the principles of '*best value*' and apply them effectively. Examples are, contracting for ICT support by maintaining a half day contract with a local firm that gives very good value for money and regular support. Also the last building work which was done by a local builder, who was not the cheapest, but gave very good quality work and after sales service.

31 The school carry forward figure for the financial year 2002 – 2003 is £184,577. This is misleading, because £140,000 is a contingency fund set aside, and agreed by the local education authority, for accommodation improvements. Negotiations have been taking place since 2000 and are well documented by the school. Because of an impending special education provision review which is imminent, the school has not proceeded with the building work and a more realistic carry over is £44,577.

32 Teaching staff performance management is securely in place and individual targets have been identified which effectively supports improvements in teaching through lesson observations and feedback. There are an appropriate number of well-qualified experienced, enthusiastic teachers. This is complemented by a good number of very competent and enthusiastic support staff, who are appraised on a regular basis. Teachers and support staff form very effective teams across the school and this has a beneficial effect on the progress pupils make. Teaching staff have good opportunities to take part in a wide range of appropriate training. Induction is effective, valuable and ongoing guidance is provided from the very first day. This ensures that new staff get to know important elements about the school and pupils, as quickly as possible they are made aware of the procedures to manage pupils and of the implementation of the school's literacy and numeracy strategies. Consequently pupils make good progress and become active learners.

33 Each of the seven classes has one teaching assistant working closely with the class teacher. The team work and planning is of a very high standard and this enhances the progress pupils' make. There are many examples of teaching assistants working closely with pupils one-to-one or in a small specific group to support their work. They intercede and pre-empt minor incidents becoming major incidents in the classroom, allowing the teacher to continue with his/her main job of teaching the children. Because they are so well involved in the planning, they can anticipate the teacher's needs as the lesson proceeds. This works very well and is very good practice.

34 The most significant aid to raising achievement is the school's programme for literacy. The very good standard set in English and literacy have a knock on effect of the pupils' ability to achieve in other subjects. The reading programme is particularly effective, enjoyed by pupils and used well. Paired reading is successful as less able pupils are prepared to read to their peers, and this works well. A potential barrier to school improvement is the impending special education review which creates a degree of uncertainty about the future of the school, its staff and pupils.

35 Overall, leadership and management of the school have made satisfactory improvements since the last inspection. The shared commitment of staff ensures that pupils' needs are met and high morale and a very good ethos in school have been key factors in this improvement and the raising of pupils' achievement. Taking into account the good progress pupils make in school, compared to the high unit costs and the high surplus, the school gives satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	847,672	Balance from previous year	169,500
Total expenditure	663,095	Balance carried forward to the next	184,577
Expenditure per pupil	9,610		

* Balance contains an agreed contingency fund of £140,000 for accommodation improvement and refurbishment.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

ENGLISH AND MODERN FOREIGN LANGUAGES

English

The overall quality of provision in English, including literacy is **very good**

Main strengths and weaknesses

- The quality of teaching and learning is consistently very good across the school.
- The National Literacy strategy, suitably adapted and modified, is successfully working throughout the school.
- Teaching assistants contribute very well to the high quality teaching.
- Assessment of pupils' needs and the monitoring of progress are very good.
- Overall, the subject is well managed; however, the role of the co-coordinators could be further developed.
- Across the school, achievement in reading has improved.

Commentary

36 The quality of teaching and learning is consistently very good across the school. This is as a direct result of very good planning, work matched well to the needs and ability of individual pupils and the very good relationships to which pupils respond positively, and try their best to succeed. This is very good improvement since the previous inspection. The National Literacy strategy has been well implemented across the school. Teachers adapt the strategies to suit their pupils and this has a positive impact on standards. English has made very good improvement since the previous inspection when standards were predominately satisfactory with a small proportion of good. Standards are now very good across the school. Every pupil leaving at the end of Year 11 achieves an external accreditation matched to their individual ability. In Years 10 and 11 the approach to English is age appropriate, such as in one lesson, pupils discussed the characters in a play about the futility of the 1914 -1918 war. They tried to put themselves in the position of the young soldiers, only 19, little older than themselves and the resulting discussion was quite mature and sensible.

37 Each class has a very effective team of one teacher and one teaching assistant. This works very well as they plan together and teach the lessons very effectively, consequently, pupils make very good progress. Assistants know the pupils very well and know exactly when and when not to intervene. They intervene at precisely the right time to stop minor incidents becoming major ones, and support appropriately to enable pupils to achieve well. But they know when not to intervene and allow pupils to persevere and gain in their personal and independent skills. The skilful support from assistants allows teachers to successfully get on with their primary role of teaching the pupils. Relationships between pupils and adults is very good, as a result, pupils try their best at all times to please.

38 Assessment of pupils' achievement is very good. The school uses a commercial package, '*B squared*', which assesses pupil progress in small steps. This allows an analysis of achievement to be made and assists in planning future steps to enable the pupils to achieve more successfully. The school uses this system, along with Plevels, to analyse pupil progress across the school this can be done by age, gender, ability or in any way which will benefit the pupils. This is very good practice and works well.

39 Overall, English is well led and managed by a team of two teachers. However, the role of the team leaders could be further developed by allowing them to analyse the results of their good work, and enable them to observe the quality of teaching and learning in lessons across the school in English.

40 There has been good improvement in pupils' reading since the previous inspection when reading was sound. It is now good. This is because of the initiatives to raise standards introduced by the co-coordinators. All pupils have regular reading practice sessions, a reading record book and daily reading. These records contribute to teachers' knowledge of how well pupils are learning. Teachers have worked hard to promote reading and make it a pleasurable experience. Paired reading is successful and pupils like to read to each other. By Years 10 and 11 teachers ensure reading material is age appropriate enhancing pupils enjoyment.

Language and literacy across the curriculum

41 Progress towards meeting the school's literacy targets has been good. Pupils are encouraged to use their literacy skills in other subjects. For example, in a physical education dance lesson with Years 7,8 and 9, pupils responded well to the use of descriptive language to describe their movements. When asked how they were moving they replied in a range of ways, such as, high, low, fast, slow, light or heavy. They interpreted the music to match their movements. In food technology for Year 6, higher attaining pupils read the recipe and followed both written and verbal instructions well. Lower attainers were well supported and managed to follow instructions with adult support. In mathematics lessons, correct mathematical language is used effectively when describing shapes and fractions of whole units. In ICT lessons, pupils read well from the screen, understand what is needed and follow instructions carefully showing good comprehension. They use the Internet to research topics such as TV and cinema guides, reading and showing good comprehension and understanding.

French

42 There was insufficient evidence to make a judgement about the quality of provision for French. Only one lesson was seen and therefore no reliable judgements can be made about the quality of teaching and learning in French.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Mathematics is well organised and planned.
- Teaching is good and sometimes very good especially for pupils in Years 4 and 6.
- Teaching assistants are very good in supporting teachers and pupils in the classroom.
- There are too few opportunities for using ICT in mathematics.
- Monitoring of teaching and learning is underdeveloped.
- Assessment procedures are good and used effectively to set individual targets.

Commentary

43 Mathematics is well organised and planned and the curriculum, which emphasises number, time and money skills is very relevant to pupils' needs. Pupils in Years 7 to 9 are set for numeracy lessons which has a very positive effect on their rate of progress. As they move through the school planning shows that pupils can build on prior learning and this develops their confidence and self-esteem in dealing with everyday problems. Teachers have adapted the National Numeracy Strategy to suit the needs of their pupils and include a "mental maths" starter which is challenging to the more able pupils but includes all pupils. Teachers use different questions of graded difficulty so that the less able can be involved and can answer appropriately.

44 Teaching and learning are always good and sometimes very good because lessons are well planned and take account of all pupils' individual abilities. Good introductions to lessons and

clear explanations of the tasks means that pupils understand what they have to do and can succeed. Teaching is very good for pupils in Years 4 and 6 and as a result pupils learn very well. No time is wasted and the teacher has high expectations of what pupils can achieve and consequently challenges them. Worksheets match individual abilities, for example, more able pupils add and subtract in tens and units, others are counting on to 10 and less able pupils are recognising and working with numbers up to five. The more able pupils work independently and others are supported by an adult who still expects that pupils will work hard. Pupils are reminded about how much time they have and they understand what they have to do. Workbooks show that these pupils are expected to present their work as neatly as they can and that they have covered a wide range of topics which develops their understanding of time, money and shape. Older pupils continue to build on previous learning using their knowledge to solve problems. The language of mathematics is reinforced when measuring and sequencing and the range of topics widens to include work about shape and symmetry and the properties of shape. Work is well matched to pupils' individual needs and they leave school with externally accredited units of work, which are included in their Record of Achievement.

45 The quality of pupils' learning is significantly enhanced by the support they receive from teaching assistants. The way they are able to intervene quietly and effectively demonstrates their good understanding of individual pupil needs and their very positive relationships with the pupils. This was reflected in all lessons, for example, older pupils learning about halves and quarters in a practical way by sharing sandwiches and biscuits ensured that there was enough for everyone and pupils were enthusiastic about sharing.

46 Key Stage co-ordinators meet as a team to plan the curriculum and oversee overall planning but monitoring teaching and the impact of this on pupils' learning is underdeveloped. However, assessment procedures are good and used very well in setting targets in individual education plans which are reviewed regularly. It is evident from pupils' work that their targets are relevant and that they inform pupils' work. Day to day assessment in the form of marking is helpful and the best marking also shows how much help the pupil has received to complete the activity.

Mathematics across the curriculum

47 Mathematics is well used across most other subjects of the curriculum, for example, in food technology when weighing ingredients, in design and technology when measuring, but information and communication technology is not used regularly to support mathematics. Subject leaders have no way of checking how mathematics is used in other subjects because they do not monitor teaching.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Teaching and learning are very good in Years 4 to 6 and as a result pupils achieve very well.
- In Years 7 to 11 activities are not well adapted to the wide ability ranges in the classes. Consequently less able and more able pupils do not achieve as well as they could.
- Pupils enjoy science lessons; they behave well and work hard.
- There is no specialist science laboratory.
- Leadership and management are unsatisfactory.
- Pupils in Years 10 and 11 take an appropriate nationally accredited qualification.
- Relationships between adults and pupils are very good and help pupils to feel secure and to develop confidence and self-esteem.

Commentary

48 Pupils achieve very well in Years 4 to 6 because they are very well taught and follow a carefully planned curriculum that stresses practical investigations. Lessons provide work that is challenging to pupils of all abilities and the teacher and teaching assistant work very well together as a team to help pupils to learn. For example, pupils investigate electricity by making a circuit to light up models of houses. Pupils are encouraged to be as independent as possible, collecting and choosing their own equipment. Because specialist vocabulary is taught, pupils learn to use and spell these properly, for example, they know what a circuit is. They experience the thrill of learning when the classroom lights are turned off and all the model houses light up. Questioning is directed to individuals according to ability and ranges from 'why is this made of metal' to a more able pupil who answered 'because electricity likes metal' to 'can you name one thing we need to make a circuit'. Pupils are excited by the activities, they all work enthusiastically, and by the end of the lesson they have all completed a circuit. Less able pupils receive more help; more able pupils try to work out how to light up all the houses using one battery.

49 Pupils in Years 7 to 11 achieve satisfactorily, mainly because teaching and learning is satisfactory, but some pupils could achieve more. Approximately half the pupils gain the accreditation at the end of Year 11 and as part of this accreditation pupils learn what constitutes a healthy diet and carry out tests to determine the contents of different foods. However the activities are not well adapted for the wide ability ranges in the groups and this limits the progress made by more able and less able pupils. The pace is slow for more able pupils who have to wait for others to finish, there is not enough more challenging work for them and there are too few opportunities to work independently. Less able pupils often complete worksheets that they find too difficult and although they are supported by teaching assistants, it means they are very dependent on adults to finish work accurately which limits their independence.

50 Opportunities are missed to support literacy: new vocabulary is not always sufficiently explained and the overuse of worksheets limits extended writing. However pupils enjoy science lessons, they behave well and try hard. They join in discussions enthusiastically and the very good relationship with the adults, aided by humour, maintains their interest. This helps them to make progress.

51 The lack of a specialist science laboratory limits the achievement of older pupils who have too few opportunities to investigate independently. They do not become used to working in a laboratory and, although safety is well stressed in lessons, this is time consuming, as it is not established as a routine.

52 The co-ordinator teaches in the senior part of the school and does not have the opportunity to monitor the curriculum or teaching in Years 4 to 6. He does not therefore have an overview of science provision or how there can be more continuity between the different classes. Although a nationally accredited course has been successfully introduced, which is an improvement from the last inspection, provision is not as good as was reported then.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communications technology is **good**

Main strengths and weaknesses

- Pupils' progress and achievement in ICT are good.
- Teaching and learning are good and staff have good subject knowledge.
- All classes use the well-resourced, well equipped computer suite.
- Pupils enjoy ICT and try hard.
- The use of ICT could be further developed across the curriculum.
- The role of the co-ordinator could be further developed.

Commentary

53 Pupils are keen to learn and make good progress in lessons that are dedicated to the subject. They become competent in the use of computers, which are in the computer suite and in each classroom. For example, older pupils confidently locate their own data drive by logging on using their own name and password. Pupils use ICT language well, they freely use and understand how to log on, find their work, change fonts, size and colour. They draw and fill, moving pictures from one page to another and adding text. ICT has maintained its high standard since the previous inspection.

54 All work is planned to meet the needs of individuals and groups of pupils. Lessons are stimulating and challenging. Because of the very good relationships in classes, pupils respond well to challenge. Teachers and teaching assistants work well together and form good teams, this enhances the progress pupils make. Staff are competent in the use of technology, bringing to the subject a style of teaching which allows both the younger and older pupils to learn and achieve well. All teaching staff have completed their New Opportunities Fund (NOF) ICT training. This was mainly by distance learning and was supported by the co-ordinator who ran *'twilight classes'* after school for staff who needed a little extra support.

55 The well equipped ICT suite is time tabled for all classes. Pupils love to work in the ICT suite as it has a technological atmosphere which excites and motivates pupils. Their behaviour is very good and they treat all equipment with the greatest respect. Pupils try their best at all times, well supported and encouraged by staff, which enhances their achievement. The school has invested in *'laptop computers'*, and is at present running a pilot scheme to evaluate the worth of further investment across the school. ICT figures high on the school improvement plan with money being earmarked for further development of the ICT suite. By the end of Year 11, pupils gain external accreditation through AQA and ASDAN awards in ICT.

56 Although some subjects do plan the use of ICT into their medium and long term planning, its use is variable. Overall ICT could be further developed in its use across the curriculum. ICT is satisfactorily led and managed, however, the role of the co-coordinator could be extended to include monitoring, the assessment and achievement of pupils and the monitoring of teaching and learning in lessons across the school.

Information and communication technology across the curriculum

57 Pupils use ICT in English to word process their writing, such as stories, reports and poetry and they search the Internet to find suitable information on topics such as TV guides, Cinema guides and sports fixtures. This enhances their reading when they carry out this type of research. They have also attended the South Nottingham College to enhance their word processing skills. Older pupils scan photographs to enhance their work. In History, pupils have used the Internet to research the Romans. In design and technology, pupils downloaded a design from the Internet, which they modified for the 'T light' holder. They have also attend the *'E learning Centre'* where they used computer aided design to design a key ring. In physical education, pupils use the digital camera to record their achievements.

HUMANITIES

58 There was insufficient evidence to make reliable judgements about the quality of teaching and learning in humanities and religious education, however, planning and pupils' work were analysed which show that the curriculum is well planned giving pupils a sound knowledge and understanding of an appropriate range of topics. Cross-curricular opportunities are identified which further strengthens learning in these subjects.

TECHNOLOGY

Design and technology

Provision in design and technology, including food technology, is **good**

Main strengths and weaknesses

- Design and technology skills, knowledge and understanding are developed well across the school.
- Pupils have very good attitudes towards design and technology.
- The specialist rooms and access to ICT enhance the progress pupils' make.
- The subject enhances numeracy and literacy skills.

Commentary

59 Pupils are gaining experience from a wide range of materials and techniques, increasing their skills in measuring, marking, cutting and gluing to create artefacts. The very good relationships in design and technology classes results in very good behaviour and pupils treat all materials and tools with the greatest respect. Pupils make good progress across the school and this is a good improvement since the previous inspection. In a Year 6 food technology class, because of very good relationships, staff were able to challenge pupils to read the recipe and follow the instructions. Higher ability pupils did so with little support, lower attaining pupils managed well with very good support from a teaching assistant.

60 Teaching is good and as a result pupils learn well. Lessons are planned in detail and match pupils' individual abilities. Resources are well prepared to give pupils a measure of independence and also to enable the lesson to run smoothly with little time wasted. Teachers use questions well to encourage pupils to think carefully about what they are doing and how they can improve the finished product. Design and technology and food technology enhance opportunities for pupils to practice their literacy and numeracy skills by reading recipes and work cards, and measuring materials and weighing ingredients. Pupils of all ages are keen to discuss their work and their progress with visitors. Good emphasis is given to hygiene and safety procedures which support pupils' personal skills.

61 Working in specialist food technology and design and technology rooms enhances the atmosphere in class. Pupils are proud to work in such conditions and this enhances the progress they make. They feel they are working in proper '*work conditions*'. In design and technology, pupils accessed the Internet to download a design for a '*T light holder*'. They then modified the design to suit their purpose.

VISUAL AND PERFORMING ARTS

62 There was insufficient evidence to make a judgement about the quality of provision for **music**. There were no lessons seen and therefore no reliable judgements can be made about the quality of teaching and learning in music.

Art and Design

Provision in Art and Design is **good**

Main strengths and weaknesses

- More able pupils in Years 10 and 11 take GCSE art and design and achieve very well.
- Pupils are motivated by the activities in art and design lessons and work hard.
- Relationships are very good, helping pupils to gain in confidence and self-esteem.
- Pupils behave very well and work hard.

Commentary

63 Approximately a third of the pupils in Years 10 and 11 take GCSE art and achieve very well reaching almost average standards. They are very well taught by a specialist teacher and follow a varied curriculum. Pupils are justifiably proud of their work, keen to show it and able to talk about how they produced it and the artists who influenced it. In the lesson they work with concentration and enthusiasm and are able to work independently with care and imagination as they use the self-portraits they have drawn previously to build up a relief using paper-mache. They keep a sketchbook, which is well used to explore ideas and techniques.

64 Other pupils achieve well throughout the school. Teaching and learning is good and pupils enjoy a varied curriculum, including textiles, printing, clay and ICT, which uses the art of other artists and cultures successfully as a stimulus, for example, the work of Kandinsky and aboriginal art. Pupils in Years 4 to 6 compare Christmas cards from Japan to those in this country. They notice the differences between them and are able to say which they like best and why.

65 The rest of the pupils in Years 10 and 11 make Christmas cards and envelopes to send to Amnesty International. There is a good link to the citizenship curriculum as they discuss why people are in prison for their beliefs. They work carefully and enjoy what they are doing, however many have poor cutting skills and need a lot of adult help to complete this accurately. Opportunities are lost to encourage independence as, although given a limited choice of materials, these are given out to them.

66 The relationships between adults and pupils are very good. This results in classrooms being very pleasant working environments where pupils work hard, behave well and gain in confidence. Teaching assistants work knowledgeably and sensitively with pupils, helping them to concentrate on their work and to learn.

67 The provision has improved since the last inspection by the production of a scheme of work that provides continuity and builds on skills as pupils move through the school. It also provides examples of how work can be adapted to meet the needs of pupils with different abilities. The curriculum is enhanced by special themed art days and by visitors demonstrating specialist skills, such as pottery and floristry.

PHYSICAL EDUCATION

Provision in physical education is **very good**

Main strengths and weaknesses

- Pupils achieve very well because of the very good teaching.
- Pupils learn to compose dance and movement sequences very well because activities are matched successfully to their individual needs, teaching and support are very good and pupils show a determination to succeed.
- Pupils achieve well in swimming because they have a specialist swimming teacher and regular access to the swimming pool.
- Pupils have many opportunities to participate in sport outside of school.
- Physical education contributes successfully to pupils' personal and social skills and attitudes.

Commentary

68 The quality of teaching in lessons seen, from Years 6 to 11, was consistently very good. Lessons are well planned to take into account individual pupil needs. Teaching assistants know the pupils so well and are in tune to their individual need. This together with the very good relationships in lessons enhances pupils' achievement. This is very good improvement since the previous inspection when physical education was deemed to be satisfactory across the school.

69 In Years 10 and 11 pupils make very good progress devising and performing complex movement sequences which generate spontaneous applause from their peers. They discuss their performances and how to improve them. Relationships are very good and pupils are managed very well. They benefit, in turn, from teachers individual attention and guidance, thus securing a high level of participation in dance and movement lessons. Above all, pupils show enjoyment in their performances. The 'Green Room', which the school has developed for dance and movement is a particular asset to the school and has many useful purposes for physical education.

70 Pupils have access to a local swimming pool on a regular basis. Because of the high quality teaching and the support and encouragement all pupils receive, pupils achieve well. They enjoy their swimming and the whole process of attending an outside pool, mixing with the public, undressing and dressing within confined time scales all enhances pupils' personal and social skills. As an example of pupils' positive attitudes to physical education, after a Year 6 lesson in the hall it was break time and pupils were going out to play. One older boy, on his way out from another lesson, stopped in the hall and asked the teacher if he could help put away the equipment which the young pupils had used. This illustrates clearly the very positive attitudes of pupils.

71 Pupils across the school have access to a wide range of physical educational activities. Pupils participate in cross-country runs, football, basketball and have been coached by a professional basketball coach. They participate in dance festivals, swimming galas, cricket, 10-pin bowling, orienteering, golf and tennis. Collectively, these activities enrich the already very good physical education curriculum offered to pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education (PHSE) and citizenship is **good**

Main strengths and weaknesses

- Pupils have PSHE targets as part of their individual programmes and progress is assessed regularly. This helps them to gain new skills.
- Teaching and learning in PSHE and citizenship lessons is good and pupils achieve well.
- The Youth Award Scheme followed by pupils in Years 10 and 11 provides a wide range of activities that promote PSHE and citizenship well.
- There are limited opportunities for Year 11 pupils to develop and practice independence skills on a daily basis.
- The leadership and management of PSHE and citizenship are good.
- There are very good relationships between adults and pupils.

Commentary

72 Teaching and learning are good because lessons are well planned with clear learning objectives and teachers and teaching assistants work very well together as a team and are good role models for the pupils. Relationships between adults and pupils within the classroom are very good which results in a positive learning environment. In Years 4 to 6 pupils' personal and social development is fostered throughout the day as well as in dedicated PSHE lessons. Pupils learn to be considerate and help each other, to wait their turn and be polite, and to work independently and collaboratively within a caring and supportive environment.

73 In Years 7 to 9 pupils learn how to make healthy choices about the food they eat. They remember the names of the main food groups and know why sugar is not a healthy choice. They demonstrate they have understood the lesson by designing a healthy lunch box, most including some fruit or salad.

74 Pupils in Years 10 and 11 take part in a well-planned programme of work experience and careers education. They attend college and use community facilities such as the leisure centre and

the library. They complete the Youth Award Scheme, which includes a wide range of activities such as litter clearing, gardening, and organising a coffee morning and activities to raise money on 'Red Nose Day'. In citizenship lessons they learn about the importance of body language and practice communicating to others as they prepare for interviews. These all help pupils to develop personal and social skills and the confidence to cope with life after school. In other areas of the curriculum, such as physical education, pupils work together well as a team, are very supportive of each other and appreciate others achievements. However, there are too few opportunities for pupils to use these skills practically on a day to day basis, such as in a schools' council or in their own base.

75 All pupils have PSHE targets as part of their individual programmes. Teachers assess these regularly, record progress made and set new targets. This helps pupils to gain new skills. The very good relationships between adults and pupils means that pupils feel valued, work hard, behave well and gain in confidence. This is especially important when dealing with sensitive issues such as sex education.

76 The co-ordinator for PSHE and citizenship has done a lot in a short time to develop the provision, especially for citizenship and careers. She has produced detailed, relevant plans that provide continuity throughout the school and allow pupils to build up their skills. She has developed more vocational skills courses both in school and at college that give pupils a more realistic idea of options available to them and help them to make sensible choices about their future.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	5
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).