

INSPECTION REPORT

NEW HORIZONS

St Leonards-on-Sea

LEA area: East Sussex

Unique reference number: 114697

Headteacher: Miss Lorraine Myles

Lead inspector: Sandra Killman

Dates of inspection: 29th September - 3rd October 2003

Inspection number: 258957

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 and PRU and Outreach Service
School category:	Community and Outreach Service
Age range of pupils:	7-16 years
Gender of pupils:	Mixed
Number on roll:	120
School address:	Beauchamp Road St Leonards-on-Sea East Sussex
Postcode:	TN38 9JU
Telephone number:	01424 855665
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Appropriate authority:	LEA
Name of chair of governors:	Mr John Wakely
Date of previous inspection:	24 th February 1997 (EBD aspect of school only)

CHARACTERISTICS OF NEW HORIZONS

New Horizons is described by the headteacher as 'a uniquely flexible and all-encompassing facility for pupils with emotional, behavioural and social difficulties across all the four key stages. It serves 120 full-time equivalent pupils and is situated within the Hastings Education Action Zone. Approximately 80 per cent of the pupils come from the Hastings area. New Horizons is situated in the Hollington area of St Leonards, which is one of the most deprived wards in the south of England. It was newly formed in Year 2000, but the current management and Chair of Governors was only put in place from April 2003. New Horizons comprises the previous Inglesea Special School for pupils with emotional, behavioural and social difficulties (EBD) situated on the Beauchamp Road site, and two pupil referral units (PRUs) serving Bexhill and Hastings situated in Tile Barn Road about a mile away. The buildings on both sites have been completely refurbished, and there is extensive outreach work in mainstream schools and colleges. New Horizons has had difficulties recruiting a head of English and other staff.

The majority of the boys and girls admitted to the PRU site aged 5 to 14 years are there on a part-time basis and are reintegrated back into mainstream as soon as possible. The priority for 14 to 16-year-old pupils is to ensure integration into college, training or work. Those on the EBD school site comprise a stable population of boys, all of whom have a Statement of Special Educational Needs. Many go on to further education or work. Most of the pupils entering New Horizons struggle with the core skills of literacy and numeracy. The overwhelming majority is white, with only four pupils from minority ethnic backgrounds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2521	Sandra Killman	Lead inspector	
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18261	Anthony Hill	Team inspector	Mathematics, citizenship, design and technology, religious education, outreach
7465	Richard Brent	Team inspector	Geography, history, special educational needs
17182	Michael Farrell	Team inspector	English, art and design, music, physical education
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PART A: SUMMARY OF THE REPORT

New Horizons has not been inspected in this form previously. Throughout the report 'EBD school' refers to the Beauchamp site, and 'PRU' to the Tilebarn site. 'New Horizons' refers to the reporting of issues relating to the whole of the provision.

OVERALL EVALUATION

The overall effectiveness of New Horizons is **sound** and it provides **satisfactory** value for money. Teaching is good and pupils receive very good support to help them develop socially, and improve their behaviour and attitudes towards learning. The outreach work is very good; it helps pupils come to terms with their problems and refocus on to their education. Many key co-ordinators have only just been appointed and are quickly getting to grips with their responsibilities, however, the key subjects of English and information and communication technology (ICT) lack leadership. Strategic planning for the longer term is hampered by a lack of clarity over the budget, the service level agreement with the local education authority (LEA) and incomplete governance representing the PRU.

The school's main strengths and weaknesses are:

- Good leadership by the newly appointed headteacher, who is ably supported by a strong senior management team.
- Good teaching and learning helped significantly by effective support assistants.
- Most pupils achieve well - particularly in mathematics, science, vocational courses, personal, social and health education (PSHE) and in physical education (PE).
- Very good outreach service successful in both preventing exclusions and reintegrating pupils.
- Good improvement in pupils' behaviour and attitudes particularly the younger children during their time at New Horizons.
- Very good ongoing links with partner schools, colleges and external agencies.
- A lack of clarity concerning the service level agreement and financial arrangements with the LEA hinders senior managers' and governors' ability to plan strategically, and governance for the PRU is unsatisfactory.
- The overall management of the curriculum and monitoring progress are unsatisfactory, especially in English and ICT.
- Temporary exclusion is used too frequently to tackle unacceptable behaviour within New Horizons.
- ICT, modern languages and music for pupils aged 11-14 years in the EBD school do not meet statutory requirements.

STANDARDS ACHIEVED

Achievement is good overall: Attainment against national standards ranges from well below to just above average, but most pupils within the EBD school and the PRU are below average, and have weak literacy skills. However, pupils make good progress against their individual targets, and the younger pupils in the PRU are quickly reintegrated full-time back into mainstream schools. Achievement overall for pupils aged 11-16 is sound; it is good in relation to pupils' improving behaviour and attitudes. Particularly good standards are achieved in both GCSE science and in vocational qualifications largely due to good teaching and well-focused support.

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

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

Pupils' personal qualities are good/satisfactory. Their spiritual, moral, social and cultural development is satisfactory, but they make **good** progress in improving their behaviour and attitudes. They are increasingly able to moderate their behaviour, accept responsibility for their own actions and have a good awareness of others and the need for rules. Relationships with other pupils and adults are good. New Horizons promotes good attendance, but a few pupils miss attending for no good reason. Strong social and moral education helps them to prepare well for their return to mainstream schools or progress to further education and work. The use of temporary exclusions is used too often to deal with unacceptable behaviour, though the incidents are declining.

QUALITY OF EDUCATION

The quality of education is good overall: The quality of teaching is **good** and a real strength across New Horizons resulting in good achievement in lessons. It reflects the professionalism and commitment of the teachers and the support staff. The climate for learning is positive and pupils make good progress in response to well-planned lessons and supportive feedback. Most share very good and trusting relationships with adults, seen particularly through the very good outreach service. The curriculum provides **good** opportunities for older pupils to acquire vocational qualifications, as well as a broad and relevant provision for the youngest ones within the PRU. The assessment of pupils' work is supportive and encouraging within lessons, but attainment is not always gauged correctly against national standards thus impeding an accurate evaluation of pupils' progress over time. There are gaps in statutory curriculum provision for pupils in the EBD school for pupils aged 11-14 years, and also in pupils' application of literacy skills across New Horizons.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory: The leadership of the new headteacher is good. She has rapidly gained the confidence of staff, pupils, parents and the wider community and is ably supported by a strong senior management team. However, there are some weaknesses in the leadership and management of subjects across New Horizons, particularly in English and ICT and in strategic planning in the longer term. This is partly due to many recent changes in management, problems with recruitment, and the lack of clarity over the service level agreement and financial arrangements with the local education authority (LEA). The complex timetable makes it difficult for teachers to share expertise across both sites. Governance for the EBD school is satisfactory, but it is not yet fully representative of the PRU.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are positive about New Horizons. Parents appreciate that their children have been admitted to New Horizons because of the good support they are receiving. Both parents and pupils commented on the good leadership and agreed that teaching was good. Parents' and pupils' views that there are too few opportunities for pupils to engage in meaningful homework to extend their learning beyond the classroom, are confirmed by the inspection findings.

IMPROVEMENTS NEEDED

- Clarify the service level agreement with the LEA, including the formula funding applied to the delegated budget and the arrangements for governance.
- Ensure that the necessary curriculum leaders are in place to plan, monitor and evaluate achievement in all subjects across both sites, making English a priority.
- Improve the curriculum in the following areas:

ICT and music across New Horizons;
relevant provision for homework – across both sites.

- Rationalise the timetables and planning across both sites to enable the maximum use of staff and resources for the benefit of the pupils.
- Improve assessment and tracking of pupils' progress over time.
- Take steps to reduce the use of temporary exclusion to tackle unacceptable behaviour.

and, to meet statutory requirements:

- make sure risk assessments comply with health and safety rules;
- ensure that the statutory requirements for a modern language, music and ICT for pupils aged 11-14 years in the EBD school are fully met.

PUPIL REFERRAL UNITS and OUTREACH AT NEW HORIZONS

New Horizons has not been inspected in this form previously.

OVERALL EVALUATION

The overall effectiveness of the PRUs is sound and they provide satisfactory value for money - the effectiveness of outreach work is very good. Teaching is good and pupils receive very good support to help them improve their behaviour and attitudes. The outreach work is very good; it helps pupils come to terms with their problems and re-focus back on to their education. Many key co-ordinators have only just been appointed and are quickly getting to grips with their responsibilities, though there is no leadership in English and information and communication technology (ICT). Strategic planning for the longer term is hampered by a lack of clarity over the budget, the service level agreement with the local education authority (LEA) and incomplete governance representing the PRUs.

The main strengths and weaknesses are:

- Good leadership by the newly appointed headteacher and head of centre.
- Good teaching and learning helped significantly by support assistants.
- Most pupils achieve well - particularly in mathematics, science, vocational courses, personal, social and health education (PSHE) and through the active learning programme.
- The outreach service is very good both in preventing exclusions and reintegrating pupils.
- Very good ongoing links with partner schools, colleges and external agencies.
- The overall management of the curriculum and monitoring progress are unsatisfactory, especially in English and ICT.
- Arrangements for the governance of the PRUs are unsatisfactory.

STANDARDS ACHIEVED

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

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

Achievement is good overall: Attainment against national standards ranges from well below to just above average, but standards of most pupils within the EBD school and the PRU are below average, and they have weak literacy skills. Progress is good for the great majority of pupils throughout the curriculum, and particularly in mathematics and science. It is satisfactory in English and unsatisfactory in ICT. Pupils regularly succeed in meeting the majority of specific targets set in relation to their behavioural needs. Targets are challenging. Where appropriate, pupils transfer back to school or on to successful placements in the community. There is particularly good achievement in vocational qualifications, largely due to good teaching and well-focused support.

Pupils make good progress in **improving their behaviour and attitudes**. They accept responsibility for their own actions and have a good awareness of others and the need for rules. Relationships with other pupils and adults are good. The PRUs promote good attendance, but a few pupils miss attending for no good reason.

QUALITY OF EDUCATION

The quality of education is good overall. There is a significant proportion of good or better teaching. Teachers are committed, dedicated and skilful when working with pupils both within the PRUs, and those at risk of exclusion in neighbouring schools. Learning support assistants make a very significant contribution to the high

quality of teaching and learning. There are weaknesses in the accuracy of some assessments, but the only unsatisfactory learning is associated with the occasional, but difficult, behaviour of those with more complex needs. The curriculum is inclusive, responsive to pupils' diverse needs and planned soundly to make learning worthwhile. Pupils have access to an adequate range of courses, which prepare them well for employment or further study. Out-of-school activities contribute well to pupils' learning. The PRUs are outward looking and have productive links with the wider community which enhance pupils' learning. However, too often temporary exclusion has been used to deal with unacceptable behaviour, particularly within the EBD school. Parents' and pupils' views that there are too few opportunities for pupils to engage in meaningful homework are substantiated.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Both the headteacher and part-time head of centre provide strong and purposeful leadership and management in a time of change and uncertainty. They are well supported by a loyal and hard working staff with a strong sense of camaraderie. The management of outreach provision, induction and re-integration is a particularly strong feature. The complex timetable restricts the sharing of expertise across New Horizons. The leadership, management and the work of the Management Committee is unsatisfactory because it has not been fully formed to discharge its duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are uniformly satisfied with what the PRUs offer, and feel teaching is good. Both pupils and parents commented that there was no meaningful homework.

IMPROVEMENTS NEEDED

- Clarify the service level agreement with the LEA, including the formula funding applied to the delegated budget and the arrangements for governance.
- Ensure the necessary curriculum leaders are in place to plan, monitor and evaluate achievement in all subjects across both sites, making English a priority.
- Improve the curriculum in the following areas:-
 - ICT and music across New Horizons
 - relevant provision for homework – across both sites
- Rationalise the timetables and planning across both sites to enable the maximum use of staff and resources for the benefit of the pupils.
- Improve assessment and tracking of pupils' progress over time.
- Take steps to reduce the use of temporary exclusion to tackle unacceptable behaviour.

and, to meet statutory requirements:

- Make sure risk assessments comply with health and safety rules.
- Ensure the statutory requirements for a modern language, music and ICT for pupils aged 11-14 years in the EBD school are fully met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is **good**. Standards compared with all schools nationally are below or well below average, and most pupils enter New Horizons with poor literacy skills. Achievement is good in mathematics, science, PE and vocational courses.

Main strengths and weaknesses:

- Good achievement for the youngest pupils in the PRU resulting in speedy reintegration back into mainstream schools.
- Good progress in mathematics, science, PE, PSHE and vocational courses.
- Good attainment in GCSE science and vocational qualifications for the oldest pupils.
- Unsatisfactory achievement in ICT, music and literacy across the curriculum.

Commentary:

1. Achievement for primary pupils is good, and those in the PRU are quickly reintegrated full-time back into their mainstream school. Pupils in the EBD school, make good progress against their individual education targets. Wherever possible they are entered for, and do well in, the national tests where standards rose considerably in 2003 compared with 2002. Overall, pupils with complex and additional needs achieve well by Years 6, 9 and 11 as a result mainly of good teaching and appropriate curricular arrangements.
2. Across New Horizons, progress in science, mathematics, PE and PSHE is good because these subjects are planned and taught well. However, achievement in ICT and literacy across the curriculum are unsatisfactory, because of weaknesses in the co-ordination and monitoring of these subjects, and some inaccurate assessments of pupils' levels of attainment.
3. Achievement for pupils aged 11-16 is good, and particularly good in relation to the pupils' improved behaviour and attitudes towards their work and their ability to cope generally. This is particularly evident with the older pupils where expert support and guidance pupils receive at New Horizons helps them come to terms with their problems and refocus on their work. Where pupils make particularly good progress, for example, in mathematics and science across New Horizons, they respond well to small steps of work, clear explanations and constructive feedback from teachers. There is some particularly good achievement both in GCSE and in vocational qualifications available through the local college. For example, pupils attained three grade Cs in GCSE science last summer, and this was especially good when compared with other subjects taken. Most pupils are working as hard as they can, given their own particular problems. One boy from the PRU who could not switch a computer on a year ago, is now heading towards gaining a distinction in ICT at a local technology college. Others from both the EBD school and the PRU are working well achieving NVQ qualifications in carpentry, and many are successful in gaining entry into further education and employment. However, weak writing and spelling limit the progress pupils could make, because of inadequate attention to these skills across subjects.

Pupils' attitudes, values and other personal qualities

Good overall: The positive attitudes among pupils at New Horizons contribute significantly to improving their achievement in personal development and behaviour. Attendance is satisfactory and punctuality is good. Pupils value the staff and respond well to the individual, specialised care provided for them. Provision for moral and social education is good, and spiritual and cultural is satisfactory.

Main strengths and weaknesses

- Pupils in the PRU and EBD school have good attitudes towards learning and generally work hard to improve and achieve well.
- Pupils have good relationships with staff members and each other; this is a result of a caring and trusting ethos throughout New Horizons.
- Attitudes and behaviour among the youngest pupils in the PRU are very good.

- Too often misbehaviour is resolved by a fixed exclusion. This is seen more at the EBD school than the PRU.
- Good provision for social and moral development, resulting in pupils being straightforward about identifying where their behaviour and personal development need improvement.
- Satisfactory provision for spiritual and cultural development.

Commentary

4. Across New Horizons, pupils' attendance is satisfactory and steadily improving. Teachers and other staff work hard to encourage regular attendance through careful monitoring, support from the educational welfare service and awards for pupils. Truancy is not a problem because pupils like the EBD school and PRU. Punctuality is generally good and depends on the prompt arrival of taxis. Parents are continually reminded about the importance of prompt, regular attendance, but some parents allow their children to miss school for no valid reason. Fixed exclusions also contribute to the number of authorised absences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	11	School data	6.3
National data	n/a	National data	n/a

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

5. Pupils are pleased to be at New Horizons after having had unhappy experiences in their previous schools. Parents confirmed this view. At both sites, their attitudes towards learning are good and continue to improve. At their best, pupils listen carefully, ask and answer questions and work hard to do well. The youngest members of the PRU are making a very good start to settling into school life and are growing in confidence in the nurturing environment provided for them.
6. Overall, behaviour at both sites is satisfactory and improving. Such achievement is because the individual strategies to improve pupils' behaviour are well suited to their needs and referred to and refined continually by all those entrusted with their care. Older pupils from the PRU who are reintegrating into nearby schools and colleges behave well and are positive about their futures. This is very much the result of the wide-ranging expertise within the outreach service. Pupils benefit from this orderly community where all staff members have high and realistic expectations of behaviour. The youngest pupils at the PRU rapidly improve their behaviour. However, there are too many occasions, particularly at the EBD school, when older pupils misbehave and challenge those in charge. Although these lapses in behaviour are too often resolved by fixed exclusion, the rate of exclusions declined significantly during the summer term, and the downward trend has continued into the autumn of 2003. Although some isolated incidents are reported, bullying and harassment are not tolerated and rarely occur. The headteacher plays a leading role in ensuring that all adults correct pupils in a manner that is fair, supportive, non-confrontational and consistent. There are no racial issues. Pupils experiencing difficulties meeting their targets for behaviour are well supported by dedicated teaching assistants who intervene quickly, and this ensures that learning for all continues.
7. Pupils' spiritual, moral, social and cultural development is satisfactory overall, though moral and social development is good. Satisfactory spiritual development is encouraged by such provision as assemblies in which spiritual awareness is touched on. Self-knowledge is encouraged, for example, by the behaviour target system in which pupils are usually asked at the end of a lesson how they judge the standard of their own behaviour.
8. Good moral development is helped by assemblies, and lessons in religious education such as a good Year 6 lesson on the Salvation Army. Good social development is aided by such provision as the good humoured ethos created in lunchtimes at the PRU when pupils are offered a range of indoor and outdoor activities, and by the variety of residential trips provided throughout the year.
9. New Horizons ensures satisfactory cultural development and makes sound provision for pupils' understanding of multicultural influences on Britain today. For example, pupils make African and other

masks in art, have attractive displays of Egyptian artefacts in the primary school, and a variety of other planned provision is evident within other subjects.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black African

Exclusions in the school year 2002-2003

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
102	175	1
4	5	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 overall quality of education is **good**. Teaching is a particular strength with a high proportion of lessons being good or very good. The curriculum is inclusive and provides good opportunities for older pupils to follow vocational courses. However, modern languages, music and ICT are not fully complying with statutory requirements for pupils aged 11-14 in the EDB school. Parents and the community value the education provided at New Horizons especially the outreach work.

Teaching and learning

Good overall: Teaching and learning are good across New Horizons in four out of five lessons visited. It is very good in about a quarter. Assessment of pupils' work in lessons is good in mathematics and science, but unsatisfactory over time because of some inaccuracies when comparing work against national standards.

Main strengths and weaknesses

- Teachers have a good command of their subjects and use support assistants very well, helping pupils to settle down and concentrate in lessons.
- Lessons in mathematics and science are carefully planned in small steps to ensure that the needs of individual pupils are being met.
- Vocational courses are well taught both on and off site, motivating and inspiring pupils to achieve beyond their experiences in schools.
- Planning across New Horizons is unsatisfactory because key staff have only just taken up their responsibilities; there is no leadership in English and ICT.
- The accuracy and use of assessment are unsatisfactory because there are inadequate monitoring and moderation procedures in place.
- Too little meaningful homework is set to help pupils consolidate their learning outside the classroom.

Commentary

10. The overall quality of teaching and support is a real strength of New Horizons reflecting the high level of commitment and enthusiasm of its staff. Sampling of lessons during the inspection highlighted one instance of unsatisfactory teaching, which resulted in pupils being poorly behaved and disrupting the flow of the lesson. All pupils achieve well because they make good progress in lessons partly due to very effective teaching support staff, who help pupils to settle quickly and apply themselves to their work. Imaginative lesson planning and skilful questioning, particularly in mathematics and science, also ensure that both higher and lower attainers feel included in lessons, and make good progress against their individual targets. For example, well-structured lessons in mathematics help pupils to make small steps of progress and understand the methods well to build on this for the next lesson. In science, there are good opportunities provided for all pupils to carry out experiments, and older pupils attending Hastings College are well prepared enabling them to make good use of the facilities for their pre-NVQ course. The very expert support received by the outreach team also ensures that those pupils in danger of being excluded, consider their actions, manage their own behaviour better and get back on track. As one boy said during a visit to a secondary school "When someone makes me feel angry, I just ignore it now and get my head down". However, the parents and pupils commented on the lack of meaningful homework and this was borne out during the inspection.

11. Teachers do not plan well enough for the use of ICT in subjects, resulting in pupils' weak development of skills over time. Although there are a few good examples of the use of ICT, for example, in mathematics, there is too little evidence that where it is being used, it is having a real impact on the pupils' skills and understanding within other subjects, or that it is helping to improve pupils' writing. This is partly due to the problems there have been in recruiting an ICT co-ordinator.
12. The assessment of pupils' work is generally satisfactory in lessons, and is good overall in mathematics. Oral feedback is supportive and encouraging, and pupils have a very good idea of how well they are doing against their behaviour targets. However, approaches to assessing the academic level at which pupils are performing are inconsistent, and are sometimes inaccurate, often because of weak co-ordination of subjects across New Horizons. This was particularly noticeable in the PRU in English, where too often teachers over-estimate pupils' National Curriculum levels in writing. The quality of marking is also uneven, with too many instances where work is just ticked with no constructive ideas on how to improve. This affects the way in which subjects plan for the medium and longer term, and also impedes both pupils and staff evaluating how well they are doing over time.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (18%)	31 (61%)	9 (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

Curriculum breadth is satisfactory overall: Particularly notable is the good development of accredited courses and work-related education. The inclusion work supported by the PRU is very good. Weaknesses remain in the key areas of music, literacy and ICT and no modern language for pupils aged 11-14 years in the EBD school. There are good opportunities for enrichment and accommodation and resources are good.

Because of the difference in the statutory regulations for the EBD school and the PRU, strengths and weaknesses are separately defined:

Main strengths and weaknesses - EBD school

- The provision for mathematics, science, physical education and PHSE is good.
- New Horizons provides good vocational experiences for pupils in Years 10 and 11.
- A good range of residential visits enhances pupils' curriculum opportunities.
- Problems with staff recruitment limits teaching in music.
- ICT and modern language provision do not meet statutory requirements.

Main strengths and weaknesses - PRU

- Inclusion opportunities in mainstream schools are very good.
- The provision for mathematics, science, physical education and PHSE is good.
- New Horizons provides good vocational experiences for pupils in Years 10 and 11.
- A good range of residential visits enhances pupils' curriculum opportunities.
- ICT does not meet statutory requirements.

Commentary

13. New Horizons has developed good structures for teaching mathematics and science. This is resulting in pupils achieving well. However, strategies for teaching literacy have not been implemented as effectively. There are several weaknesses, particularly the development of writing and the application of literacy skills in other subjects. There is good provision for PSHE that encompasses the teaching of sex, relationships, health and drugs education. The PHSE programme successfully addresses pupils' social, emotional and behavioural needs. The guidance and support given to pupils provides a firm basis for them to develop relationships and self-esteem, and begin to value education.
14. The timing of the school day and the start and finish of lesson times are different in the EBD school and the PRU. This, and the difference in some schemes of work, is preventing the sharing of staff and facilities. The curriculum for the extended day is limited; there is no homework policy and no formal homework requirements.
15. In ICT curriculum coverage is unsatisfactory, for instance, there was little evidence of control technology, monitoring and the use of spreadsheets. In most classes ICT is not being used enough to support learning in different subjects of the curriculum, thus reducing the progress pupils could make, especially in their writing.
16. The PRU works successfully towards reintegration, one of its main aims being to return pupils to mainstream as soon as possible. It has been successful in this and there are particularly good links with local primary schools.
17. There are good opportunities for accreditation. Pupils follow GCSE courses in English, mathematics and science and Entry Level courses are pursued in a wide range of subjects. The careers and work experience programme is carefully thought out and is well structured. Each pupil has a careers interview with the 'Connexions' personal adviser and develops an action plan before moving on to work experience. The vocational education programme is developing well and there are good links with Hastings College, Toolbox and local businesses. This programme is a good example of how teachers and other staff work closely together to develop a curriculum that addresses the needs of the pupils in Years 10 and 11.
18. Residential visits to places such as the Lake District and South Wales are well planned. They develop teamwork and do much to enhance pupils' learning and broaden their experiences of places beyond their local environment.
19. There have been difficulties in recruiting specialist teachers in English, ICT, music and a modern foreign language. This has meant that New Horizons has faced particular difficulties in teaching these subjects.

20. The accommodation is very good and resources for learning are good, both having a good impact on the pupils' willingness to learn and their respect for their environment. The accommodation is well cared for and does much to enhance the quality of education for the pupils, as seen through the good quality displays of work and litter free environment.

Care, guidance and support

Care, welfare, health and safety are good. Both the PRU and the EBD school provide a strong, caring and supportive environment. All who work at New Horizons are totally committed to the well-being of the pupils: they respect both their individual needs and their requirements for care. Support and guidance are also good. Pupils are very well involved.

Main strengths and weaknesses:

- Very good procedures for care and guidance helping pupils find strategies to improve their behaviour.
- Trusting relationships between pupils and staff enabling pupils to improve their confidence and reflect on their attitudes towards others.
- PRU: Reintegration back into mainstream schools is very effective.

Commentary

21. There are very good procedures for protecting pupils in line with locally agreed child protection arrangements. Valuable support comes from the health authority and social services to ensure that the provision outlined in Statements of Special Educational Needs and the interests of pupils in public care are met. Pupil placement panels are fully involved in agreeing the curriculum for designated pupils, and educational psychologists help to develop the staff's teaching strategies for pupils with more complex needs such as autism. There are good arrangements for Internet safety, but there are weaknesses in some formal risk assessment procedures.
22. Every pupil has a very good and trusting relationship with one or more adults. Discussions with pupils demonstrated overwhelmingly that they believe that there are adults in whom they can confide whatever their problem. This contributes to the overall good behaviour seen during the inspection.
23. New Horizons offers a good range of well-informed support, advice and guidance to all pupils. It provides particularly good support in helping to set targets linked to social skills and behaviour. Staff discuss these regularly with the pupils and pupils know their current points score when asked. However, the setting and monitoring of academic targets is less sharp. Both the PRU and the EBD school respond smoothly and effectively to the arrival of new pupils, even when the circumstances are difficult. They provide support to help them to settle in and make progress. Reintegration arrangements are likewise extremely effective.
24. There are good arrangements to ensure that the EBD school and PRU provide a planned programme for careers education for pupils in Years 9,10 and 11. 'Connexions' personal advisers help to organise transitional planning and there are clear pathways to adult life. Older pupils are prepared systematically, but caringly, to make informed and realistic choices over options in Year 9 and post-16 choices. A strength of the New Horizons is its careers education provision; there are good examples of imaginative work experience provision and work-related learning. All pupils have access to good quality careers advice and the parents and carers are involved as much as possible.
25. The organisation of school councils vary from site to site, but discussions with pupils showed that they are expected - and prepared - to put forward their views on any relevant matter.
26. Although New Horizons is at an early stage of development, there is no doubt that the commitment, staff expertise and systems present on all three sites provides a secure foundation for further improvement to take place.

Partnership with parents, other schools and the community

Good overall: Through its ongoing efforts New Horizons enjoys a good link with parents and the local community along with a very good partnership with other schools, agencies and organisations. Outreach services are very good. Standards and achievement for all pupils are significantly enhanced by the high quality of these links.

Main strengths and weaknesses

- New Horizons is popular with parents and is pro-active in securing their support to help pupils to improve and achieve well.
- Communication is good, there is an 'open door' policy and parents receive useful user-friendly written information and very regular phone calls.
- New Horizons is improving its profile in the local community with its new playgroup facility and more extensive activities that include its neighbours.
- New Horizons extensive links with a wide range of organisations ensures that the needs of all its pupils are addressed and supported very well.
- Very good, ongoing links with partner schools and colleges support pupils' reintegration very well.
- There are not enough parent governors.
- Some parents do not support New Horizons' high expectation regarding attendance, and allow their children to have unauthorised absences.

Commentary

27. New Horizons enjoys the confidence of its parents and they are pleased with what it offers their children. Many parents expressed great relief that now their children were enrolled where their needs are being met and they are made to feel welcome. Parents are updated very regularly by telephone about how their children are getting on. The home-link book for youngest pupils is used well, and parents are actively encouraged to co-operate in reviews of progress and are encouraged to help with their children's learning.
28. Termly newsletters highlight school activities and certificates are sent home regularly. There is a very good rate of participation among parents for annual reviews, meetings and open days. New Horizons makes extra arrangements to help parents to attend, or even organise a home visit. Pupils benefit from the trust between parents and staff members as information about events outside school are relayed readily and enable staff to meet a pupil's particular need. However, pupils' end-of-year reports are too descriptive and would be better if they informed parents about how well their child is doing in each subject and what they need to do to improve.
29. New Horizons is trying to become better known as an asset to the local community. The new playgroup facility is welcomed by local families and is very popular. Older residents enjoy meeting pupils who visit for Harvest Festival or Christmas carols and a school fair was well attended by local residents. Pupils are at their best at these times and such events add to their confidence and New Horizons' reputation.
30. A cornerstone of New Horizons' success in meeting the needs of its pupils is the very good partnership with other schools, colleges, extended services and educational and support services. Pupils who also attend elsewhere or who are reintegrating are served very well because New Horizons shares information to promote their success in school. The outreach programme is very good and committed to providing support necessary to keep pupils in education or employment.

LEADERSHIP AND MANAGEMENT

Satisfactory overall: Strong leadership by the new headteacher and senior management team is helping staff to focus on the needs of all pupils, and leadership taken at all levels is satisfactory. Management is unsatisfactory as is governance.

Main strengths and weaknesses

- The new headteacher is providing good leadership, and has quickly gained the support of staff and pupils, creating a strong climate for improvement.
- The senior management team and Chair of Governors have successfully kept up staff morale and secured the trust of staff, pupils and parents.
- Outreach work is very well organised, and is helping pupils to resolve a range of problems and move forward.
- Improvement in strategic planning and the organisation and management of subjects across both sites has been hampered by the difficulties in recruiting specialist teachers, and the high turnover of senior managers over the past two years.

- The complex timetable limits the effective deployment of expertise across the two sites.
- There is a lack of clarity over the service level agreement with the LEA and the formula for the devolved budget, and although governors have made a good start, full governance representing the PRU has yet to be agreed.

Commentary

31. The headteacher is a good leader and has made a positive start to motivating and raising the confidence of the staff, pupils and parents at New Horizons in the midst of recent and significant changes to its organisation. She is well liked and respected, and is ably supported by the new Chair of Governors, the senior management team and the linked LEA consultant. Together they have established a positive climate for change and improvement across both sites, and standards are rising. At the pre-inspection meeting one parent said "The school has a good feeling, it's a happy place to be", another commented in a letter "I do believe the school has become much more solid and stable in its approach over the last year, due to strong leadership". Senior managers are gaining the confidence of a wide range of professionals. They are using their expertise to help resolve the severe difficulties of the pupils on both sites, for example, by providing professional counselling or family therapy.
32. The Chair of Governors, appointed in February 2003, has a wealth of experience and is showing good leadership and direction. Many governors are relatively new to the post and are on a very steep learning curve, but they have quickly recognised the strengths and weaknesses at New Horizons, and what needs to be done to raise standards. For example, when questioned they recognise the relationship between the rate at which pupils make progress, and their subsequent levels of attainment in national tests or qualifications. They also know New Horizons needs to put in place all statutory requirements and find ways to challenge the effectiveness of New Horizons in the future. Governance for the EBD school is satisfactory, but it is not yet fully representative of the PRU. A major obstacle to governors' ability to plan for the longer term and manage New Horizons is the lack of clarity surrounding the service level agreement and financial arrangements with the local education authority.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,772,187	Balance from previous year	67,239
Total expenditure	1,633,560	Balance carried forward to the next	205,866
Expenditure per pupil*	13,872		

*This does not include the behaviour support expenditure of £260,267

The carry forward from March 2003 to the current financial (2003-4) was absorbed immediately because the reduced delegation from the LEA resulted in a deficit.

33. The management of the support for pupils and the outreach work is very good, but the leadership and management of subjects across both sites are unsatisfactory. The improvement of the provision for pupils with additional and complex needs is a major priority and this is shown through the recent appointment of a new special educational needs co-ordinator (SENCO) to the PRU. However, there remains a lack of strategic clarity across New Horizons regarding overall responsibilities for identification, assessment and the monitoring of pupil progress. The systematic monitoring of the quality of teaching and the progress of pupils' academic achievement only got underway in the summer term 2003. The findings from these visits are beginning to help senior managers identify what works well in lessons, as well as providing them with a more accurate assessment of pupils' progress. However, many subject leaders have only just taken up their posts and are trying to get to grips with their responsibilities. These shortcomings in management are most evident in English and ICT where there have been problems with recruitment. In addition, the timing of lessons limits the effective deployment of staff expertise across New Horizons to the maximum benefit of pupils.
34. The budget is properly and tightly administered. It has been clearly linked to the key priorities outlined in the school improvement plan drawn up at the end of the summer term. Issues relating to the last audit have largely been met, but the principles of best value including competitive tendering for major resources are not yet being applied. The administrative and maintenance staff are highly respected and very efficient, thus enabling the school day to run very smoothly. Staff receive a good induction when they join and provision for their continuing professional development is good.
35. Overall, given that pupils enter from a well below average starting point and make sound progress with substantial support, New Horizons is providing satisfactory value for money.

OUTREACH WORK

Very good overall: Outreach work provides essential support to prevent pupils being excluded or help permanently excluded pupils improve their behaviour and become responsible adults.

Main strengths and weaknesses

- Expert guidance and support from a range of professionals successfully helps pupils come to terms with their problems and settle back into mainstream education.
- Very strong links with mainstream schools, who highly value their work.
- Very well led and managed ensuring successful behaviour modification for challenging pupils.

Commentary

36. The Behaviour and Emotional Support Team (BEST), now in its third year and based at the New Horizons PRU, offers a valuable and valued support to more than 60 primary schools and ten secondary schools in the East Sussex area. It successfully supports both pupils and teachers to prevent pupils being permanently excluded, and reintegrates excluded pupils back into mainstream schools. The PRU curriculum is clearly linked to the National Curriculum, but is strongly underpinned by personal, social and health education, guided by behaviour modification methods. These methods succeed in reducing the challenging behaviours that lead pupils towards exclusion.

37. Individual education plans are carefully scrutinised and tracked, and on leaving the PRU programme, an allocated member of staff works in the mainstream school for an afternoon each week for six weeks, to ensure a smooth reintegration of the pupil. This work is very well planned alongside the class teacher. Often a selected group of pupils may be taken into the PRU for a six week assessment period comprising one half day each week. All information gathered in these sessions is carefully assessed, fed back to the parent school, as well as to the selected secondary school and the secondary PRU, and this ensures the success of the placements.
38. Some older pupils in Years 10 and 11 who are referred to the PRU are not expected to return to the mainstream, others are provided with support to prevent them being excluded. They are offered a good range of work related curriculum, including courses taught by tutors in local colleges and by teachers who work on home skills in the PRU. Additional support from a large team of professionals, including educational and clinical psychologists, helps vulnerable and challenging pupils to cope more successfully with the academic and psychological problems they experience. For example, one boy who could not even switch on a computer, is now working towards gaining good qualifications in IT taken in a local technology college. Drop-in sessions and action planning provided by a 'Connexions' personal advisor not only give very effective support to more vulnerable pupils, but also their families.
39. Support work in 'focus groups' on anger management significantly improves the pupils' inter-personal skills, builds self-confidence and raises their self-esteem, enabling them to face the adult working environment more aware and confident of their prospects. This highly skilled support has a significant impact on improving pupils' behaviour and helping them to cope. One academically bright pupil on the brink of being excluded from a local secondary school said "Now when I feel angry or provoked, I just keep my head down and ignore it". This pupil is now working successfully towards a GCSE in a subject he used to dislike.
40. The support team is very well led by the head of the support service and managed very effectively by senior staff at the PRU, including the area reintegration officer, the teacher in charge of the primary PRU and a senior outreach worker. Its work is evaluated annually through questionnaires to the mainstream schools and evidence shows that it is a very valuable service.

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

ENGLISH

Provision for English is **satisfactory** across New Horizons.

Main strengths and weaknesses

- Good teaching in most lessons observed in the EBD school and satisfactory teaching in the PRU.
- Good group reading provision for 11-16 year olds.
- Appropriate one to one tuition.
- Good attitudes and values of pupils in lessons.
- No head of English and leadership and management are unsatisfactory.
- Assessment against national averages and its use for planning suitable work are unsatisfactory.
- The development of literacy skills within other subjects has recently shown some improvement, but overall it remains unsatisfactory.

Commentary

41. The attainment of pupils is well below the average for pupils of similar ages in reading, writing, handwriting, spelling, and speaking and listening because of the special educational needs or other difficulties of the pupils.
42. The achievement of pupils is satisfactory, though there was insufficient evidence to judge the achievement for pupils aged 11 to 13 years in the PRU as they were newly enrolled.
43. Teaching is satisfactory in the PRU and good in the EBD school where most pupils try hard with their work. Teachers enthusiastically engage the interest of pupils using a range of resources including video, computers, overhead projectors and highlighted texts. For example, in a lesson for pupils in Year 11, the pupils had previously seen parts of a video recording of 'Romeo and Juliet' and designed a 'Wanted' poster for Romeo to reinforce the differences between the two warring families. Teachers manage the behaviour of pupils well. Teaching assistants make a very good contribution to pupil learning because they work closely with teachers and reinforce learning points in the lesson. Teachers in lessons use pupils' responses to assess their progress in the lesson, for example, by careful questioning, but there are too few opportunities for meaningful homework.
44. The attitudes to learning of pupils in lessons are good, reflecting good relationships and the effective management of their behaviour. In an excellent Year 11 drama lesson for three pupils who had chosen the subject as an 'option', the teacher and teaching assistant provided an excellent structure in which pupils wholeheartedly participated in role play involving the prospect of a new baby in the family.
45. National Curriculum assessments and the use of these assessments for planning work for pupils, are satisfactory in the PRU for pupils aged 5 to 11 years. They are unsatisfactory for pupils aged 11-16 years. Teachers often over estimate pupils' National Curriculum Levels for writing, handwriting and spelling. Moreover, assessment is not used well enough to plan for the longer term, thus reducing the meaningfulness of targets set for pupils. Pupils are, however, given the opportunity to be entered for Entry Level examinations, and where appropriate GCSE examinations.
46. The leadership and management are unsatisfactory because there is no head of English. This has resulted in patchy planning and monitoring of standards across New Horizons. However, there are positive and encouraging developments such as the provision of individual tuition and (in the EBD school) group reading sessions, which are already helping pupils to improve and take an interest in books.
47. Resources are being developed, but there is no library for secondary pupils in the EBD school, thus limiting the pupils' ability to carry out research. The library in the secondary PRU has an insufficient range of good, well illustrated, modern non-fiction books

Language and literacy across the curriculum

48. The development of pupils' speaking and listening is sound across the curriculum, but reading, writing and spelling are unsatisfactory within other subjects thus limiting the progress pupils make in these elements of literacy. Insufficient use is made of word-processing to help pupils compose and structure their writing across all subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and support of teaching assistants is good and pupils learn well as a result.
- There is good, well informed and experienced leadership of the subject.
- Management is weakened by the lack of co-ordination across New Horizons and monitoring of the subject, including teaching and learning, which is not yet effective.
- The use of computers to advance learning has been effectively established in the primary EBD school, but has not yet been effectively extended across New Horizons as a whole.
- The Key Stage 3 numeracy strategy is not consistently implemented, and numeracy skills are not developed well in other subjects.

Commentary

49. Although pupils' standards are below national expectations, because of the emotional and behavioural barrier to their learning, they achieve well against their individual learning targets. EBD pupils are challenged by the appropriately high expectations of staff. For example, work in Year 9 indicates a good understanding of problems on inverse proportions. The marking is constructive and helps pupils to improve their work. Those in Year 11 are able to take Entry Level certification courses and many go on to take and pass the GCSE examination. For PRU pupils the aim is to ensure that pupils from Years 1 to 9 maintain contact with their parent school's curriculum for the relatively short time they are there. Most pupils work hard in mathematics and enjoy the subject. Their achievement during the time they are in the PRU gives them a good grounding for future work in mainstream schools. Year 10 and 11 pupils at the PRU who are unlikely to be reintegrated, achieve well in mathematics courses related to their vocational studies.
50. Most teachers have good experience of mainstream teaching and have a very good command of their subject. They teach confidently and with enthusiasm, encouraging pupils to take responsibility for their behaviour and work. Very good relationships enable them to successfully confront the very challenging behaviour. Staff insist on appropriately high standards of behaviour, working with the behavioural modification approach of New Horizons. This consistent approach helps pupils to apply themselves to their work and make good progress. However, few opportunities are provided for pupils to extend their learning through meaningful homework.
51. Mathematics has been well established in the primary EBD school, where there is more evidence of the development of information and communication technology (ICT). It is developing quickly under very well informed leadership in other areas of New Horizons, though overall co-ordination is at an early stage of development. The inconsistent use of the National Numeracy Strategy across subjects is a failure of co-ordination.
52. The subject co-ordinators are particularly well qualified to raise standards in the department. In their short time at New Horizons they have made many improvements and earned the respect of staff and pupils alike. Links with parent schools are managed effectively, thus helping pupils to reintegrate smoothly and adapt back into their education. Staff work in a committed and enthusiastic way and are driving standards up under her leadership. However, the management and monitoring of the department, including that of teaching, is weakened by the lack of overall co-ordination, resulting in unsatisfactory monitoring of pupils' progress over time. Computers have been introduced, but have yet to play a full part in teaching and learning across New Horizons.

Mathematics across the curriculum

53. Mathematics across the curriculum is unsatisfactory because of a lack of co-ordination of the use of mathematics within other subjects, and across New Horizons as a whole.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is consistently good.
- Lessons planning is adapted and modified effectively to meet a wide range of learning needs.
- Leadership and management are good.
- Good curriculum links with PHSE - the teaching of sex, health and drugs education.
- Science is being taught for the first time this year in the PRU and the specialist facilities at the EBD school are being shared well for the benefit of all the pupils.
- ICT is not used enough to support pupils' learning in Years 7 to 11.

Commentary

54. Standards overall are below the national average, but pupils are achieving well because of the consistently good level of teaching; based on lessons with challenging, yet carefully planned, opportunities for them to investigate. This is reflected by improving standards, for example, in 2003 there were three, Grade C GCSE passes.
55. The scrutiny of pupils' work in Years 3 to 11 showed good work about the human body and forces. Year 6 pupils had experimented with magnets and a Newton meter and were beginning to discover how forces can be measured. Very good teaching in Year 9 saw pupils from the PRU reinforcing their understanding of chemical changes. By mixing a batter and then cooking pancakes they learned that whilst some changes are reversible, others are not. In a well-prepared lesson, the GCSE group in Year 11 enjoyed making electromagnets using insulated wire, crocodile clips and a pencil. Good safety procedures were followed before connecting with the DC terminal.
56. Teaching is good overall and the curriculum is satisfactorily planned. Much recent work has been done to adapt teachers' planning, to ensure that the needs of both higher and lower attaining pupils are met. Key components in each lesson, such as predicting, fair testing and recording, are effectively taught. The teaching assistants are very good. They have clearly defined roles and often support pupils with weak literacy skills by helping them to record their answers. All teachers are careful to ensure that scientific language is well taught and key words are written on the board. However, the marking of pupils' work is variable and does not always help pupils to improve their work. In several classes it is cursory and just ticked with comments such as, 'Very good' or 'Excellent'. The use of ICT in the lower part of the EBD school is satisfactory. Some good examples were seen of how pupils had used CD-ROMs to identify bones, and line graphs to measure forces. However, in Years 7 to 11 it is unsatisfactory. It is not being used enough for research and to support pupils' learning.
57. Science is well managed. Since her appointment, some nine months ago, the co-ordinator has worked very hard to develop schemes of work and assessment. Although assessment is satisfactory, it is not linked closely enough to the units of work. Currently the assessment procedures lack rigour with no clear way to track pupils' progress during their time at New Horizons. Homework is not being set.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses - EBD school

- Pupils have good access to computers with broadband facilities.
- Good use is being made of digital photography to record achievement.
- Statutory requirements in relation to the curriculum for the EBD pupils are not being fully met.
- In Years 3 to 6, pupils' achievement is satisfactory. It is unsatisfactory in Years 7 to 11 and their skills are weak.
- ICT is not used enough to support learning in the different subjects of the curriculum.

Main strengths and weaknesses - PRU

- A computer suite was recently installed - pupils now have better access to computers and the Internet.
- Good use is being made of digital photography to record achievement.
- Pupils' achievement is unsatisfactory in Years 7 to 11 and their skills are weak.
- ICT is not used enough to support learning in the different subjects of the curriculum.

Commentary

58. Inspection evidence shows that in Years 3 to 6 pupils are making sound progress. Teachers are planning to use ICT in different subjects of the curriculum. Particularly good examples of this were seen in science in the unit of work about 'moving and growing', where pupils were investigating different parts of the body.
59. Although teaching over time is unsatisfactory in Years 7 to 11, some good work was seen during the inspection. For example, Year 7 pupils planning a cover for a school magazine and Year 11 pupils in the PRU, designing a logo for the mini-enterprise project 'Catch the Drift'. Some pupils attend Hastings College for ICT as a pre-NVQ course, which is part of their work-related education programme. This course also contributes to their ASDAN Bronze award.
60. Until recently insufficient attention has been given to developing this subject. Statutory requirements are not being fully met, for example, there was little evidence of such things as control technology, monitoring and the use of spreadsheets being taught. Last year, in Years 7 to 11, ICT was an option and, as a result, many pupils have poorly developed skills. The instructor has been working hard to develop pupils' basic knowledge and understanding of word-processing, desktop publishing and paint programs. However, most pupils in Year 11 in the EBD school will leave without the necessary skills to access further education or the world of work. Pupils were very reliant upon staff and needed constant reassurance and help when using the computers. On occasions, pupils' behaviour is unsatisfactory and this results in time being wasted, thus reducing pupils' scope for learning.
61. Currently the subject lacks leadership. Although several attempts have been made to appoint a specialist teacher, none had been appointed. The instructor, who has assumed responsibility for ICT, has worked extremely hard to develop schemes of work and teach basic computer skills. However, specialist help is required to develop this subject across both establishments.
62. Information and communication technology across the curriculum is unsatisfactory because of difficulties in recruiting specialist staff and the lack of leadership in the subject across New Horizons.

HUMANITIES

History and religious education are reported in full below. Geography was sampled – one lesson was seen. In geography in Years 1 to 6 teachers follow a curriculum, which incorporates the major components of the National Curriculum such as strengthening the pupils' awareness of the environment in geography. Currently, the difficulty confronting most pupils is related to understanding some aspects of human geography. Overall, however, as in Years 1 to 6, more historical than geographical topics are covered. The lesson seen in geography was sound.

History

Provision in history is **good** and standards are improving.

Main strengths and weaknesses

- Teaching and learning are good overall across New Horizons.
- Standards of attainment are improving and most pupils achieve well.
- Good use is made of visits.
- The arrangements for whole-school curriculum leadership of the subject are ineffective.

Commentary

63. Results and current standards are similar in Years 6, 9 and 11 and are, overall, well below average. However, given the pupils' very low attainment on entry to both the PRU and the EBD school, their achievement is good across New Horizons. Standards, achievement and teaching have improved and the

curriculum has recently been enhanced to take account of the fact that there is a steady pupil turnover as they arrive and are then reintegrated. The major task for the subject leaders is to sustain their improvement as New Horizons develops and to establish an appropriate balance of curricular topics.

64. In Years 1 to 6 teachers follow a curriculum that incorporates the major components of the National Curriculum such as strengthening the pupils' knowledge and skills of both interpretation and communication. This is enhanced by the increasingly effective use of visits. As a result, pupils learn well. The good subject knowledge of the teachers helps to raise pupils' confidence and improves their learning. This was seen when junior pupils engaged in a Tudor joust in history and undertook a study of possible playground improvements before writing to the headteacher. The teachers are confident that standards on all sites will improve further when they broaden their approaches both to assessment across the New Horizons, and address more sharply the needs of pupils with more complex difficulties.
65. In Years 7 to 11, pupils at both the PRU and the EBD school pursue appropriate courses that can lead to accreditation. Teachers give clear explanations, carefully structured written tasks and use videos imaginatively to produce, for example, interesting and accurate accounts of the development of slavery, and the growth of the British Empire. Pupils benefit from some well-planned and organised lessons, characterised by good classroom management. These have a beneficial effect on the pupils' ability to empathise with people from different societies at different times in the past and across the world. Currently, the difficulty confronting most pupils is related to making links between events and changes. Teachers know and enjoy their subject and those seen during the inspection help pupils to produce work that is appropriate in quality and quantity in areas such as 'the Reformation'.
66. The leadership and management of the subjects on the individual sites are good, and staff work hard to develop the subjects in their particular area. Currently, however, there is no clarity as to roles and responsibilities for the humanities curriculum across New Horizons and this inhibits the development of the subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum has been well drawn up and covers the major world faiths, with an appropriate emphasis on Christianity.
- Work seen indicates good teaching and learning in the EBD school.
- Moral understanding is developed well through the consideration of individual and interpersonal behaviours as they affect pupils.
- Management of the subject is not yet effective, because there is no co-ordination across New Horizons.

Commentary

67. The very recent role of co-ordinator has not had time to take effect in management and monitoring of the department. Work seen indicates that pupils are applying themselves well to the subject and making at least satisfactory progress. In a very good lesson about the Salvation Army, the care and sensitivity of the staff helped pupils with their understanding of God and the Bible, and also to have a greater appreciation of right and wrong. Lesson planning shows evidence of clear target setting in the subject in the EBD school, with good opportunities to enable pupils to express and examine their own views. Some of the pupils' behaviour difficulties leads to ill-formed and poorly expressed spoken views, but written work shows that in a private and individual context, pupils reveal more considered and sensible views on morality.
68. Assemblies are well managed and work well to strengthen religious education, in particular the moral aspect.
69. The subject is set on a sound curriculum foundation and is well set to improve as the co-ordinating role develops.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Three lessons were seen in art and design, four in design and technology, two in music and one in PE. Samples of work from across New Horizons were also scrutinised. Art and design and design and technology are reported in full below. Music and physical education are reported as samples.

Music

70. Overall provision for music must be **unsatisfactory** because it is not provided for all the pupils that it should be and music is not co-ordinated across the provision. It is too narrow, and does not meet with statutory requirements for Key Stage 3 in the EBD school. There was insufficient evidence to judge the quality of teaching and learning. Individual tuition, mainly in drumming, is offered by an experienced musician. Teaching and learning in the single drumming tuition session seen was good because the instructor is enthusiastic, motivated the pupil and expected high standards.

Physical education

71. Pupils are given opportunities to participate in a wide range of activities and achieving a variety of accreditation. Achievement in the lessons seen was very good because pupils were well motivated and tried their best in response to well-structured and enthusiastic teaching. Assessment was used well helping pupils to evaluate their own performance and how to improve it. Accreditation appropriately includes the ASDAN Youth Award Scheme and the OCR Initial Award in sport and recreation. The curriculum meets the needs of pupils very well for pupils aged 11 to 16 years. Resources are very good. Accommodation includes a sports hall and multigym, but the facilities for showering are inadequate and unhygienic. Leadership and management of the subject are very good with a highly motivated team very effectively co-ordinated. Active learning is very well led with scrupulous planning and careful recording of progress in a graded series of residential trips, which bring together elements of physical education, geography and social skills learning.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Good pupil attitudes to learning for pupils aged 11 to 14 years.
- Good contribution to cultural development.
- Appropriate accreditation opportunities.
- Time is not always used to the full for some pupils aged 14 to 16 years.

Commentary

72. Standards are below average because of the special educational needs and difficulties of pupils.
73. Achievement is satisfactory for pupils aged 11 to 16 years. Pupils aged 11 to 14 develop a satisfactory range of skills to make self-portraits, observational drawings and three-dimensional masks for different cultures. Pupils aged 14 to 16 develop portfolios reaching standards that are suitable for Entry Level examinations or GCSE examinations. The attitudes of pupils to their learning are satisfactory. They are better for pupils aged 11 to 14 (where they are good) than for pupils aged 14 to 16 (where they are satisfactory).
74. Teaching is satisfactory for pupils aged 14 to 16 and teaching assistants make a valuable contribution, helping pupils to sustain interest and concentration. Teachers' good use of time and consistently high expectations encourage pupils to do their best.
75. The assessment of pupils' work is satisfactory and there is appropriate accreditation through Entry Level examinations and GCSE examinations.
76. Although satisfactory for the work undertaken, resources are limited; for example, there is no kiln. There is a dedicated art room for older pupils on each site.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and teacher assistant support is good and pupils learn well, especially in food technology and in lessons at the PRU.
- The head of department is a very experienced mainstream teacher who is building a sound foundation for the subject.
- There is no co-ordination of the subject across New Horizons, and it is not yet monitored effectively.
- The use of computer aided design and systems and control technology are unsatisfactory.
- There are currently few tools and little appropriate material in the EBD school workshop.

Commentary

77. The department has only recently been set up. Standards across New Horizons are below average, except in food technology in the primary PRU, where standards are average. PRU pupils in Years 10 and 11 benefit from a vocational carpentry course based in the local YMCA, and are working well towards their qualifications.
78. Teaching and learning are good and often very good. Teachers know their subject well and they receive a very good quality of support from teaching assistants. Their enthusiasm and positive feedback encourages pupils to talk and write about their work and make good progress. Staff work in a committed, enthusiastic and caring way to ensure that pupils do their best within the constraints of their emotional and behavioural needs.
79. The head of department has worked hard to recover from the very unsatisfactory situation in which he found the subject and has written good schemes of work in preparation for the full resistant materials course. These are intended to take pupils through to GCSE standard. As yet there are no clear plans for the development of systems and control technology, although some software packages have been purchased. The head of department has high expectations of the subject as he awaits delivery of tools and materials. The co-ordinating role has not been developed across New Horizons, and monitoring of the department, including teaching, is not in place.
80. There are a number of health and safety concerns in the EBD school workshop. These are being addressed as the school awaits further machinery, tools and materials. The head of department has not yet developed a scheme of work for systems and control technology, but is well aware of the need to develop the subject in that direction.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health education and citizenship is **good**.

Main strengths and weaknesses

- The good and often very good teaching across New Horizons with well-planned, interesting lessons.
- The very good support from teaching assistants supporting good learning.
- The very good contribution made by the subject to pupils' moral and social understanding.
- Co-ordination is at a very early stage of development and the subject is not effectively monitored and evaluated.

Commentary

81. PSHE, along with citizenship, are central areas of teaching and learning across New Horizons. Although there are discrete lessons of both, the subject area is combined in curriculum terms. The weekly PSHE lesson is held in tutor groups and based on the course 'Developing a Healthy Lifestyle'.
82. The emotional and behavioural needs of the pupils are served well by the behaviour modification approach to learning and pupils improve their personal and social awareness. A very good example of this was seen

in an outreach lesson with a Year 11 pupil at a local college. The pupil was at risk of permanent exclusion, but was responding well to the opportunity to talk and work through the barriers to learning that he was experiencing. Many assemblies reinforce the subject, in particular the weekly 'celebration' assembly in the EBD school, where pupils are learning to work in a democratic forum, making decisions and voting on issues that have arisen during the week. In one assembly seen during the inspection, very effective use was made of a 'rap' song to highlight contemporary moral issues and Christian belief.

83. In planned lessons, the quality of teaching is good and often very good and pupils learn well, usually closely and effectively supported by teaching assistants. Important issues relating to personal and sexual relationships, substance misuse and other contemporary moral and social issues are discussed at appropriate times. The many visits that are made by the emergency services, health workers and others contribute to the breadth of pupils' experiences. Local authority services such as the substance misuse service are also used. There are good opportunities for pupils to take the Entry Level certificate in citizenship. Pupils' social awareness and empathy for others is developed well, for example, when they raise money through 'Red Nose Day'. Such events contribute towards the Youth Award certificate.
84. This is a well-established curriculum area, with citizenship a more recent addition. The PRU has only very recently had an assigned co-ordinator and she is working well with the EBD school coordinator towards improving the curriculum across New Horizons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of New Horizons overall	5
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	5

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