

# INSPECTION REPORT

## **PHILIP SOUTHCOTE SCHOOL**

Addlestone Moor, Surrey

LEA area: Surrey

Unique reference number: 125480

Headteacher: Mr. G. L. Rogers

Lead inspector: Janet Bond

Dates of inspection: 3 – 5 November 2003

Inspection number: 258972

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	7 - 16
Gender of pupils:	Mixed
Number on roll:	102
School address:	Addlestone Moor Addlestone Surrey
Postcode:	KT15 2QH
Telephone number:	01932 562326
Fax number:	01932 567092
Appropriate authority:	Governing body
Name of chair of governors:	Mr. D. White
Date of previous inspection:	January 2000

## CHARACTERISTICS OF THE SCHOOL

This is a mixed community special school for pupils with learning difficulties aged between seven and 16 years. All pupils have a Statement of Special Educational Needs. A number of pupils have additional sensory or emotional and behavioural needs. It is not appropriate to compare the attainment of pupils with national expectations or averages. Currently there are very few pupils from a mixed ethnic background and no pupils speak English as an additional language. Twenty-five percent of pupils are eligible for free school meals, which is average for this type of school. On leaving school most pupils go on to continuing education with a few gaining employment. The number of pupils joining and leaving the school at times other than those expected is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2642	Janet Bond	Lead inspector	Mathematics, Humanities, Physical Education, Special Educational Needs, English as an Additional Language
19727	Eric Langford	Lay inspector	
22058	Christine Richardson	Team inspector	Science, Visual and Performing Arts, Personal, Social and Health Education and Citizenship
1358	Glyn Essex	Team inspector	English, Information and Communication Technology, Design and Technology

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**This is a good and effective school** and it provides good value for money. Pupils enjoy school and have very good attitudes to learning. They achieve well in nearly all subjects because teaching is good. All pupils achieve well, including those with hearing impairment and those with additional special educational needs. The good range of subject specialist rooms effectively supports pupils' achievements. Good leadership and management and very effective governance have enabled the school to successfully develop and improve the quality of education provided to pupils.

The school's main strengths and weaknesses are:

- Pupils achieve well because teaching and the curriculum, including the excellent out of hours learning programme, are good;
- Very good relationships support pupils' very good attitudes to learning. Staff know pupils well and provide them with very effective personal support and guidance;
- The school has very good working links with parents, the community and other schools;
- Governors make a very positive contribution to the good leadership and management of the school;
- Good leadership and management has created a strong sense of purpose with a commitment to raise standards further;
- Subject leaders do not monitor teaching and learning in all classes in their subject;
- School target setting is not sufficiently developed to help in raising standards;
- Information and communication technology is not sufficiently used in all subjects to support learning.

Although further work is still needed on pupils using ICT to support their learning in subjects and on finishing schemes of work, there have been numerous positive improvements and developments in many aspects of the school, resulting in good overall improvement since the last inspection. These in turn have resulted in significant improvements in pupils' achievements. Improvement in leadership means there is a strong sense of purpose with a commitment to raising standards and this has had a significant and positive impact. The school is more effective than at the time of 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	good	very good
Year 9	good	very good
Year 11	good	Very good

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

**Achievement is now good** overall for all pupils, including those with additional special educational needs. There is no difference in the achievement of boys and girls. Standards have risen, particularly in Years 7 to 9. These pupils now achieve better than pupils do in similar schools in English and mathematics. Year 11 pupils achieve well in the extending range of accredited coursework they follow.

**Pupils' personal qualities and spiritual, moral and social development are very good; cultural development is good.** Their attitudes and behaviour are very good. Attendance is unsatisfactory due to a small number of school refusers maintained on the register. This half term one third of the pupils achieved full attendance.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good** for all year groups and frequently very good in English and mathematics for pupils in Year 7 to 9, which results in pupils achieving well and making good progress in their learning. Teachers know pupils' learning needs very well. Information from good assessments and Individual Education Plans is used well by staff when they plan and deliver their lessons. This means work and resources are appropriate and effectively support each pupil's learning. Very good support effectively aids the learning of those pupils with additional special needs, such as hearing impairment, where the use of signing is very effective. Teaching assistants work very well as part of the teaching team and make very valuable contributions to pupils' improved learning through effective individual pupil support and small group work.

The curriculum is very good and is effectively enhanced by the rich range of opportunities through the use of the local community and other schools. The excellent out of hours learning programme further enriches pupils' learning opportunities. There is very good care, guidance and support for pupils. Very good partnerships with parents, other schools and the community further contribute to pupils' improved learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** and are very effectively supported by well informed, supportive and appropriately challenging governors and officers from the local education authority. The governors, headteacher and new leadership team have successfully moved the school forwards in raising standards. They have the commitment of all staff for continuing work to further raise and improve the quality of provision.

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

Overall, parents and pupils have very good views of the school and have confidence in the headteacher. They receive very good information about their child's progress and about the school. Although pupils enjoy school a number of them, and a small number of parents, had some concerns about behaviour and bullying. Inspectors found behaviour overall to be very good, with a very small minority misbehaving. Most pupils say that behaviour has improved since the new behaviour systems have been introduced and that although there are a very few incidents of bullying these are well handled and promptly dealt with by staff.

## **IMPROVEMENTS NEEDED**

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

- Enable subject leaders to monitor teaching and learning in their subject across the whole school to ensure consistency in teaching and planning;
- Improve the quality and usefulness of whole-school targets so they provide appropriate challenge for further raising standards;
- Complete all schemes of work to ensure pupils build on earlier learning at all ages;
- Continue the developments in the use of ICT across subjects to support pupils' learning.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good in all years. It is particularly good in English and mathematics in Years 7 to 9 where pupils achieve standards well above those achieved by pupils in similar schools. By Year 11 pupils achieve well in accredited course work. There is no significant difference between the achievement of boys and girls, pupils with hearing impairment or those with additional special needs across the school.

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

- Achievement throughout the school has improved because teaching and planning are good;
- Pupils make good progress towards their Individual Education Plan (IEP) targets because teachers' planning to meet pupils' targets is good in lessons;
- Results in the end of Year 9 teacher assessments improved in 2003;
- Accredited course results improved in 2003.

#### **Commentary**

1. Pupils of all ages achieve well because teaching is consistently good and frequently very good, because pupils have very positive attitudes to learning and because the curriculum is well planned and relevant. Teachers know the pupils very well and in lessons focus on the targets set for each pupil in their IEPs. Pupils make good progress towards these targets. Pupils' achievements have improved significantly in English and mathematics in Years 7 to 9 since the last inspection. Overall, pupils achieve well in science and the small numbers who choose to take an accredited science course achieve well. There is no difference in the achievement of pupils of differing abilities or in those of pupils with additional special needs because all have full and effective access to all learning. During the last academic year the majority of Year 11 pupils gained accreditation in literacy, numeracy, science, art, cookery, sports and recreation and through the Youth Award Scheme. Over the last three years pupils' attainments in these accredited courses have improved. Appropriately, this year, as a result of improving attainments, pupils are working towards the General Certificate of Secondary Education (GCSE) in mathematics and art.
2. Progress against targets in pupils' IEPs is good in academic development and very good in personal development because target setting has improved and because teachers' planning has improved and is supported by a good and relevant curriculum. Personal development is very well supported across all aspects of school life. Whole-school targets, set to raise pupils' attainment and progress, however, are not yet sufficiently realistic or challenging.
3. The achievements of pupils of all ages in English, mathematics and science are good. The introduction of the National Literacy and Numeracy Strategies has developed teachers' knowledge and skills most effectively and raised expectations of what can be achieved. English and mathematics are well taught in other subjects. The close working between teachers, speech and language therapists and teaching assistants has had a significant impact, for example through the introduction of a social language programme. Pupils' good levels of achievement in mathematics are the result of much better curricular planning than at the time of the last inspection and of teachers' higher expectations and more skilful delivery of the Numeracy Strategy.
4. In information and communication technology (ICT) pupils achieve well in ICT lessons. However, although ICT is used to support some subjects it is not yet planned for and used effectively to support pupils' learning across all areas of the curriculum. Pupils achieve well in



religious education and music because planning and teaching are good. In art, Year 10 and 11 pupils are working towards higher accreditation and achieve standards higher than expected for their learning needs. Pupils achieve very well in design and technology and food technology because teaching and planning are of a high quality.

### Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school and attitudes to learning and to school life are very good. Behaviour is very good. Pupils are provided with very good opportunities for their personal, spiritual, moral and social development. Good provision is made for pupils' cultural development. These aspects of the school's provision make a strong contribution to pupils' learning and represent areas of improvement since the last inspection. Punctuality is good, however attendance is unsatisfactory with a high level of unauthorised absence.

### Main strengths and weaknesses

- Relationships are very good at all levels and contribute to the positive ethos of the school;
- The very good behaviour and attitudes to learning have a positive impact on achievement;
- Very good opportunities are provided to help pupils build confidence, develop self-esteem and to develop a sense of personal responsibility;
- Very good provision for the spiritual, moral and social development of pupils;
- Long-term school refusers have a negative impact on attendance statistics.

### Commentary

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

Authorised absence	
School data:	7.1
National data:	8.4

Unauthorised absence	
School data:	5.2
National data:	2.4

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

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
102	18	01

- Most pupils enjoy coming to school and one third achieved full attendance during the first half term of the year. However, seven consistently non-attending pupils, excluded from other schools, account for the high level of unauthorised absence and significantly distort the otherwise good attendance of the majority of pupils. Pupils display a very good level of commitment to the school ethos of respecting others. This is well evidenced by the significant reduction in exclusions and the pupils' full acceptance of, and liking for, the "Choice Chain" behaviour strategy. This recently introduced, well-structured system of behaviour both rewards the pupils and has sanctions which are clearly understood and owned by pupils, these are very effective in supporting the ongoing development of the very good behaviour and self-discipline observed during the inspection.
- Pupils enjoy coming to school and know they have to work hard. They work together constructively, form good friendships and settle their differences amicably. They think teachers are fair, listen to their ideas and are very approachable. Many pupils, in conversations and questionnaire returns, expressed many positive features of the school. The inspection team

was particularly careful in investigating the concerns of some pupils and parents about bullying. However, following checks of records and many observations and chats with pupils, staff and parents it was concluded that bullying was not an issue in the school. Parents and pupils judge that such incidents of inappropriate behaviour that do occur are swiftly dealt with by staff to the satisfaction of all involved.

7. During the inspection pupils were often seen offering to help others, to hold open doors politely and regularly saying “please” and “thank you” in a very natural way. Inspectors were impressed with the courteous and polite manner in which pupils responded to them during the inspection week.
8. The very good relationships that exist between pupils and between pupils and staff contribute in a significant way to the homely ethos of care and purpose that pervades throughout the school. Very good opportunities for personal development are provided for pupils. The school council offers a chance for pupils to show enterprise and responsibility and to influence school practice and routines. There is good practice in the allocation of a range of whole-school responsibilities and class monitor roles to pupils, all of which are willingly accepted and undertaken with vigour and obvious pride.
9. Provision for spiritual development is very good. Pupils are used to sharing feelings and experiences with adults and many have developed high levels of self-esteem. This is often achieved during assemblies and worship where pupils participate eagerly. Pupils are given many opportunities to reflect on the beauty of nature and the inspirational works of musicians and artists.
10. The moral and social development of pupils is very good with many opportunities provided for pupils to reflect upon and think about the impact of their action on others. Pupils know right from wrong and collaborate well with each other in their learning and play activities. Teachers and support staff provide good role models for pupils, show respect for them all and encourage them to think about each other. Pupils have very good opportunities to work in a variety of group and social situations which, with the very good range of out of hours activities, make a positive contribution to their social development.
11. Cultural development opportunities are good and the school makes very good use of visits to centres of other religious faiths. The well-planned curriculum ensures that cultural awareness is actively promoted through the pupils’ art, geography, music and religious education lessons.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education for all pupils, including those with hearing impairment and additional special educational needs. Teaching and learning are good, and the curriculum is very good. The school provides very well for pupils’ care, welfare and guidance, and links with parents, the community and other institutions are also very good.

### **Teaching and Learning**

The quality of both teaching and learning across the school is good. Assessment is also good.

### **Main strengths and weaknesses**

- Learning is good because in most lessons teachers match their knowledge of the subject to pupils’ needs well and work is planned for the full ability range;
- Teaching assistants make a valuable contribution to individual pupils’ learning;
- In most lessons it is clear to the pupils what they are trying to achieve, time is well used and teachers have high expectations of pupils’ behaviour and learning;
- In a very few lessons behaviour is not well managed and expectations of pupils’ achievements are too low, resulting in poor learning;

- ICT is not sufficiently used to help pupils' learning in all subjects.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (24%)	18 (49%)	8 (22%)	2 (5%)	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.*

- During the recent past the school has been through a period of instability caused by staff changes and illness. These factors had a negative impact on pupils' learning. With good support from the local education authority the school has overcome these difficulties and moved forward well. Knowledgeable subject leaders are now in place for most subjects and work is planned for each year group allowing for the wide ability range. Information from a good range of assessments is well used to make sure pupils have appropriate work. Pupils know what they are learning and how well they are doing. Teaching assistants and specialist support staff work well with individual pupils and small groups both inside and outside the classroom.
- Pupils in Years 3 to 6 settle into school well and learn the routines and expectations of the classroom. They respond well to the individual attention and positive encouragement they are given from teachers and teaching assistants. Work is well planned for each pupil, reflecting his/her needs. Pupils are active in their learning because appropriate activities and resources are used effectively. The National Strategies for Literacy and Numeracy are successfully followed. Teachers provide good opportunities for learning and developing pupils' increasing independence. Pupils' learning is well supported by the very good relationships in place between staff and pupils.
- Pupils in Years 7 to 9 respond well to the high level of challenge and pace teachers set in most subjects. They know their targets and work hard to achieve them. Teachers effectively use information from IEPs to plan work which is closely matched to pupils' needs and which provides the right amount of challenge to help them move forwards. The learning targets for most lessons are shared with pupils. As a result, pupils are interested and eager to do their work, try very hard and make good progress. The use of appropriate resources and teaching strategies supports pupils' interest, concentration and effort. The effective partnership between teachers and teaching assistants contributes significantly to pupils' good progress. Pupils in Year 10 and 11 are well prepared for leaving school. Teachers effectively match the needs of the accredited course work with the learning needs of pupils. A good range of college links and work experience placements further prepares pupils well for the next stage. Occasionally expectations are not sufficiently high and lessons are not made interesting. When this happens pupils do not behave well and do not learn as well as they can. In most lessons, however, pupils have very good relationships with staff, work hard and behave well.
- Overall, English, mathematics and science are taught well and pupils make good progress. Although pupils achieve well in science, expectations are not sufficiently high in all lessons. The new and very good behaviour programme is being consistently used by staff and this has resulted in pupils' behaviour now being very good. Art and design and technology are taught very well, and, because teachers have a good knowledge of these subjects, pupils achieve very well. The use of ICT in all subjects is developing but is not sufficiently used to aid learning.
- Assessment strategies are good. Teachers use a range of assessments and use the information well in their lesson planning. Each pupil's progress in subjects is well monitored and pupils are effectively involved in monitoring their own progress.

## The curriculum

Provision is very good. The school provides a very wide range of purposeful curricular opportunities that caters for the increasingly complex needs, aptitudes and interests of pupils. The excellent out of hours learning programme contributes significantly to the many planned opportunities for learning outside the school day and for participation in sport, the arts and other areas. Pupils build effectively on their learning as they move through the school, both in lessons and in activities beyond the classroom. Pupils' learning is well supported by good accommodation and resources.

## Main strengths and weaknesses

- Innovative programmes, which are very well supported by staff, are designed to maximise the benefits of links with other schools and the community;
- Extra-curricular clubs, visits and a wide range of visitors enrich opportunities for learning;
- The very good provision for activities to support the creative, aesthetic, practical and physical aspects of the curriculum enables pupils to achieve well in these subjects;
- Very good provision is made for personal, social and health education, including citizenship;
- There is very good provision for pupils with hearing impairment and additional special needs;
- There is inconsistency in the use of ICT across the curriculum.

## Commentary

17. The school's imaginative curriculum covers all the requirements of the National Curriculum, including provision for religious education and collective worship, and enables all pupils to achieve well in most subjects. The curriculum is reviewed and updated regularly to improve its relevance and enjoyment for pupils. Subjects such as literacy and numeracy are frequently linked to other subjects to enhance learning. The school is aware that, following the installation of high quality ICT equipment, including many interactive whiteboards, there is a need for further staff training and more planned use of ICT in several subjects. The provision for pupils in Year 10 and 11 is planned carefully to promote a curriculum that meets the needs of pupils very well through a wide range of accredited courses, careers guidance, work experience and college links.
18. An exceptional out of hours programme greatly enriches pupils' learning by providing a wide range of well organised and planned learning activities that complement the school curriculum. Through links with other schools pupils are involved in a very wide range of sporting, musical and artistic activities. Ex-pupils return for the regular evening 'Chill out club' meetings. Staff and pupils increase their understanding of the needs of autistic pupils when they work comfortably together in design and technology each week. This is a school where inclusion in activities in the school, and the world beyond it, is very important and is effective.
19. The school provides a rich and varied range of experiences for pupils through visits out of school, clubs in school and many visitors who come into school to talk to pupils. Staff work hard to provide clubs for a wide range of interests. These clubs are valued, and pupils respect the rules, which they have helped to create. Residential visits include a variety of exciting and challenging activities, whilst providing opportunities for pupils to live in and experience different social environments.
20. The provision for art, design and technology, music and physical education is particularly enhanced by the school's involvement in exciting and stimulating projects with visitors and other schools. Staff and pupils are held spellbound by the magical talents of a storyteller. They work enthusiastically with adults with special needs and actors in theatre workshops. These experiences enhance their learning about literature and plays, as well as their personal and social education. After observing sculptors at work, they are inspired to produce very good figures. Their heightened observational skills increase their sensitivity to the differences between the work of artists. Involvement in a wide range of competitive and team games or

sports with other schools helps pupils to improve their skills and understanding of the need for rules. They appreciate that winning is not the only consideration.

21. The school has a strong personal, social, health and citizenship programme. Pupils understand the need to consider others within a community and learn how to be good citizens. They participate in school council meetings enthusiastically, making their voice heard, whilst learning about the processes of democratic decision making and noting how their views are listened to by adults.
22. Provision for additional special needs is very good. School staff have shown a strong commitment to learning signing to support pupils with hearing impairment. The teaching assistants, two of whom are deaf, contribute significantly to this high quality of provision. One of these sign support assistants organises and runs the weekly out of hours signing programme for adults within the school and the local community. Specialist staff and speech and language therapists work closely and very effectively with teaching staff to support individual learning and the curriculum.
23. Good quality resources and accommodation support teaching in all subjects. Teachers and teaching assistants are well qualified and experienced. They are enthusiastic and eager to continue developing their expertise and improve their skills and knowledge.

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

The school ensures pupils' care, welfare and health and safety very well. It provides them with very good support and guidance and involves them well in aspects of the school's work and development.

### **Main strengths and weaknesses**

- Very good day-to-day attention to health and safety matters;
- High quality child protection procedures in place;
- Pupils feel valued and able to confide in staff;
- High quality pastoral support to pupils;
- Very good consultation with pupils in the running of the school;
- Lack of formal staff training in the physical handling of pupils.

### **Commentary**

24. This area of high quality has been maintained and developed since the last inspection. Very good child protection procedures are in place. All staff are aware of, and familiar with, the need for vigilance in monitoring the well-being and welfare of pupils in their care. Risk assessment techniques are in place and very good health and safety procedures embrace the whole spectrum of pupils' time in the school. Very good first aid procedures are in place and pupils are well supervised at lunch and break times. However, no formal training is provided to ensure, if the need arises, the appropriate and safe physical handling of pupils by staff.
25. Teachers know their pupils well and provide them with a high level of pastoral support. They are kindly and sensitive to their needs. Parents confirm their children enjoy coming to school and value highly the advice and guidance they receive from staff. Very good and effective induction procedures ensure new pupils and parents are quickly introduced to the routines of school life. The school places a high emphasis on ensuring that teachers keep informative records of pupils' attainment and there is good practice in the identification and monitoring of pupils' personal development and progress against targets through the pupil diary system. Pupils are well informed of their personal targets, which are discussed with teachers and form tutors and communicated to parents. The career guidance, work experience and vocational opportunities provided to the older pupils are very good and prepare them well for their life as an adult.

26. Consultation with pupils is well developed through membership of the school council and their organised discussions with their class peers. The involvement of pupils in the implementation of the “Choice Chain” behaviour strategy has had a positive impact on the success achieved in improved patterns of pupils’ behaviour.

### **Partnership with parents, other schools and the community**

The school has developed very good partnership arrangements with parents, the local community and with other educational establishments.

### **Main strengths and weaknesses**

- Parents are very supportive and involved with the school and have confidence in the work of the headteacher and staff;
- Very good communication with parents;
- High quality partnership working with other schools and colleges.

### **Commentary**

27. The school’s very good relationship with parents is amply demonstrated by the many positive views expressed in the parents’ questionnaire, at the parents’ meeting prior to the inspection and in conversations during the inspection. Parents consider staff very approachable and responsive and are pleased with the school’s high expectations and their children’s good progress. Scrutiny of pupils’ records shows there are very good arrangements for regular contact with parents. Many parents value highly the pupil diary system and praise its use for the exchange of comments between parents and teachers on pupils’ progress
28. Parents are provided with a very good level of information about the school and their child’s progress and the close partnership between parents and teachers ensures concerns and queries can be quickly addressed. In general, the end-of-year progress reports are well detailed and provide parents with appropriate levels of information about what their children know and can do.
29. The school actively seeks parents’ views on important issues and values their suggestions and comments. The school canvasses parental views well and parents have been involved in the revision of school policies, such as the “Choice Chain” behaviour procedures. During the inspection, examples were provided of teachers and parents working together as partners in the development of strategies to help pupils improve their attitudes and behaviour towards their learning in the home and school environment. The inspection team judgement that bullying is not an issue in the school is agreed by pupils and does not support the concern over bullying expressed by a minority of parents in their pre-inspection questionnaire.
30. The school appreciates greatly the valuable contribution of a small number of parent helpers and volunteers, who are able to provide a pre-planned input and support to the learning of the younger pupils. Many more parents willingly make themselves available to help and assist on out-of-school visits, all of which helps to enhance the quality of pupils’ learning opportunities.
31. The school benefits greatly from the active Friends association, which organises regular fund raising social events that are well attended by parents and the local community, and contribute greatly towards enhancing the pupils’ learning environment.
32. The very good partnership with other local schools enriches pupils’ learning and provides them with high quality social links through a wide range of shared learning and sporting activities. Older pupils gain significant benefits from the very good work experience opportunities organised by the local college. Of worthy note are the many very good business links the school has developed over the years. These factors enhance the pupils’ learning environment and represent areas of improvement since the last inspection.

## LEADERSHIP AND MANAGEMENT

Leadership and management are good. Good leadership has provided a clear direction for the school, appropriately aimed at raising standards. The school is managed and organised efficiently. The governing body makes a major contribution to the success of the school.

### Main strengths and weaknesses

- There is a very clear sense of direction in the school's work, based on a strong commitment to the raising of standards;
- Good systems have been developed for the monitoring and evaluation of the school's work;
- Governors offer outstanding support to the school;
- Arrangements for the continuing professional development of staff are very good and have made a major contribution to the raising of standards;
- There is insufficient challenge in the targets set for whole-school improvement.

### Commentary

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

Income and expenditure (£)	
Total income	795,451
Total expenditure	795,451
Expenditure per pupil	7648

Balances (£)	
Balance from previous year	56,000
Balance carried forward to the next	54,050

33. The headteacher's role in leading the drive for improvement has been a major factor in the very rapid progress made by the school over the last three years. He has received very good support from a staff who have shown themselves to be very receptive to advice and very responsive to new challenges. A new leadership team has been in post since the start of the current term. It has settled in very quickly and each member has a clear vision of the priorities for development in the areas which have been delegated to them. There is very effective communication between senior management and other staff, who are regularly consulted about and actively encouraged to contribute to a very comprehensive programme of development. The headteacher has provided a clear sense of direction to this corporate effort.
34. Most of the governors have been appointed within the last three years and they have been very actively and productively involved in this very busy period for the school. Under the dynamic leadership of their Chairman, they have rapidly developed their knowledge of all aspects of the school's work and their role as a "critical friend". The support they have been able to offer includes the attraction of sponsorship and help of various kinds from local businesses as well as the giving of advice, grounded in their own professional and business experience, on financial matters and time management issues. Examples of the positive impact of this support can be seen in:
- the rapid improvement of the school's ICT resources;
  - the very effective handling of personnel matters, such as the establishment of the new leadership team;
  - their efficient management of the school's finances and budget planning process in order to fund the many other developments which have taken place.
35. At the same time, they are also ready to challenge the school's leadership, for example, in their consideration of the value for money achieved from the new developments. However, the systematic use by governors of comparative data relating to similar schools, in their evaluation of the school's provision, is not fully in place. The school's administrative officer provides high-

quality financial information for the governors and proposed developments are rigorously costed before the start of each financial year.

36. Another valuable source of support and advice has been the local education authority, particularly in curriculum matters and in the setting up of systems to monitor and evaluate the school's work. Management has made good use of this advice. There is a strong focus on self-review, through the analysis of assessment data, the observation of teaching, the monitoring of teachers' planning and the sampling of pupils' work, which has given the school an increasingly clear picture of its strengths and weaknesses. The use of these systems is still developing. Opportunities are not yet in place for subject co-ordinators to work more effectively across the whole school. At the moment, they do not have sufficient involvement in planning and monitoring the teaching and curriculum of their subjects outside the key stage in which they themselves work. As a result, there are some inconsistencies in provision and standards within subjects. The use of assessment data to set whole-school targets for improvement in the core subjects has not yet resulted in targets that are consistently or sufficiently challenging. The school has, however, succeeded in establishing a strong culture of self-evaluation. A well-established system of performance management for teachers is very effectively linked with opportunities for continuing professional development. Specific needs for further training are also clearly identified in the school improvement plan. Examples include the success of training in improving staff expertise in the areas of signing, behaviour management and the needs of pupils on the autistic spectrum. This is an inclusive school, where leadership supports staff well to ensure all pupils have full access to the curriculum and other activities. The school improvement plan is a very useful working tool for staff and governors. It is a comprehensive document, which sets out clear priorities for development in a precise time-scale and includes specific success criteria to monitor their implementation.
37. The impact of these very positive developments in the quality of leadership and management can be seen in many areas of the school's work. These include improvements in the quality of teaching, in behaviour management and in the provision for specific subjects, such as ICT. The school is in a strong position to achieve further improvement.



## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES IN KEY STAGES 2, 3 AND 4**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

English was inspected in detail and is reported in full below. It was not possible to observe any lessons or look at pupils' work in modern foreign languages during the inspection, and no judgement can therefore be given.

#### **English**

Provision in English is **good**.

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

- Teaching of speaking and listening skills and of reading is good in Years 3 to 9 and as a result pupils achieve well in these aspects of the subject. Literacy is taught well across the curriculum;
- Pupils' targets in literacy within their individual education plans are used very effectively to guide and monitor their progress;
- Progress in writing is slower but is satisfactory throughout the school, both in English and in other subjects. There are insufficient opportunities for higher-attaining pupils in Years 7 to 11 to attempt longer and more varied pieces of writing;
- Pupils in Years 10 to 11 are prepared well for their externally accredited examinations in the subject;
- There is insufficient monitoring of the subject across the whole school, and whole-school targets for improvement do not yet provide sufficient challenge to raise standards.

#### **Commentary**

38. The youngest pupils arrive with very low levels of attainment in literacy. A significant proportion of these pupils has speech and language problems and associated behavioural difficulties. However, good management of behaviour and very effective promotion of speaking and listening skills by teachers in these classes, together with high-quality input from the speech and language therapy service, result in good, and often very good, development of pupils' ability to listen and to communicate clearly. In reading, good use is made of individual targets for pupils as they move through the reading scheme. Teachers vary activities well, using games, pictures and a variety of resources as well as "Big Books", to which pupils respond well. By Year 6, higher-attaining pupils are reading competently. Others, although still requiring significant levels of support, use their increasing skills in decoding and recognition of words to read in other subjects confidently.
39. In their writing, pupils in Year 3 and 4 achieve well as they overwrite and copy letters and words and work at targets such as independently writing their own names. Higher-attaining pupils move on to writing simple sentences independently. In Year 5 and 6, writing continues to be limited to single words and short sentences in many cases, but handwriting improves steadily in the shape and consistency of letters. There are few opportunities for higher-attaining pupils to tackle more demanding tasks, for example, to attempt longer or more personal pieces of writing.
40. As a result of good teaching the quantity and quality of writing produced by pupils in Year 7 to 9 shows significant progress and achievements are good. Pupils work very hard at a variety of language and comprehension tasks, and the use of punctuation and accuracy of their spelling in particular shows good gains. In reading too, there is evidence of increasing confidence and enjoyment as well-planned and imaginative teaching introduces them to books such as *Oliver Twist* and *A Midsummer Night's Dream*. Higher-attaining pupils show a growing understanding

of plot and character. Speaking and listening continue to develop well and teachers' high expectations prompt some very good whole-class discussions. However, there is a very limited written response to the books that pupils read. In general, there is a lack of more extended narrative or creative writing, which the higher-attaining pupils in particular are capable of attempting. In these and in other classes in English, inadequate use is made of ICT to improve pupils' ability to draft, edit and revise their work. By the end of Year 9, however, the results of teacher assessment reflect the good achievements of pupils in the subject, with levels of attainment above those more typically achieved in schools of this type.

41. Most of the work of pupils in Year 10 and 11 is based on the requirements of their externally accredited coursework and examinations. They make good progress in the functional uses of English, for example, writing letters, both formal and informal, reading for information and comprehension tasks. They work hard on practice tests for the examination and produce some well-presented coursework. There are insufficient opportunities, however, for them to read for pleasure, to develop their appreciation of fiction or poetry or to write more independently for a broader range of purposes. Although overall teaching is satisfactory, the management of pupils' behaviour is sometimes insecure and, as a result, pupils' speaking and listening skills do not develop as much as they could, for example, in adapting their speaking to more formal situations such as class debates and discussions. External results at age sixteen in 2002, however, contained a higher than average number of distinctions in the subject overall.
42. The co-ordinator has insufficient time to monitor teaching and curriculum effectively across the school. Targets for improvement in English do not yet make good use of the good quality assessment information available. However, leadership and management of the subject are good and the co-ordinator has a clear vision of future developments in the subject. Provision for lower-attaining pupils, for example, was identified as a priority and pupils making very little progress have been allocated one-to-one sessions to good effect on a structured phonics course. Appropriately there are plans to improve resources and to develop the curriculum by the introduction of drama.
43. The good standards reported at the last inspection have been maintained and the subject is well placed to improve, particularly if the methods and structure of the National Literacy Strategy continue to be more closely applied to the school's needs.

### **Literacy across the curriculum**

44. The teaching of literacy across the curriculum is good in all classes. Literacy is well supported across subjects by effective opportunities for speaking and listening and by the use of key words at the beginning of each lesson. Key words are written down and practised and reading for information is well promoted in a variety of subjects. All staff know every pupil's literacy IEP target, which means appropriate support and challenge is planned well.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good, particularly for Years 7 to 9, and standards have improved significantly;
- The subject is very well led, much has been achieved in a short space of time, and there is a clear direction for future developments;
- The programme of work is well planned for each year group and for the full ability range. This helps all teachers plan effective lessons;
- Appropriately, as a result of improving standards, higher accredited course work for some pupils in Year 10 and 11 is being prepared;

- The subject leader does not have opportunity to monitor and so further support other teachers teaching mathematics;
- The use of ICT in mathematics needs further development;
- Although a wealth of assessment information is available and supports teachers' planning well it is not yet used as effectively as it could be in whole-school target setting.

## **Commentary**

45. On entry to the school most pupils have very limited attainments in mathematics. As a result of good teaching, pupils in Years 3 to 6 achieve well although standards are below those of pupils in similar schools. By Year 9 pupils reach standards above those of pupils in similar schools. In accredited course work Year 11 pupils achieve well and as a result of improved achievements the school is now appropriately preparing some pupils to take a GCSE (general certificate in secondary education) in mathematics. This is a significant improvement since the last inspection. Pupils with special educational needs, well supported by teachers and teaching assistants, achieve as well as their classmates. Boys and girls are currently making similar progress. The very few pupils from minority ethnic groups also do well.
46. The three-part lesson is used effectively in Year 3 to 6. Lessons start well with numeracy activities involving counting and recognising numerals. These are made fun so pupils enjoy participating. Group work enables work to be matched to pupils' learning needs and teaching assistants contribute significantly in sustaining pupils' concentration and helping their understanding. Independent working skills are gradually developed for higher attaining pupils. During the plenary session the teacher checks each pupil's learning and understanding and teaching assistants record pupils' responses. This information is well used in lesson planning.
47. In Year 7 to 9 the subject leader teaches all classes. Routines are clearly established and expectations of work and behaviour are high. Lessons are well planned and delivered to make sure all pupils learn well. Assessment information is consistently referred to and pupils and staff know their numeracy targets. Learning is at a good pace, with time used effectively. The interactive whiteboard is well used to aid concentration and understanding and to demonstrate key learning points.
48. In Year 10 and 11 pupils work is for their accredited courses and examinations. Lessons are made interesting and relevant to the age of the pupils. Good teaching with clear explanations and demonstrations support pupils' learning well. Pupils build effectively on earlier learning.
49. In all lessons key mathematical words are introduced and used appropriately. Pupils know what they are learning. They understand what is required of them and try hard to succeed. They are pleased with their own achievements and the achievements of others. Behaviour is very good. All pupils, including those with additional special needs, are very well supported to make sure they have full access to all activities and make good progress.
50. The subject is very well led and managed by a knowledgeable subject leader. There has been a significant impact on improving standards since her appointment. There is a very useful, appropriate and effective development plan for mathematics.

## **Mathematics across the curriculum**

51. Pupils apply their skills, knowledge and understanding of mathematics well across the curriculum. All staff know each pupil's numeracy target, and in most lessons work is well planned to support them.

## **SCIENCE**

Provision in science is **good**.

## Main strengths and weaknesses

- There is a good range of experimental and investigative work;
- Pupils achieve well and the small number of pupils who enter for the Certificate of Achievement do well;
- Teaching and achievement are variable between Year 7 and 9;
- Opportunities are not planned so pupils can revisit aspects of learning;
- There is insufficient monitoring of the subject across the whole school.

## Commentary

52. Pupils achieve well in science because they increase their knowledge, understanding and skills effectively from a low level of attainment on entry to the school. Their interest in practical activities and ability to understand many of the technical terms used in scientific topics has been maintained since the last inspection. However, because a number of teachers teach science, there is significant variability in the progress of pupils in lessons.
53. As a result of good teaching, pupils in Years 3 to 6 learn well because they are involved in well-planned practical work. For example, they were excited by the collection of minibeasts and plants they found on a walk around the garden. Very skilful questioning and prompting by adults encourages pupils to extend their learning. Well-managed discussions at the end of lessons allow staff to check pupils' understanding and provide good opportunities for pupils to use their newly acquired scientific vocabulary accurately.
54. Overall, pupils in Year 7 to 9 achieve well in all aspects of science. However, teaching is not consistent. Where it is very good, during practical activities teachers intervene at appropriate times to give specific scientific teaching points or check pupils' understanding. Work is appropriate for the full ability range. Where it is not satisfactory the information obtained from assessments that are carried out meticulously is not well used to plan scientific activities precisely enough for pupils of different abilities. This means that a number of pupils lose interest and concentration and do not behave well. More teacher time is spent on managing pupils' behaviour than on reinforcing learning. Because the programmes they follow do not provide sufficient opportunities for topics to be revisited and reinforced, some higher attaining pupils do not attain as well as they could in teacher assessments at the end of Year 9. However, most pupils achieve well in science assessments.
55. This variability in teaching is reflected in the small number of pupils who choose to follow accredited course work in science in Year 10 and 11. Pupils cover a wide range of topics and produce neat and well-presented course work folders. All work is graded and pupils try hard to complete most assessments. A few worksheets have too much information for pupils who find some of the words difficult to read or understand. However, Year 11 pupils achieve well in their accredited work.
56. Overall leadership of science is good. The co-ordinator is aware that new guidelines for topics in the curriculum are needed to ensure that pupils have improved opportunities to build on their learning as they move through the school. Currently there are no opportunities for her to support teaching and learning by observing other staff who teach science. There is some good use of ICT in science and links with literacy and numeracy are effective.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

## Main strengths and weaknesses

- Resources are good in quality and quantity;

- Pupils are enthusiastic, especially about the use of the interactive whiteboards;
- Use of ICT in other subjects is inconsistent.

## Commentary

57. Pupils' achievement throughout the school is satisfactory. There has been a significant increase in the number of up-to-date computers in school and in staff expertise as a result of professional development. Most staff use laptop computers effectively in their planning and in recording pupils' progress. The school has a good number of interactive whiteboards but currently only a few staff fully use them effectively to support pupils' learning. The recently refurbished ICT suite provides good opportunities for pupils to learn and effectively use their ICT skills.
58. Pupils achieve well in ICT lessons but because there are limited opportunities in other subjects for pupils to use ICT to support their learning, overall achievement in ICT is satisfactory. In ICT lessons teaching is good. Work is planned well to give pupils appropriate, interesting and stimulating tasks. They use computers and digital cameras effectively to aid pupils' learning. Teachers make sure that pupils' previous learning is effectively built on when acquiring new skills and understanding. However, pupils do not have sufficient planned opportunities to use and practise their ICT skills in other subjects.
59. Pupils in Years 3 to 6 learn the names and functions of the different parts of a computer such as screen, keyboard, printer and mouse and use these terms correctly. Effective opportunities are provided for them to improve their hand to eye co-ordination so they can use a mouse to move a cursor across a screen with more accuracy. Pupils were thrilled to see their fingers paint patterns on the whiteboard as they learned to use the 'Colour Magic' programme successfully. They were very proud of their colourful Bonfire Night pictures and, with support, saved their work on disk.
60. Between Year 7 and Year 9 pupils word process with more accuracy, are more familiar with the keyboard, including the use of function keys, and use their basic skills for a wider range of purposes. There is good use of ICT in art. Year 9 pupils produced very impressive black and white 'optical art' designs on the computer and word-processed information about Clarice Cliff. Year 10 and 11 pupils enjoy applying their ICT skills, for example in researching topics of interest on the Internet. However, ICT is insufficiently used, for example in English, to help pupils draft work.
61. Leadership and management are good because the newly appointed subject leader is supporting staff well and has a clear view of the way forward. Appropriately, further staff training on the use of whiteboards and the use of ICT in other subjects is planned. Plans are also in place to maintain the current momentum by providing an accredited course in ICT for Year 10 and 11 pupils. There is a part-time technician who supports the provision very effectively. The key issue from the last inspection, to improve provision, has been effectively addressed but requires further development.

## Information and communication technology across the curriculum

62. There is limited use of information and communication technology in other subjects. Where it is used well, for example in art, it is very effective in supporting pupils' learning. The school is aware of the need to develop this further and training has been arranged for next term.

## HUMANITIES

Religious education was inspected in detail and is reported in full below. Work was sampled in **history** and **geography**. There is every indication from pupils' work and pupils' progress files that pupils' achievement is satisfactory. From the work seen it is evident that historical and geographical

sites in the local area are well used to help pupils learn. Visitors and artefacts contribute to pupils' understanding, for example when the curator from a museum brought costumes for pupils to dress up as monks and knights from the time in history they were studying. Good cross-curricular links are made with other subjects such as art and there are a few examples of pupils using ICT to find further information.

## Religious Education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Good planning ensures that pupils gain an appropriate knowledge and understanding of a range of world religions;
- Visits to temples, churches and synagogues add significantly to pupils' understanding of the symbols and beliefs of different faiths;

### Commentary

63. Pupils achieve well in religious education. Teachers' skilful planning consistently reflects an understanding of pupils' learning needs and the needs of the subject. Individual lessons are creatively adapted to allow pupils to access difficult concepts. Pupils develop an awareness of values and respect for themselves and others through the use of well-told stories. By the end of Year 6 they have a secure understanding of the purpose of festivals and symbols associated with the more familiar Christian celebrations. They also recognise some symbols from other religions. Older pupils begin to develop their skills in presenting alternative viewpoints within religion and broader ethical issues, such as personal relationships. Pupils make good progress in learning due to good teaching, which encourages pupils to challenge and investigate beliefs from a factual as well as spiritual perspective. Visits support pupils' learning. Pupils behaved very respectfully when they visited a Sikh temple. They showed great interest in the other visitors and the temple itself, recalling some of the information they had learned previously about the symbols around them.
64. Religious education is linked well to personal and social education, and to assemblies. This enriches pupils' understanding and builds well on their interpretation of the social and moral codes within the school and the wider community. Assembly themes complement work in religious education, encouraging reflection and thoughtfulness about others. Pupils are helped to apply what they learn to their own lives and to celebrate all forms of success. The school effectively celebrates a range of religious festivals during the year.
65. The co-ordinator has only recently taken over responsibility for religious education across the school and is in the early stages of further developing the subject. There are suitable resources, including ICT programs and videos, to support the programmes of work in each department of the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music were inspected in detail and are reported in full below. Only one lesson was seen in **physical education**. It is not therefore possible to make a firm judgement about provision. In addition to observing a lesson, inspectors spoke to pupils about what they had learnt, looked at photographic evidence, the good pupils' progress records and observed football and netball matches. It is evident from teachers' planning, the prospectus and the pre-inspection meeting with parents that work planned in physical education is varied and interesting and pupils make very good progress in their skills, knowledge and understanding across a very good range of indoor and outdoor activities. Boys and girls have full access to all activities and pupils with additional special needs have appropriate, more physically sheltered, activities. Higher attaining older pupils have their

achievements accredited and achieve well. In the matches observed there was clear evidence of good teamwork, knowledge and use of rules and game tactics, effective positioning and good use of previously acquired skills. Both games were played in an harmonious atmosphere of sportsmanship. The school has established very good sports links with other schools and the extensive range of staff subject expertise is well used. Out of hours learning clubs make a significant contribution to pupils' progress. Through the school's effective business links pupils additionally benefit from regular input from a sports coach.

## **Art and Design**

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

### **Main strengths and weaknesses**

- The emphasis is on practical and creative learning;
- The extensive range of visits, projects with other schools and links with other subjects provide effective enrichment opportunities;
- Teachers' high expectations of what pupils can achieve raise pupils' aspirations;
- Pupils produce very high quality work.

### **Commentary**

66. Pupils achieve very well in lessons because teaching is very good. Pupils in Years 3 to 6 develop skills systematically, for example, learning about shape and colour, and apply these skills creatively and expressively. As they get older, work is developed imaginatively and linked well with other subjects. The good range of media they experience helps pupils become absorbed in their work and think carefully about how to create the effect they want. The eye-catching, high quality of the displays around the school helps to foster visual and aesthetic awareness. Pupils learn to explore and develop a range of ideas and to express what they think about works of art. Pupils enjoy sketching and find great satisfaction in the lunchtime club when they sketch and paint in a very relaxed atmosphere. Currently, Year 10 and 11 pupils are preparing their folders for the Welsh Joint Board entry level accreditation, and their work is of a very high standard.
67. The subject is very well led. The co-ordinator is very knowledgeable and skilfully encourages pupils to do their best. She teaches pupils from Year 8 upwards but has not yet had opportunities to monitor teaching in other classes, although she gives valuable guidance and support to other staff. The co-ordinator ensures that pupils have stimulating and challenging tasks and that they know how to use computers to produce dramatic results or look for information. Thoughtful use of the whiteboard, computer programs and the digital camera enable pupils to link topics together very effectively.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Pupils develop their listening, composing and appraising skills well;
- Teaching and learning are good;
- Extra-curricular opportunities effectively support learning.

### **Commentary**

68. The good subject expertise of teachers is used well to help pupils to move forward in their learning. Older pupils sing tunefully, with awareness of breathing, diction and dynamics and

most obviously enjoy singing. Pupils work hard during lunchtime recorder groups to extend their knowledge and understanding of notation and in skills of performance. Concerts and performance contribute to pupils' overall musical experience. This positive picture has been maintained since the last inspection.

69. Lessons are well planned for pupils to build on earlier learning. Younger pupils learn the names of a good range of percussion instruments and enjoy the opportunities to use them and to give and follow directions. Pupils use their listening skills well to distinguish between instruments and follow simple rhythms. Older pupils build on their learning to recognise changing metre and to identify structures in songs. Pupils work well in small groups and rise to the challenges of composing two rhythmic pieces. Pupils listen to music and use instruments from a wide range of cultures and music makes a valuable contribution to pupils' cultural development.
70. The subject is well led and managed. There is a clear and relevant improvement policy for music. Resources are good and effective use is made of the specialist music room.

## **Design and Technology**

Provision in design and technology is **very good**.

### **Main strengths and weaknesses**

- Full advantage is taken of the very good resources available for the subject;
- Teachers have high expectations of pupils, particularly in their independence and co-operation, to which they respond very well;
- Planning ensures thorough coverage of both the theoretical and practical aspects of the subject.

### **Commentary**

71. In lessons observed, both in the design and technology and in the food technology rooms, there was a relaxed but purposeful atmosphere in which pupils worked well, both independently and in co-operation with each other. Teachers have clearly established sound routines and rules for safe working practices.
72. In both rooms, pupils were very happy to talk about their work and in doing so showed a good understanding of the materials and processes involved. One Year 9 pupil, for example, described the construction of a "maze box" which she was making, with a very clear explanation of its moving parts. In food technology, another pupil talked in some detail about the ingredients and method of preparation of the Scotch egg he was making.
73. Pupils' folders for both subjects include a good quantity of well presented writing on the theory, design and planning of the work they are doing and have completed. They have made good progress in recording their ideas at the design stage of their work with resistant materials. Pupils' achievements are very good. The very good teaching of both subjects most effectively encourages pupils to evaluate their work and that of others. There is a good contribution to the development of pupils' literacy, through the learning and writing of key words, for example, and to numeracy, through measuring and weighing out ingredients. Pupils' speaking and listening skills also benefit. They listen very attentively to their teacher's instructions and make confident responses to the questions which teachers use very effectively to elicit their ideas.
74. Pupils clearly enjoy their design and technology and food technology lessons. Both subjects are well led and managed. There are very good resources provided for both subjects and pupils achieve very well in their knowledge and use of the equipment available. They take great pride in the results of their work. Appropriately, both subjects are extending opportunities for external accreditation. The very good quality of the specialist teaching and resources provided and the very good attitudes of pupils to both subjects fully justify this decision.



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

Provision in personal, social and health education and citizenship (PSCHE) is **very good**.

### **Main strengths and weaknesses**

- The school council extends provision well;
- Teaching is good and well planned;
- There is a very wide range of topics included in the provision;
- There is limited work on the richness and diversity of cultures.

### **Commentary**

75. The programmes of work in PSCHE are well planned to include a wide range of relevant topics and to enable pupils to build on their skills and knowledge as they move through the school. PSCHE is effectively reinforced in all aspects of school life. Pupils' achievement towards their personal IEP targets is very good.
76. Pupils acquire a growing understanding of their own and other's feelings. Through the management strategies for behaviour they learn to take responsibility for their own actions and learn from experiences. Tutorial times at the beginning and ending of the morning session, and at the end of the day, are valuable times for pupils to discuss their feelings and any problems that have occurred in the day. Older pupils show their growing maturity when, for example, in assembly they report to the school about a football match or when they raise an issue in a school council meeting. Teaching is skilled and sensitive so pupils learn in a warm, but challenging atmosphere.
77. There is a strong emphasis on learning to make decisions based on good information. Visiting speakers make a significant contribution to discussions. The subject is well led and appropriate developments are planned, such as further links with religious education and extending the appreciation of other cultures and differences.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

### *Inspection judgement*

### **Grade**

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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