

INSPECTION REPORT

STUBBIN WOOD SCHOOL

Langwith Junction, Mansfield

LEA area: Derbyshire

Unique reference number: 113036

Acting Headteacher: Mrs S Feist

Lead inspector: Mr A Lemon

Dates of inspection: 6th – 10th October 2003

Inspection number: 259002

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:	2 – 16
Gender of pupils:	Mixed
Number on roll:	120
School address:	Burlington Avenue Langwith Junction Mansfield
Postcode:	NG20 9AD
Telephone number:	01623 742795
Fax number:	01623 742122
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Brickles
Date of previous inspection:	26 th January 1998

CHARACTERISTICS OF THE SCHOOL

Stubbin Wood School caters for up to 160 pupils who have a wide range of special educational needs. There are 98 pupils on roll, all with Statements of Special Educational Needs, in addition to 46 children attending the nursery, mostly on a part-time basis. The nursery provides for children in the locality and includes an integrated assessment and diagnosis resource for 16 children with special educational needs. Half the pupils in the school have moderate learning difficulties and one third have severe learning difficulties. Small numbers have additional needs such as profound and multiple learning difficulties, physical difficulties, communication and behavioural difficulties. Many pupils are from areas of social and economic disadvantage. There are many more boys than girls and they all speak English. Two pupils are of mixed heritage. Due to their special educational needs, pupils enter the school attaining below or well below the level expected for their age. On entering the nursery most children without special educational needs are below the level for their age.

The deputy headteacher is acting as headteacher following the recent retirement of the previous post holder. A new headteacher is due to take up the post very soon.

In 2003, the school was awarded Investors in People status and the Basic Skills Quality Mark for its promotion of literacy and numeracy. The nursery is a partner in a Family Learning Programme and SureStart both which give support to parents and their children. The school is within an Education Action Zone. This has helped the school to develop its links with neighbouring schools and has provided resources and technical support for information and communication technology (ICT).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20165	Alan Lemon	Lead inspector	Information and communication technology Religious education
9009	Valerie Bradley	Lay inspector	
17681	Roger Sharples	Team inspector	Foundation Stage Design and technology Geography
7042	Keith Gutteridge	Team inspector	Art and design History Physical education English as an additional language
17368	Geoffrey Lewis	Team inspector	English Music Citizenship Special educational needs
31348	Philip Ellender	Team inspector	Mathematics Science
8810	Susan Aldridge	Team inspector	French

The inspection contractor was:

peakschoolhaus Ltd
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stubbin Wood School is providing pupils with an acceptable standard of education and they achieve appropriately. However, the school has serious weaknesses in its leadership and management and in some of its educational provision. As a result, value for money is unsatisfactory.

The school's main strengths and weaknesses are:

- The governance, leadership and management of the school are unsatisfactory.
- Teaching is good; pupils' learning is very well supported by education care officers and where the speech and language therapist contributes.
- Procedures for assessing progress are not systematic or applied consistently in all subjects. What is known about pupils' progress is not always used effectively.
- Educational provision in the nursery and in Year 10 and 11 is good.
- Pupils' attitudes and behaviour are very good; the school is very good at making them feel involved in its life and work.
- The provision for ICT and religious education is unsatisfactory.
- The extent of partnerships with other schools is too limited.
- Overall, teaching and learning are unsatisfactory for the group of Year 2 and 3 pupils.

Improvement since the last inspection in 1998 is unsatisfactory. Key issues in relation to leadership and management, the curriculum and assessment have not been addressed successfully. There have been good improvements in the provision of activities outside of lessons and in the school's accommodation and resources.

STANDARDS ACHIEVED

Pupils' achievement throughout the school is **satisfactory**.

Children at the Foundation Stage achieve **satisfactorily**. In the goals children are expected to reach by the end of reception, they achieve well in personal, social and emotional development, knowledge and understanding of the world, and physical development. They achieve satisfactorily in communication, language and literacy, mathematical development and creative development.

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Satisfactory	Good
Year 6	Satisfactory	Good
Year 9	Satisfactory	Good
Year 11	Satisfactory	Good

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

Pupils in Year 1 and 2 achieve satisfactorily in reading, writing and mathematics. They achieve well in science, art and design and physical education. In Years 3 to 6, pupils achieve well in English and science and satisfactorily in mathematics. Their achievement is good in art and design and physical education. In Year 7 to 9, pupils achieve well in English and science and satisfactorily in mathematics. They achieve well in design and technology, art and design and physical education. Achievement is unsatisfactory in religious education, overall, and in ICT and in Years 1 to 9. In Year 10 and 11, pupils achieve well in English and science and satisfactorily in mathematics.

Achievement is good in design and technology, art and design and physical education. Overall, results from Entry Level Certificate courses are satisfactory, including ICT in which pupils achieve appropriately.

Pupils develop good personal qualities. Their spiritual and cultural development is satisfactory and their moral and social development is good.

Pupils' attitudes and behaviour are very good; they are enthusiastic and work well together. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are good, overall, but unsatisfactory for pupils in Year 2 and 3.

Where teachers have a good command of subjects this contributes to well-defined learning objectives and good planning, which ensures pupils learn effectively. In English and science, teachers have a lively approach, which pupils enjoy and this gets them very involved in learning. Pupils contribute thoughtfully to questions and discussions. Education care officers (ECO) add their own good expertise, gathered from working closely with teachers and knowing pupils very well. Where expertise is not sufficient or plans for what should be taught lack detail, lessons are not organised as well. This occurs in Year 2 and 3 and in ICT and religious education. Teachers and ECOs often know what pupils learn during lessons but regular assessment and recording of what has been learnt is not always systematic and is therefore unsatisfactory.

The curriculum is satisfactory. It is planned appropriately for most subjects but not all. Educational provision is good at the Foundation Stage and in Year 10 and 11. Activities provided outside of lessons are good. Pupils are cared for well. Partnerships with other schools are unsatisfactory.

LEADERSHIP AND MANAGEMENT

The governance of the school, its leadership and management are all unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and their parents hold the school in high regard.

IMPROVEMENTS NEEDED

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

- Ensure the governance and leadership of the school provides a vision for the future, a clear direction forward and efficient management to achieve appropriate aims and priorities.
- Improve teaching and learning in the group of Year 2 and 3 pupils.
- Develop partnerships with other schools in order to widen educational opportunities, share expertise and develop new educational provision.
- Assess and record pupils' progress systematically in every subject and include this in the monitoring and evaluation of the performance of individuals and groups.

and, to meet statutory requirements:

- For ICT and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory, overall. Pupils in Year 2 and 3 do not always achieve to the best of their abilities. Girls achieve better than boys in accredited courses in Year 10 and 11.

Main strengths and weaknesses

- Most pupils entered for Entry Level Certificate courses achieve the highest level possible and for the majority this represents good progress. However, Entry Level Certificate courses are not a sufficient challenge for the few highest attaining pupils.
- Achievement in English is good, overall.
- Achievement in ICT and religious education is unsatisfactory.
- Pupils often achieve well in practical subjects such as science, art and design, design and technology and physical education.
- Pupils in Year 2 and 3 underachieve in some lessons because teaching and learning are unsatisfactory.

Commentary

1. In 2003, pupils in Year 11 were entered for Entry Level Certificate courses in English, mathematics, science, ICT, design and technology and geography. Most of their results for all the courses were at the highest level achievable, indicating that some pupils have the ability to tackle more challenging certificated work. However, the present courses do provide a well-structured programme, which benefits teaching and learning in Year 10 and 11.
2. Higher attaining pupils' under-achievement is, in some instances, caused by a lack of structure to the planning of what is taught. Planning is also affected by the limited assessment and the use of the assessment of pupils' progress in several subjects. As a result, despite good teaching and learning there is some adverse effect on standards. Any other interpretation from Entry Level Certificate results is very limited because of the small number of candidates involved and a lack of reliable comparative information. However, in 2003, two girls achieved the highest award possible in all of the courses and none of the boys entered managed this level of success. The overall results from previous years are largely similar to 2003.
3. The progress towards performance targets, which are set annually for groups of pupils, is satisfactory. The assessments used to set these targets are not sufficiently developed to ensure the demands of each target represent a good challenge for pupils and teachers. Targets are decided using a specially designed scale for pupils with severe learning difficulties. The measurements the school produces gives a broad indication of progress over a year. However, procedures are not sufficiently refined to give an accurate enough picture of progress. In addition, the quality of analysis applied to data is presently too limited, for example for monitoring the progress of different groups of pupils. However, in recent times the school has responded appropriately to pupils' different needs, for example recognising higher level courses are required for some pupils. To this end, a GCSE course in English has just been set up in partnership with a local secondary school.
4. There is some variation in achievement between groups and subjects. Pupils in Year 2 and 3 under-achieve because teaching and learning are too often unsatisfactory. In their English lesson, for example, literacy tasks were not suited or challenging to the different abilities in the group; higher attaining pupils finished too quickly and others were slow and needed much help. By contrast, pupils in other groups achieve well in English, in particular making good progress in speaking and listening. By the end of Year 11, higher attaining pupils read fluently and with

expression and write down their thoughts on stories using good handwriting. Literacy skills are promoted well in English as well as in most other subjects. Girls are not as forthcoming in discussions in science, as these are dominated by boys. Pupils, who have difficulty communicating, sign and use the Picture Exchange Communication System (PECS) to overcome this. They are taught effectively the skills of signing and of using symbols. In Year 11, for example, some pupils signed "I want an apple and a drink of juice". While achievement in mathematics is mostly satisfactory it is good in Year 10 and 11 where the clear structure of the Entry Level Certificate course supports effective teaching and learning, leading to all pupils in 2003 achieving the highest level award. Pupils' competence in mathematics is developed satisfactorily in other subjects. Where pupils achieve well in subjects this is often because of their particular enjoyment of practical activities and the fact they find a tangible success in the end results. This is the case in design and technology in Years 7 to 11, in physical education and in art and design. In art and design pupils are also confronted by, and rise to, the challenge to think abstractly and express their opinions about artists and their own work.

5. Children at the Foundation Stage achieve satisfactorily, overall. They achieve well in personal, social and emotional development, making good progress in looking after themselves and in working with each other. Their progress is good in gaining knowledge and understanding of the world and in physical development. Children achieve satisfactorily in listening and talking and in the early steps of reading and writing. They achieve a satisfactory understanding of number, shape and size, for example, higher attaining children count to 10 and take away numbers from 10.
6. Achievement in ICT is unsatisfactory because teachers lack expertise. They are not sufficiently confident to incorporate the use of ICT into their lessons. The planning of what should be taught is not in a coherent and detailed form and resources are not always used to good effect. Altogether, this adds up to pupils not having the technological skills to aid their progress. The greatest impact is in the primary department where pupils' acquaintance with computers and other technology is very slight. As with other subjects providing an Entry Level Certificate course, pupils achieve most in ICT in Year 10 and 11 although results in 2003 were slightly less good compared with mathematics and science.
7. Achievement in religious education is unsatisfactory because what pupils should be taught is not set out in a well-structured scheme. Some groups achieve well, such as Year 9, because their teaching is well-planned and activities are well-resourced, interesting and challenging. Timetabling arrangements are haphazard. This diminishes the achievement of some pupils who go off to do other activities in their religious education period. This is also true of other pupils who have a shortened period for religious education because their school assembly infringes on lesson time.

Pupils' attitudes, values and other personal qualities

Pupils of all ages have a very positive attitude to school. Their behaviour is very good and attendance is satisfactory. The school has a very positive ethos and gives great encouragement to pupils. Their spiritual, moral, social and cultural development is good, overall.

Main strengths and weaknesses

- Pupils show much pride in their school and behave very well in lessons and around school.
- Pupils enjoy school; the level of their participation in activities outside of lessons is good.
- Pupils work well together; they show respect for the feelings of others and support each other without prompting from staff.
- Pupils with the most challenging behaviour are managed well by teachers and support staff. As a result, there have been no permanent exclusions and very few fixed term exclusions.

Commentary

8. Pupils' attitudes, values and personal qualities are well developed by the school.
9. The enthusiasm, warmth and humour of the staff create a very positive atmosphere in which the children are keen to learn, concentrate well and feel pride in their achievements. Staff make a fuss of celebrating pupils' achievements and this contributes much towards pupils' very good attitudes to learning. They keep trying even when tasks are at their most challenging. Pupils with the most challenging behaviour are well managed by staff and as a result the rate of exclusions is low. The school has a growing reputation for meeting emotional and behavioural needs and so is being asked to admit more challenging pupils. This trend has not prevented the school from achieving continued success in developing the personal qualities of all its pupils and most give sensitive consideration to their classmates.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	96	4	0
Mixed – White and Black Caribbean	2	0	0

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

10. Pupils enjoy school, volunteer very positive comments about school life, and are involved in a wide range of activities. Pupils in the primary department talked keenly about physical education and games, while those in Year 10 and 11 spoke of their appreciation of the opportunities for accredited courses, especially college courses. The School Council, which is chaired by a pupil, operates effectively and allows opportunities for pupils to discuss and influence developments in school. The anti-bullying policy is effective; pupils are aware of what to do in the event of bullying and they experience very little bullying or harassment.
11. The provision for pupils' spiritual, moral, social and cultural development is good, overall. Moral and social development is good but there is less emphasis on spiritual development and developing an awareness of different cultures. Pupils throughout the school demonstrate that they understand and respect the needs and feelings of others. In a Year 11 lesson pupils discussed the law, human rights and race relations. They have a good knowledge of the dangers of the misuse of drugs. As a result of staff encouraging pupils to work together, they are very good at listening to and respecting the opinion of others. Cultural development is satisfactory. Pupils occasionally go to the theatre and on a range of educational visits. There are also visitors to the school, for example musical groups and theatre groups, supporting cultural development. In art lessons pupils discussed the work of artists such as Van Gogh and in food technology they learnt from which countries exotic fruits come. However, pupils' knowledge and understanding of living in a multi-cultural society is not promoted effectively enough. The acting headteacher is aware of this and has started a link with a school which has a high number of ethnic minority pupils.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.1	School data	1.0
National data	8.4	National data	2.4

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

12. While the attendance records of many pupils are good, school attendance, overall, is adversely affected by the long-term absence of a small number of individual pupils and parents take their children on holiday during term time. Punctuality to lessons is very good throughout the school. The youngest pupils are efficiently organised by staff so that they arrive at lessons on time and ready to begin. Good habits become well established and older pupils make their own way to lesson punctually.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is satisfactory. Provision is good in the nursery and in Year 10 and 11. It is good also in several subjects. The activities available outside of lessons have improved and are now good. Problems with the curriculum identified by the previous inspection have not been addressed successfully. The statutory requirements for ICT and religious education are not met.

Teaching and learning

Overall, the quality of teaching is good. However, teaching is unsatisfactory in Year 2 and 3. Most teachers, including temporary teachers, provide effective lessons and pupils learn well. Assessment remains unsatisfactory and it has not improved sufficiently. Teachers are aware of what progress pupils are making but they often do not record or use this information systematically.

Main strengths and weaknesses

- Teaching in most of the areas of learning in the Foundation Stage is good.
- Teaching in English is good, especially in relation to communication through signing and the use of symbols.
- Teachers often present lessons in a lively, enthusiastic manner and this gets pupils fully involved in learning.
- Teaching and learning are sometimes undermined by weaknesses in the overall planning of what should be taught or by the subject not being effectively managed.
- Teaching is unsatisfactory in ICT and religious education.
- Pupils with the most severe needs are very occasionally not properly catered for.

Commentary

Summary of teaching observed during the inspection in 66 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (8%)	37 (56%)	21 (32%)	3 (4%)	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.

13. Teaching and learning that is satisfactory or better is fairly evenly distributed across the school. However, the small percentage of unsatisfactory teaching is located in the primary department and mostly affects pupils in Year 2 and 3.
14. Teachers are, in the main, effective in enabling pupils to learn well. This offsets the insufficient monitoring and development of teaching and the sometimes incomplete planning for what pupils should be taught. Teaching in Year 10 and 11 gains strength from the structure and expectations of the accredited courses the school subscribes to. For example, while teaching in ICT is unsatisfactory overall, the demands of the Entry Level Certificate in the subject ensure Year 10 and 11 pupils' learning is at least satisfactory. Temporary teachers, used to replace those who are absent, are competent classroom practitioners although in some lessons their strengths as teachers are wasted because they are not given enough detail on what to teach pupils. For example, pupils in Year 5 and 6, being taught by a temporary teacher, had a very effective lesson promoting their personal and social development and they learned in an enjoyable and fruitful way how to co-operate, take turns, behave well and be pleasantly social. However, it was meant to be a religious education lesson and, as a result, they learnt very little in this respect.
15. In that lesson as in all of the best lessons, teaching is stimulating, constantly challenging and based on a very clear knowledge of pupils. Teachers get pupils down to work quickly and convey enthusiasm. They use voice very effectively and communicate excitement. This generates a positive response from pupils who largely come to expect interesting work and are ready to get fully involved and give of their best. In a very good art and design lesson, the teacher brought the jungle scene in a Henri Rousseau painting alive for Year 11 pupils by playing the sound effects of a thunderstorm. Pupils became engrossed and were keen to discuss the mood and emotions expressed by the painting.
16. Teaching is good in English lessons and in the combined efforts of many teachers to promote pupils' competence in literacy. Expertise in both English and literacy are good. The work pupils are given is planned well and based on clear learning objectives. A great many lessons have learning objectives that are set at three levels of difficulty and activities are organised to match these levels. As a result, pupils of different ability are most often fully included in learning and appropriately challenged by their work. What pupils learn in the course of lessons is sometimes assessed well in an on-going way through questioning and observation. When it happens this gives teachers a good insight into what pupils know understand and can do and what they should learn next.
17. However, there is insufficient systematic assessment of pupils' progress across subjects and the use made of the assessment carried out is too limited. Regular assessment and recording are ineffective in several subjects. They are best in English, mathematics and science where they are used to track pupils' progress and shape the planning of what to teach them. A scheme for measuring pupils' performance has been in use for a few years and this employs a specially designed scale suitable for special schools. This requires measurements to be taken twice each year, which is too infrequent a process for teachers to keep a close track on what pupils have learnt. Equally, it is not yet effective in ensuring individual teacher's judgements on pupils' progress are consistent with each others and accurate. Assessment was unsatisfactory and identified as a key issue by the previous inspection. The improvement in assessment since then has been unsatisfactory. Action has only recently been taken and not enough has been achieved in establishing a systematic and consistent procedure for assessing all of the progress of pupils.
18. There is good expertise applied to teaching pupils with language difficulties alternative forms of communication such as signing and using PECS. Some teachers and their ECOs are confident users of signing and promote it with pupils. In one instance, a teacher and the speech and language therapist worked very effectively together on signing with a group of Year 11 pupils. The lesson was presented in an interesting game format; pupils learned the signs for common words, such as 'drink' and 'dinner'. From clearly demonstrated signing they learnt

quickly to combine signs into phrases and sentences, for example “I want a drink of milk,” and also to add “and a biscuit.”

19. Teachers and ECOs work well together in most lessons, for example, effective teamwork underpins the good teaching in science. But, in addition, good subject expertise leads to scientific knowledge being well explained and demonstrated to pupils and to enthusiastic teaching and, for pupils, enjoyable lessons. They respond positively to all lessons with a practical component and in this respect, they learn well. In design and technology, pupils are well motivated by the tasks of preparing food and in using tools to make products. Good achievements in art and design and in physical education stem from the same point.
20. Mathematics is taught satisfactorily and numeracy is promoted soundly through teaching across the curriculum.
21. The lack of expertise ICT leads to teaching that is often not well planned and organised. The lack of expertise also gives rise to very limited use of technology to support teaching and learning in most other subjects. Where teachers lack confidence with the subject they are dealing with, planning suffers and the needs of all pupils are not met effectively. In an ICT lesson for Year 4, for example, the activities planned failed to engage one pupil with profound and multiple learning difficulties and this pupil was largely inactive throughout the lesson. The teacher's attention was monopolised by the higher attaining pupils who were struggling to manage a complex word-processing program because a more appropriate one could not be accessed. This left the lower attaining group biding their time with the fairly unchallenging task of using a tape-recorder. A lack of expertise and weaknesses in planning left the whole group unchallenged. Teaching in religious education is unsatisfactory overall because it is not supported enough by a well-planned programme of what pupils should be taught.

The curriculum

Overall, the curriculum is satisfactory. There is good provision in several subjects as well as in the Foundation Stage and in Year 10 and 11. The breadth of curriculum is sound and the accommodation and resources are satisfactory.

Main strengths and weaknesses

- The statutory requirements for ICT and religious education are not being met.
- Pupils in Year 10 and 11 are very well prepared for leaving school.
- There is good provision for children in the nursery.
- The provision for English is good especially in speaking and listening.
- The opportunities for a wide range of activities outside of lessons are good.
- Personal, social and health education is good.
- The school has not taken sufficient measures to gauge the effectiveness of what is being taught or to bring about new initiatives in what it provides.
- The communication between staff about what they are teaching is often lacking.

Commentary

22. The school has been too slow in completing detailed planning for what is taught in the subjects of the curriculum. They were given this as a key issue for improvement by the previous inspection and it is only in this school year, as a consequence of more effective direction by recently appointed senior staff that the work of planning the curriculum properly has begun. A basic structure is now appropriately in place but there are gaps. The curriculum meets the wide range of pupils needs satisfactorily and only very occasionally are these not well provided for in lessons. The curriculum is good in the Foundation Stage, where the planning of learning activities is well focused on the needs of the individual child. This allows children with special educational needs to work profitably alongside the other children.

23. The curriculum is unsatisfactory in ICT. This subject did not meet statutory requirements at the time of the last inspection and still does not. This is a consequence of poor leadership and management of the subject in that time and only recently are there signs that these may be changing for the better. In Years 1 to 6, ICT is taught as part of other subjects. It is largely at the discretion of the teachers of these pupils how and what is taught of ICT, rather than there being a detailed plan of what these pupils need to learn over time. The picture is slightly better in Years 7 to 9 but still not satisfactory and only becomes satisfactory in Year 10 and 11 where the Entry Level Certificate course provides teachers and pupils with a firm structure within which effective teaching and learning are possible. This is reflected in pupils' examination results.
24. In religious education it is not clear what pupils should learn. The planning for what is taught is not complete or effectively co-ordinated. While it is better for some groups, such as Year 9, this is untypical of the general picture of unsatisfactory provision. The time for pupils to study religious education is haphazardly organised. Most classes have one period of forty-five minutes each week but Year 9, for no particular reason has this time doubled. In their religious education period, the class of Year 5 and 6 pupils are split into two groups one is taught religious education the other is not.
25. This situation is further exacerbated as the school has not sufficiently established an effective system for monitoring and evaluating the quality of the curriculum including developing fully the role of subject co-ordinators. This was a key issue for action at the last inspection. There is a lack of time for subject co-ordinators to monitor and evaluate provision and to liaise across the primary and secondary departments. Further, there is no uniform system of pupil assessment to measure pupil achievement and progress throughout the school. This limits teachers' opportunities to identify areas for strategic development and thus ensure continuity across the curriculum and progression in pupils learning.
26. The provision for English is good. It is well founded on literacy and communication. The strongest areas are in speaking and listening where resources and the chosen teaching styles promote good communication and self-expression for almost all pupils.
27. The provision for personal, social and health education is good. Pupils have access to a range of suitable experiences according to their needs. These vary between their personal development and learning about issues of concern to society. They learn well from these experiences so that higher attaining pupils are self-reliant and have a sound understanding. Pupils with very severe and complex needs communicate choices and have formed a relationship with the staff closest to them.
28. In Year 10 and 11, pupils are very well prepared for their life after school. GCSE courses in English, mathematics and art and design have been introduced recently to complement a number of well-established Entry Level Certificate courses. The examination board for the Entry Level Certificate courses has commended the school on the quality of pupils' investigative work in geography and its presentation. Courses are complemented by lessons on careers where they establish links between education training, training, income and such things as leisure time. Pupils in Year 10 and 11 are aware of the need to gain qualifications and the importance of college courses as a route to future employment. There is a good range of college courses to suit the needs of all pupils. College staff are sensitive to pupils' needs and offer them the appropriate challenge and support, for example, higher attaining pupils learn the importance of using the college library for research and others make good use of free time to complete work for their Entry Level Certificate courses. In this way pupils become more independent in learning and have high aspirations in terms of future employment and their ability to succeed. This is supported by school staff giving freely of their time to transport pupils home after school so that they have time to complete work.

29. There is also some good support for learning outside the school day for children in the Foundation Stage. Money from the Education Action Zone has been used well to employ a teacher to develop a very positive link between the home and the nursery. Parents and their children benefit considerably from this support.
30. Participation in sport, arts and other interests by the school is good. A wide range of clubs is offered to pupils at lunchtimes and after school. These include sports based clubs for football, short tennis and basketball, arts clubs in textiles and drama, and a computer club and plans are in place to introduce a Makaton club. Staff lead these clubs in their free time. They are also supported by others from outside the school, for example, a coach from a local football club runs an after school football activity with the support of one parent. Pupils value the experiences school clubs offer them. They learn to make choices as to which to attend and in taking part they improve physical, artistic and social skills. Pupils are keenly aware of each others needs and actively ensure that all are included. For example, at the basketball club able bodied pupils ensured those in wheelchairs or the visually impaired played a full part in games.
31. The school accommodation and resources are satisfactory. The accommodation has been improved satisfactorily as a result of a refurbishment programme including new facilities for Year 10 and 11. These include a specialist science laboratory and an ICT suite. However, the ICT suite is too small to accommodate the very large groups comfortably. The number of computer terminals needed for these groups makes the suite quite crowded. The school has a new interactive whiteboard which cannot fit into the ICT suite and is, as a result, under-used. This was purchased along with a portable computer and projector with the support of the Education Action Zone. The portable computer and projector are used in some lessons to good effect but not used at all in others although this could improve teaching and learning.

Care, guidance and support

The care, guidance and support for pupils are good and aid pupils learning appropriately. Health and Safety procedures are good overall, although there are weaknesses in the systems in place for lifting and handling pupils. Pupils' personal development is monitored satisfactorily. The school actively seeks pupils' views; these are valued and acted on through the School Council.

Main strengths and weaknesses

- Good care is taken to keep pupils safe and secure.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- There is a good level of in-class support by ECOs.
- There is daily involvement in the care of pupils by the school nurse.
- Arrangements for lifting and handling pupils are unsatisfactory
- The school has very effective induction arrangements for pupils, particularly for the youngest children starting in the nursery.

Commentary

32. The school works hard to promote the care of all its pupils. It takes effective steps to provide them with a clean, safe and secure environment in which they are happy and can learn. Parents confirm that they are happy with the support and guidance offered to their children and feel that the school helps their children to become mature and responsible.
33. Relationships within the school are very good. Staff provide very caring and thoughtful support to pupils; they are accessible and responsive to pupils' personal needs. The good relationships throughout the school create a very positive atmosphere and have a very positive impact on pupils' learning. Regular weekly assemblies provide good opportunities for celebrating pupils' individual work, effort and behaviour.

34. The school nurse plays a valuable role in the day-to-day support of pupils' health, care and well-being. In addition, she is one of two designated persons with responsibility for child protection issues, who have both been suitably trained. While equipment is available for the safe moving and handling pupils in some parts of the school, the hoist for moving pupils in classrooms is not operating and its repair is in hand. In the meantime staff have to move pupils manually although they are trained in moving and handling techniques.
35. Arrangements to ensure that children settle quickly and well into the nursery are very good. Parents and carers involvement with the induction of their children when they are first admitted is encouraged and they receive support themselves, which assists their children's smooth settling into school. A careers programme successfully encourages pupils' aspirations and introduces them to the opportunities available for further education.
36. The School Council successfully enables older pupils to be involved in discussions regarding school affairs. Pupils' views have been sought regarding school uniform and pupils are aware that their opinions are valued, respected and listened to. One result has been the ongoing establishment of a buddy system in the school. This means that any pupil experiencing difficulties can discuss their problem with a pupil volunteer. Buddies are well aware of the need for confidentiality and that the problem is not raised with staff without the permission of the pupil concerned.

Partnership with parents, other schools and the community

Overall the partnership with parents is good; links with the local community are satisfactory. Links with other schools, although starting to be developed, are currently unsatisfactory.

Main strengths and weaknesses

- Parents hold the school in high regard.
- The work of the Parent Teacher Association provides useful additional funds for the school.
- Homework is effectively given on a regular basis.
- The school has recently initiated useful links with a local college and secondary school. However, the extent of its links with other schools is unsatisfactory.
- The school has developed good opportunities for older pupils to undertake work experience.

Commentary

37. Parents are very supportive of the school. A number of parents help in school on a regular basis. Their help is valued and appreciated by the school. Parents value the work staff do and feel that they have their children's interests at heart. They appreciate the time given by staff to meet them formally and informally to discuss any issues that may arise. Parents confirm that any problems raised are listened to and appropriate support is given.
38. Parents feel that the school enables their children to make good progress and it makes them happy that their children enjoy coming to school. They are kept well informed about their children and the school. Home-school communication books are effectively used for younger pupils. Parents are fully involved in setting targets within their child's Individual Education Plan. Parents say that annual written reports give them good levels of information and these written reports are now satisfactory.
39. The school has recently developed very useful links with a local college, where Year 11 pupils undertake a range of appropriate courses to enable them to achieve some accreditation. Recently pupils have also started to join others at a neighbouring secondary school for lessons and are studying for a GCSE examination in English. Pupils are fully integrated into mainstream lessons and are profiting from this new experience.

40. Links with the community are satisfactory. Pupils take advantage of a range of educational visits, including theatre visits. They use the facilities at the local leisure centre. A good range of visitors into school, for example musical groups and theatre groups, support learning and development well. Last year the school found work-experience placements for all Year 10 and 11 pupils. Connexions are appropriately involved in providing support and guidance to pupils with regard to opportunities for further education.
41. Pupils benefit greatly from the work of the Parent Teacher Association which works hard to raise funds that are used to purchase specific resources to enhance pupils' learning and personal development. Parents support fund-raising events well, and parental support to accompany educational visits is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory, overall. The management and governance of the school are unsatisfactory. There is currently no headteacher in post and the deputy headteacher, who was appointed recently, is in charge for the short period before the new headteacher arrives. The leadership of the key staff is satisfactory.

Main strengths and weaknesses

- The lack of strong leadership has acted as a barrier to improvement and this in turn has hindered raising standards.
- Governors are able, strongly committed and closely in touch with the school, but they have not been resolute in ensuring the school improves and raises standards.
- Recently appointed senior staff have made a good start to tackling key issues from the previous inspection.
- The leadership and management of the nursery are good.
- The responsibilities given to staff, particularly those related to provision in subjects, are often not delegated or carried out effectively.
- The monitoring and evaluation of the school's work and pupils' performance are neither extensive nor rigorous enough.
- The school's commitment to and action on inclusion is unsatisfactory.

Commentary

42. The governors are an important source of support for the school but they are not applying all the principles of best value to its work. The work of their committees is well-organised and, especially in relation to the Strategic Management Committee, this gives focus to the school's priorities. Governors speak knowledgeably of the school and put its successes and failures into a clear context. They are aware of strengths and weaknesses, for example, how the division of responsibility for educational provision between the primary and secondary departments is not effective. They are convinced they have procedures in place for dealing with this although they lack an understanding of how the lack of communication between the primary and secondary departments is affecting the curriculum. Committees have a well-structured schedule of activities to oversee the school such as a cycle for reviewing subjects. Information on the school is gathered together from a variety of sources, including governors observing lessons. Governors feel well-informed and strongly placed to guide the school. However, governors have not taken the crucial step of challenging the school's leadership over the unsatisfactory progress in improvement on key issues. As a consequence, shortcomings in the curriculum have been dealt with too slowly and many remain unresolved. The statutory duty placed on governors for the teaching of ICT is still not met. Equally, deterioration in provision for religious education means it is now not meeting the legal requirement that all pupils be taught the subject.

43. Weak leadership in the school over several years had given rise to little shared sense of purpose or determination to improve and move the school forward. Staff do not always work effectively as a team and inertia has meant important issues have not been responded to positively. The senior management team has been ineffective in steering a course and setting high expectations. The governors have had prolonged problems in appointing the right calibre of staff to this team. However, the reluctance to delegate responsibilities from the top has also made the school less capable of moving forward. There has been, for example, far too little effort until very recently to foster good working links with other schools and colleges. New initiatives in this direction are limited to Year 10 and 11 pupils. The scope for the school to compare itself with others and to consult its partners is greatly reduced as a result.
44. A helpful injection of energy with the recent appointments of a deputy headteacher and head of the secondary department has meant greater determination in tackling issues with some positive results being achieved. A new partnership with a local comprehensive school is providing higher attaining Year 11 pupils with a GCSE course in English. The planning for what is taught is being co-ordinated and improved in several subjects and some bridging of the gap between the primary and secondary departments is taking place. Their initial work has led to good provision for pupils in Year 10 and 11. There is now an improvement in morale and also in more staff taking on responsibilities and contributing to school development. However, at the moment, matters across the school are being addressed in an un-coordinated manner and there is not an effective overall strategy for development.
45. At present the school's capacity for monitoring and evaluating its work is very limited. A minimal amount of direct observation takes place in classrooms and accounts for there not being an accurate picture of what the school provides and its impact on pupils' achievement. For example, the arrangements across the school to assess pupils' progress are not properly established and those to monitor the performance of pupils are at an early stage of development. Consequently, target-setting is not founded on accurate and detailed data, which leaves staff often with little useful to aim for with pupils. Similarly, while the performance management of staff is in place, it is made less effective for identifying good objectives for all staff to raise standards by the limitations of monitoring and evaluation.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	953012	Balance from previous year	70000
Total expenditure	944611	Balance carried forward to the next	78401
Expenditure per pupil	9638		

46. Financial decisions are not tied securely enough to a clear vision and direction for the school. The principles of best value are not playing a useful part in supporting and influencing decision-making. The management of the school's budget ensures that spending is kept securely within the limits of total income and budgeting is well balanced across the major areas of cost. Expenditure has been sufficiently restrained over a number of years for a substantial surplus of funds to have built up by the end of the 2002/2003 financial year. This has been almost completely absorbed by increases in the cost of staffing and by the refurbishment of accommodation housing mainly Year 10 and 11 pupils. This work also included a new science laboratory and ICT suite. Planning and budgeting for the development of ICT was not sufficiently thorough. The ICT suite is too small for the largest classes leading to some cramped lessons and no room for a new interactive whiteboard. While resources for ICT are now good, the lack of space, shortcomings in the curriculum and the staff's limited expertise means best value has not been achieved in relation to the expenditure incurred.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**

47. Children, with and without special educational needs, at the Foundation Stage achieve satisfactorily. When they are admitted, the large majority of the children attain below the level expected for their age. Staff work well together to raise the standards achieved by children. While there is a procedure to record what children have achieved by the end of each activity, it is not easy to see from these records what progress children have made. The co-ordinator is aware of this shortcoming and the need to establish a system to show this information. The teachers, ECOs and therapists plan learning activities effectively to meet the needs of children. The partnership between the nursery and the adjacent primary school is under-developed.
48. There are very good procedures in place to support and encourage the parents of the children to become involved in the work of the nursery. Before a child is admitted close links are established with the home. There is good co-ordination of all the activities in the nursery. Effective use is made of good facilities, which extend children's learning, for example the sensory room for the children with special educational needs and the splash pool for all children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**

Main strengths and weaknesses

- Good relationships exist between adults and children. The staff are good at insisting that the children ask for and receive assistance in the appropriate manner.
- Children are confident to try new activities and they concentrate well. At times they move too quickly from activity to activity.
- Children have made good progress in what they do for themselves.
- The children work well with others. Those with special educational needs are fully included.

Commentary

49. Children achieve well because the staff regard this area of development as being the key to learning in all the other areas. Teaching and learning are good. The children take turns and share with each other when playing. This is encouraged well by the staff. Children show good levels of interest and imagination in activities, for example, three played together for a considerable amount of time pretending to be builders. They make most progress when a member of staff is there to ask challenging and appropriate questions. For example, children concentrated for a short period of time when playing by themselves with a model house but with the teacher their use of language developed in response to being engaged in dialogue. In a music and movement activity a child in a wheelchair participated in all the activities because of the good support of the ECO.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**

Main strengths and weaknesses

- Children make satisfactory progress in speaking and listening and in their early reading and writing skills but there is less direct teaching of reading and writing.
- Children who have language and communication difficulties make good progress.

Commentary

50. The large majority of children enter the nursery with limited language skills and they achieve satisfactorily. Teaching and learning are satisfactory. When the teaching is directed specifically at the children's language development they make good progress. This happened in story time activities when children were asked searching questions about the content of the story and matched words. A higher attaining child learnt to write her name using well formed letters when working individually with the teacher. Children practise early writing skills and there are number of appropriate books around the nursery to look at but children need to be given adult direction before they become involved in these activities. There is a good contribution from the speech and language therapist towards teaching children with language difficulties to communicate using the PECS.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**

Main strengths and weaknesses

- Teaching is good
- Children make satisfactory progress.

Commentary

51. There are a good range of practical activities which enable children to develop an understanding of number, shape and size. Exploring patterns provided plenty of well focused teaching and good links between different activities. For example, good use was made of a walk in the school grounds to observe the zig-zag pattern of road markings and the patterns found on the bark of trees. Higher attaining children recognise that two triangles are formed when a square is folded in half. They count to 10 and subtract accurately 3 from 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**

Main strengths and weaknesses

- There are a good range of activities that encourage the children to explore, observe and to experience at first hand.
- Children develop their imaginative play well.

Commentary

52. Children achieve well. Teaching and learning are good. The staff make good use of play activities to develop and extend the children's knowledge and curiosity about their surroundings.

During an outdoor play session the windy conditions were used to good effect to help children see how kites fly. Children were highly excited by the sight of the kites taking off. The teacher emphasised the texture of different materials, for example the feeling of the fur on a child's coat and cotton bobbins.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- All the children, including those with a physical disability progress well.
- Teaching is good and there is a good range of well-organised activities.

Commentary

53. Children achieve well in developing physical co-ordination. They are well taught and learning is good. They play on the bicycles and climb and balance on a climbing frame. A child with a physical disability progressed well in controlling head movements as a result of work with an ECO in the sensory room, which is supported effectively by the programme designed by the physiotherapist. In a good music and movement activity, children responded to the rhythm of the music with slow and fast movements and showed good control and balance as they waved ribbons in the air. The teacher made good use a warm-up session at the beginning of the lesson and allowed time at the end for the children to reflect on what they had done.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**

Main strengths and weaknesses

- Children make satisfactory progress in their creativity and use of imagination.
- Children with special educational needs progress well in using their senses and responding to music.
- Teaching and learning are satisfactory.

Commentary

54. Children achieve satisfactorily. They create pattern pictures. A child with a physical disability showed good brush control and named the colours of the paints. In a good music lesson a group of children with special needs maintained a steady beat when playing a range of instruments.

SUBJECTS AND COURSES IN KEY STAGES 1 TO 4

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

The provision for English is **good**

Main strengths and weaknesses

- Most pupils make good progress because teaching is good.
- ECOs make a skilful and effective contribution to pupils' progress.

- Insufficient use is made of assessment to monitor pupils' progress.
- ICT is not used well enough.

Commentary

55. Pupils make satisfactory progress in speaking and listening and use of language. By the end of Year 2, higher attaining pupils recognise letter sounds and when written, distinguish between sounds at the beginning and ends of words. They read and write three letter words when prompted. Pupils listen to stories with attention and select and comment on the main features. Lower attaining pupils recognise beginning sounds in words and associate them with letter shapes. For example, one small group, working with an ECO, used a dictionary programme on the computer to recognise and repeat the sound made by a letter and then trace the formation of that letter, with their finger, on the screen. However, pupils are slow in developing skills to name sounds and the letters that represent them because the quality of teaching is not consistent. However, pupils recognise more words in books using context and memory and some read back from their own writing. By the end of Year 6, higher attaining pupils have developed the ability to recognise and write words and all pupils have gained more skill in making choices, following stories and discussing the thoughts and ideas they have with others. This is a good achievement as many pupils make good or very good progress in their communication skills.
56. Between Year 7 and 11, pupils make good use of their English skills, both in English lessons and across the curriculum. The highest attaining pupils read straightforward, age appropriate text fluently and with expression and enjoy looking for meaning, structure and ideas in it. There is a small group of pupils who are now studying for GCSE alongside mainstream pupils in a nearby secondary school. Their achievement is good in developing skills for selecting key points from text and constructing explanations and argument for the ideas they find. For example, they used a poem to explore the use of metaphor and went on to identify and record other examples from their own experience. Other pupils, working towards the Entry Level Certificate also make good progress, especially in speaking and listening. For instance, one group, with support, developed their opinions based on the rights and wrongs of the conduct of Robin Hood: they debated in a structured way using the arguments they had generated.
57. There has been an improvement in writing since the last inspection and many older pupils set out their ideas in a legible and ordered way. Their writing is mostly factual and uses limited vocabulary but in the best examples the work deals with interpretations of stories and the expression of ideas. Pupils assemble ideas and re-draft their work to achieve better expression. In the primary department, pupils are developing their abilities to write, with most development amongst pupils who are in Year 6. At the end of Year 6, pupils are beginning to use written words to show meaning and some are using properly formed letters to construct phrases as part of recording their ideas and experiences. There is room for improvement in this area, which is not yet sufficiently supported with resources such as writing frames, prompts and ICT, to get the very best out of all the pupils.
58. Resources are satisfactory. Many items are ready for renewal particularly in the primary department. For example, the use of overhead projectors or laptop computers to help the teaching of English and literacy was not evident while boards in the primary department are poor. Since the last inspection the school has developed a library and resource centre where books are appropriate to the needs and interests of pupils. The other resources in the library are of a satisfactory range and enable teachers to select appropriate blocks of texts and activities to support their teaching.
59. The very good team of ECOs have developed effective techniques in communication and language to support pupils. They provide support in the use of sign and symbol as well as speech to express choices and communicate ideas and help pupils stay on task. They know the pupils very well and are instrumental in making them feel confident in their strengths and achievements. ECOs are deployed well, for example, where PECS was used with Year 6

pupils, the ECO led the group effectively to develop and use the programme. In the best practice, where teachers identify particular areas for developing pupils' learning, they make good use of the support time to provide coaching and the targeting of work, such as helping pupils who find writing difficult to use a computer to compile their work.

60. Pupils achieve well because teachers know them and their learning needs well and prepare work accordingly. Lesson planning is well constructed and sets out clear learning objectives and the methods that will be employed to address the different learning needs of the class or group. The plan of what should be taught over a term provides a sound framework from which the lesson plans originate and, in turn, link to themes which run through the departments of the school. The planning is good because the co-ordinators know the subject and the pupils well and are therefore able to provide good leadership for their colleagues who are also well informed. Teachers, assisted by ECOs, evaluate what they have done and note the strengths and weaknesses in the performance of pupils during or at the end of lessons. This recording helps to show progress, aids planning and is drawn together each year for an annual report.
61. Information about the achievement of pupils is not used effectively to evaluate the provision in English or analyse the progress made by individuals or groups to gain an overall picture of performance. The breadth and balance of the curriculum, with attention to such areas as drama, poetry and the effective use of symbols, have improved since the last inspection.

Language and literacy across the curriculum

62. The use of symbols, signs and print for communication is a feature of the development of literacy across all subjects. Pupils receive good help to develop communication skills arising out of the joint work between speech and language therapists, the ECOs and the teachers. The school has introduced PECS for those pupils who can benefit from its use and rebus symbols accompany words on notices and posters. The literacy strategy has strongly influenced the teaching style in English lessons in much of the primary department and teachers take the principles of language development into their other teaching effectively. For example, key words and the exploration of understanding are common in lessons. Reading and writing are pursued for pleasure as well as information retrieval and recording and there is a good level of prompt and example to elaborate spoken language and encourage good listening.

FRENCH

Provision in French is **satisfactory**

Main strengths and weaknesses

- External accreditation has been introduced since the last inspection.
- Teachers use games well, but do not use ICT to help pupils learn the language.

Commentary

63. Pupils' achievements in French are satisfactory, and so are teaching and learning. At the start of Year 7, pupils have little or no experience of the language, but they steadily acquire vocabulary and an understanding of simple classroom commands. Teaching and learning in Years 7 to 9 are satisfactory; no teaching was seen in Year 10 and 11. Teachers make good use of games, and these appeal to pupils. For example, in a Year 7 lesson, pupils consolidated numbers to 10 in a Bingo game, and the most skilful learned the numbers 11 and 12. However, there are no suitable ICT resources for teachers to use. This limits opportunities for pupils to work independently or in pairs.
64. In Year 10 and 11, all pupils now have an opportunity to have their achievements acknowledged. Those in Year 11 who are most proficient are to be entered for the Certificate of Educational Achievement in the summer of 2004; less skilled pupils will complete the modern

foreign language module of the Transition Challenge accredited by ASDAN (Award Scheme Development and Accreditation Network).

65. The co-ordinator, appointed four terms ago, has attempted to organise a trip to France for older pupils, by linking with a mainstream school. However, the schools approached have not had places to offer. There has been satisfactory improvement since the last inspection.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Better liaison between the two subject leaders for mathematics has improved teaching and assessment.
- ECOs work effectively with teachers and this helps pupils remain on task and be clear about what is expected of them.
- There are good opportunities for higher attaining Year 10 and 11 pupils to gain certificates in mathematics.

Commentary

66. Overall, achievement in mathematics is satisfactory. Lively warm-up exercises are used effectively to develop mental arithmetic skills and to prepare pupils for the lesson, for example, 'counting on' using very pronounced arm and finger movements. Pupils are given a good variety of practical activities such as handling money and constructing models of common solid shapes. They have good opportunities to talk or write about what they have learnt.
67. In Year 1 and 2, pupils count, sort and recognise shapes. Their skills are consolidated and developed in Years 3 to 6 by applying them to everyday tasks. An example of this, in which demands were chosen to meet the needs of individual pupils, was a Year 4 shopping lesson in which each child took a turn as shopkeeper. All pupils showed they recognised individual coins and exchanged them for goods. Higher attaining pupils were given goods to sell which needed them to calculate the correct change.
68. By the end of Year 9, pupils could name and recognise a circle, square, triangle, rectangle and common three-dimensional objects such as sphere, cube, cylinder and prism. Higher attaining pupils correctly named parts such as angles, sides, edges and vertices. Pupils continue to develop their ability to handle numbers with confidence, including place value in tens and units and record these correctly in columns. Pupils marked each other's work carefully given support and higher attaining pupils did so with sensitivity and encouragement.
69. Achievement, by the end of Year 11, is good. Higher attaining pupils attend classes at the local college and comprehensive school, and are entered for the Entry Level Certificate. Pupils mention this with obvious pride, and explain that this provides additional motivation to succeed. In 2003, all seven pupils entered, passed at the highest level. Overall, work is well matched to pupils' needs, and materials are appropriate and well used.
70. Teaching and learning are satisfactory, overall. Some teaching and learning are good and where this is the case pupils listen well, appreciate each other's work and spontaneously praise the efforts of their classmates. The best teaching is energetic and enthusiastic and almost all pupils concentrate well and contribute to lessons. Assessment is used effectively to confirm the progress of and inform planning for individual pupils, so that demands on pupils are matched to their needs. This is so for pupils of widely ranging abilities, including those with profound and multiple difficulties. In lessons where answers are accepted from the pupil who calls loudest, or where most of the teacher's energy is spent on a particularly demanding pupil,

the overall standard of the lessons remains satisfactory. This is because of the effective partnership between classroom staff and the majority of pupils continue to make satisfactory progress.

71. Very little use is made in the department of ICT for teaching purposes, and this remains an area of weakness.
72. The leadership and management of mathematics are satisfactory. There is now effective collaboration between primary and secondary departments, with regular meetings between co-ordinators, so that the plans for what pupils are to be taught succeed in building systematically on what they have already learnt.

Mathematics across the curriculum

73. Provision is satisfactory. Pupils of all ages have opportunities to extend and consolidate their numerical and mathematical concepts in subjects across the curriculum. For example, in design and technology, Year 1 pupils estimated the amount of cake mix needed in the bun case and counted the number of buns made. In music, in Year 1, pupils counted the numbers of instruments. In design and technology, pupils in Year 9 calculated the number of clothes pegs required to make their dinosaur model. Year 4 pupils in geography were introduced to the concept of co-ordinates so that they could use gridlines on maps. Year 7 and 8 pupils count in French. In science, Year 10 and 11 pupils mixed the correct ratio of ingredients to make concrete.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Teaching is effective in generating pupils' interest and excitement.
- Girls are not encouraged sufficiently to contribute orally.
- Behaviour in lessons is very good. Pupils are keen to explore; they understand the need for safety in the laboratory.
- Relationships with staff and between pupils are very good.
- ECOs are very effective in supporting learning.

Commentary

74. Pupils achieve well in science. Lessons are well planned and have clear aims and achievable objectives, which are well matched to the needs of individuals and groups. Teaching is lively, enthusiastic and stimulating and almost all pupils successfully concentrate during lessons. All pupils respond well and enjoy science. They make predictions and carry out investigations successfully, and understand how to work safely in science.
75. Pupils are introduced to concepts in ways which match their current skills and needs. Pupils in Year 2, 3 and 4 develop knowledge of the different properties of materials. Higher attaining pupils in these years took part in a series of experiments to show that air could move objects. Each of the four experiments was supervised by ECOs who clearly understood what was required and who managed task and pupils well. This effective management and use of ECOs, and their contribution as full members of the staff team, are evident throughout the department. For lower attaining pupils, alternative (sensory) activities are provided, for pupils to explore the properties of air using balloons and bubble painting. In such ways, tasks are well differentiated to the needs of individual pupils.

76. In Year 7, pupils develop their investigative skills, for example testing substances to distinguish acids from alkalis, and show that they are aware how to do so safely. They understand the process of oxidation and how to prevent it. Pupils work together well when investigating such processes, and are keen to put forward comments and hypotheses. Boys are far more ready to make such contributions, and girls are not sufficiently prompted to contribute orally with their own ideas and theories. However, they pay close attention, and complete the tasks set.
77. In Year 10 and 11, pupils extend their knowledge of materials with reference to those in their everyday experience. They produced a sample of concrete from the correct ratio of materials, and higher attaining pupils explained the process by which cement was made, and how concrete was manufactured. Higher attaining Year 11 pupils attend courses at the local comprehensive school and the college, and this has enhanced their confidence and ambition. They are entered for the Entry Level Certificate in science. In 2003, all of the pupils entered achieved the highest level pass. Improvement in the planning of what is taught in the secondary department has resulted in higher standards in Year 10 and 11. However, the use of ICT in science remains unsatisfactory.
78. Teaching and learning are good. Teachers and ECOs keep pupils focused on their task, providing sufficient support while encouraging independent working. Teachers display enthusiasm and humour to maintain attention and explain principles, for example when using soil and water in a bottle to demonstrate sedimentation. In this way, a good atmosphere of learning and investigation is maintained. Pupils respect and support each other and offer encouragement to their classmates for making an effort.
79. Leadership and management of science are satisfactory overall. The secondary department co-ordinator is a leading science teacher and links with the local advisor and science staff in neighbouring schools, which enables him to share good practice and keep in touch with developments in mainstream schools. He provides advice and support to other members of staff, including those in the primary department and acts as a mentor to a newly qualified teacher.
80. The overall plans for what pupils are taught are good in the secondary department but in the primary department they lack detail. For example, they do not identify approaches, outcomes, success criteria and means of assessment for pupils of all abilities. Departmental planning for secondary pupils has improved since the last inspection and is now good. Liaison between primary and secondary departments remains unsatisfactory.
81. Accommodation was identified as a weakness in the last inspection. A purpose-built laboratory became operational very recently, with space for up to 16 pupils but it is too soon to assess the impact of this.
82. In individual lessons, assessments of pupils are used to ensure that activities are matched to the current needs of pupils. However, these assessment records are not used effectively to report pupils' progress to their parents. Reports to parents describe the activities pupils have undertaken and what pupils have experienced in science, but do not explain what pupils know, understand and can do.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**

Main strengths and weaknesses

- The standards most pupils achieve are unsatisfactory; however, in Year 10 and 11, pupils achieve satisfactorily because of their well-planned Entry Level Certificate course.
- The plans for what most pupils are taught from term-to-term and over longer periods are not defined in sufficient detail.

- ICT has been poorly led and managed over several years.
- The new subject leader has been very successful in raising funds for ICT.
- Many teachers lack the expertise and confidence to teach or use ICT effectively.
- ICT resources are good although they are not often used well.
- The new ICT suite is too small for the largest classes.

Commentary

83. In Years 1 to 6, pupils' ICT work is integrated largely into their other subjects although the extent of this is too limited. In addition, plans for what pupils should be taught have not been developed sufficiently with the result that they achieve far too little. Because of very low attainment, most Year 1 pupils only occasionally experience computer programs and control what is on screen using the mouse. Higher attaining pupils do some of their mathematics work using a program. However, the patchiness of provision across class groups means that, by the end of Year 6, pupils' progress has been slow.
84. The unevenness of provision carries on through Years 7 to 9, most particularly in the lack of coherent planning for what pupils are taught. This has the effect of pupils not achieving as well as they should. The lack of expertise in teaching ICT plays its part in pupils' unsatisfactory achievement although in the instances where a teacher's knowledge and skills are more assured there is noticeably more progress in lessons. In a Year 9 lesson, for example, pupils learnt the features of a design program and confidently set about entering text into a banner. Unfortunately, the timing of the school's assembly cuts into this lesson with the result that pupils do not achieve the plan of going on to designing a banner.
85. In 2003, of the eight Year 11 pupils entered for the Entry Level Certificate in ICT, five passed at the highest level and three a level below that. This represents a satisfactory achievement for most pupils, although the few highest attaining pupils are not stretched sufficiently by the demands of the course. Results in the previous year were similar. Year 11 pupils achieve well, because their course clearly lays out what has to be achieved, teaching is good and the group is small. In one lesson, pupils used a publishing program to design a brochure involving importing their digital image of the school into a document and adding text using *Word Art*. A lower attaining pupil made good progress towards his target of making multiple touches to activate a program on a touch-sensitive screen. The several lower attaining pupils in a large Year 10 group were not provided for effectively not getting the instructions they needed and therefore worked at a very slow pace.
86. Teaching and learning are unsatisfactory largely because many lessons are not planned well and teachers lack the expertise and confidence to teach and make good use of ICT. Apart from Year 10 and 11, the assessment of pupils' progress is unsatisfactory. Lessons are often ill-prepared, for example, Year 4 pupils were meant to have word processed with a specially adapted program suited to their needs. Unforeseen circumstances led to this not being available and they had to work instead with a much more complex word-processing program. This monopolised the teacher's time and a small group of lower attaining pupils, left to explore tape recordings, got very little attention. The one girl with complex learning difficulties was left out of learning activities altogether. The approach to instructing pupils on using program features varies between good and ineffective. In the best instance, which was with Year 10, the teacher used a computer linked to a projector to create a giant image of the computer screen that the whole class could see as he demonstrated the program. As a result pupils quickly learnt how to go about creating layouts and incorporating text. However, not all teachers use this equipment for demonstrations when they need to and this slows the pace of work and reduces the quality of pupils' learning.
87. The leadership and management of ICT have been poor. A number of teachers have had responsibility for short periods over the past few years and this has been detrimental to improvement. At the time of the last inspection, ICT did not meet statutory requirements and, with no coherent plan of what is taught, this is still the case. Pupils' achievement and the quality

of teaching and learning remain less than satisfactory. The opportunity for pupils to gain accreditation is a good improvement. The resources for ICT have improved significantly but these are not being used to best effect. A new ICT room is too small for the large groups and computer terminals have had to be packed in to accommodate these classes. When large classes use the room and all the computers are operating there is not sufficient ventilation. An interactive white screen, which came as part of an Education Action Zone package including the projector, cannot fit into the ICT room; as a result it is under-used. The current subject leader has been very energetic in raising funds for ICT. As a result of her efforts a substantial award has been received from the Education Action Zone and this has led to establishing a computer club. A donation from a local business and additional grants have also been obtained. The school can call on technical help from Education Action Zone personnel but lacks immediate access to that expertise in solving the common problems that, without a solution to hand, frustrate teaching and discourage staff.

Information and communication technology across the curriculum

88. Very limited use is made of ICT across the curriculum as a result of the poor leadership and management of the subject. The strongest features common in some subjects is the use of digital cameras for recording work and word processing to improve written presentation.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **unsatisfactory**

Main strengths and weaknesses

- Some pupils are not taught religious education and there is a lack of balance between classes in the time given to religious education.
- The planning of what is taught across the school is not developed in sufficient detail leading to individual lessons often not being planned effectively.
- There are isolated instances of good provision, particularly good teaching and learning in Years 7 to 9, although teaching and learning, overall, is unsatisfactory.
- Religious education across the school has suffered poor leadership and management, which has caused deterioration in standards and provision since the previous inspection.

Commentary

89. Overall, achievement is unsatisfactory. This is the result of there being no coherent and detailed planning across the school of what pupils should be taught and it is left to individual teachers to decide from a broad plan of activities the appropriate learning objectives for classes. As a result pupils learn in a fragmented way and they therefore make too little progress over time. By the end of Year 2, achievement is unsatisfactory because teaching is not well planned and pupils' interest in biblical stories is not sufficiently stimulated. The good strategies in place for promoting pupils' literacy elsewhere are not applied to reading and discussing the Story of Moses. Pupils listen intermittently and fail to gain knowledge or an understanding of key events and characters.
90. The timetabling for the very large Year 5 and 6 group results in most of this class departing for sensory activities during their weekly religious education lesson and there is no planning to show how the work they do relates to the subject. The few pupils from this group remaining for religious education achieved unsatisfactorily because the lesson activities bore a minimal relationship to the subject although it led to very good learning in personal and social development. This group of higher attaining pupils very confidently discussed and role-played leaving home on a journey and returning. They explored their experiences of departing and

arriving in terms of their own relationships but the lesson did not address pilgrims' experiences as the lesson plan had intended.

91. Between Year 7 and 9, the provision for religious education is better planned and resourced with the result that teaching and learning are, overall, more effective than elsewhere in the school. Pupils know and relate simple facts about the major religions. Year 7 pupils have explored the life and beliefs of Martin Luther King. In response to his speech in which he described his dream, they wrote what their dreams would be, for example, "My dream would be enough homes and food and drink for everybody regardless of their colour or religion." The Year 9 class, who are a higher attaining group, have a good knowledge of Judaism and recall Jewish terms such as Bar Mitzvah, and explain their meaning. They use the Internet and books independently and with interest to search out information on religions. They have a double period of religious education when most other groups have one period. The double period is too long and by the end of the lesson pupils' interest has waned considerably.
92. Achievement in Year 10 and 11 is unsatisfactory. This is primarily because the amount of time they have for religious education is reduced significantly by an overlap with the school assembly. In the short time for their lesson, Year 11 pupils were challenged well by a discussion on the story of the Prodigal Son and they began to explore selfishness, greed, contrition and forgiveness. The teacher quickly established a good dialogue with pupils and they confidently expressed their opinions. Records of achievement say very little on pupils' progress and, in the work seen, their knowledge and understanding of the major faiths is no further on than that of younger pupils.
93. Provision for religious education was good at the time of the previous inspection and the standards pupils achieved were higher. It is a consequence of poor leadership and management that the subject has deteriorated. The planning and co-ordination of what is taught is no longer as well established and the assessment of pupils' progress is not effective. The subject leaders in the primary and secondary departments do collaborate and at present work is being done on adapting a new Locally Agreed Syllabus. However, the monitoring of provision is not nearly rigorous enough to detect ineffective teaching, pupils' access to the subject and the imbalances in the time different groups have for religious education.

GEOGRAPHY

Provision geography is **satisfactory**

- Pupils have good opportunities for understanding their place in their immediate surroundings.
- Lessons are planned well to help pupils discover their local environment.
- There are good approaches in teaching for comparing people, places and events within pupils' own experience with those found in different countries and climates.
- Pupils have no opportunity to choose an accredited geographical course in Year 10 and 11.

Commentary

94. The school is paying sufficient attention to the provision of geographical experiences and learning opportunities so that pupils have satisfactory access to this area of the curriculum and are developing in knowledge, skill and understanding at a satisfactory rate. There is no geography specialist in the secondary department. Because of this and the constraints of time within the curriculum for the oldest pupils, the Entry Level Certificate course in geography, which gave good results in 2003, has been discontinued. The creation of this course had been set as a development priority in the 2002/03 school year.
95. The themed approach for pupils in the primary department enables geographical study to be successfully woven through other areas of their work. There are plans for what pupils are

taught in geography and these work satisfactorily in planning lessons and identifying suitable learning objectives. New plans have been developed by the new geography co-ordinator over the last year for pupils in the secondary department. These show that the provision covers the requirement of the National Curriculum and is using the guidance available from the Qualifications and Curriculum Authority to plan and prepare geography lessons. Learning in geography moves from the familiar and local to the distant and different.

96. In the primary department, pupils study the work done by people who help them. For example, they explored the work of their crossing attendant through role-play and discussed their ideas about people at work, the local environment and road safety. The school makes good use of visits to different localities to experience different environments such as the surroundings of the reservoir at Carsington where pupils looked at birdlife and the landscape and recorded what they saw. Pupils also read the book *Handa's Surprise* and discussed life in a hot climate, different foods and different clothing, recording what they learnt on a large wall display.
97. Simple maps are introduced to pupils in the primary department so that they can begin to understand how symbols and drawings can represent their surroundings. In one lesson, pupils were enthusiastically and successfully working to find different squares within a surrounding rectangle by using letters and numbers as if using a street map. Another group made progress by identifying objects when seen from different angles and received good support for appropriate descriptive language from the ECO working with them.
98. In Year 7, pupils' work, displayed in one classroom, illustrated a good approach to developing a sense of different places and environments and the orientation of places north, south, east and west of each other. They have used photographs of their own houses and street map sections to represent where they live in relation to the school, each other and the county. Older pupils' folders show that they have compared different uses of the land in and around towns and looked at the reasons behind their uses. Understanding is demonstrated by their written work, for example, "The factories are on the outside of the town so lorries can get to them easily."
99. The library contains a satisfactory range of books and materials and some useful video sequences to support teaching. These have been organised to allow them to be related to specific topics within the scheme. There are no digital resources available to support the subject although some of the displayed work does show the use of materials from an Internet source.
100. Assessment and recording are unsatisfactory. Procedures are not yet established in geography. The annual reports on pupils' progress show what the pupils have experienced rather than what they know and can do and the co-ordinator does not have an overview of pupils' progress and achievement across the school.

HISTORY

Provision for history is **satisfactory**

Main strengths and weaknesses

- Pupils' achievement is supported by practical activities in lessons and by visits to museums.
- The resources for history have been improved and are good.

Commentary

101. As they move through the school pupils make satisfactory progress in their understanding of past and present. They place artefacts and photographs in chronological order. They become more aware of major events and their impact on the community. This is supported by some good practical activities organised by teachers. For example, in Years 1 to 6 pupils have the opportunity to dress up as Victorian children and spend the day in school working and playing

as children of the period would have done. This is supported by visits to museums where they gain a greater insight in life in Victorian England. In Years 7 to 9 pupils study the effect of World War I on the local community in Shirebrook.

102. Pupils are helped to develop historical concepts when they make links between history and other subjects of the curriculum. They discuss ideas of 'past' and 'present' in a diary writing lesson in English in Year 7 and relate work in science in Year 10 on rocks and the production of concrete to previous learning on the use of concrete by the Romans.
103. Since the last inspection the plans for what pupils are taught have been developed. These are supported by good improvement in the quality and quantity of resources. An Entry Level Certificate course was introduced this year. However, other curriculum developments, such as college placements, mean there is now insufficient time for this to continue despite there being a commitment to including a course in the school's development plan.

TECHNOLOGY

Provision in design and technology in the secondary department is **good**. There is insufficient evidence to make a judgement on provision in the primary department.

Main strengths and weaknesses

- The teaching in the secondary department is good and pupils make good progress.
- There is good attention in food technology lessons to developing pupils' independence.
- Pupils in Year 10 and 11 gain accreditation through Entry Level Certificate courses.
- The improvement since the last inspection is unsatisfactory.

Commentary

104. In a Year 1 lesson in the food technology room the pupils showed good skills in using utensils to mix the ingredients to make sponge buns and pupils in a Year 4 lesson had the chance to taste a range of exotic fruits. The teacher extended the pupils learning by explaining the different countries of origin of the fruits.
105. The good teaching in a Year 11 lesson gave the pupils the opportunities to make choices on designing different vegetarian dishes. At the end of the lesson the pupils described the types and prices of the ingredients they have used in their recipes and the reasons for eating healthy foods. In a good Year 9 lesson, a higher attaining pupil remembered the different classes of levers when designing a model dinosaur. The pupils showed good levels of interest and concentration when using a drilling machine. Pupils in a good Year 10 lesson prepared soup as a part of their Entry Level Certificate course. In a textiles club held at lunchtime the pupils showed good design and sewing skills to make pillowcases.
106. Since the last inspection in 1998 there has been an improvement in the standard of teaching for pupils in the senior department but overall the amount of progress in the subject is unsatisfactory.

VISUAL AND PERFORMING ARTS

ART AND DESIGN

Overall the provision for art and design is **good**

Main strengths and weaknesses

- Teachers make good use of resources to improve pupils' learning.

- The introduction of an Entry Level Certificate course has raised pupils' aspirations.
- The lack of an effective assessment system and time to monitor the subject limits the opportunities to understand the strengths and weaknesses in standards and provision.

Commentary

107. Pupils achieve well in art. As they move through the school they become more aware and independent in the use of a variety of techniques and materials as they experiment with media. In Year 1 and 2 pupils begin to learn the properties of various media, for example, they use droplets of paint and a straw to create a piece of art.
108. Gradually, pupils' work becomes more detailed and accurate. For example, in Years 3 to 6 higher attaining pupils become more accurate in their drawing of a person. In Years 7 to 11, pupils further enhance their skills and understanding. They recreate the work of artists and crafts people in their own style, develop their skills in sketching. Higher attaining pupils are undertaking an Entry Level Certificate course in art.
109. The quality of teaching and learning are good. Teachers have high expectations of pupils. They encourage them to share ideas with each other and to become independent. Pupils respond well to this and behave very well in lessons. As a result the pictures produced are a very individual representation of each pupil's own work. Teachers make some very good use of other artists to stimulate pupils. For example, in a very good Year 11 lesson on Rousseau, lower attaining pupils were encouraged to role-play the scene from a picture. This was supported by the use of sound effects. The pupils' response was excellent. They were very enthused by the experience and talked readily about their views of what the emotions of the animals in the jungle scene were like in different situations. This carried forward to producing a representation of Rousseau's work using coloured sticky paper. As a result, the pupils learned that art contains an emotional as well as a practical element.
110. Overall, the leadership of the subject is satisfactory. The co-ordinators in the primary and secondary departments both offer support to colleagues on teaching art. Neither co-ordinator has time to monitor and evaluate the subject. The lack of an overall assessment system limits the identification of the relative strengths and weaknesses of the subject and the development of a strategic plan to deal with these issues.
111. Progress since the last inspection is satisfactory. Schemes of work have been produced and the Entry Level Certificate course introduced in 2003. There is also recently created an opportunity for higher attaining pupils to study GCSE art at a local college. However, assessment procedures still need to be developed and sufficient time needs to be allocated to monitor and evaluate the subject provision.

MUSIC

Main strengths and weaknesses

- There is a lack of a co-ordinated approach towards the planning of the learning activities to be taught in the subject across the classes in the school.
- Since the last inspection there has been unsatisfactory progress in the planning and methods of checking the pupils' progress in their learning activities.

Commentary

112. The co-ordinator responsible for the planning and developing the subject for the pupils in Year 7, 8 and 9 has no specialist knowledge of music but has requested the advice of local authority adviser for music. This has meant an improvement in the structure and range of the learning activities for these pupils. The co-ordinator for the subject in the primary department has

introduced a draft scheme of work but there is no link between this and the planning for the secondary pupils.

113. The small number of lessons seen during the inspection had some good features. In a Year 1 lesson, for example, staff made good use of sign language to support pupils' singing and they showed a good development of listening skills. The teaching by a visiting music specialist provides the pupils in the primary and secondary departments with a range of high quality musical activities. For example they learnt about the structure of different squeeze boxes and had the opportunity to play them. A pupil who usually finds difficulty in concentrating on activities for any length of time remained transfixed for the whole lesson.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- Good use is made of outside school resources and sports coaching.
- The development of clubs is promoting sports effectively.
- There is a lack of systematic assessment and of time for co-ordinators to monitor and evaluate subject provision.

Commentary

114. Pupils achieve well. In Years 1 to 6, pupils improve their ball skills. They develop balance and poise in gymnastics and carry out a sequence of movements. Throughout the school, pupils develop a good understanding of the rules and the use of space and tactics of games. For example, they learn to move to intercept passes. In swimming, pupils gain awards for progress through the school grades scheme. Pupils know that physical exercise is tiring, causes the heart to pump faster and is good for their health.
115. The quality of teaching and learning is good. Teachers have high expectations of pupils and challenge them to do well. Lessons are well organised with each step carefully graded in difficulty. Teachers ensure that in drills able-bodied pupils work with those in wheelchairs and the older and younger pupils work together. As a result all pupils improve their performance, help each other to improve, gain confidence and have a very positive attitude to physical education. Teachers discuss issues of health and safety with pupils. This makes pupils aware of their own safety requirements and those of others, and helps them to become independent in ensuring everyone's safety.
116. Leadership and management are satisfactory. Overall, the subject has shown satisfactory improvement since the last inspection. The planning of what is taught has been developed and is followed by teachers. There is a policy and a development plan for the subject. Arrangements have been made to support learning with specialist expertise wherever necessary, for example, by the use of coaches employed by the local leisure centre. Neither co-ordinator has sufficient time to monitor and evaluate the subject. This coupled with the lack of assessment of pupils' progress in physical education restricts opportunities for them to identify areas for development of the subject.
117. The resources for physical education are good. The school hall is clean and has suitable large apparatus to meet the needs of pupils. The school makes good use of the local leisure centre. Staff organise a number of extra-curricular clubs. These include basketball, short tennis, and football. Very good links have been developed with a local football club. As a result pupils have access to expert coaching in football as well as the opportunity to take part in a football competition against other schools held at the football club's stadium. These clubs are well attended and pupils make good gains in their physical education skills and their self-confidence and develop their social skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**

Main strengths and weaknesses

- Pupils willingly take responsibility for each other.
- Teachers encourage pupils to talk about a healthy diet and hygiene as a part of their everyday experience.
- In Years 7 to 11, pupils are encouraged to play a full part in the life of the school and respond well to the challenges this brings.
- The monitoring of pupils' progress and the effectiveness of the curriculum for personal, social and health education and citizenship are unsatisfactory.

Commentary

118. Only one short lesson dealing exclusively with an aspect of the citizenship curriculum was seen during the inspection. This was a short lesson taking place during registration time. A judgement on teaching cannot, therefore, be made. However, there is sufficient evidence of pupils' knowledge, understanding of citizenship demonstrating appropriate achievement. In the secondary years, the citizenship course is associated effectively with careers guidance and work experience. However, while pupils' achievement is noted on teachers' lesson plans and summarised annually, this is insufficient to provide enough information on the effectiveness of teaching and of learning.
119. There is a successful School Council in which pupils are encouraged to make a positive contribution to the way their school runs. The pupils interviewed were confident and showed a good knowledge and understanding of how they were included in the community of the school and how they could have an influence on its success. The older pupils had thought carefully about their future and had support in making realistic choices for continuing their education after the age of sixteen.
120. At the end of Year 6, pupils are developing the confidence to make choices and to take responsibility for themselves and understand how, for example, diet can affect their health. The teaching encourages an understanding of everyday routines with the reasons behind them. At the end of one lesson, there was very good discussion about cleaning the table carefully after work and before choosing and eating fruit at break-time. An ECO asked the pupils about what she was helping them do and they talked about getting the surface free of germs and talked about the fruit and its value to them.
121. At the end of Year 11, pupils show a mature attitude to the important questions of society and are able to discuss issues with interest and application. For example, in a discussion about prejudice and its meaning, the contributions from pupils ranged from respect for others beliefs to the plight of Jews in the Holocaust. The strands of argument were well constructed and pupils took turns to speak. They listened to each other and asked hard questions about motivation and how positions between groups were developed. During an English lesson, pupils took part in a structured debate about theft based on the legend of Robin Hood. They became very engaged in supporting their side of the argument and saw how right and wrong answers were difficult to achieve when the background circumstances were different. They concluded that if rules and laws were not clear and enforced then there would be mayhem. The involvement and understanding was because of the sound way that the staff encouraged exploration of these ideas.

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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	4
The school's links with other schools and colleges	5
The leadership and management of the school	5
The governance of the school	5
The leadership of the head teacher	0
The leadership of other key staff	4
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).

