

INSPECTION REPORT

HOLY BROOK SCHOOL

Southcote, Reading

LEA area: Reading

Unique reference number: 110193

Headteacher: Mr L Smith

Lead inspector: Sarah Mascall

Dates of inspection: 14th – 16th June 2004

Inspection number: 259010

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Special |
| School category: | Community Special |
| Age range of pupils: | 7-11 |
| Gender of pupils: | Mixed |
| Number on roll; | 22 |
| School address: | 145 Ashampstead Road Southcote Reading Berkshire |
| Postcode: | RG30 3LJ |
| Telephone number: | 0118 9015489 |
| Fax number: | 0118 9015488 |
| Appropriate authority: | LEA |
| Name of chair of governors: | Jan Edwards |
| Date of previous inspection: | 27/4/1998 |

CHARACTERISTICS OF THE SCHOOL

This is a small, special school for boys and girls who have emotional and behavioural difficulties. At present, there are 22 pupils on roll of which three are girls. All pupils have statements of special educational need. Pupils come from Reading and its surrounding areas. A small number of pupils come from outside the local education authority. Pupils come from a range of socio- economic backgrounds and two pupils are at present in public care. The majority of pupils are white British with a small number coming from other ethnic backgrounds. No pupils have English as an additional language. When they start school, pupils' levels of attainment are below average.

The school has recently achieved the Healthy School's Bronze award.

The school has gone through a period of turmoil and there has been a large turnover of staff in the last two years. The present headteacher has been in post for two terms. There are three classes in the school which include a cohort of Year 4 pupils, a class of Year 5 pupils and one where all but one pupil are Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|--|
| 20536 | Sarah Mascall | Lead inspector | English, geography, history, religious education |
| 19693 | Sally Hall | Lay inspector | |
| 18461 | Vanessa Wilkinson | Team inspector | Mathematics, art and design, personal, social and health education and citizenship, music |
| 20024 | Paul Wright | Team inspector | Science, information and communication technology, design and technology, physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holy Brook, having gone through a difficult period of instability, is a **satisfactory** and improving school. There are, however, serious weaknesses in the curriculum and accommodation. Although pupils' achievements overall are satisfactory there are weaknesses in the key subject areas of reading, science, information and communication technology, and religious education. Leadership and management are satisfactory overall and have ensured that teaching is now satisfactory and the school provides a satisfactory education for its pupils. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The teaching of the youngest pupils is good and, as a result, they achieve well.
- Pupils are not achieving as well as they should because the length of the school day is too short, and planning for the teaching of all subjects is unsatisfactory.
- The poor accommodation prevents the school from being able to teach a range of practical subjects and support pupils more effectively in dealing with their behaviour difficulties.
- The new headteacher has been effective in ensuring that there is a strong team spirit amongst staff but planning for how the school will improve is not sufficiently developed.
- New behaviour strategies are having a positive effect on improving behaviour and supporting pupils' moral and social development.
- Assessment of what pupils know and understand is not used to ensure that the individual needs of pupils are met or to check the progress they are making.
- The new governing body is keen to develop its role but is not sufficiently involved in developing the school.
- The school has established good links with parents who are pleased about what the school has done for their children.
- Resources are unsatisfactory in many of the subjects, and poor for information and communication technology and design and technology.

Since the last inspection the school has gone through a period of turmoil. A number of previous areas of concern have been addressed including improving behaviour, relationships between staff and pupils, ensuring that statutory requirements are met and carrying out the monitoring of teaching. Standards in writing are now satisfactory. However, the length of the school day has not been extended and governors are still not sufficiently involved in monitoring the work of the school. Teachers' planning is still inconsistent and assessment of pupils' progress remains unsatisfactory. As a result improvements since the last inspection are unsatisfactory.

STANDARDS ACHIEVED

| Pupils' achievement at the end of: | in relation to individual targets in: | |
|------------------------------------|---------------------------------------|-------------------------------|
| | Subjects of the curriculum | personal and social education |
| Year 6 | Satisfactory | Satisfactory |

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

Pupils' achievements are **satisfactory** overall. They are satisfactory in speaking and listening, writing, mathematics, personal, social and health education and music. They are unsatisfactory in reading, science, information and communication technology and religious education. Over the last year there have been improvements in pupils' achievements but the lack of teaching time during the school day and the unsatisfactory planning of what will be taught in each subject prevents pupils from achieving more. The new behaviour systems are being used consistently by staff and this is having a positive impact on behaviour which is satisfactory overall. Pupils'

attendance is satisfactory and they have a positive attitude to lessons. Support for pupils' personal development is **satisfactory** overall, but spiritual development is unsatisfactory.

QUALITY OF EDUCATION

The quality of education overall is **satisfactory**. Teaching and learning are now **satisfactory**. Evidence shows that in the past, the quality of teaching has not been up to this standard. However, there is now an established teaching team and new systems for planning lessons are beginning to have a positive affect on the quality of teaching. The teaching of the youngest pupils is good. For these pupils planning of lessons is good. In other classes, there is an insufficient focus on ensuring that the needs of individual pupils are met. Systems for checking the progress of pupils are not effective. The curriculum is unsatisfactory and hinders the progress and learning of pupils. Time in school is low and, as a result, not all subjects are taught consistently or in any depth. There are appropriate opportunities to extend pupils' learning through a suitable range of extra activities. Accommodation is poor. There is insufficient space for practical subjects to be taught and the lack of rooms makes it impossible for staff to work on a one to one basis with pupils. Resources are inadequate in a number of subjects particularly information and communication technology and design and technology. The care and support for pupils is satisfactory and there is appropriate guidance for managing their behaviour, but guidance for improving their learning is unsatisfactory. The school's partnership with parents is a strength and parents are kept well informed about their children's behaviour. Links with the community and other schools are being developed and are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher has appropriately focussed on developing strategies to manage pupils' behaviour and has been successful in this. He has a clear vision for the direction of the school and has ensured that staff morale is good. There is now a stable staff team and, as a result, he has been able to allocate management responsibilities to staff for next term. Staff with subject responsibilities are developing their skills, but at present they are having insufficient impact on improving pupils' achievements. The current plans for development reflect the headteacher's priorities to improve the school this year, but long term plans for further improvements are at an early stage of development and this is unsatisfactory. The new chair and vice chair of governors are very clear about what governors need to do to develop their role and governors are keen to help the school. They are not yet, though, checking on what is happening in school or sufficiently involved in improving the school. Overall their governance is unsatisfactory. The headteacher and chair of governors, together with the committed staff team have the capacity to ensure that the school continues to develop and improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school and feel it has improved since the new headteacher started. They appreciate the close contact with the school and the support they get from staff. Pupils like school and comment that they feel their behaviour has improved.

IMPROVEMENTS NEEDED

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

- Extend the length of the school day and ensure that all subjects are taught in sufficient detail.
- Ensure that there is better planning to develop pupils' skills in reading.
- Improve the accommodation and ensure that there are sufficient resources for all subjects.
- Develop long term planning for how the school will be improved.
- Ensure that planning of what is to be taught reflects the needs of all pupils and there are effective systems for checking on the progress pupils are making.
- Improve the role of the governing body to ensure that it is more involved in the management and development of the school.
- Improve provision for pupils' spiritual development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are **satisfactory**.

Main strengths and weaknesses

- Pupils in the youngest class make good progress because there are clear expectations and good planning for what they will achieve.
- Pupils are now making satisfactory progress overall in speaking and listening and writing and mathematics because these subjects are planned appropriately.
- Pupils do not make sufficient progress in developing their knowledge and understanding in reading, science, information and communication technology (ICT) and religious education.
- Pupils make satisfactory progress in developing their skills in managing their behaviour.

Commentary

1. Overall, pupils are making satisfactory progress in developing their knowledge and understanding. This is consistent with the findings of the last report. Standards have improved in writing and music but they have deteriorated in science, information and communication technology (ICT) and religious education. Evidence shows that standards have improved over the last two terms because there is now a whole school approach to planning. This has had a positive impact on ensuring that there is a more consistent approach to pupils' learning although this is not yet the case in all subjects. Targets set for last year for achievement have not been met because they were not realistic and do not reflect the problems the school has had to face. Pupils make appropriate progress against their behaviour targets although individual targets set for their academic progress are not sufficiently detailed. The SATs results of pupils at the end of Year 6 compare favourably with other EBD schools. However, caution must be taken with this data as only 3 out of 11 pupils took the tests. Pupils with additional special needs make the same progress as their peers. There is no difference between the achievements of boys and girls.
2. The youngest pupils achieve well because they benefit from good teaching. There is a good focus on developing their behaviour and learning skills. As a result pupils have made good progress in learning to sit and listen and conform to the school's rules. This has had a positive impact on their progress and these pupils are now working well together, and with staff.
3. Pupils make appropriate progress in English and mathematics because teachers are planning their lessons using a nationally recognised curriculum. Pupils develop satisfactory skills in speaking and listening. They enjoy opportunities to contribute to discussions and, because teachers value what they say, they develop confidence in their skills. Most are willing to listen to each other and this was particularly evident in the lessons for the youngest and oldest pupils. Pupils are encouraged to write, and more able pupils, by the time they leave school, understand punctuation and write detailed descriptions. Although most pupils improve their reading there is not a consistent approach to developing their skills and as a result overall achievements in reading are unsatisfactory. Pupils develop good skills in basic numeracy such as adding and subtracting two digit numbers with confidence. Although the numeracy strategy is beginning to be used effectively, pupils' skills in the use of mathematics in studying other subjects are not well developed.
4. In science progress is unsatisfactory. Although pupils have studied a number of aspects of the curriculum, they are not making the progress they should because there is an insufficient focus on ensuring that teachers follow the planning that is available to them. The school does

not have sufficient computers that work to enable teachers to develop pupils' skills in ICT appropriately. As a result, pupils' progress is unsatisfactory. Pupils in Years 3 and 4 have had good opportunities to look at other religions and to consider their views on God. However, there is very limited evidence of pupils' work because pupils have only recently been taught religious education and therefore, overall, are making unsatisfactory progress. Progress in music is satisfactory and pupils are provided with appropriate opportunities to learn to play a range of musical instruments.

5. Pupils make satisfactory progress in developing their personal and social skills. during those lessons where time is taken to teach formal aspects of personal, social and health education (PSHE) on a weekly basis, pupils make good progress. However, time is not used well at the start and end of each day when there is supposed to be a focus on improving pupils' personal and social skills and pupils' skills, are not being developed as well as they could be.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are **satisfactory**. Their moral, social and cultural development is **satisfactory** but the development of their spiritual awareness is **unsatisfactory**.

Main strengths and weaknesses

- Most pupils are keen to be in school and have positive attitudes to lessons.
- The school works well at providing an environment that is free from bullying, racism and other forms of harassment.
- The school is successfully addressing the high level of exclusions.
- The school is not doing enough to build in opportunities for pupils to develop their spiritual awareness.
- Attendance rates are above those found in similar schools, but not all staff are marking the registers correctly.

Commentary

6. At the time of the last inspection attitudes were judged satisfactory but behaviour and relationships were unsatisfactory. There has been good improvement in the behaviour of pupils and their relationships with staff. Most pupils show positive attitudes to their work and value the fact that staff are helping them to do well. When pupils are enjoying what they are doing, their attitudes are frequently very good. On other occasions, a minority will often choose not to get involved and try to disturb others. In most lessons, pupils show interest in their work, try hard and are pleased when they succeed. Discussions with pupils reflect the fact that they enjoy much of the work they do, and parents confirm that their children are keen to get to school.
7. Pupils' behaviour is satisfactory overall, although the majority of pupils are still learning how to control their behaviour and are often impulsive and challenging. Behaviour at breaks and lunchtimes is usually settled and pupils are polite to visitors. Most are happy to chat about what they do at school and feel that the school has a positive influence on them in controlling their own behaviour. There is an extensive behaviour management system and the school rules are understood and accepted by pupils. This has contributed to pupils making satisfactory progress in their moral development. The school is beginning to analyse behaviour patterns. These records show an improvement in the behaviour of most pupils. The majority of parents who responded to the questionnaire are pleased with the expectations of good behaviour in the school.

Exclusions

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| Mixed – White and Black Caribbean |
| Mixed – White and Asian |
| Black or Black British – African |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 11 | 52 | |
| 1 | 1 | |
| 1 | 4 | |
| 1 | | |
| 8 | | |

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

8. In the past, the school has used exclusion extensively to manage serious incidents of unacceptable behaviour. However, since the arrival of the new head teacher, and the increasing effectiveness of the behaviour management system, the reliance on this sanction has been reduced. Instances of bullying do occur, but discussions with pupils and the school's own recording procedures indicate that any such behaviour is dealt with promptly and effectively by staff. The school has recognised the need to keep better records of when, why and for how long pupils are sent out or leave lessons.
9. Pupils have satisfactory opportunities to develop and practice their social skills. They enjoy taking responsibility, for example, as captain of the football team or for returning equipment after play. Pupils show through the School Council that they can use their initiative and the daily whole school assemblies. Cultural development is supported through the curriculum by art and music lessons. There are a few opportunities in assembly for pupils to reflect on aspects of their lives such as current affairs, and their behaviour, but these are limited. Religious education lessons have only recently been introduced into the timetable and the lack of any for formal planning prevents pupils from making progress in their spiritual development. The headteacher and other staff provide good role models and work hard to promote positive relationships.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|------|
| School data: | 6.7 |
| National data: | 11.2 |

| Unauthorised absence | |
|----------------------|-----|
| School data : | 6.1 |
| National data: | 7.7 |

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

10. Attendance and punctuality are **satisfactory**. Standards have been maintained since the last inspection. Most pupils enjoy school and attend regularly, and the level of attendance is better than that found in similar schools. Staff follow up unexplained absences and involve the educational welfare service when absence is a cause for concern. There are inconsistencies in marking the registers, for example, in the way in which teachers mark different types of absence. Not all teachers are calling a register in the afternoon sessions and this could lead to difficulties when accounting for pupils during an emergency evacuation. Pupils usually arrive at school on time and any lateness is usually due to delays in school transport.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are satisfactory. The curriculum is unsatisfactory and this together with poor accommodation has a negative impact on pupils' learning. Resources are unsatisfactory overall. The school provides satisfactory care and support for its pupils. There are good links with parents and links with the community are satisfactory.

Teaching and learning

Teaching and learning are **satisfactory**. The assessment of pupils' work is **unsatisfactory**.

Main strengths and weaknesses

- Recent improvements are having a positive effect on the quality of teaching.
- Lessons are planned well and are lively and interesting for the youngest pupils.
- Teachers are beginning to assess the progress pupils make but they do not use the information to ensure that the needs of individuals are met.
- Teachers are consistent in managing behaviour
- Teaching assistants are not always used effectively by teachers to support learning.

Commentary

Summary of teaching observed during the inspection in 13 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 0 | 5 | 7 | 1 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. There have been considerable disruptions to teaching over the last two years and it is only recently that there has been a permanent and settled teaching staff. This has had an impact on the quality of teaching and evidence shows that at times teaching has, in the past, been unsatisfactory. There are clear, recent improvements including ensuring that teachers follow national guidance in teaching the curriculum and developing their planning. There is now less of a reliance on worksheets and teachers are working hard to improve pupils' skills. The overall quality of teaching remains similar to the time of the last inspection.
12. The youngest pupils benefit from the best teaching. Evidence shows that these pupils have settled considerably since they started school and are now more willing to participate in lessons. This is because the teacher ensures that lessons are interesting. Resources are used well and where possible tasks are practical and hold pupils' interest. Support staff in these groups are clear about their role in supporting pupils and, as a result, play an effective part during lessons.
13. Teachers are committed to improving pupils' skills and this is particularly evident for the Year 5 class. These pupils have been used to working on worksheets for a long period of time and the new teacher is working hard to encourage pupils to think independently and develop their skills in recording their ideas. At this early stage, the teacher is facing a difficult time because of the negative attitude of the pupils to his expectations, however he is receiving appropriate support and is beginning to hold their interest.
14. The management of behaviour is satisfactory and has been the key to enabling pupils to start to learn. Teachers are generally consistent in the use of sanctions and rewards and use praise well to encourage pupils. This is most evident for the youngest pupils and also those in Year 5 where teachers make it clear why there has been a reduction in the number of points. This is not always the case for the oldest pupils and opportunities are missed to

remind pupils of the consequences of their behaviour, for example, what will happen if they leave a lesson. Pupils respond to the fact that they may lose their breaks and value the rewards provided through points.

15. Most teachers plan their lessons appropriately. They ensure there is time at the start to check pupils know what they are going to learn in the lesson and learning objectives are displayed on the board. Not all teachers though check what pupils have learnt at the end of lessons as this time is often used to discuss the points pupils have earned during the lesson. There is a clear understanding that pupils will work throughout the lesson and pupils are responding to these expectations.
16. Support assistants work well with pupils and help them improve their behaviour. However teachers do not make best use of them to support pupils' learning. Apart from in the youngest class teachers do not involve staff in planning or ensure that they have a clear role in the class. At times support staff give too much help to pupils and do not give them a chance to attempt to complete a task independently. In Year 6 for example staff scribe for those who, with encouragement, could record their own work. Support staff are effective in using their initiative and will go and help in another class if they feel they are needed.
17. Currently the school does not test pupils' understanding or skills when they are admitted to school and there is limited information about their achievement from their previous school. As a result, teachers do not have the information they need to be able to plan work that reflects pupils' abilities. There are though appropriate plans to introduce a suitable range of systems for assessing pupils' progress in the autumn term. Teachers do not check pupils' achievement against the National Curriculum criteria frequently enough to know if they are making progress. In addition the teacher assessment for the Standard Assessment Tests in 2003 indicate that the judgements made about the levels achieved by pupils are not always accurate.
18. The school has introduced a satisfactory system for marking pupils' work which indicates if the learning objective set for the lesson has been achieved and how much support the pupil has received to complete tasks. However, it is clear from pupils' work that although the learning objective has been identified as achieved, pupils have not gained the skills or understanding they need to be judged fully competent. Marking includes supportive comments for pupils, but it does not clearly tell them what they need to do to improve and so does not contribute as effectively as it could to promoting achievement. Pupils value teachers' comments, but opportunities to discuss comments with pupils are missed.

The curriculum

The curriculum is **unsatisfactory**. There are satisfactory opportunities to enrich the curriculum. Accommodation is **poor** and resources are **unsatisfactory**.

Main strengths and weaknesses

- The amount of time allocated for lessons is short and prevents pupils from learning all the subjects of the curriculum.
- Planning for personal, social and health education and citizenship is not effective.
- The school is committed to ensuring that pupils' have equal access and opportunities.
- Good use is made of local amenities to extend pupils' learning.
- Pupils are well supported in their preparation for going secondary school.
- The accommodation lacks suitable facilities and does not meet the needs of the pupils.
- Resources are inadequate and prevent teachers from covering all aspects of the curriculum.

Commentary

19. The length of the school day is short and pupils are receiving no more than 18 hours teaching time during the week. This is considerably less than the recommended amount of time for pupils of this age range. The school is aware of this and is appropriately planning to extend the school day once relevant consultations have taken place. This lack of time, though, is having a huge impact on what can be taught. The school is doing the best it can, but not all subjects are taught in all classes and there is no secure system for ensuring that pupils are able to study all subjects in enough depth over the school year. As a result, pupils do not get sufficient experiences in humanities, citizenship, religious education and design and technology. There is no system for ensuring that pupils of the same age in other areas of the school follow the same curriculum and the school recognises that this needs to be addressed.
20. Planning for PSHE and citizenship has been established but there is no clear programme to ensure that pupils' develop skills in these aspects in a systematic way. The sessions, at the start and end of the day, vary in quality and are not used effectively to support all the positive work that is being done through the school's behaviour management systems. Where specific PSHE lessons take place, pupils make, at least, satisfactory progress.
21. Since most pupils travel home by organised transport, activities outside the school day are limited. The school, though, makes good use of local amenities for educational visits and as rewards for good behaviour. Pupils gain both socially and academically from these trips. The established links with a potter and a local football club enable pupils to learn new skills, but there are few opportunities for pupils to experience the diversity of cultures represented in the locality.
22. Arrangements for the transfer of pupils to secondary education are good and the school works closely with the educational welfare officer to help parents and pupils make choices about the next stage of their education. Pupils have good opportunities to visit their new school and staff attend with them to provide support.
23. The accommodation is bright and airy and provides three large teaching areas, but it does not meet the special needs of the pupils. There are no small rooms or areas for working with pupils on an individual basis. If a pupil leaves a class there is nowhere for them to go and talk to staff other than the corridor. There is a time-out room, but it has been severely vandalised by pupils and, at present, has no electricity. It is an inappropriate room and some pupils find it a distressing environment. There are insufficient staff toilets and the staffroom is too small for the number of staff. The outside accommodation is good and the headteacher has ensured that it is a safe environment for pupils. There are no specialist teaching areas for art or design technology nor is there any space for a dedicated reading area for pupils. These weaknesses have been recognised and the school, with the support of the LEA, is planning to extend the accommodation.
24. The number of support staff is good and enables the school to work with pupils in and out of the classroom. Resources are inadequate and the majority of subjects do not have sufficient materials including books and artifacts to support pupils' learning. There are insufficient tools for design and technology and few computers and laptops are in working order.

Care, guidance and support

The provision of support, advice and guidance of pupils is **satisfactory**.

Main strengths and weaknesses

- The school works hard to ensure that pupils can learn in a safe environment.
- Pupils are confident that they can always talk to someone if they have a problem.

- There are comprehensive arrangements to help new pupils settle into school.

Commentary

25. Procedures to ensure pupils' welfare, health and safety are satisfactory. Statutory requirements for health and safety are met. The head teacher has made certain that the school premises, both indoors and out, are secure and safe. Pupils are properly supervised at lunch and playtimes and say that they feel confident in approaching a member of staff if they have problems. A record of frequency, type and location of incidents is maintained appropriately. Procedures for child protection are set out in the staff handbook and are known by all staff and meet with the Area Child Protection Committee's recommendations. There is effective monitoring of pupils on the child protection register.
26. The school is appropriately committed to meeting the needs of individual pupils and this is reflected in the support provided to improve their behaviour. There is, though, little consideration shown of the different abilities of pupils in the work provided and the academic needs outlined in pupils' statements are not always sufficiently well addressed. Pupils have both an individual education plan (IEPs) and a behaviour support plan. Within these pupils' personal development is tracked effectively and relevant targets are set for improvement. However, there is not the same focus on pupils' progress in subject areas. Most IEPs have a target that refers to developing literacy skills but this is not consistent. These targets are not assessed regularly or accurately enough and pupils are not given sufficient advice on how to achieve more in lessons.
27. There is a comprehensive behaviour system in place and pupils are actively involved in setting their individual targets. The rate of exclusions is falling and this demonstrates a measure of the school's success in this area. The involvement of pupils in the school's work and development is satisfactory. There is a school council and pupils understand their role of representing the opinions of others. There are flexible, supportive and effective arrangements for the induction of new pupils. Parents are involved in the process and pupils are supported by staff when they visit the school. Where a pupil has concerns the school will make additional arrangements to help ensure the move to secondary school goes smoothly.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Day-to day communication with parents is good.
- The school seeks to involve parents in the work of the school.
- Pupils' annual reports do not always contain enough information about how pupils are progressing.
- There are limited opportunities for pupils to be included in mainstream activities.
- The school provides pupils with good support as they prepare to transfer to secondary school.

Commentary

28. The school is successful in its aim to reach out to parents. Parents value the effective communication through the home-school link books where both parents and staff make helpful comments about pupils' achievements and difficulties. Families of new pupils are made to feel welcome in school and the headteacher spends time with them both in school and through home visits to ensure that any anxieties are fully discussed. Staff also make frequent telephone calls to parents to celebrate successes as well as to discuss concerns. The prospectus, governors' annual report to parents and newsletters provide parents with appropriate information about school life. The pupils' annual reports form part of the annual

review and, overall, are satisfactory. Evidence shows that in the past there has not always been a separate section about pupils' progress in religious education. Termly consultations and coffee mornings offer parents good informal and formal opportunities to talk with staff about how their children are getting on.

29. Because parents feel welcome in school, they want to work with staff and when the need arises, parents come into school to directly support their children in lessons. Most parents attend annual reviews and consultations and some help with coffee mornings. The school is keen to take parents' views into consideration and has successfully involved parents in revising the school's aims and teaching and learning policy. As a result of their interest, two parents have recently volunteered to become governors.
30. Since the last inspection, the school has maintained its good links with parents, but links with schools and the community are not as good as they were. The school's satisfactory partnership with the community enriches the curriculum and has a positive impact on pupils' personal and social development. Visitors, such as the school nurse, share their professional expertise with the pupils. In addition pupils make beneficial visits, for example, to a local wood as part of their art studies. There are, though, few opportunities for pupils to learn about other world faiths through visits and visitors.
31. The school has established satisfactory links with other local schools, and a few pupils have benefited from attending specific lessons in mainstream schools. Despite the fact that pupils sometimes use mainstream facilities, such as a computer suite, and take part in sporting events, overall there are too few opportunities for them to work alongside their mainstream peers.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. Governance is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher has had an impact on improving a number of aspects of the school.
- The clear vision and high aspirations of the headteacher are not reflected in the school's development planning.
- The headteacher provides satisfactory leadership of the overall curriculum but the management of individual subjects is unsatisfactory.
- There are suitable systems for monitoring staff performance and identifying training needs.
- Governors are supportive and keen to help the school but are not yet fulfilling their role effectively.
- Approaches to financial management are unsatisfactory but the day to day management of the budget is satisfactory.

Commentary

32. The new headteacher has established a committed team of teachers and has effectively inspired and motivated staff to improve what the school offers its pupils. In the short space of time he has been in post, the headteacher has addressed a number of health and safety issues and clarified issues regarding the admission of pupils. Improvements to the behaviour systems have had a clear impact on improving pupils' behaviour and attitudes to learning. Leadership and management are not as good as at the time of the last inspection because the school has been through a period of significant disruption, and the headteacher has only been in post for two terms.
33. The headteacher has a clear vision and high aspirations for the school which have been successfully shared with staff. However, the current improvement plan is for this academic

year and there is no detailed longer term plan to ensure that the vision and aspirations of the headteacher and staff can be translated into a better quality education for pupils and improved standards.

34. Overall management of the school is satisfactory. The headteacher, because he is inclusive and supportive in his style of management, has been effective in creating a staff team who are keen to develop the school. There are appropriate plans for the delegation of management responsibilities in the autumn term. At present, though, the headteacher has taken on responsibility for most aspects of the school and this has been an impossible task. He has led the curriculum appropriately and has a clear understanding of what needs to be done to improve the learning opportunities provided for pupils. Through his leadership he has ensured that there is better planning of the curriculum and a more consistent approach to teaching. However leadership and management of the curriculum by teachers is unsatisfactory. They are not sufficiently aware of how their subjects are being planned or taught or of the standards of achievement in other classes.
35. The headteacher has a satisfactory understanding of the strengths and areas for development in teaching because there are suitable systems for monitoring staff performance and identifying training needs. This enables the school to plan how it will address areas for improvement. Staff, new to the school, are well supported in their development of their understanding of pupils' special needs and their skills in addressing them.
36. The headteacher is implementing appropriate systems to provide teachers and governors with information about all aspects of the school's work and life but the way in which this information is evaluated is not giving a true indication of how the school is doing. For example, the school's own evaluation is not an accurate reflection on the strengths and weaknesses of what it provides.
37. Governance of the school is unsatisfactory. Governors are aware of the strengths and weaknesses of the school because they have been well informed by the headteacher. They are a strong group, with a lot of expertise and have already asked for extra information from the headteacher about areas that are not clear. They are aware though that they do not have systems to gather information for themselves, and are not yet able to challenge the school sufficiently.
38. The day to day financial management of the school is satisfactory, but budget decisions have not always given sufficient thought in terms of the school's current and future needs. The school has looked appropriately at the problems it faces such as the recruitment and retention of staff. It has offered suitable incentives to teachers and this has ensured that the teaching team remains consistent. This and the appointment of additional support staff has led to a deficit budget, which is unsatisfactory and not sustainable over the longer term. This will, unless addressed, lead to financial difficulties for the school in the future. Without a school improvement plan which is costed over the longer term the school is unclear what financial commitments it has. The principles of best value are appropriately applied to purchases, but are not sufficiently central to an evaluation of the school's effectiveness.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|--------|-------------------------------------|--------|
| Total income | 381789 | Balance from previous year | 5500 |
| Total expenditure | 409694 | Balance carried forward to the next | -22400 |
| Expenditure per pupil | 17070 | | |

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2

ENGLISH

Inspectors saw three lessons in English as well as looking at pupils' work, teachers' planning and holding discussions with staff and pupils.

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There is a good focus on encouraging pupils to contribute to discussions and listen to each other.
- There are no effective systems for developing pupils' reading skills and as a result pupils make unsatisfactory progress in their reading.
- Teachers are encouraging pupils to record their ideas.
- Lesson planning has improved, but does not ensure that the needs of individual pupils are met.
- Teachers' marking of work is detailed and often provides information on the progress pupils are making but this is not the case in all classes.
- The subject co-ordinator is aware of what improvements are needed, but, as yet, has not taken on full responsibility for managing the subject.
- Opportunities for pupils to develop their literacy skills in other subjects are unsatisfactory.

Commentary

39. Pupils make satisfactory progress overall. This represents satisfactory progress since the last inspection. Standards in writing have improved, as have those in speaking and listening, but standards have deteriorated in reading. In all subjects teachers are keen to get pupils involved in discussions and this supports their learning well. Pupils want to contribute and to demonstrate what they have learnt. For example, in an English lesson for Years 3 and 4 pupils, pupils listened well to the teacher's questions and then were eager to offer their answers about the characters from the books they had read. Throughout the school most pupils listen well and show respect for staff and each other. Pupils in Year 5 are struggling because of the expectations from the new teacher that they will contribute more, which in the past has not been the case. As a result, they do not always respond well and are not at present making the progress they should. They do work in pairs, and, with support, discuss their ideas, for example, for producing a leaflet.
40. The school recognises that there are insufficient resources and facilities for developing pupils' reading skills. This is particularly the case for those pupils who start school with limited reading ability. There are still a small number of pupils who cannot read. They are given support to complete tasks during lessons, but the lack of any structured programme means they are not making the progress they should. There is not an area for pupils to read or select books which means that pupils are not encouraged to develop an interest or enjoyment of reading.
41. Pupils' skills in writing are satisfactory overall. In the past pupils, particularly in the Year 5 class, have been given extensive numbers of worksheets to complete rather than develop their skills in writing. At present, they are finding it difficult to record their ideas and there is limited evidence of the work they have done. There are now though, higher expectations that pupils will write independently and this is having a positive effect on developing pupils' skills. Higher attaining pupils write long stories. They use punctuation effectively and show an understanding of the use of paragraphs. Pupils in Years 3 and 4 can, with support, write instructions for designing a Roman standard whilst the oldest pupils, by the time they leave school have an understanding of the structure of story writing and can organise a list of events into a story. At times, staff are too keen to scribe for pupils. Although this is

appropriate in a very small number of cases, opportunities are missed, particularly in the class for the oldest pupils, to encourage pupils to be more independent and ensure that they are challenged to do more. Pupils are encouraged to develop their handwriting skills, but this is often based on completing worksheets and pupils do not then use these skills in their work.

42. Teaching is satisfactory overall. The establishment of a permanent staff team has enabled the school to consider what it provides and as a result, planning is better in terms of what pupils will learn. Most teachers have a clear plan for what they want pupils to learn in the lesson. This is particularly successful for the pupils in the youngest class where support staff are also used well and know what they should be doing. Assessment is at an early stage of development and teachers are not yet planning to meet the needs of individual pupils. There is evidence, for example, that the oldest pupils are occasionally set different work but this is not consistent. A whole school approach to marking has been introduced and is very detailed for the oldest pupils. Opportunities are missed to talk through the comments that are made with the pupils and to give them an idea of how they can improve. Teachers use aspects of the literacy strategy appropriately, and ensure that pupils are aware of what they will learn. Learning objectives are written on the board, although at times these are too long and complicated for pupils to understand what is expected. Time at the end of lessons is used to go over behaviour objectives but opportunities are missed for discussion about what pupils have learnt during the lesson.
43. Leadership of the subject is satisfactory but management is unsatisfactory. The new co-ordinator is fully aware of the strengths and weaknesses of the subject and is clear about what needs to be done. She provides a good role model for other staff and there have been appropriate opportunities for new staff to team teach with her. There is no monitoring of teaching and the co-ordinator has not taken on her new duties formally.

Language and literacy across the curriculum

44. The development of language and literacy in other subjects is unsatisfactory. There is an over-reliance on worksheets in other subjects which restricts the amount pupils can write. Speaking and listening are well promoted but there are limited opportunities for pupils to develop their skills in reading. Teachers do not use key words or provide sufficient visual clues to new vocabulary that would help pupils learn more effectively. Teachers' planning does not include reference to developing literacy and there is no whole school approach to improving pupils' skills.

MATHEMATICS

Inspectors saw three lessons in mathematics as well as looking at pupils' work, teachers' planning and holding discussions with staff and pupils.

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The implementation of the National Numeracy Strategy is satisfactory and ensures that pupils make satisfactory progress.
- Pupils in years 3 and 4 benefit from good teaching and high expectations.
- Teachers do not have adequate systems to check pupils' achievement and pupils are not sufficiently well challenged.
- The quality of teachers' planning across the three classes is inconsistent.
- The co-ordinator is aware of the areas for improvement, but the management of the subject and resources are unsatisfactory.

Commentary

45. Pupils' achievement and the progress they make are satisfactory. The implementation of the National Numeracy Strategy has ensured that teachers work systematically in developing pupils' skills. Pupils make good progress in developing their basic skills in adding and subtracting. Year 3 pupils show an understanding of fractions and can add two digit numbers. By the time they reach Year 6 pupils multiply and divide with confidence in 10,100 and 1000 and successfully complete work recognizing different angles such as obtuse and right angle. Samples of pupils' work and lesson observations indicate that pupils' achievements are less secure in their understanding and use of division, standard measure and telling the time. This is because teachers do not provide as many learning opportunities in these areas. Pupils do not have well developed investigative skills and they are not always able to recall and apply past learning effectively in new situations. The main reason for this is that too much of their learning has been based on the completion of worksheets, with a significant amount of adult support.
46. There are high expectations of what pupils in the Year 3 and 4 class can achieve. Planning is good and this ensures resources are well organised. Questioning is used well to check pupils' understanding. For example, in developing an understanding of the value of coins pupils are asked "Can we exchange these for a smaller number?" Praise is used well to give pupils confidence to try to do more difficult calculations.
47. Teachers appropriately use the learning objectives from the National Strategy as the focus for their lessons. However, teachers' planning is inconsistent, and this prevents pupils from making better progress over time. Although satisfactory, teaching is less effective for older pupils because expectations are lower and work is not matched to pupils' abilities. For pupils in Year 5, there is good attention to the numeracy strategy and lessons start with mental arithmetic such as multiplying by 10. As pupils are still coming to terms with the new teacher's expectations of the work they have to do, lessons are often disrupted but the teacher's quiet, calm approach ensures that pupils make appropriate progress. Teachers identify appropriate learning objectives for the classes but they do not adapt these into language that pupils can understand or adapt them to reflect individual abilities. Learning objectives are frequently identified, through marking, as having been achieved but there is no system for checking whether pupils fully understand what they have been taught, and are able to recall the information over time.
48. Currently, the school is unable to clearly demonstrate pupils' progress overtime because teachers do not check pupils' level of ability when they are admitted to the school. The marking system introduced recently is beginning to address the identification of pupils' achievement in lessons. It is used consistently,, but the quality of what is recorded is not currently enabling teachers to judge if a pupil has achieved what they planned for them to learn and it does not yet provide a reliable source of information about pupils' progress over a number of lessons or a longer period of time. The school has plans to introduce a more rigorous system in the autumn term.
49. Leadership of the subject is satisfactory. The co-ordinator is aware of the weaknesses within the subject and what needs to be done to improve provision. Management of the subject is unsatisfactory because there are no systems for supporting teachers or checking what has been taught. Resources are unsatisfactory and the range of computer software available for pupils is also unsatisfactory.

Mathematics across the curriculum

50. There are not enough opportunities for pupils to practice their numeracy skills in other subjects of the curriculum. Subject plans do not provide enough guidance for teachers to help them identify where there are opportunities for pupils to use their skills. Subjects such as design and technology are not being used effectively as a vehicle for teaching pupils

numeracy skills in a more practical and relevant way. Currently, the opportunities provided for pupils to apply their understanding are reliant on individual teachers.

SCIENCE

Due to timetabling arrangements, no complete lessons in science were observed. Inspectors looked at pupils' work and held discussions with staff and pupils about their work.

It is not possible to make an overall judgement on provision. However, evidence from pupils' work, and discussions with staff have enabled the following judgements to be made:-

Main strengths and weaknesses

- Pupils' achievements are too low and have not improved since the last inspection.
- There are insufficient resources to deliver all aspects of the subject in a practical way.
- Marking does not always indicate how pupils can improve their work.
- Procedures to assess and record pupils' achievement are inconsistent.
- Planning for the curriculum is appropriate.

Commentary

51. The quality of science has deteriorated since the last inspection, when all pupils made at least satisfactory progress. Evidence from pupils' work shows that pupils throughout the school are not making enough progress. The standards achieved by pupils are unsatisfactory. There is little evidence of new knowledge being consolidated, and the work produced by a number of the older pupils shows a marked deterioration in care or interest in presentation. However, there is a good emphasis placed upon practical and investigative activities; for example, pupils in years 3 and 4 investigate how materials can be changed by heating and cooling. Resources, although adequate, do not ensure that a full range of activities can be undertaken.
52. Assessment of pupils' progress in the subject is unsatisfactory. It is not being used to inform planning or to effectively track pupils' progress as they move through the school. Not all work is marked or dated and, when work is marked, it does not regularly indicate how pupils can improve and achieve more. There is no reference in planning to what pupils already know or how their individual needs will be met through the work they are asked to complete. Although work set often indicates learning objectives for individual lessons, these are not adapted sufficiently to be appropriate to the needs of all pupils.
53. The subject co-ordinator has ensured that there is planning for what each year group should cover based on the national documents and resources have been developed to ensure that most aspects of the curriculum can be taught. However, management of the subject is unsatisfactory. There is limited recording and monitoring of what work is being taught and no effective systems to ensure that pupils learn and develop their skills in a consistent way. The use of ICT to add interest to lessons, for scientific enquiry and for data logging, is underdeveloped.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

One ICT lesson was seen and pupils' work was scrutinised. The use of ICT in the teaching of other subjects was also considered.

Provision for information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- There are currently no systems in place to assess and evaluate pupils' progress or the development of their skills.
- Resources are unsatisfactory and as a result pupils cannot make satisfactory progress.
- The co-ordinator has had insufficient time to initiate improvements.

Commentary

54. The provision for ICT has deteriorated since the previous inspection when progress and resources were judged to be good; these are now unsatisfactory. Records of what pupils know, understand and can do are unsatisfactory and are insufficient to be useful for planning or to track progress. There is no reference in records to National Curriculum levels of attainment which would provide an indication of the standards pupils are reaching.
55. Pupils in Years 3 and 4 carry out simple editing of text and do simple word processing tasks, whilst Pupils in Year 5 use the internet to access information and insert images and text into a word processing programme. By Year 6, pupils are able to improve their work by using images from a digital camera. However, unsatisfactory resources mean that pupils cannot make satisfactory progress and do not reach an appropriate standard by the time they leave the school.
56. The new co-ordinator has only been in post three weeks and is developing plans for the use of ICT throughout the school. There is currently no effective monitoring of the subject and the school has not addressed the issue outlined in the last inspection, namely to develop and consolidate schemes of work. Planning is unsatisfactory, although there are improved plans for what will be taught for the next term.

Information and communication technology across the curriculum

57. The use of ICT in the teaching of other subjects is unsatisfactory, as it is used insufficiently to support them. It is not planned for consistently and pupils do not have enough opportunities to practice their ICT skills. ICT is used occasionally for improving the presentation of written work, for example through word processing in English. In science, Year 5 pupils use ICT for example to record the number of mini beasts and search the internet for information.

HUMANITIES

History and geography.

Insufficient evidence was gathered to make an overall judgement on the provision for geography and history. Inspectors observed one geography lesson. A limited amount of pupils' work was sampled for both subjects.

58. A scrutiny of pupils' work shows that pupils are taught about various aspects of these subjects but that this is not consistent and there is no clear overall planning of the curriculum for humanities. In history, pupils in Years 5 and 6 have learnt about World War 2 and Britain since the 1930's. They have also considered what life was like in Victorian times and the clothing worn by the Vikings. The youngest pupils have studied the invasion of Britain by the Romans and life in Roman times. Discussions with pupils show that they enjoy these lessons, and practical tasks, such as making a Roman shield clearly have a positive impact on their learning.
59. There is less evidence for geography. Pupils have through topic work developed an understanding of different habitats whilst older pupils have considered land use and the environment. Pupils show an awareness of environmental issues and can identify the impact of modernisation on the land and world around them. The subject co-ordinator has not yet developed the role to ensure there is a more cohesive approach to planning and the monitoring of the curriculum.

Religious education

Inspectors observed one lesson. A very limited amount of pupils' work was available to sample.

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are beginning to develop a better understanding of different religions and faiths.
- There is an appropriate focus on encouraging pupils to discuss and question.
- Leadership is not effective in ensuring that the curriculum is sufficiently well developed.

Commentary

60. The subject has only recently been introduced to the timetable. There is very limited evidence of what pupils have learnt and the locally agreed syllabus has only just been adopted. There has been a deterioration in standards since the last inspection.
61. Pupils' progress is unsatisfactory. There is evidence that they are now developing a better understanding of the subject because it is now being taught on a regular basis in most classes. Pupils have looked at different religions, including Hinduism and Islam, and they show an understanding of Christian celebrations including Shrove Tuesday and the symbolism of the Easter egg.
62. Teaching is satisfactory overall. There has been an over reliance on worksheets in the past , but current teaching is better focused on developing pupils' ideas and thinking. This is very evident in a display of work in the Year 5 class. Pupils have considered what God would look like and have considered aspects, such as the fact that God could have been a woman. In the lesson observed, the youngest pupils gained a good understanding of the different Hindu gods. The teacher placed a great deal of stress on the need to respect the artifacts and pupils treated them with care. By the end of the lesson pupils had a good understanding of the fact that, as part of religious beliefs, there are several gods and they were able to name the gods for whom they would like to find more information during the next lesson.
63. Leadership and management are unsatisfactory. The curriculum is at the very early stages of development and as yet there is not a clear overview in ensuring that pupils' skills will be developed as they get older. Resources are not adequate to support teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Insufficient evidence was gathered to make an overall judgement on provision for art and design. Inspectors saw one lesson in art as well as looking at pupils' work, teachers' planning and discussions with staff and pupils.

64. Teachers ensure that the focus for lessons and activities are appropriate. Pupils have a range of experiences, and wall displays show that pupils have had suitable opportunities to study, and to paint in the style of artists such as Picasso and Paul Klee. Sketch books are used appropriately to help pupils develop their ideas and there is evidence of them working with media such as clay and fabric. However, pupils' achievements are unsatisfactory overall because they do not have sufficient opportunities to develop their understanding and skills in using different media and techniques. This is a deterioration since the last inspection.
65. There is no overall plan of what pupils will learn during their time at the school and this means that they do not build on their skills as they move up through the school. Evidence

shows that, at times, staff provide considerable adult input which reduces pupils' opportunities to be creative and produce their own work. The accommodation is unsuitable for teaching the subject, and pupils' work is limited to activities which can be undertaken in the classroom. There is little space to store work in progress, or to display finished pieces. Resources are adequate, but uninspiring.

Music

Inspectors saw one lesson in music as well as holding discussions with staff and pupils.

The quality of provision in music is **satisfactory**.

Main strengths and weaknesses

- The teacher has high expectations of what pupils will learn.
- Pupils are provided with a suitable range of learning experiences.
- Good use of subject knowledge ensures that the subject is managed appropriately.

Commentary

66. Pupils make satisfactory progress overall. This is an improvement since the previous inspection when standards were judged to be unsatisfactory. Pupils show an understanding of the role of lyrics and know that music has different rhythms because they have studied music from various cultures including Scotland and the Caribbean. Work in their files reflects a good range of subjects and they know about music from different eras such as 'Rock and Roll' and an understanding of musical terms such as pentatonic melodies.
67. The teacher's secure subject knowledge and high expectation of pupils' behaviour and participation enables pupils to successfully complete practical and written work. Pupils play un-tuned musical instruments confidently, and sing in tune. Lessons are based on the Qualifications and Curriculum Authorities units of work and this ensures that pupils are provided with a suitable range of learning experiences,
68. The teacher uses her knowledge of the subject appropriately to plan what pupils will learn over time. Resources are adequate and enable pupils to have an adequate range of experiences.

DESIGN and TECHNOLOGY

Insufficient work was seen to form judgements about design and technology.

69. Teachers appropriately plan their lessons based on national guidance. However, assessment of pupils' learning and progress in the subject is not fully in place. There is evidence in pupils' books of the whole process of designing, creating and evaluating the use of the finished product and that they show an understanding of the process. For example, when making a photograph frame pupils work from plans and are aware of which tools and techniques they will need to complete their designs. Pupils cut and shape materials with some accuracy and are able to explain why they have chosen specific materials. The accommodation for the subject is unsatisfactory and resources are inadequate.

PHYSICAL EDUCATION

Insufficient work was seen to form judgements about physical education.

70. All pupils have opportunities to join in with a range of physical activities. These include football, swimming, basketball and hockey. There are sports clubs for pupils to join, as well as teams that play competitive games against other schools. Teachers base their planning

on national guidance, but due to the lack of suitable accommodation, pupils do not have the opportunity to participate in gym or dance lessons. Pupils appreciate the opportunities they have for physical education and are usually keen and eager participants. The school is currently building links with the local sports partnership to widen the range of activities on offer. Out-of-hours clubs make a satisfactory contribution to pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Inspectors observed one lesson. A limited amount of pupils' work was available to sample.

The quality of provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- There is appropriate planning for what pupil will learn throughout their time in the school.
- The effectiveness of the fifteen minute each day sessions is too dependent on the skills of individual teachers.
- In the class for the youngest pupils the subject is taught well.
- The subject is in the process of being developed, but management is unsatisfactory.

Commentary

71. Overall pupils make satisfactory progress in their personal development. This is because of the amount of informal support they receive from staff during the day, and the elements of this subject which are used to promote better behaviour and social skills are generally taught satisfactorily. There is planning over a three year cycle for what teachers should teach but there is no way of checking when and how this is being taught.
72. There are three, fifteen minute sessions, which are identified on timetables as personal, social, health and moral education but the planning for these sessions is very variable. Currently there is no consistent approach to the use of this time and the effectiveness of sessions is too dependent on the skills of individual teachers. Where there is a focus on developing pupils' skills, for example in discussing their behaviour and how they could manage this better, pupils clearly gain from the session. However, in others the time is used to talk about the day or support reading and does not develop pupils' skills appropriately.
73. In two of the three classes no additional time was allocated to this subject on the timetable. It is clear, though that teachers do teach PSHE, but not in a consistent way. This prevents pupils from making better progress. There have, for example, been discussions in Year 6 about feelings and their move to secondary school. The best teaching is for the youngest pupils. They are provided with good opportunities to learn about topics such as 'feelings', 'right and wrong' and 'bullying'. In the lesson observed pupils were clearly able to identify feelings associated with being bullied, and the teacher provided good opportunities for pupils to practice their speaking and listening skills through a well managed discussion.
74. Leadership of the subject is satisfactory. Plans are in place for what should be taught and there is awareness of how the subject needs to be developed. The management of the subject is unsatisfactory because of the lack of monitoring and support for staff in guiding what they should teach. This has resulted in a fragmented approach to the subject and opportunities are missed to build upon the good work in developing pupils' skills in managing their behaviour.

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 | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 4 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 5 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 5 |
| Pupils' care, welfare, health and safety | 4 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 4 |
| 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 | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 5 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 5 |
| The effectiveness of management | 4 |

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

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