

INSPECTION REPORT

WESTBURY SCHOOL

Nottingham

LEA area: City of Nottingham

Unique reference number: 122966

Headteacher: Mr. John Dyson

Lead inspector: Charles Hackett

Dates of inspection: 1st - 3rd March 2004

Inspection number: 259030

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:	11 to 16 years
Gender of pupils:	Mixed
Number on roll:	23

School address:	Chingford Road Bilborough Nottingham
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Postcode:	NG8 3BT
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Telephone number:	0115 9155858
Fax number:	0115 9155857

Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Philip Spencer

Date of previous inspection:	11 th May 1998
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CHARACTERISTICS OF THE SCHOOL

Westbury is a school for up to 26 secondary aged boys and girls with emotional and behavioural difficulties. Currently there are 23 boys and no girls on roll. Pupils' attainment on entry is below and often well below average. All pupils have a statement of special educational need. The school population represents a mix of different ethnic backgrounds and the majority of pupils come from areas of social and economic deprivation. No pupils have English as an additional language.

The school has received a number of external awards recently and these include a local achievement award in 2002 and the School Achievement Award in 2003. There has been a recent review of special educational needs provision in Nottingham and it has been decided to expand the school. Up to 32 pupils will be admitted during the next academic year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21081	Charles Hackett	Lead inspector	Information and Communication technology, religious education, physical education, geography, modern foreign language
11575	Catherine Fish	Lay inspector	
19785	John Ashley	Team inspector	Mathematics, art, history, music, design and technology
10916	Kewal Goel	Team inspector	English, science, personal, social and health education, citizenship

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Westbury is a **good** school with very good features. Teaching is effective and enables pupils to make good progress in their learning. Most pupils make very good improvements in their attitudes and behaviour. The overall quality of leadership and management of the school is good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- The headteacher provides a sense of purpose to the school's work and ensures that a very good emphasis is placed on giving pupils the chance to achieve well.
- Pupils' achievements in mathematics, science and physical education are very good. They also achieve good GCSE passes in art and design and technology.
- In a few lessons work set for pupils does not extend the more able pupils nor support those with learning difficulties.
- Senior staff provide very effective support which enables the school day to run smoothly, and pupils to be able to succeed with their learning in the classroom.
- The school works very effectively with parents and this supports pupils' learning well.
- High quality support from staff enables pupils to become more confident; their overall personal development is very good.
- Governors are very supportive but have not ensured that the school's policies are up to date and that all statutory requirements are met.

Improvement since the previous report has been very good. Standards of pupils' achievements are now higher and there is a much greater emphasis on pupils' learning in lessons. Their attitudes and behaviour have improved considerably and the leadership and governance of the school now has a far more positive influence on how effective the quality of education is in the school.

Standards achieved

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

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

Pupils' achievements are **good**. Pupils' achievements compare very favourably with those of pupils in similar schools, although it is difficult to make direct comparisons because of the small numbers of pupils involved. In mathematics, science and physical education achievements are very good. They are good in English, religious education and art. Achievements in ICT are satisfactory and a good start has been made to develop this subject further. Personal, health and social education and citizenship have recently been given greater prominence on the school timetable and pupils are now making good progress in these areas.

Pupils' personal development including their spiritual, moral and social and cultural development is good. Their attitudes and their behaviour have improved significantly and are now very good. Their attendance has also improved but, because of the poor attendance of a very small number of pupils, overall attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is **good** and as a result pupils, often for the first time in their lives, are able to achieve. The overall quality of teaching and learning is **good**. Teachers have worked very hard to

develop their skills and knowledge to offer a wide range of subjects. They have high expectations for pupils to achieve and work hard in lessons. On a few occasions, though, work in individual lessons is insufficient to challenge the more able pupils or provide the additional support that pupils with literacy difficulties require. In addition, particularly in subjects where the teacher is not a subject specialist, there is an over-reliance on using worksheets and teachers could make lessons more interesting by using a wider range of teaching methods.

The curriculum is good; a very significant achievement in such a small school. The opportunities for pupils to experience activities outside of the normal teaching day are very good. These include very positive residential experiences as well as organised activities during breaks and lunchtimes. The quality of care and support for pupils are very good and contribute greatly to the positive atmosphere in the school. The links with parents and with other schools are very good. Links with the local community are good but limited by local community differences.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The head teacher's vision and ambition for the school is a key factor in how the school has improved. Together with the deputy he provides an important presence in maintaining and establishing the good order of each teaching day. Subject leaders have worked hard to establish plans for what will be taught in their subjects but rarely have the chance to monitor the teaching of their colleagues. Governance of the school is good. The governors are very supportive and work hard to ensure that it provides best value. However, they need to formalise their involvement by approving school policies and ensuring that all of their statutory responsibilities are met.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school. They feel the school has worked very hard to support their children and enable them to achieve.

Pupils are equally positive about the school. Many comment that there is nothing they would like to see changed. They like a range of subjects, particularly the practical ones.

IMPROVEMENTS NEEDED

To improve the quality of education further the school should:

- Give subject leaders time to check and support teaching and pupils' learning in their subjects when taught by their colleagues.
- Develop a wider range of teaching methods that will;
 - Always seek to challenge the more able pupils and meet the needs of those with literacy difficulties.
 - Reduce the use of worksheets.
- Governors should ensure that they regularly review, approve and sign all school policies.

In order to meet statutory requirements;

- Governors should ensure that the school brochure and their annual report to parents contain all legally required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievements of pupils are **good**. For many, this represents very good progress since joining Westbury.

Main strengths and weaknesses

- The rate of progress of those pupils who take GCSEs is very good.
- Pupils' achievements in physical education and art are very good and compare very well with mainstream education.
- Pupils' achievements in mathematics and science are very good; in English, religious education and personal, social and health education (including citizenship) overall achievements are good.
- Targets set for pupils' achievements show the school is ambitious for pupils to achieve well.
- Pupils achieved well in their work experience placements, many being able to benefit from these for further employment or training.

Commentary

1. Pupils' achievements in GCSE are above the average for similar type schools. There will be variations each year because of the small numbers in Year 11 and last year, of the three Year 11 pupils, only one was in school and able to take GCSE's. His successes were in physical education, design and technology and art. In the previous year all six Year 11 pupils gained at least one GCSE. Successes were again achieved in physical education, art, and design technology, as well as in mathematics and science. These successes included two grade Cs in science and grade Ds in design and technology and physical education. These represent very good progress for pupils who previously were experiencing serious difficulties in achieving academic success. Similarly, for the few pupils who take Standard assessment tests (SATs) at the end of Year 9, the increase in the levels they achieve represents very good progress.
2. Pupils' achievements are very good in physical education. This is a reflection of the very good teaching provided by staff. As an example of their progress, senior pupils are able to successfully integrate with members of the public at a local fitness centre. Achievements in art are also very good and the grades in the GCSE's reflect these high achievements. Work covers a range of media; pupils are developing their skills in three-dimensional work and have produced high quality still life paintings. Work in design technology is well linked to the skills pupils will need in the construction industry.
3. Pupils' very good achievements in other subjects are a reflection of the hard work of staff to design suitable programmes and pupils' positive response to lessons. Their reading and speaking and listening skills are improving very well because teaching in all subjects has a clear focus on these areas but progress in their writing skills is limited by the overuse of worksheets.
4. The school's very high ambition for pupils' success is reflected in the targets set for each year group. These are well set out in a clear document with shows prediction for achievements in SATs and GCSE. This work and the predictions are monitored through the assessments undertaken at the end of each module and pupils' progress is tracked well. The headteacher places great emphasis on achievement and this is evident in the 'Best value' information that shows that for many pupils their rates of progress puts them above the national average.
5. There is clear evidence that much is gained through work experience placements. Pupils are able to transfer the gains they have made in school to the work setting and give themselves opportunities to secure employment and further training. An example of this is a Year 11 boy on

placement at a local pool now being supported by his employers to undertake further training.

6. The overall achievement of all pupils, regardless of their ethnic background or any additional special educational needs they may have, is similar and this reflects the quality of equal opportunity and inclusion that permeates the work of the school.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, social, moral and cultural developments are **good**. Pupils' attitudes and behaviour are **very good** and a strength of the school. Attendance is **satisfactory**.

Main strengths and weaknesses:

- The ethos in the school supports pupils' personal development very well.
- Pupils' relationships with most other pupils and staff are good.
- The school promotes self-esteem in pupils, setting high expectations in learning and behaviour.
- Pupils are motivated to behave well and take responsibility for their actions.
- Pupils enjoy lessons and take pride in their work and achieve well.

Commentary

7. Pupils' social and moral development is well supported by the ethos in the school, where considerable emphasis is placed on helping pupils to understand the difference between right and wrong. Cultural development is considered well in a few different subject areas. During the inspection in a Fair Trade activity pupils had the chance to study the different ways people live in less well-off countries and understood basic cultural difficulties; they were keen to talk about what they had learned and to show their work to visitors. Assemblies encourage the importance of team work, there are visits to local places of interest and the Citizenship programme promotes discussion about tolerance of other religions and cultures. Religious education, which is good in the school, gives pupils the chance to learn about the different beliefs of the world's major religions. A Year 8 'still life' art lesson provided pupils with opportunities to explore themes such as time, space and colour.
8. There are good relationships between staff and pupils throughout the school. Occasionally, these are excellent, because staff skilfully plan their lessons and manage their classrooms to meet the needs of individual students. For example, in a Year 10 mathematics lesson, the teachers' excellent rapport with students led to them being fully-engaged in their learning throughout the lesson. The school has clear procedures and systems in place to promote acceptable behaviour in and out of the classroom. Pupils are motivated to behave and learn well because they understand about the consequences of their behaviour. Pupils therefore work hard to earn points so that they can partake in extra-curricular activities at the end of the day.
9. The pupils' questionnaire shows that they value the school, particularly where they have opportunities to utilise the school's sports hall at break time, which is overseen by the head teacher. With such opportunities, pupils respond well and demonstrate very good attitudes and behaviour. For example, during a 5-a-side soccer match at break time, pupils adhered very well to the rules and had excellent attitudes. Where lessons are planned in line with accurate individual assessments, for example in mathematics, pupils are appropriately challenged, have positive attitudes and behave well. On rare occasions, where lessons are pitched without due regard to individuals' literacy or conceptual levels, pupils' attitudes and behaviour deteriorated.
10. The school is intolerant of oppressive behaviour or harassment. Boundaries of acceptability are very clear and the head teacher has excluded pupils if they have exhibited racist behaviour or bullied other pupils. The school's intention to reduce physical interventions, though, needs to be monitored through greater analysis of good raw data available on incidents and exclusions.

There were no permanent exclusions last year, although there have been a high number of fixed-term exclusions. The latter should be viewed alongside the very good attitudes and behaviour in the school.

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	20	7	
Black or Black British – Caribbean	1	1	

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

11. Many pupils attend nearly everyday and this is acknowledged well by the school. However, a small number of pupils are persistently absent; they account for much of the authorised and unauthorised absence and when their figures are taken out, the level of attendance is satisfactory. The school makes rigorous efforts to ensure that these pupils attend, including the use of court proceedings through the educational welfare service.

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

Authorised absence		Unauthorised absence	
School data	9.13%	School data	15.26%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning and the curriculum are all **good**. Links with parents and other schools are **very good** and links with the community are **good**. Pupils receive **very good** care, support and guidance.

Teaching and learning

Teaching and learning are good. They are very good in mathematics, science and physical education and good in English, religious education, personal, health and social education and citizenship.

Main strengths and weaknesses:

- Teachers know their pupils well and have high expectations for them to work in lessons.
- Behaviour strategies are effective and mean that in most lessons learning is not disrupted by poor behaviour.
- Planning to cover aspects of the National Curriculum is good but individual lesson plans are not always effective.
- Teachers make effective use of the very good accommodation but don't always use a wide enough range of approaches in lessons.
- Teachers have worked hard to develop their own subject knowledge to enable them to teach a wide range of subjects and thus pupils achieve well particularly in examination courses taken.

12. All teachers are consistent in their approach to lessons. Pupils know that in lessons they are expected to work, behave in an appropriate manner and show respect to each other. As a result of these consistent expectations there is a positive learning atmosphere in the school. This also means that good quality discussions can take place without being disturbed by behavioural problems. This was the case in a Year 8 religious education lesson when pupils were discussing the rights and wrongs of capital punishment. Teachers use the reward system well and ensure that, when they deserve it, pupils are given points in each lesson.
13. Teachers are very effective at preventing disruptions by adopting effective approaches in working with pupils when they start to become unsettled. Teachers are quick to respond and remind pupils of what they expect. They do so in a way, which encourages pupils to listen and in most cases, accept their support. When necessary though, teachers will use staff available on support and this often proves effective in enabling pupils to return to class and work.
14. Because of the size of the school, teachers have a number of subject responsibilities and they have worked very hard at developing their skills in each of these subject areas. For example, to be able to offer design and technology the teacher has undertaken further studies in his own time. As a consequence, in most subjects pupils benefit from teachers' good subject knowledge and this makes an important contribution to their rates of learning.
15. Teachers have worked hard at the planning of each subject. They have ensured that there are plans for a wide range of modules, which can cover a period of time from a half term to twelve weeks. These plans provide an effective overview of what will be taught. However, there is a lack of specific lesson planning. Because of this, it is not always clear at the start of lessons what teachers are expecting pupils to learn, and because teachers do not always recap on the work covered at the end of lessons, they are not always clear as to what pupils have learnt.
16. Teachers make effective use of the good accommodation available. They take their groups to the art, design and technology, food technology and science specialist rooms and also make use of the excellent sports hall available. However, because they only often use these rooms for a small number of times each week, they are not always clear as to where resources are or how to make full and effective use of the room for the work they are undertaking. This was the case for a Year 9 group in art during which the learning was reduced by the teacher not being clear about the resources that were available. Teachers do use a good range of textbooks, which are very appropriate and pupils show interest and are motivated by them. Computers are also now being used more often. However, in many of the lessons observed, and in a scrutiny of pupils' work, there is an over-reliance on the use of worksheets. Teachers would benefit from recognising that pupils have a wide range of learning styles and learning could be increased with different approaches, including more use of ICT.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	11	6	1	0	0

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

Assessment

17. There are effective systems in school to monitor how well pupils are achieving. At the end of each module of work undertaken pupils are tested and the results of these are recorded and used by staff to monitor the progress of pupils. Similarly, in reading regular testing shows the progress of pupils. The quality of marking is good and up to date. It gives pupils positive feedback on their work. The whole school literacy targets give a clear focus to teaching, but a

few individual pupils with severe literacy difficulties would benefit from more specific targets linked to their present level of progress and targeted areas for improvement.

The curriculum

Overall the curriculum is good and the opportunities for extra activities during and after school are very good. The accommodation is very good and the resources for learning good.

Main strengths and weaknesses:

- The curriculum provides a broad range of opportunities relevant to the interests and abilities of pupils in the school.
- Support for learning outside the school day is very good.
- The curriculum for PSHE and citizenship helps pupils to develop good personal skills.
- Opportunities for pupils to attend courses at the local college, work experience and environmental education are good.
- Resources in science, design and technology, art and physical education are very good.

Commentary

18. The school has made good improvement in the curriculum since the previous inspection. The curriculum includes opportunities in personal, social and health education, careers education and citizenship. It now meets statutory requirements, which include provision for religious education, and a modern foreign language and music are offered in years 7 to 9. There are a number of in-house devised projects, which are relevant to the interests of the pupils. For example, in design and technology pupils have designed and built a timber model of a house.
19. The school provides pupils with very good opportunities for learning outside the classroom including homework, which includes pupils being given commercial software programmes for use at home. As part of the school's strategy for raising achievement, it provides very good additional after-school classes and weekend school before the examinations during the summer term. Activities at breaks and in the last lesson of each day are well thought out and capture the interest of pupils and successfully ensure that they are purposely involved in activities they can choose. The curriculum is positively supported by well-organised residential visits, including outdoor education trips. As part of the behaviour policy, pupils accumulate rewards that can be used for a very wide range of activities, for example quad bikes, bowling, climbing centre, water meadows, go-carting, mega zone and visits to the cinema.
20. The PSHE and citizenship programme provides very good opportunities for pupils to discuss and develop their views. The programme is helping pupils to develop good awareness of issues related to drugs, sex and health education. Emphasis on active citizenship includes a community activity at Christmas that helped raise £150 for a BBC charity and a 'Fair Trade' event which took place during the inspection.
21. The learning opportunities provided for pupils in Years 10 and 11 prepare them well for the next stage of their learning or the world of work. Planning is in place to support vocational learning. This includes participation in the Construction and Industry Training Board (CITB) and Motor Engineering Course (EMTEC) being conducted as part of the partnership with the City academy. Links with the local college give pupils the opportunity to take a relevant range of courses. The good range of work experience opportunities is added to by participation in the county Trail Blazer Scheme, which offers pupils the chance to be involved in environmental education.
22. The accommodation is clean, attractive and welcoming. It supports pupils' learning well by enabling the school to provide specialist teaching rooms. Displays around the school considerably enhance the learning environment. Learning resources are good overall and are very good in science, design and technology, art and physical education. The quality of the

resources in these subjects supports the positive achievements of pupils in them. There are sufficient staff, although, appropriately, the school is seeking to increase its number of learning support assistants.

Care, guidance and support

The school has very good policies and procedures to ensure the health, safety and welfare of the pupils. They are provided with good quality guidance, advice and support. Pupils' views are sought and taken into account very well.

Main strengths and weaknesses

- The pupils are helped very well to settle into school through a carefully thought out induction programme.
- Very strong child protection procedures are in place, but the school reports that support from outside agencies is not always as effective as it would wish.
- Daily briefing meetings provide high quality information so staff can support the pupils better.
- The pupils are fully consulted and their views valued and acted on.

Commentary

23. Very careful consideration is given to the induction of new pupils. The school is very sensitive to the needs of both the new pupil and those who are already part of the school. Thus, only one pupil starts at a time and the rate of integration is tailored to the individual's needs. This helps the pupils to settle and be accepted by their peers and also maintains the generally calm atmosphere in school.
24. The high quality of care includes strong child protection procedures. Child protection is paramount and the staff are concerned and vigilant. However, whilst the school is rigorous in notifying any concerns to the child protection service, the support provided for the individual is perceived by the school to be inadequate. As a consequence, the school feels pupils absent themselves from their homes, as well as from school. These periods of absence are disruptive to the pupils' education.
25. Meetings at the end of the school day, at which any problems or observations are discussed, enhance the very good knowledge the staff has of all the pupils. This knowledge, together with good assessment information, enables the staff to provide well targeted and specific support and guidance, both academic and personal. The pupils are encouraged to think about what they need to do to improve their work and their behaviour, and to set their own targets, thus developing their sense of responsibility.
26. The school knows that the pupils respond best if they are consulted and involved. Because of this, their views are sought regularly and they are fully consulted about the things that affect them. For example, when the new behaviour policy was produced, the pupils, along with the staff, parents and governors, were consulted over a twelve week period and the resultant policy was presented to the school by the head teacher and one of the pupils. They, therefore, know the policy, its expectations and sanctions and accept them.

Partnership with parents, other schools and the community

Links with parents and other schools are very good. Those with the community are good.

Main strengths and weaknesses:

- The partnership between school and home is very successful because of the regular contact made between the school and the parents and carers.

- The school's good efforts to involve the local community meet with only limited success.
- The school has worked very hard to develop links with local schools, but they are not always as supportive as they should be when asked to include Westbury pupils.

Commentary

27. From the time that parents express an interest in their child attending, the school makes strenuous efforts to develop a productive and supportive relationship. Interviews prior to admissions and subsequent reviews endeavour to involve parents and carers as much as possible in the pupils' education and seek to promote and maintain a productive relationship. Thus, despite the difficulties that inevitably arise, the school is able to discuss matters with parents and carers and provide them with support and help to resolve issues to the benefit of the pupils. Staff telephone parents and carers at least twice a week, not only with concerns, but more importantly with positive comments, however small.
28. The school works very hard to involve the local community in its development. The head teacher takes an interest in local developments and issues and has developed a very good understanding of the local area. Local people are invited to events in school; a number of people came to the Fair Trade café held during the inspection and commented that it was nice to be able to see first hand the work being done by the school. Despite good offers and initiatives suggested by the school, the head teacher is disappointed in the use made by the community of its facilities. Recently, plans to develop the school's field had to be shelved because the community could not agree on what should happen.
29. The head teacher works very well with a local independent school on the development of the curriculum to their mutual benefit. He also attends local head teachers' meetings and has ensured that the school works very closely with mainstream schools in curriculum projects. Teachers have also developed close links with their mainstream colleagues. However, despite his best efforts the headteacher reports that it is difficult to get mainstream schools to include Westbury pupils in activities, such as football matches. The school, though, does well to overcome this and has established good links with other special schools and regularly plays them at football.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. Governance of the school is also **good**.

Main strengths and weaknesses:

- The head teacher has a very clear vision and sense of ambition for the school.
- Senior staff play key roles in establishing and maintaining an effective learning environment throughout each school day.
- Governors offer very good positive support to the school but need to formalise their acceptance of the school's policies and ensure that all statutory requirements are met.
- Subject leaders have developed plans for their subjects very well but have limited information on how other teachers are implementing these.
- The School Development Plan is linked well to the budget but would benefit from a closer evaluation of how effective developments have been.
- Governors and the headteacher manage the school's finances very well to ensure that expenditure is based on improving resources to increase pupils' achievements.

Commentary

30. The quality of the headteacher's leadership is very good. In his time at the school he has shown a clear determination to improve the quality of education provided for pupils. He is very passionate and ambitious for pupils to be able to achieve as well as possible. This is reflected

in the significant improvements in pupils' achievements in GCSE's. There is a clear expectation that throughout each day pupils will be in class and learning. Achievement is recognised well by the head teacher who ensures that through regular praise and celebratory assemblies, pupils know the improvements they are making.

31. Both the headteacher and his deputy play key roles in establishing and maintaining the positive learning environment that exists in the school. They are on hand at the end of all lessons to ensure there is a smooth transition from lesson to lesson and offer immediate and positive support where necessary. As a result pupils feel safe and secure and engage in learning because of the support they know they will receive. Equally, staff know that pupils in their class experiencing difficulties will receive positive support and they, as teachers, can concentrate their efforts on teaching.
32. Governors are very strongly committed to the school. They are aware of its strengths and weaknesses and are very keen to ensure they offer all staff effective support. Their strengths lie in the way they seek out the best for the school. Records of their meetings show they seek to provide best value for money in all the purchases made by the school. The Chair of Governors receives a weekly report from the headteacher and many other governors attend and support events in the school. For example, one governor has specific responsibility for visiting the site to discuss premises with the site officer. Governors, though, have not yet established a formal process of monitoring the school's policies. A number of policies are out of date and even the more recent ones have not been approved and signed by the governors. Governors would have a more secure record of the workings of the school if they were able to formalise their understanding and acceptance of these policies. In addition a few smaller items of required information have not been included in the school brochure or annual report to parents.
33. The subject leaders have worked very hard at developing the subjects for which they have responsibility. Given the small size of the school, this means that many individual staff have three or four subjects to co-ordinate. They have worked well with their colleagues to establish good outline plans of the topics that will be covered throughout the time pupils are in school. These plans give a good basis for non-specialist staff to teach the subjects. However, evidence from observing lessons indicate that on a few occasions teachers are not always as effective when teaching non-specialist subjects. This could be improved if subject leaders were given the opportunity to monitor and support the teaching of their colleagues.
34. The school development plan has very appropriate areas for improvement. These are linked well to the school budget and seek to develop resources well for the benefit of pupils. However, the evaluation of the success of each development is not precise and does not allow the school to be clear as to how effective each development has been in improving the quality of education. For example, a recent ICT suite has been developed, but evaluation does not show what impact this has had on the development of pupils' skills in using computers, and how this is being developed to support their learning in other areas. A more critical and evaluative approach to analysing each development would be beneficial.
35. The school finance is managed well. Money is used very well for the benefit of the pupils and where possible, governors and the head teacher seek best value. This has included promoting the caretaker to the role of site manager and together with the school handyman, providing further training, which has had the effect of saving on the costs of bringing in outside service contractors. The savings here have been used well for additional curriculum resources. The headteacher constantly seeks to enhance resources and with the support of governors has achieved a major improvement in the building of the new sports hall.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	431,997
Total expenditure	451,579
Expenditure per pupil	17,368

Balances (£)	
Balance from previous year	19,582
Balance carried forward to the next	25,290

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES IN KEY STAGES 3 and 4

Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects.

ENGLISH AND MODERN FOREIGN LANGUAGES

French

Only one lesson was seen during the inspection for a group of Year 9 pupils and as a result no judgement is being made on provision in this subject.

In the good lesson seen, pupils were learning well and developing their confidence in speaking French. Pupils showed enjoyment at being able to name parts of the body and talk about what they would say to a doctor if they were ill. The teacher encourages pupils successfully to speak in French and they show few inhibitions. Higher attaining pupils are able to translate simple sentences describing people, for example having read a simple French sentence they can translate this as 'the person had blue eyes and short white hair'. A suitable range of resources are used in the teaching and these include games, flash cards and a computer programme.

English

Lessons were seen in each class

The overall quality of provision in English is **good**.

Main strengths and weaknesses:

- Pupils make good progress in speaking & listening and very good progress in reading.
- Progress in writing is satisfactory because there is too much reliance on worksheets. Teachers' planning contains clear objectives for what pupils will learn based on good assessment but ICT is not used well.
- Opportunities to take examinations are very good.
- Literacy targets in pupils' individual education plans are not specific enough.

Commentary

36. Pupils are able to talk about their work, discuss and give their opinion on a wide range of issues. They comment on their reasons for enjoying certain texts. In Year 8, pupils know a range of connectives and are able to use them correctly. In Year 9, more able pupils understand the character of Lady Macbeth in the Shakespearean context. Analysis of assessment information of pupils' reading ages clearly indicates that pupils are making very good progress in reading. Good targeted support in reading is given in each classroom. Opportunities for quiet reading are provided twice a week in the tutorial time in every class, and good individual support is given to weak readers. Pupils choose their own reading material, and are given opportunities to read a variety of texts. These include a range of genre, such as fiction, non-fiction, plays and magazines.
37. Achievements in writing are satisfactory overall. Pupils write for different purposes and audiences. For example, in Year 10 pupils have good knowledge of the story of Romeo and Juliet. They know what makes good discursive writing. Teachers provide word lists and actively encourage pupils to use these word lists. There is also particular focus on the teaching of spellings. This emphasis helps to improve pupils' writing skills. The present level of pupils' achievements is better than those reported in the previous report.

38. The quality of teaching and learning is consistently good across the school. Teachers have a good knowledge of pupils' ability and use this well to plan their lessons. Teachers adapt activities to suit pupils' needs and interest and this has a positive impact on standards. Both the teachers and learning support assistants understand the needs of pupils well and know exactly how to engage pupils in learning. Teachers have very good subject knowledge and they continuously encourage pupils to do their best. Pupils respond positively to the very good relationships that exist and try their best to succeed. There is, though, a need to extend the range of activities to enhance pupils' learning and this includes more use of ICT.
39. Each pupil in years 10 and 11 achieves an external accreditation matched to his ability. A strength of the school's work is that more able pupils are given the opportunity to take GCSE in Year 10. Pupils can also take entry-level examinations.
40. Leadership and management of the subject are good. The subject leader has suitably developed the curriculum and adjusted it for the needs of the pupils. There are clear assessment and target setting procedures. However, monitoring of teaching and learning is underdeveloped and there is very little reference to the National Literacy strategy in planning.

Language and literacy across the curriculum.

41. The development of pupils' language and literacy skills in the different subjects of the curriculum is satisfactory. Pupils use their listening and speaking skills in many other subject areas and this allows good discussions to take place. They are given opportunities to write in other subjects but there are few opportunities for extended writing. This is because there is an over reliance on using worksheets. Appropriately, the school has recently invested in a very wide range of reading texts and magazines to develop pupils' reading skills.

MATHEMATICS

There were three mathematics lessons seen covering both key stages

The provision for mathematics is **very good**

Main strengths and weaknesses:

- As a result of good assessment and planning, pupils are challenged in their work and make very good progress.
- Pupils' attitudes to the subject are very good and this contributes to very good achievement
- On a few occasions there is an over-reliance upon text-books and worksheets in lessons.
- The teaching of mathematics by teachers other than the subject leader, although, in almost all cases is of a high standard, is not monitored by the subject leader.

Commentary

42. Pupils' achievements in mathematics are very good because they show application and independence in their learning. Pupils respond well to the rewards and consequences system applied by staff during lessons. A few pupils achieve at expected national levels, for example, three pupils gained A*-G in GCSE mathematics last year. A very positive feature is that staff enter pupils at Years 9 and 10 to OCR Entry Level courses to encourage them to strive for accreditation and take pride in their learning.
43. There has been good improvement since the last inspection. Teachers plan very well for their pupils and make good use of periodic assessments to inform decision-making. This in turn leads to pupils being challenged in their learning and being able to use and apply taught skills so that they can problem-solve and complete investigations. For example, in Year 8 pupils can gather data independently to produce tally-charts and transfer the information on to a block

graph. Year 10 pupils can compute square metre area and determine how many bricks are needed to construct a wall, demonstrating a clear understanding of the inter-relatedness of multiplication and division. Teachers make good use of a commercial scheme that gives the necessary structure to pupils with social, emotional and behavioural difficulties.

44. Teaching and learning are very good. Worksheets and text books are very relevant and enable pupils to improve on their previous acquired skills. They are well linked to the topics covered in each module. However, teachers' planning could be further improved if worksheets were used less and a greater emphasis was put on multi-sensory teaching and learning. This could encourage pupils with specific learning difficulties to make even greater progress.
45. Although, there have been no opportunities for the subject co-ordinator to monitor and evaluate the teaching and learning of mathematics across the school, leadership and management of the subject is good. The subject leader has ensured that planning is of a high standard and enables pupils to learn and make very good progress in many topics of the National Curriculum for mathematics. Staff have attended training in the national initiatives for mathematics and there is a good system of meetings between the co-ordinator and other mathematics teachers to audit resources and define personal training needs.

Mathematics across the curriculum

46. There is evidence of the good use and application of mathematics in other curriculum areas. For example, in a design technology lesson in Year 11, pupils were confidently measuring and marking wood prior to sawing and cutting when constructing a small wooden roofed structure. In physical education good reference is made to number skills when pupils are recording their achievements in a variety of activities.

SCIENCE

Lessons were seen covering both key stages

The overall quality of provision in science is **very good**.

Main strengths and weaknesses:

- Pupils achieve very well in examinations, which demonstrates the very good progress they make in science.
- Resources in terms of accommodation and textbooks are very good. These provide plenty of opportunities for pupils to learn through investigations.
- Good systems for tracking and target setting for individual pupils.
- Relationships between adults and pupils are very good. These help pupils to feel secure and to develop confidence.
- Good opportunities to study all aspects of science.
- Use of ICT and monitoring of teaching and learning are underdeveloped.

Commentary

47. As a result of their very good progress, most pupils pass GCSE by the end of Year 11. In Years 8 and 9 pupils understand the phases of moon and types of forces. They understand that a material denser than a liquid will sink. They have developed some understanding of the concepts of mass and weight. In Year 10 more able pupils know that enzymes are chemicals made by their body that act as catalysts. They know the difference between sound and noise. More able pupils are able to recognise deeper and shallower sound. Work in pupils' books is neat and often well presented.

48. Most lessons take place in a well-equipped science laboratory. This enables pupils to have good opportunities to carry out scientific experiments. Pupils work safely in the laboratory. Textbooks used are very appropriate to pupils' needs and help develop pupils' interest in the subject. Resources are very good and the work of the teaching assistant responsible for the area plays a key role in making sure resources are available for the different teachers who use the room.
49. Teaching and learning are very good. Teachers have good subject knowledge and lesson planning contains clear objectives. The introduction to each lesson is used effectively to recap prior learning. Teachers use questioning to challenge and extend pupils' understanding. They have high expectations for pupils to achieve and the targets they set are very appropriate. Teachers and learning support assistants work very well together as a team and relate well to pupils. This gives pupils the confidence to try difficult experiments and not be afraid to make a mistake.
50. Curriculum planning ensures that pupils get the opportunity to experience a wide range of activities and develop their skills. Teachers follow the plans for each topic and use the worksheets as suggested. This usually works well but on a few occasions pupils become less interested and a wider range of approaches to teaching may prevent this.
51. Improvements since the last inspection have been good, especially in pupils' achievement and progress. The leadership and management of the subject are good. There is a clear focus on raising standards and a vision for the development of science in the school. There are plenty of opportunities for teachers to discuss the planning and the range of activities. This helps to improve the quality of teaching and learning. The co-ordinator teaches in years 10 and 11 and does not have the opportunity to monitor teaching and learning in the other classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

One lesson was seen and the use of ICT in other subjects was considered.

The provision for ICT is **satisfactory**.

Main strengths and weaknesses:

- The school is working hard to develop the use of ICT.
- The new ICT suite and plans to extend the resources further are very good.
- The use of the digital camera to record pupils' work.
- The new assessment system that involves testing pupils on their arrival at the school and recording their progress throughout their time.
- Pupils are not able to take any examinations to show the level of their achievements in ICT.

Commentary

52. Overall pupils' achievements and the quality of teaching are satisfactory. This is a similar picture to the last inspection. There is a good overall plan for what pupils will cover in each year. The development of pupils' skills is now being monitored effectively, but this has not been the situation previously and, as a result, many older pupils have not acquired a sufficiently competent range of skills. During the inspection Year 11 pupils were reluctant to use computers in an English lesson and staff gave considerable assistance to them to record their work.
53. The school's desire to enhance ICT facilities is demonstrated by the development of the new ICT suite. The computers are up to date and there are good links to the Internet and to high quality printers. During the inspection a satisfactory lesson was seen where pupils were developing their own web pages. Pupils made satisfactory progress but the teacher lacked

specialist knowledge. The suite uses laptops rather than PCs and, whilst this is acceptable, pupils do find it difficult not using a mouse. The school should consider the suitability of making these available.

54. In art the digital camera is used well to record pupil's work. In a lesson seen pupils took photographs of still life presentations and then used these images to develop their own drawings. Work in physical education has also been photographed and used well to show pupils their achievements and ways to improve their performance.
55. The overall quality of the leadership and management of the subject are satisfactory. The subject leader has recognised that the previous assessment scheme was not effective and as a result staff did not have a clear picture as to the progress individual pupils were making. A commercial system has now been implemented and this is proving to be far more effective. All new pupils to the school are assessed and at regular intervals pupils' progress is monitored.
56. Although many pupils are now beginning to demonstrate increased competence in using computers, pupils do not have suitable opportunities to show the progress they have achieved by being able to take examinations. This reduces the effectiveness of the work they have undertaken and is a missed opportunity for pupils to achieve national awards. To facilitate the further development of pupils' skills in ICT staff have received training and are beginning to use ICT as an important part of their teaching. Pupils are now also given the opportunity to have a separate ICT lesson, where staff are concentrating on developing specific skills

Information and communication technology in other subject areas

57. The use of ICT in other subjects is satisfactory and improving. In other subject areas computers and other forms of ICT are beginning to be used well to assist pupils with their learning. For example, in design and technology pupils have designed their work using a computer programme and e-mailed it to a college where these designs have been cut into plastic shapes. In science, the teacher makes good use of short video clips, which add interest to lessons.

HUMANITIES

Geography

As only two lessons were seen in geography there is insufficient evidence to make a judgement on the overall quality of provision for geography,

58. In the lessons seen pupils had remembered key facts. For example, in a lesson for Year 10, pupils remembered facts about energy and where energy comes from, and were able to explain why the use of coal had declined and why the use of other forms of power had increased. Strengths within the teaching of geography include the positive relationship the teacher has with the pupils. He is supportive and able to deal with their behaviour difficulties by quickly and assertively making it clear what his expectations are. This effectively keeps pupils on task. Much of the teaching in the lessons seen was based around the use of text books and work sheets and there is very little evidence that a wider range of resources are used. Work is not always challenging for the higher ability pupils, for example in a lesson for year 8 and 9, a pupil was asked to fill in gaps to answer questions on a work sheet having previously shown that he had the ability to write independently.
59. Records indicate that pupils have undertaken geography examination work in previous years and a few have passed at entry level either achieving a distinction or merit

History

Only one lesson was seen in history and so there is insufficient evidence to make a judgement on

provision.

60. Planning for work to be covered in history is good. In the lesson seen the attitudes and behaviour of pupils was good. Effective use was made of a range of resources that gave pupils clear information on the Suffragettes. Pupils enjoyed reading and discussing the movement and willingly listened to the views of others. The teaching assistant played an important role in effectively supporting the work.

Religious Education

Two religious education lessons were seen covering both key stages.

The provision for religious education is **good**.

Main strengths and weaknesses:

- The good range of topics covered throughout the school is well linked to the local religious education syllabus.
- There is a good link between the subject and pupils' understanding of moral and spiritual issues.
- Work is linked well to the school literacy target of presenting a balanced argument.
- There is a limited range of resources which has a negative impact on extending more able pupils in their learning.

Commentary

61. Teaching and learning is good. Teachers' planning shows that pupils will experience a wide range of topics in their religious education lessons. This was the case in a year 10 and 11 lesson where pupils were considering the beliefs of a number of different religions. Pupils realise that many of the religions have similar views on the way they treat other humans. Pupils are also given the opportunity to discuss the different beliefs of each religion. Year 8 pupils looking at moral authority were able to see that in different parts of the world, capital punishment is viewed in a different light. As a consequence of this good teaching pupils make good progress in the subject. Provision for the subject has shown good improvement since the previous inspection.
62. The curriculum is good. There is a very good emphasis on developing pupil's understanding of the differences in moral and spiritual ideals. The school itself regards both areas as important. The work seen in lessons and notes in pupils' books link well to the termly targets that pupils have for developing their literacy skills. This term the target is to assist pupils to present a balanced argument. Work in both religious education lessons observed supported this well. Pupils are able to listen to the views of others and have the confidence to put forward their own ideas.
63. The leadership of the subject is good because of the range of topics covered and the very relevant links the work has with other aspects of the school's work. However, there should now be an appropriate development of additional resources to support pupils' learning. In both lessons seen worksheets were presented to pupils. Work would have benefited from access to a much wider range of artefacts, the use of ICT and activities other than worksheets

TECHNOLOGY

Design technology

Only parts of three lessons were seen in design technology and so an overall judgement about provision in this subject has not been made.

64. Food technology and design technology lessons are offered to all classes. Accommodation and resources are very good and are well-maintained. The school is determined to offer pupils good opportunities to succeed in this subject. The head teacher who is the subject leader has undertaken further training to extend his skills and knowledge and is attending a Construction Industry Training Board scheme so that the school will in future be able to accredit pupils' work. Pupils' work on display is of a good quality and pupils have done well in GCSEs. Teacher's planning ensures that they have access to a good range of experiences. In the design technology lessons pupils are fully-engaged in work that develops their practical skills and in the construction of a small roof-tiled shed. They are taught by the teacher and his assistant and as a result they are very proficient in using a hammer, saw and tape measure independently.

VISUAL AND PERFORMING ARTS

Music

Only part of one lesson was observed for music and so no judgements about provision are made in this subject

65. Pupils in years 7, 8 and 9 receive one 25 minute session per fortnight with the LEA's peripatetic music teacher. These individual sessions are well-planned and focus upon composition via the use of a software programme. One pupil was observed editing a programme involving the production of a CD with video and musical accompaniment. Extension activities are planned for the more able in the future. The provision of music education now ensures that the school meets statutory requirements, which is an improvement since the last inspection.

Art

Two lessons were observed in art, both at Key Stage 3

Provision for art is **good**

Main strengths and weaknesses:

- Teachers' knowledge and expertise in the subject leads to pupils learning well.
- Teachers' expectations encourage pupils to show good attitudes and behaviour and make good progress.
- Pupils are able to take GCSEs in years 10 and 11.
- Where resources and materials are not prepared prior to the lesson, pupils can misbehave or be off-task.

Commentary

66. The quality of teaching and learning is good. Pupils make good progress in art because staff plan effectively and provide a good structure for learning to take place. Teachers use their subject knowledge well to stimulate pupils' interest. For example, a teacher led discussion about the use of prints of artists' work (Van Gogh and Harmen Steenwyck) results in pupils effectively exploring shades. Staff make good use of digital cameras to encourage pupils to assess and modify their own ideas. For example, in a Year 8 lesson a pupil set up a still-life grouping arrangement and experimented with changes of back-drop or rearrangement of items within the group. He also started to engage in discussion as to what the grouping represented (e.g. inclusion of a mask to explore human feelings).
67. Staff expectations about behaviour and pupils' attitudes to their work ensure that lessons run smoothly. This ensures that time is not lost dealing with behaviour difficulties and pupils can work independently. For example, in a lesson observed, the teaching assistant was not able to be present at the start of the lesson due to unforeseen circumstances. The two pupils awaiting

her return spent time independently mixing paints and experimenting with shades and textures.

68. The specialist art room is an excellent resource and usually used well. However, where resources and materials are not prepared at the start of a lesson, there is the potential for pupils to become distracted. This occurred in a lesson observed where because the room had not been prepared a pupil found it difficult to follow the instructions and lost concentration and needed to leave the room.
69. Class teachers share the teaching of art but the co-ordination of their work is good. Pupils are routinely entered for GCSE and have achieved good results and a few pupils are reaching nationally expected standards. This represents good improvement since when the school was last inspected.

PHYSICAL EDUCATION

Four lessons were seen covering both key stages

The provision for physical education is **very good**.

Main strengths and weaknesses:

- Teaching is very effective and as a result pupils make very good progress.
- Pupils enjoy a wide range of activities, both indoors and outdoors.
- Pupils have good opportunities to take GCSEs, which includes studying theoretical aspects of physical education.
- The sports hall is an excellent facility that broadens pupils' experiences very effectively.

Commentary

70. Achievements and teaching in the subject have improved since the previous inspection. The teacher responsible for physical education has very good subject knowledge and excellent relationships with pupils. He combines these well to ensure that his lessons are interesting and that pupils work very hard. This was the case in a gymnastics lesson for Year 10 pupils seen during the inspection. Pupils undertook basic hand and headstands and forward rolls on the mat. The lesson then progressed to attempting to build up to a somersault over a box by taking off from a trampet. Two out of the four pupils quickly mastered these techniques. Two other less physically able pupils struggled, however through very positive encouragement from the teacher and the teaching assistant and the highly skilled teaching of the techniques involved, by the end of the lesson, all four pupils were performing somersaults over the box and landing on their feet. This represented excellent progress.
71. The physical education programme is very wide reaching; as well as games and gymnastic activities; pupils can experience mountaineering, orienteering, and other outdoor education activities. These usually take place on residential trips and they provide very positive support to the building of positive relationships between staff and pupils. Pupils clearly like the work they undertake in the subject. This is reflected in their responses to the inspection questionnaire. They relate well to each other in the lessons often showing spontaneous applause and 'high fives' when pupils are successful in particular activities.
72. The approach of the subject leader and of the other teachers who take physical activities during breaks and lunchtimes is always positive and encouraging. This occurs in basketball games played at break times. These are often led by the deputy head, who plays a key role in encouraging pupils of all ages to work and play together and develop their skills well. Standards of play are high and pupils have to play to the rules. They appreciate this and thoroughly enjoy the sessions.
73. Pupils have the opportunity to study physical education for GCSE and over the last three or four

years many have successfully passed, achieving grades from C to G. In studying for GCSE pupils work hard to complete the theory element of the examination. In a theory lesson seen during the inspection, pupils made very good progress in understanding parts of the body and their functions. This was the result of the very good teaching that took place in the lesson.

74. There are good resources for the subject and the accommodation has been enhanced significantly by the building of a new sports hall. This is an excellent facility and enables pupils to play a range of games including hockey. Records show that pupils have made particularly strong progress in this area. The leadership and management of physical education are very good. The subject leader has tremendous enthusiasm and has worked hard to ensure that pupils are able to take part in a wide range of activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The provision for personal, social and health education is **good**.

Main strengths and weaknesses:

- The quality of teaching and learning is good and provides very good opportunities for pupils to discuss and develop their views
- Work in lessons is complemented by the very good whole school ethos.
- There is a well developed curriculum, supported by very good resources which ensure that a wide range of topics are covered.

Commentary

75. Pupils make good progress and achieve well in PSHE and citizenship. During the inspection Year 8 pupils worked very well on a project looking at fair trade. They understand the principles of fair trade and are able to select the key points to put on the poster for use in a café. In Year 10 pupils develop a greater understanding and tolerance of other religions. They are able to research information on the selected topic and share with the others in the class. Pupils develop their understanding of right and wrong and are able to suggest various moral dilemmas in different situations. They remember facts about parliament and Central Government Systems. They also understand the reasons why some people don't vote.
76. Citizenship lessons also provide good opportunities for pupils to develop their views and independence through discussion. They learn to tolerate different view points. Pupils are able to relate these to their own experiences. In Year 11 lesson pupils were able to express their views on controversial topics like abortion and euthanasia. Teachers plan their lessons well. They manage discussion with a sense of humour, skilful questioning, praise and encouragement. Teachers and learning support assistants work together as a team. They use examples from their knowledge and personal experiences to support the discussion in the class.
77. The curriculum is well balanced and is based on pupils' experiences and needs. In an 'Active Citizen Project' pupils are able to listen within larger groups, respond to points made by others, work with a partner and volunteer to carry tasks. They are polite, well mannered and are supportive of others in the group. The topics included in the PSHE programme are very good. The current topic in Years 8 and 9 is skills of friendship, bullying and assertiveness. The topic in Years 10 and 11 helps to address the issues of relationship with parents and partner. Assemblies are used well to reinforce aspects of PSHE and citizenship teaching.
78. The subject co-ordinator provides effective leadership. The programme is relevant to the needs of pupils and provides clear continuity and progression. Resources to support teaching and learning in PSHE and citizenship are very good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the head teacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

In a special school such as this, **standards achieved are judged against individual targets and not national standards.*