

INSPECTION REPORT

GRAFHAM GRANGE SCHOOL

Grafham, Bramley

LEA area: Surrey

Unique reference number: 125482

Headteacher: Richard Norman

Reporting inspector: Charles Hackett
21081

Dates of inspection: 16/06/2003 – 19/06/2003

Inspection number: 260036

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Special: EBD residential

School category: Non-maintained special

Age range of pupils: 10 - 16

Gender of pupils: Male

School address: Grafham
Bramley
Surrey

Postcode: GU5 0LH

Telephone number: 01483 892214

Fax number: 01483 894297

Appropriate authority: The Directors/Governors

Name of chair of governors: Mr. Colin Young

Date of previous inspection: 09/02/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21081	Charles Hackett	Registered inspector	Modern Foreign Language Physical Education Residential	What sort of school is it? The school's results and pupils' achievements. How well are pupils or students taught?
14324	Mike Hudson	Lay inspector		How well does the school work in partnership with parents?
17182	Michael Farrell	Team inspector	Mathematics Information and Communication Technology Music Inclusion Special Education Needs	How well does the school care for its pupils or students?
28106	Michelle Majid	Team inspector	Art and Design Design and Technology Religious Education	Pupils' attitudes, values and personal development
20466	Alan Tattersall	Team Inspector	Science Personal and Social Education Citizenship	How good are the curricular and other opportunities offered to pupils or students?
20024	Paul Wright	Team inspector	English Geography History	How well is the school led and managed?

The inspection contractor was:

QICS

'Ibsley'
4 West Cliff Road
Dawlish
Devon
EX7 9EB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grafham Grange is a non-maintained residential school run by an independent charitable trust. It takes boys aged from 10 to 17 years who because of emotional and behavioural difficulties (EBD) have statements of special educational need. There are 39 pupils on roll at present. Many of the boys have previously been excluded from other specialist schools. Pupils' attainment on entry to the school is below average and many, also, have learning difficulties. A few have been diagnosed as having attention deficit hyperactive disorders (ADHD). There are no pupils for whom English is an additional language, although there is a minority of pupils from different ethnic backgrounds. The current pupils have been referred to the school by over twenty different local education authorities in the South East of England.

HOW GOOD THE SCHOOL IS

Grafham Grange is a good school. Pupils make good progress in their learning and very good progress in their personal and social development. Teaching is good and the procedures to care for the boys are very good. The headteacher leads the school very well and the management of all senior staff is good. The school provides good value for money.

What the school does well

- Provides teaching that enables pupils to learn and be successful in lessons, often for the first time in their school life.
- Very high quality care helps pupils to improve their behaviour and develop their personal and social skills.
- Maintains excellent records of each pupil's time in the school and the good progress that they make.
- Provides an excellent range of additional activities for pupils to take part in after each school day.
- The very good teaching in art enables all pupils to achieve very well, including a few who achieve high grades in GCSEs.

What could be improved

- Opportunities for pupils to use computers and other forms of technology to support their learning.
- The curriculum could be extended, including providing for pupils in Years 10 and 11 more practical and vocational courses and opportunities to experience College of Further Education links.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the previous inspection in February 1998. The most significant improvement has been in the progress pupils make and the quality of leadership and management. Teaching was satisfactory but is now good and the arrangements for pupils' spiritual development have improved from being unsatisfactory to now being good. Likewise the assessment of pupils' academic skills was previously deemed unsatisfactory but is now good. Many areas that were good, such as the quality of the work in the residential units and the personal development of pupils has further improved and are now very good. Improvements have been made to information and communication technology but there is still limited availability and use of computers and other forms of technology and, as a result, the work in this area is only satisfactory.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 9	by Year 11	Key	
speaking and listening	B	B	very good	A
Reading	B	B	good	B
Writing	B	B	satisfactory	C
Mathematics	B	A	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

*IEPs are individual education plans for pupils with special educational needs

Comparison of pupils' standards when they start at the school with the levels they achieve in Standard Attainment Tests (SATs) at the end of Year 9 and GCSE indicate that pupils of all abilities make good progress. Last year all Year 11 pupils passed at least one GCSE and in recent years many pupils have left with as many as 7 GCSEs. These results compare very favourably with similar schools across the country. The highest achievements are in art where last year 3 boys gained a grade B. Pupils also passed GCSEs in English, geography, history, science, mathematics and physical education. Progress is good in all aspects of English, although pupils' progress in developing their literacy skills whilst studying in other subjects is only satisfactory. The results in recent years in GCSE show the very good progress many older pupils make in mathematics, but progress for younger pupils is less effective in the earlier years, partly because of the different teachers who teach the subject. The development of pupils' numeracy skills in other subjects is satisfactory. Pupils have previously underachieved in science but since the appointment of a new subject leader progress this year has been good. Similarly in French, pupils' progress has improved since a new teacher took on responsibility for the subject at the start of the current academic year. Overall progress in information and communication technology (ICT) is only satisfactory because pupils have only limited opportunities to use computers whilst studying other subjects. Pupils' progress in personal, social and health education and citizenship is very good; work in lessons is very well supported by the ethos of the whole school and the work in the residential units. Pupils' progress is good in history, geography, religious education and in the restricted range of activities they undertake in physical education. The progress of pupils in Years 7 and 8 in design and technology is good but as the subject is not offered to other groups, the overall progress of pupils in this subject is unsatisfactory.

Because of the small number of pupils, the school is not required to set whole school targets. However, pupils do make good progress in achieving the individual targets set for them at their annual reviews.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy being at the school and, overall, in the majority of lessons, show a good attitude. Older pupils are consistently positive but the attitude of those in Years 7 and 8 varies and on occasions they are not prepared to settle to work in class.
Behaviour, in and out of classrooms	Good. The majority of pupils behave to an acceptable standard in lessons. Out of class behaviour is often much better and within the

	residential units it is very good.
Personal development and relationships	Very good. Pupils learn to understand and control their own behaviour. Relationships amongst pupils are good and with staff very good.
Attendance	Satisfactory. The rate of unauthorised absence is in line with similar schools and most lessons start on time.

During their time at the school pupils make significant improvements in their attitudes, behaviour, relationships and attendance. However, there have been over the past year unusual difficulties with a few pupils and this has led to a higher than normal number of fixed and permanent exclusions.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 11
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good throughout the school. It is very good in art, science and in Years 10 and 11 mathematics lessons. It is good in English, physical education, history, geography, religious education and personal, social and health education, including citizenship and in Years 7, 8 and 9 mathematics lessons. The key reasons why teaching is effective in these subjects are:

- very good planning of work to be covered,
- high expectations for pupils to learn,
- well structured lessons with a range of activities,
- learning support assistants helping to keep pupils in class and on task,
- effective management of pupils' behaviour.

Teaching of ICT skills is good in special ICT lessons but unsatisfactory whilst pupils are studying other subjects. In French and design and technology new teachers have taken on responsibility for these subjects since September and, although much of the teaching is good, the lack of resources reduces the effect of this on pupils' learning. The teaching of literacy and numeracy skills in other subjects is satisfactory. Teaching could be further improved, though, if more ICT and other forms of technology were used, which in turn would reduce the need to use worksheets and create increased interest in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good opportunities for pupils to learn in a range of subjects and the excellent opportunities after school add to the overall good quality of the curriculum. However, there are limited opportunities to study subjects and aspects, such as music, food technology, drama and gymnastics that could liven up the school curriculum.
Provision for pupils with English as an additional language	There are no pupils in this school for whom this applies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The overall ethos of the school supports pupils' development in these aspects. Emphasis is placed on helping pupils understand right from wrong and in behaving in a socially acceptable manner.
How well the school cares	Very good. Child protection arrangements are excellent and everything

for its pupils	the school does is aimed at providing high standards of care for pupils. Residential arrangements are very good and fully support the aims of the school to provide a high quality education for its pupils.
----------------	--

The school has very good links with parents. From the time their child is referred to the school every effort is made to keep parents well informed and involved. The curriculum for older pupils could be extended to provide increased vocational opportunities and links with colleges. The work of the residential team is very good; they make a significant contribution to the very high standards of care in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher is very effective and all senior staff contribute to the good management of the school. Their work is an important factor in the positive improvements since the previous inspection.
How well the appropriate authority fulfils its responsibilities	Good. The new Chair of Governors provides excellent support and he has been instrumental in increasing the involvement of the whole governing body in monitoring the work of the school.
The school's evaluation of its performance	Good. The school has evaluated its performance well; the headteacher's information to the inspection team displayed a knowledgeable insight into the effectiveness of different aspects of the work of the school.
The strategic use of resources	Good. Resources are used well and the school makes best use of its buildings. The investment in accommodation off-site for Year 11 boys has had a positive effect on their achievements.

There are sufficient staff in both school and the residential units. Accommodation is suitable for teaching most subjects but the lack of a library, design and technology facilities and indoor space for physical education is a disadvantage. The residential sleeping accommodation for the youngest pupils lacks privacy but for older pupils it is very good and makes a very important contribution to preparing them for leaving school. There are at least sufficient resources for all subjects taught. The Charitable Trust has supported the school well and its Chief Executive offers positive encouragement to its work. Both the Trust and the school seek best value in its work and as a result expenditure is carefully considered and evaluated.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The family atmosphere within the school. The high quality of personal support and pastoral care. The regular communication from the school. Improvements in their child's behaviour. 	<p>A few parents expressed concern with regard to</p> <ul style="list-style-type: none"> Smoking. The high level of fixed term exclusions.

The inspection team fully supports the positive comments made by parents. It also considers that the areas of concern are legitimate. The school has a real desire to reduce and eventually encourage pupils to stop smoking, however, many pupils arrive addicted to smoking and the school has to recognise this and work with this problem, ensuring pupils are safe. Equally the school recognises that temporary exclusions are high but has had to take action against a few pupils to ensure the safety of all others.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils make good progress during their time at the school. Many pass GCSEs at the end of Year 11 and a few are successful in these exams in Year 10. In each of the last two years nine pupils have taken GCSEs, all achieving at least one pass within the range of grades A – G. In the previous year one pupil achieved seven GCSEs with a number of these being at grades C and D. These results show an improvement in pupils' progress since the previous inspection. There is no difference in the standards achieved by pupils from different ethnic origins. Records indicate that pupils who have been in the school for a longer period of time are more successful when taking GCSE examinations. The school does not set whole school targets and given the small number of pupils in each year group and their different ability levels this is understandable and meets DfES guidelines.
2. Standards in art are very high. Last year 3 pupils achieved grade B in their GCSE. Pupils' work on display and in folders is of a high standard and this demonstrates the high achievement and the very good progress of pupils. Pupils also make good progress in geography. Last year six pupils passed GCSE, with the highest grade being D. Good progress is also made in English, history and physical education and all of these represent improvements from the previous inspection.
3. Progress in English is good. Pupils have good opportunities to develop skills in reading and writing, as well as speaking and listening. There is good support for those pupils with literacy difficulties and these pupils make good progress as a result. In mathematics the quality of teaching effects pupils' progress; it is satisfactory in Years 8 and 9, good in Year 7 and very good in Years 10 and 11. Last year six pupils passed GCSE with the highest grade being a D. The dip in Years 8 and 9 is as a result of non-specialist teachers being asked to cover this subject, as well as the difficult behaviour often exhibited by pupils in Year 8.
4. In the previous report achievements in science were described as unsatisfactory. However, since last September pupils' progress has been very good. This is the result of a new subject leader who has improved the planning and expectations for learning within the subject considerably.
5. Pupils make very good progress in personal, social and health education and citizenship. This is not necessarily just because of the work in lessons, but because the whole ethos of the school promotes pupils' social and moral development. Sex and drugs education are covered, although given the difficult circumstances many pupils have in their home areas, there are still difficulties within the school in dealing with the problem of drugs.
6. Pupils also make good progress overall in physical education. The best progress is in football, basketball and athletics but progress is limited in other activities by the lack of indoor facilities at the school and the reduced range of activities that pupils have the opportunity to take part in. Progress both in modern foreign

language and religious education, in the classes where the subjects are taught, has improved during the current year and is now good. In using computers and other forms of technology (ICT) pupils make good progress in individual lessons, however, their progress is hindered by an insufficient use of computers in other subjects and, therefore, overall their progress in ICT is only satisfactory.

7. Overall progress in design and technology is unsatisfactory. This is despite the positive efforts of a new teacher who has introduced the subject to pupils in the current Year 7 and 8 groups during this year. These pupils show that they are making good progress. The subject, though, is not offered to other pupils and there are considerably limited resources and planning to offer a range of activities in this subject.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes to the school. They enjoy being there and are proud of their achievements. Their high regard for the school is evident in their comments to inspectors. For example, one pupil said, "in my old school, they never helped you. Here you just put your hand up and they help you." Another said that "It's the best school I've been to – staff listen to you." The pupils respond well to the points system used to help them improve their behaviour and this gives them a better attitude to working in class. For example, in a geography lesson for Year 9 all pupils worked hard throughout, determined to achieve the maximum points for their efforts. Pupils show very positive attitudes in the residential units. They enjoy taking part in the many activities and react well to the routines established for before and after school. For example, when pupils are called in a morning they show a good attitude to the expectations to wash and prepare for breakfast.
9. In the majority of lessons, pupils behave well, concentrate appropriately on their work and are polite and respectful towards the teacher and learning support assistant. This was the case in a Year 10 PSHE lesson when pupils were asked to work in pairs, role-play and discuss hygiene problems. They enjoyed this, were fully involved and behaved very well. Pupils respond to praise and have very good relationships with teachers and learning support assistants. Pupils who are unsettled at the start of lessons usually settle down and work well. In a Year 7 French lesson the pupils were very excited and unsettled at the start of the lesson but then accepted staff support and settled down and by the end of the lesson were behaving well and enjoying their learning.
10. Pupils behave very well out of class. For example, in morning breaks boys stay in class and can listen to music videos; they are not directly supervised and are able to be responsible for their own behaviour. After lunch, there is a relaxed atmosphere as pupils are occupied in a variety of activities, such as table tennis, basketball or football; pupils are able to organise themselves and supervision is unobtrusive. However, there have been a high number of fixed and permanent exclusions, which is a concern for the school. These, though, have proved necessary following difficulties arising from illegal substances being brought into school. During the inspection there was no bullying or oppressive behaviour seen and pupils were very polite and courteous to visitors. Mealtimes are good social occasions and pupils were happy to look after the inspectors and engage in conversation. Likewise pupils' behaviour in the residential units and when taking part in evening activities is good and pupils obviously feel relaxed.

11. Pupils' personal development is very good, as they learn to understand their own behaviour and the impact of their actions on others. It is part of the school's ethos to encourage the growing independence of pupils and to build their self-confidence by giving them opportunities to make decisions. Relationships among pupils are good, considering the nature of the pupils' special needs, and they are very good between pupils and staff. In Year 11, pupils are given the opportunity to live in the new residential annexe, Woodyer House. Here pupils respond well to the extended opportunities to develop their independent living skills and as a result are better prepared for life after school.
12. Compared with similar schools, attendance is satisfactory, as it was at the last inspection. The rate of unauthorised absence remains broadly in line with that of similar schools. Punctuality is satisfactory and most lessons start on time, although during the inspection a few lessons finished early.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of teaching is good. This represents an improvement since the previous inspection. There are a number of subjects which are now taught to a higher standard and the standard of teaching is equally as effective for all ability levels and different ethnic backgrounds. The work of the senior management team, with support provided by outside consultants, has helped to bring about these improvements.
14. Teachers have been provided with clear guidelines that are regarded as being fundamental in their teaching. Of these the importance given to planning is evident. Teachers now have better long term planning, which shows aspects they will cover and how their teaching will build on the skills and knowledge that pupils acquire. Equally, planning for individual lessons is much improved. This planning ensures that each lesson is structured and provides pupils with tasks that are appropriate and that are varied throughout each lesson. During the week of inspection the best lessons involved a tight structure whereby pupils clearly moved on from one activity to the next. For example, in a French lesson for Year 7 there were timed tasks that enabled pupils to speak, listen and write French. The quality of the planning meant that even though these pupils often show difficult and disruptive behaviour in class, the 40 minute lesson had finished before they had had a chance to be sidetracked into this type of behaviour.
15. The use of learning support assistants within the classroom has improved. Now the majority of them use their own initiative in relation to supporting individual pupils or groups of pupils, both with regard to their learning and also in managing behaviour. For example, in a Year 10 mathematics lesson the learning support assistant explained the tasks clearly and through actively supporting the teacher helped pupils to make good progress in the lesson.
16. Teachers use pupils' targets well. They remind them of what they are and help them to stay focused on achieving them. The rapport and relationships that many have developed with pupils ensure that the atmosphere within each classroom is receptive and that pupils are not fighting against what they perceive as authoritative figures. The expectations that teachers have in the classroom are usually high. For example, in a science lesson for Year 10 work was carefully set to challenge pupils to reach standards to pass GCSE. The higher attaining pupils were expected to complete additional work.

17. The very good subject knowledge of teachers contributes to pupils' good learning. This is the case in art and physical education where the teachers are clear in being able to offer appropriate small steps when pupils are developing their skills in particular activities. For example, Year 10 pupils in shot putting were able to build upon the sequence of activities necessary to putt the shot a longer distance. Teachers are good at offering a re-cap of the work undertaken and an evaluation of pupils' behaviour at the end of each lesson. Pupils are awarded points for their effort and behaviour and where this is used well, as it is in the majority of lessons, it acts as a motivation for all pupils.
18. In the majority of lessons the behaviour management strategies used by teachers were effective. They are able to support pupils and enable all to stay in class and work. The deputy headteacher taking the Year 8 group for citizenship showed how through having clear expectations with regard to behaviour, pupils' learning was satisfactory. Although in the majority of lessons teachers use the points system well, there are occasions when teachers are not consistent in the number of points they award. There are a few examples, such as in Year 8 mathematics and geography lessons, of teachers lacking suitable strategies to keep pupils in class and producing a satisfactory amount of work.
19. A video and computers are often used in science and in art the teacher makes effective use of her own digital camera to record pupils' work. However, this is not the general practice in the school and the use of ICT in other subjects is unsatisfactory. Teachers are not yet confident enough to make regular effective use of computers, digital cameras, videos and televisions within their teaching. This often can mean that pupils face a series of lessons that involve them using worksheets. There is, therefore, scope for improving the variety of teaching methods through an increased use of ICT.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

20. The quality of learning experiences for pupils has improved since the previous inspection. There is a suitable emphasis upon the teaching of the important subjects of English, mathematics and science. The arrangements for personal, social and health education (PSHE) are also given very high priority and permeate the life of the school. A great strength of the school is the way that learning continues into the residential areas through the '24 hour' curriculum; pupils follow an excellent range of activities and programmes to develop social skills and improve their sporting and practical skills.
21. Pupils study a suitable range of subjects during the day. As an independent school there is no requirement to cover the full National Curriculum. Given the small size of the school and, therefore, the limited staff available, the school does well to cover so many subject areas and offer pupils the chance to take examinations in English, mathematics, science, geography, history, art and design and physical education. Pupils also receive credit for learning during the evening through the Duke of Edinburgh's Award Scheme. Increased opportunities for music, currently offered only to a small number of pupils, and drama would add to the quality of the curriculum provided.
22. The school curriculum is best for pupils in Years 7, 8 and 9. Here pupils study religious education, French and design and technology, subjects not available to them in Years 10 and 11. The balance of the timetable for these year groups to

ensure the subjects are covered is good, although French is taught for only one period each week and this limits the progress pupils can make. In addition for physical education Years 7, 8 and 9 are grouped together and this makes it difficult to build on the skills learned and widen the activities covered.

23. The curriculum during the school day for pupils in Years 10 and 11 is not as wide. However, the arrangements for pupils to take part in work experience and careers guidance are very good. A week spent locally, with pupils living in school but travelling to local employers is good. This is very good preparation for pupils to spend a further two weeks travelling from their homes to work experience nearby. The very good success of their careers education and the work experience is evident in the success of pupils moving on to college placements or to work when they leave school. However, the curriculum for these older pupils would benefit greatly from an increase in vocational courses and the opportunity to attend college link and taster days. These could have a beneficial effect on pupil attendance and maintaining interest as pupils prepare to leave school.
24. There is a satisfactory emphasis upon developing pupils' basic skills in literacy and numeracy, but the use of ICT to support their learning in other subjects is under-developed. Lessons in science are examples of teaching that seek to develop pupils' literacy and numeracy skills whilst learning about another subject. For example, in one lesson observed pupils concentrated on using the correct vocabulary to describe the difference between solids and liquids and pupils then plotted graphs to record results from an experiment.
25. The school has developed very good links in the locality and uses facilities very effectively to enrich the range of pupils' learning. Visits to the coast to support lessons in geography ensure that pupils understand life in different types of communities. The use of sports halls and swimming pools helps to compensate for the lack of facilities on site. There are also good arrangements for pupils to take part in games and sporting events with other schools.
26. The school is successful in ensuring that pupils' spiritual, moral, social and cultural development are good. This is a good improvement since the previous inspection. The way that the school helps pupils with their personal, social and health education is very good and a strength of the school. Pupils receive effective guidance in sex education and drugs awareness. Staff know pupils very well and help them to achieve their targets for social development. There are a few good examples of pupils taking responsibility such as helping at lunchtime and completing jobs in the residence. There could, though, be more opportunities for pupils to take responsibility and the re-establishment of the school council is an important step towards this.
27. There is a very good emphasis throughout the day on developing pupils' understanding of how to behave appropriately. All staff present themselves as good role models and encourage pupils to accept advice and criticism about their behaviour when it has been unacceptable. Pupils usually accept the judgements staff make each lesson about their behaviour and listen to what they need to do to improve. Often pupils reflect upon what is said and try to improve; one pupil apologised to a visitor because he was embarrassed about his poor behaviour in a lesson and felt that this was not the correct way to behave.
28. The way that the school helps pupils to appreciate culture and develop spiritual awareness is good. The opportunities for pupils in art provide a very strong

contribution to their spiritual development. They are encouraged by their success and produce impressive work. For instance, pupils in Year 9 responded very well to a project to make a puppet theatre based upon the story, designs and music of the Lion King. Visits to art galleries further support pupils' awareness and appreciation and enjoyment of the world of art. Good efforts are made to demonstrate cultural and religious differences and practical support, such as when pupils were taking part in the feast of Ramadan, is readily available. Assemblies and lessons in religious education provide good insights into the differences between people and different religious beliefs. Pupils are well prepared for life in a multi-cultural society. The school is aware that it could improve the way that it encourages pupils' spiritual and cultural awareness further by extending religious education lessons to older pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Procedures for child protection and pupils' welfare are very good with some excellent features. At the last inspection the procedures were good. All staff know pupils extremely well and pastoral care is a major strength of the school. Pupils feel physically safe and secure and their emotional needs are met, both during and outside school hours, by a dedicated and devoted team of key workers. The special arrangements recently made for a Moslem pupil during Ramadan is a typical instance. Additionally, child specialists, welfare officers and independent counsellors visit the school to assist with pupil support. Pupils benefit enormously from the individual and collective support they are given and this impacts very favourably on their attitudes to learning.
30. The school has a designated and well-equipped medical room and pupils have regular medical examinations. Procedures for illnesses and accidents in school and on educational and sporting visits are very good. Medicines are carefully managed and discreetly administered. When smoking is permitted it is closely monitored. Sufficient staff have up-to-date first aid qualifications. Child protection procedures and children in care arrangements are excellent. The child protection officer is highly qualified and all staff, including ancillary staff, are fully trained in child protection procedures. Any suspected instances of child abuse are very sensitively handled.
31. Health and safety procedures are good and staff have suitable awareness of health and safety matters. The school is clean and hygienic and hazardous cleaning substances are properly secured. Fire procedures are well understood and emergency evacuations are regularly practised during and outside school hours. Pupils also respect the road safety precautions between the off-site residence for older pupils and warning notices for the lakes that are in place. A small number of minor health and safety issues were raised with the school during the inspection and immediate action was taken.
32. The procedures for assessing pupils' attainment and progress are very good and include the use of individual education plans, weekly record sheets, reading tests and other sources of information. The targets on individual education plans are usually very helpful and provide a focus for areas to improve although a few are sometimes too vague or insufficiently challenging. The procedures for monitoring and supporting the academic progress of pupils are also very good and include the use of very detailed and comprehensive annual reviews. The subject reports for these are very detailed. The use of assessment information is good in history, geography and art and satisfactory in all other subjects.

33. Procedures for monitoring and supporting pupils' personal development are very good and a strength of the school. All staff are very mindful of pupils' personal needs and their self-esteem, relationships and social development are constantly promoted. Pupils are made to feel valued and their efforts and achievement are recognised and rewarded. Pupils with particular difficulties have additional support from child-care and welfare officers. Pupils' personal records are impeccable. They clearly record all incidents, communication with home and other agencies and show learning, social and behavioural priorities properly identifying and defining specific and achievable short-term targets.
34. Pupils' personal development is supported throughout the curriculum. Participation in local projects and national activities like the Duke of Edinburgh Award scheme develop their character, physical skills and citizenship. Discussions of important issues such as the misuse of substances further broaden their worldly understanding. They are taught to respect school and personal property. Work experience placements are thoughtfully conceived. Sporting events and residential visits reinforce co-operation and teamwork. The group of oldest pupils manage their own budget and have housekeeping responsibilities. A few pupils have tasks such as collecting food trolleys to enhance their self-image and corporate pride.
35. The school's procedures for monitoring and improving attendance are good, having previously been satisfactory. Although parents know the absence procedure a few do not comply and have to be contacted when their children fail to return to school. The school works closely with the education welfare and special schools services and the family support outreach team is informed if a pattern of absence starts to develop. Awards are given for good attendance. Registration sheets are neatly kept and all in-school absences are followed up immediately.
36. Procedures for monitoring and promoting good behaviour have improved since the last inspection and are now good. The school's behaviour management policy, which defines standards and expectations, is supported by year group codes of practice to which pupils have the chance to contribute. The behavioural scheme in place is based on points, vouchers and targeted awards for pupils. Credit points are given for work effort, attitudes and behaviour in all lessons and at lunchtime. Accumulated points are converted into vouchers which go towards annual awards pre-determined by pupils; a mountain bike being an example. Pupils are aware of their running points total and voucher tally and can increase them by improving their effort and behaviour. The points scheme gives pupils the incentive to establish a positive work ethic and to take responsibility for their own behaviour. They understand the scheme and are happy with it. All incidents of unacceptable behaviour are identified by their nature and seriousness and dealt with accordingly. Any incidents of pupils' positive or negative behaviour are recorded. All teaching and care staff are trained in restraint procedures and details of any procedures used are recorded. Abuse, bullying and racial harassment are not tolerated. Procedures to eliminate them are good and pupils are encouraged to report incidents promptly. All pupils' complaints are investigated and an independent child-care officer is available to talk to them about any continuing worries they may have.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents' views of the school continue to be good. The parents' meeting was well attended, however, the response to the parental questionnaire was below average. Opinions expressed at the meeting, through the questionnaire and during the inspection show that most parents strongly support the work of the school in helping their children.
38. Parents are delighted with the family atmosphere within the school, the personal support and pastoral care their children are given and the development of their social and behavioural skills. Parents appreciate the regular telephone calls and written reports they receive about their children's progress. They find it easy to approach staff with questions and problems. Inspection evidence upheld these positive views.
39. A few parents are unhappy about pupils smoking and the high level of fixed-term exclusions. The inspection confirmed that the majority of pupils are not permitted to smoke and those that are for specific reasons are closely monitored. The school, though, does have to face the problem of dealing with pupils who arrive at the school addicted to smoking. The inspection also found that internal sanctions are being used as an alternative to fixed period exclusions but that the school is also concerned at having to use fixed –term exclusions and is seeking to find ways to reduce these.
40. The school has worked hard to improve its partnership with parents and it is now very good and a strength of the school. At the last inspection it was good. After a pupil has been accepted for the school his parents visit the school to look round, meet staff and be briefed about school practices and activities. Thereafter, the school encourages parents to be involved wherever possible in school life. However, the distance many have to travel makes this difficult for them. The family support outreach team establishes and then maintains very good links with parents throughout the time their children are at school. This often includes home visits.
41. The quality of information provided for parents is good. Newsletters are issued annually and regular letters from the headteacher keep parents informed of school events and activities. Key workers maintain regular contact with parents about pupils' well being, behaviour and relationships through fortnightly telephone calls and half-termly written residential reports. Parents find the residential reports particularly helpful. The school sends parents an annual student profile on pupils' academic progress. The profile provides a clear commentary on pupils' work by subjects across the year. For core subjects it includes pupils' progress towards their individual attainment targets.
42. The three parents' evenings and special occasions such as sports day and Christmas concert are well attended. Parents are invited to the annual review meetings on their child's statement, and taxis are arranged to help them get to the school. The school prospectus lacks structure, is out of date and has largely been superseded by the information for parents document. No governors' annual report has been published, although one is being prepared for the current academic year.
43. The impact of parents' involvement with the school is unsatisfactory. The school values the part parents play in their children's education and welcomes their help

in consolidating and developing learning. Staff are always pleased to see parents at school. However, there are few opportunities, apart from parents' evenings and the annual review meeting, for most parents to contribute significantly. There are no parent governors on the governing body. Travel distances mean that some parents have to rely heavily on the school to educate their children with little input from themselves. The school has no home-school agreement or written undertaking from parents to support their children. Most parents, though, do provide active encouragement in helping their children meet development targets. A minority of parents show little interest in becoming involved in their children's learning either in school or at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher's personal leadership is very good and has a very positive impact on the work of the school. He leads by example and provides a very clear vision for the school through his open, collaborative and team approach. All members of staff, including the residential social workers, non-teaching and ancillary staff, feel part of the school community, working together for the benefit of the pupils. These judgements on leadership and management represent improvements since the previous report.
45. The day-to-day management of the school is good. The headteacher is well supported by the deputy headteacher and principal social worker, both of whom have distinct and well-defined roles. They form a very effective senior management team. The deputy head sets a good example to colleagues in his management of pupils, as well as effectively organising the teaching day. The principal social worker maintains a clear overview of each pupil's personal development and the work of the care team to support this. His record keeping is very thorough. The headteacher meets frequently with different groups of staff, providing opportunities for him to keep an eye on developments and encourage discussion. In this way, staff are becoming more involved in making decisions about how the school is run and priorities for development established. All the middle management team meet every day to discuss any issues that have arisen from the previous evening and to identify pupil support for the forthcoming day. Information from this meeting is then distributed to other staff on duty during the day. The lack of co-ordinators for English and mathematics reduces the overall strength of management in the school.
46. The school improvement plan is detailed and contains suitable priorities, however, appropriate costings have not been identified. The plan is prepared after wide consultation and includes national priorities as well as areas that the school has identified as needing further improvement. For example, there are plans to improve the facilities for design and technology and to establish a school library. Financial planning procedures involve the recently formed Administration, Domestic and Maintenance Committee, who act as a link between the school, the governing body and the directors of the Trust. This committee ensures the principles of best value are well applied to the use of resources and services, so that value for money is obtained from all expenditure. Specific grants are allocated appropriately and used well to support school improvement.
47. The governing body makes an increasingly effective contribution to supporting the headteacher, staff and pupils and establishing priorities for the school's work. For example, the recent addition of residential accommodation for Year 11 pupils was well supported by governors. They are led by a very knowledgeable, clear-sighted

and energetic chair who provides dynamic leadership. This is exemplified by his recent involvement in chasing up staff to ensure that pupil files were up to date. New governors have been recruited to bring relevant skills and expertise; for example, representatives with experience of education, administration and business. They receive detailed written and spoken reports from the headteacher and other senior staff, and are well briefed about specific aspects of school development. There are appropriate committees to support the full governing body meetings. A very recent initiative has resulted in governors agreeing to make focused visits to the school. This will provide them with opportunities to keep track of the progress of the school's improvement plan, curriculum development and their impact on pupils' achievements.

48. The performance management and appraisal of staff is satisfactory and is in the course of being developed further. The governors have produced a policy and targets are due to be set for the headteacher. At present, the deputy headteacher plays the principal role in checking the quality of teaching and learning, through formal observations. Plans are in place for other senior staff to become increasingly involved in evaluating teaching. The induction of new staff is good. All have opportunities to discuss their training needs and devise a plan that will allow them to develop their skills.
49. The use made of new technology for administration purposes is good overall; there is effective use of computers for financial management and recording pupils' academic progress and behaviour. New technology is also used well to assist with security and the protection of children in the residential units. The administration team plays a key role in supporting senior staff in their work. The Trust's Chief Executive provides a valuable link between the Trust and the school and his expertise gives the headteacher a valuable source of advice.
50. The school is well staffed by teachers and learning support assistants and there are sufficient residential staff. Classrooms are suitable for most subjects, although the school recognises the need to provide a library and workshop for design and technology. The grounds are excellent for games and sports. As there are no suitable indoor sports facilities the school makes very good arrangements to use other local sports facilities but these are not available for all physical education lessons. The science room is a good improvement since the last inspection and is now very suitable for the teaching of all aspects of science. The school has created a computer room and increased the number of computers since the last inspection. The school is making good improvements to pupils' bedrooms to provide more privacy and independence. As pupils grow older, fewer share each sleeping area and they have more opportunities to develop independence in the improving living areas. The accommodation for Year 11 pupils is very appropriate. Although more resources are needed to support lessons in design and technology, religious education and French, resources for learning have improved well since the last inspection and are now satisfactory overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to bring about further improvement the governors and senior management team, in liaison with the Trust, should draw up an action plan that seeks to address the areas for improvement listed below:

Develop further the use of information and communication technology. This should be done by:

- Increasing the availability of computers and other technology aids, such as televisions and digital cameras,
- Ensuring all staff are trained to make full and effective use of this equipment,
- Including its use in the teaching of all subject areas.

(Paragraphs 6,19,24)

Extend the curriculum on offer during the school day. Aspects for consideration should include:

- Offering music to all pupils,
- Extending design and technology lessons to Years 9, 10 and 11 and looking to provide opportunities for pupils to experience food technology,
- Increasing the activities pupils experience in physical education; for example, by including gymnastics and further outdoor education experiences,
- Providing more vocational courses for pupils in Years 10 and 11,
- Developing college links to provide pupils with opportunities to sample life in a much bigger educational setting,
- Offering religious education lessons to pupils in Years 10 and 11.

(paragraphs 7,23,71, 98,100)

In addition the following minor issues should be considered:

- Implement the proposed review of the use of fixed-term exclusions to see if alternative appropriate action can be taken. (paragraph10)
- Setting up a whole school agreement with parents as part of attempts to involve them more in their child's education. (paragraph 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		15	20	6	2		
Percentage		35	48	13	4		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	39
Number of full-time pupils known to be eligible for free school meals	N/a

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3	School data	5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

There were no Year 6 pupils in school last year

Attainment at the end of Key Stage 3 (Year 9)

There were insufficient numbers in Year 9 to report on their attainment

Attainment at the end of Key Stage 4 (Year 11)

Pupils have consistently taken GCSEs and been successful. Last year there were 7 pupils in Year 11 and they achieved the following results.

7 pupils In Year 11 got one or more GCSEs in grades A-G. the highest number gained was 6 GCSEs the lowest gained was 4.

2 pupils in Year 10 took GCSEs –one gaining 5 GCSEs, the other 2.

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	29	48	2
White – Irish			
White – any other White background		5	1
Mixed – White and Black Caribbean	5		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	4	7	1
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group	1		
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	3.9
Average class size	6

Education support staff: Y7 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	300.5

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	1,802,989
Total expenditure	1,776,496
Expenditure per pupil	43,810
Balance brought forward from previous year	-128,786
Balance carried forward to next year	-102,293

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	6

Summary of parents' and carers' responses

The small number of parents who completed the questionnaire were very positive about the school. Parents are delighted with the family atmosphere within the school, the personal support and pastoral care their children are given and the development of their social and behavioural skills. Parents appreciate the regular telephone calls and written reports they receive about their children's progress. They find it easy to approach staff with questions and problems.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

52. Pupils' achievement throughout the school is good. Teaching is also good which leads to pupils' progress being good in all aspects of English. This is a satisfactory improvement on all judgments made at the time of the previous report.

Strengths

- The use of the National Literacy Strategy in the planning and teaching of English.
- Shared commitment to improvement from all teachers who teach English.
- Thorough systems to assess pupils' skills and knowledge.
- Good support for pupils with weaknesses in their literacy skills.
- Classroom displays that promote pupils' achievements well.

Areas for improvement

- Pupils do not have access to a suitable library area in which to browse or sit quietly and read for pleasure or information.
 - Use of ICT to help with pupils' writing and presentation of their work.
 - One teacher having responsibility to co-ordinate the subject throughout the school.
53. The overall quality of teaching has benefited from the introduction of the National Literacy Strategy, which has been effective in improving teachers' planning, ensuring that tasks are such that pupils build on what they have already learned. Many pupils have limited reading and writing skills as a result of their emotional and behavioural needs and breaks in their previous schooling. As a result, individual standards of work vary across all age groups. The school is addressing this need by providing pupils with individual literacy support.
54. Opportunities for pupils to develop speaking and listening skills are good. Teachers and support staff encourage pupils to join in lessons and circle time and they genuinely value what each one has to say. This leads to good progress by all pupils. They listen carefully and respond to questions asked by teachers, teaching assistants and care staff. This is particularly noticeable in the residential units, when pupils participate in unit meetings. In lessons, pupils confidently take part in discussions on a variety of topics. For example, during a good Year 9 religious education lesson, pupils were able to engage in a discussion about beliefs and whether miracles could really be true. The displays of key words in classrooms help pupils develop the vocabulary needed for a range of subjects. Pupils are able to adapt their speech to different situations – for example, chatting sociably with each other in the playground and then switching quickly to more formal speech with visitors in the dining room.
55. Achievements in reading are good. The additional literacy support and the reading pupils do with care staff in the residential units provides opportunities to improve reading skills, enjoy reading and topics for discussion. The boys say they like to read with a member of staff and the individual sessions support work in class. All pupils have the opportunity to select their own reading books and higher attaining pupils read with understanding and comprehension. They use the skills of skimming and scanning, selecting information as required. Lower attaining pupils

are effectively supported and encouraged by following an appropriate reading scheme. The school currently has no library and this restricts pupils' access to a suitable area in which to browse or sit quietly and read for pleasure or information.

56. Pupils make good progress in writing. Higher attaining pupils' writing is often organised, creative and clear. For example, pupils in Year 9 produce very good examples of imaginative work with titles ranging from "The Phantom Hitch Hiker" to the "Vampire Handbook". As part of their GCSE coursework older pupils in Years 10 and 11 have produced a variety of work associated with their set texts. They are given the opportunity to redraft pieces of writing and produce work of a good standard. They write book reviews, letters and accounts of visits. During the inspection, little use of computers was seen in English lessons and this is an area for development. Displays on classroom walls and along corridors provide good examples of writing and promote pupils' pride in their work.
57. There is no subject leader at present and a number of teachers cover the subject. To further develop work in the subject, the appointment of someone to take overall responsibility will be required.. There are good policies in place that have been developed to ensure that pupils develop their skills systematically as they move up through the school. There are satisfactory opportunities for pupils to develop their literacy skills in other subjects. The procedures to assess and record pupils' achievement are thorough and show clearly the progress that pupils are making. Pupils in Years 10 and 11 have the opportunity to study for GCSE in English Literature and the school is investigating the possibility of extending the range of externally accredited exams for lower attaining pupils.

MATHEMATICS

58. The standards achieved and their progress is good for pupils in Years 7, 8 and 9. The quality of the teaching for these pupils overall is good, although, lessons observed ranged from unsatisfactory to very good. For pupils aged 14 to 16, their standards and progress and the teaching they receive are very good. This represents an improvement since the previous inspection.

Strengths

- Teachers have high expectations for pupils to behave and work well in lessons.
- Good opportunities for pupils to take and pass examinations.
- Many lessons have interesting activities that are successful at motivating pupils to learn.
- Lessons provide pupils with opportunities to consolidate skills and learn new ones.

Areas for improvement

- Information and communications technology is not embedded in planning for mathematics and is not used enough.
- A system for formally agreeing and using targets for pupils is not yet securely developed.
- The variability in the quality of teaching and learning for younger pupils.
- The co-ordination of work in mathematics.

59. Between Years 7 and 9, all pupils learn a suitable range of skills with particular attention being paid to number and money management. These skills are taught systematically and a range of materials is used, progress is recorded and related to National Curriculum levels. However, the information is not yet used to set clear, formally agreed pupil targets to inform and improve teaching further. In a

very good lesson for pupils in Year 9, although pupils worked on individual schemes, the teacher conveyed to them high expectations of work and behaviour. Percentages and data collection were reinforced by an activity in which pupils (in rotation) went across to the basketball (one word) court where one shot baskets while his partner recorded and analysed the results. A brief period when a pupil was disruptive was handled very effectively with the teacher using a range of approaches to return the pupil to work effectively supported by the learning support assistant.

60. In Years 10 and 11, all pupils have mathematics lessons and pupils are entered for GCSE at the foundation level. Pupils' progress is very good. For example, in a lesson for pupils in Year 10, the very good progress was achieved through a well-chosen and motivating topic on scales and bearings. The carefully structured activities enabled the pupils to achieve new learning and to later consolidate what they had learned. Occasional humour gave an extra sparkle to the lesson. The attitude of pupils was typified by a boy who said, "I used to hate maths and I used to be always running out of lessons but I like it now."
61. The management and leadership of mathematics are satisfactory. However, there is no co-ordinator with overall responsibility for mathematics throughout the school and because of this there are insufficient links in the work pupils cover in Years 7, 8 and 9. While there is a clear policy and much work has been done on planning, this is still not sufficiently evident in the work of each class. Little use is made of ICT in lessons.

SCIENCE

62. Pupils' achievement is good. The school has only recently acquired a specialist teacher and a suitable room but in this short time, pupils' progress in all areas of science has improved a great deal. Pupils' achievement in GCSE is good and improving and the quality of teaching and learning is very good. There has been very good progress in the subject since the last inspection when pupils' achievement and progress was unsatisfactory and accommodation for learning was unsuitable.

Strengths:

- The very suitable room for teaching the subject.
- Lessons are interesting and include a range of activities and the use of the Internet.
- The very good leadership of the subject.
- The good planning for pupils to learn science and to build upon their learning systematically.

Areas for improvement:

- More resources for ICT to support pupils' learning in lessons.

63. The subject leader plans exciting lessons for pupils to engage them in learning. Pupils need much help with their behaviour and the teacher and classroom assistant have to encourage pupils to join in. Although pupils are behind in their work when they enter school, they are now making good progress. Planning was excellent in a lesson to encourage pupils to find out information about planets. Through individual support and questions, the teacher and assistant worked with each pupil, scrutinising a video and CD ROM about Saturn and Mars. Pupils quickly moved on to discuss the features of their chosen planet such as the highest mountain on Mars. This effective use of computers and other aids is

typical of lesson planning but there is a need for more resources to provide sufficient access to information communication technology.

64. There is exemplary planning in lessons for pupils to talk and write about what they are doing. They are encouraged to use the correct terminology and learn formulae. The teacher regularly ensures that pupils revise numeracy skills, such as finding averages, and pupils perform tasks such as weighing, measuring and timing experiments. Pupils enjoy their experiments and work together well. This was the case in a Year 9 lesson, where pupils were trying through an experiment to determine if the reaction of hydrochloric acid and marble chips is affected by the size of the chips.
65. Pupils in Years 10 and 11 study for GCSEs in science. They receive very good preparation to complete their work and achieve well. In a very well planned lesson, pupils in Year 10 made very good progress, changing circuits to affect the way that bulbs light up. They predict well since the teacher asks questions continually, challenging them to think about the result before they determine if they are correct. Planning was very effective for pupils to select their own apparatus and work individually and in pairs to solve problems about circuits. Although they have had to catch up work at other times because of taking part in sports events, the achievement of pupils in Year 11 is evident in their completed work for GCSE. They set out their experiments well, record results and draw conclusions from their findings such as the way that the concentration of acid affects a reaction.
66. The new science room is a valuable addition to the school's accommodation. Resources are satisfactory and being developed well by the new subject leader.

ART AND DESIGN

67. Pupils make very good progress and achieve very well. This is because the quality of teaching is very good. There has been very good improvement since the previous inspection

Strengths

- The excellent range of activities in which pupils have the chance to explore and develop their skills.
- Pupils benefit greatly from teachers' specialist knowledge and expertise.
- Higher attaining pupils in Year 11 are successful in GCSE examinations.
- Art makes a very strong contribution to pupils' cultural development.
- The very good displays of pupils' work around the school.

Area for improvement

- Not enough use is made of computers to support pupils' learning.

68. By the end of Year 9 pupils have experimented with an excellent variety of media and have examined and copied the work of a number of established artists. They understand procedures for depicting perspective in drawing and painting and can modify images to create abstract shapes and patterns. Pupils in Year 7 produce very good work linked to their project on folk art. They investigate designs and transfer these onto a mug and plate. Pupils in Year 8 learn to apply colour to a material background. They plan decorations for "silk" ties on paper and transfer these designs onto "blank" ties, displaying high levels of skill. By the end of Year 11, pupils are confident in using a range of materials and enjoy discussing their work. In preparing for their GCSE mock examinations pupils in Year 10 explore

ideas, select visual and other information and are beginning to develop their own styles. Compared with attainment on entry pupils' results in their GCSE examinations are excellent. Pupils enjoy art lessons and take great pride in their work.

69. The teaching of art and design is very good. The teacher uses questioning expertly to help pupils look carefully at objects and as a result, more able pupils learn to make observational drawings, beginning to show perspective through shading. Each pupil has an individual education plan for art, which ensures that there is a steady and sustained development of skills and provides evidence of achievement. The teacher sets clear criteria for behaviour and questions pupils well to reinforce and extend their learning. The teacher very successfully adapts her style when working with individuals or small groups of pupils. This allows pupils to have sufficient time, the right amount of support and constant comment to keep their concentration levels high. In such a lesson with two Year 7 pupils, no time was wasted and each pupil was totally involved. The teacher constantly encourages pupils to evaluate their work and look to how they could make changes
70. The subject is very well led. The facilities for art are good and the subject leader creates very good displays of pupils' work. There are systems in place for the monitoring and evaluation of the subject and the setting of targets for improvement. New developments are planned; for example, increasing the use of computers, which is currently satisfactory. The teacher, though does make very good use of her own digital camera to record the work of the children.

DESIGN AND TECHNOLOGY

71. Pupils' overall achievement in design and technology is unsatisfactory. This is because design and technology has been missing from the school timetable until this current year. However, because of the enthusiasm and hard work of the recently appointed co-ordinator, pupils' in Years 7 and 8, who are now having lessons in working with resistant materials, are making good progress in lessons.

Strengths

- Good quality of teaching for pupils in Years 7 and 8.
- Recent developments in planning what work will be covered.
- The commitment from the subject leader to improvement.
- Teaching ensures that pupils have the opportunity to learn independently.

Areas for improvement

- To establish a resourced, safe teaching area in which all aspects of the subject can be taught.
- Planning for the teaching of a full design and technology course to all pupils, including opportunities for pupils to study food technology.
- Teaching that consistently seeks to ensure that pupils are learning independently.

72. At the time of the previous inspection the school provided design and technology through the teaching of home economics and pupils' progress was judged to be satisfactory. Pupils' current opportunities in design and technology are confined to Years 7 and 8 and they have no timetabled access to develop skills through cooking.

73. Pupils in Years 7 and 8 show that they are beginning to develop confidence and skills in designing useful items; for example, mouse mats, message pads and,

most recently, very well designed clock faces. They use the limited range of simple tools available successfully and safely. Teaching in lessons observed was good and scrutiny of pupils' work confirms they are making good progress. However, during lessons the level of staff support was high in each session and on occasions staff did too much for the pupils. Teaching and support staff should encourage greater independence.

74. The recently appointed subject leader is keen to improve the educational quality of what is provided for the subject but currently accommodation and resources are poor. These areas should be addressed as a priority. Pupils are being disadvantaged from the lack of opportunity to engage in what is a very practical subject and one that should encourage pupils to be motivated to take part in the lessons successfully.

GEOGRAPHY

75. Achievement in geography is good overall. The pupils are making satisfactory progress in Years 7 and 8 and good progress in Years 9, 10 and 11; GCSE results are good. Teaching is satisfactory in Years 7 and 8 and good for older pupils. This is an improvement on the previous report.

Strengths

- The management of the subject is very good, including planning and the accreditation opportunities offered to pupils.
- Older pupils in Years 9, 10 and 11 have good attitudes to geography and enjoy the lessons.
- Work in class is well supported by a good range of visits out of school.

Areas for improvement

- Considerably more use should be made of computers, including more software and use of the Internet, to aid pupils' learning and progress.
- Teaching, especially the management of pupils' behaviour and the use of worksheets, in Years 7 and 8.

76. In lessons seen during the inspection week, pupils in Years 7 and 8 made satisfactory progress in lessons. The teaching was satisfactory overall, but the unsatisfactory behaviour of pupils inhibited their ability to learn. Although these lessons were well planned, they relied too heavily on worksheets with unchallenging activities. Pupils in Years 7 and 8 have looked at the seven continents and five oceans, the countries of Europe and the British Isles. They can identify the different national parks and know where the Lake District is. By the end of Year 9, pupils have made good progress and have gained a range of geographical skills. For example, in a good Year 9 lesson, the teacher used humour and very good questioning skills to ensure that pupils understood how to locate places on a map using four figure grid references and there was a challenging "grid picture" worksheet for the more able pupil. Pupils become more aware of the impact of man on the environment, both positive and negative, through pollution and conservation.

77. Pupils in Years 10 and 11 follow a programme leading to GCSE. Their attitudes are good, as they enjoy the lessons and concentrate well on their tasks. Pupils in Year 10 have looked at differing regions of the world such as the Amazon forest, the Sahara and Polar regions. They understand what affects where we live, such as climate and water supply. They are able to use grid references and can draw

and interpret bar line graphs giving differences in climate. By Year 11, pupils can explain geographical patterns and processes. They can describe the impact of tourism on British national parks and Mediterranean Spain and explain how people can both improve and damage the environment. For example, in a good lesson on the conflict of interest in national parks, pupils can explain what a "conservationist" is. There is a good contribution to numeracy, as pupils can draw and interpret bar graphs relating to temperature and rainfall and understand how to use signs, symbols and grid references in map work.

78. The use of information and communication technology in geography is unsatisfactory. Although in Years 10 and 11 there is limited use of word processing for presentation of work and spreadsheets to produce graphs, in Years 7 to 9 information and communication technology is not used to help in geographical investigations or to select secondary sources of evidence from the Internet.
79. The subject is well managed. The co-ordinator is secure in his subject knowledge and planning is very good. Opportunities for learning in humanities are regularly enhanced by a good variety of well planned field trips to areas such as Seven Sisters and the Thames Barrier. The future development plans appropriately include more use of information and communication technology.

HISTORY

80. Over time, pupils' achievement and progress are good. There was no judgement given in the last report, but through a scrutiny of planning and pupils' work, it is evident that the improvement over the last two years has been good. Teaching is consistently good.

Strengths

- The management of the subject is good. The subject manager is enthusiastic and knowledgeable and this is reflected in the pupils' interest in the subject.
- The teacher has very good relationships with the pupils and manages them very well.
- Pupils have good attitudes to history.
- The subject makes a good contribution to the pupils' literacy skills.
- The strong commitment to continue to raise standards and the capacity to succeed.

Areas for improvement

- Considerably more use should be made of computers, including more software and use of the Internet, to aid pupils' learning and progress.
- Increase the amount and range of historical artefacts.

81. The achievement of pupils in Year 7 is good. They have learned about the Norman Conquest and know that the Bayeux tapestry is a source of information about the events surrounding the Battle of Hastings. They have looked at the feudal system in mediaeval times and understand the structure of mediaeval society. Pupils in Year 8 know why monarchs in the Tudor period were so powerful. By Year 9, pupils have made good progress. The teacher shows very good management skills and has a very good relationship with the pupils. They have an understanding of chronology and can appreciate how living conditions have changed over the years.
82. Pupils in Years 10 and 11 are following a short course in GCSE. This includes the study of Russia in the early twentieth century, the modern world from 1900 to 1949

and the Second World War. Pupils have looked at Russia under the Tsars and understand why Rasputin made them unpopular. They make good progress, as lessons are well planned and well paced and therefore pupils work well, show good levels of concentration and are beginning to work independently. They are willing to show their work and talk about what they are doing. For example, one pupil could say that "the nobles hated Rasputin, because the Tzarina did what he said and appointed ministers he wanted." More able pupils are beginning to produce structured work, making appropriate use of dates and term. They can give reasons for main events and changes and understand bias, chronology and cause and effect.

83. The subject makes a very good contribution to literacy. For example, in a good Year 9 lesson on trench warfare in the First World War, pupils were able to write imaginative letters home, based on a video and their knowledge of the conditions the soldiers lived in. However, the use of information and communication technology is unsatisfactory and pupils do not have the opportunity to select and use a range of sources from CD ROMs and the Internet to look at historical sources and find out about events, people and changes or make independent historical enquiries.
84. The subject is very well managed by an enthusiastic co-ordinator who plans and implements the curriculum well and has initiated accreditation for Years 10 and 11. He ensures that suitable support in class is available for lower attaining pupils. The good planning enables pupils to build upon their knowledge throughout the school. Pupils' learning has also been enhanced by visits to Caesar's Camp, HMS Victory and Hampton Court. The subject manager recognises the need for more historical artefacts and intends to further develop the curriculum for Years 10 and 11.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

85. Pupils make good progress in specific ICT lessons but this is reduced by the lack of opportunities to use their skills whilst studying other subjects. Teaching is good in specific ICT lessons. This represents a satisfactory improvement since the previous inspection.

Strengths

- The school benefits from specialist accommodation and a range of appropriate computer software.
- The teacher's planning for ICT lessons is clear and suitable.
- Pupils' basic skills and confidence to use computers is suitably encouraged.

Areas for improvement

- All staff require further training and guidance to develop their competence and confidence to use ICT effectively whilst teaching other subjects.
- ICT is not sufficiently embedded in planning lessons for other subjects of the curriculum and is not used enough in other curriculum subjects.
- An increase in the number of computers and other forms of technology.

86. All pupils in Years 7 to 9 are taught ICT as a discrete subject. The teacher has good subject knowledge which is used effectively. For example, in a lesson for pupils in Year 9 involving a 'mimic' of a water-slide control, the teacher explained the purpose the lesson well at the start. The very good planning and the clear structure of the lesson helped maintain a good pace of learning throughout. Pupils not only made very good progress but showed great pleasure in their

achievement. In a few other lessons the learning of pupils was satisfactory even where teaching was sometimes good, mainly because pupils' behaviour slowed their rate of learning. For example, in a lesson for pupils in Year 7, one of the two pupils present refused to attend the lesson. Progress is further reduced where learning support assistants, although contributing well to relationships in the classroom, do not have the competence to help pupils with basic technical aspects of their work.

87. In Years 10 and 11 pupils are offered accreditation in computer literacy and there are plans to develop accreditation for General Certificate of Secondary Education (GCSE). Their work has included the use of databases, designing questionnaires, and a topic highlighting the financial planning for organising a party. The standards reached by these pupils and the progress indicated by their work is satisfactory.
88. The management and leadership of ICT is satisfactory and the subject leader has worked hard to develop the subject from a very low starting point. However, there are insufficient computers in other classrooms and as a result pupils and teachers are not making effective use of ICT to enhance teaching and learning.

MODERN FOREIGN LANGUAGES (French)

89. This subject is only offered to pupils in Years 7, 8 and 9. The quality of the teaching over the last two terms has been good, but the progress of pupils is only satisfactory. This represents a similar picture to that reported in the previous inspection, although at that time the pupils were studying Spanish rather than French.

Strengths:

- The work of the newly appointed subject leader.
- The curriculum, which gives opportunities for all pupils up to Year 9 to listen, speak, read and write in French.
- The opportunities being developed to enable pupils to gain external certification for their work.
- The acquisition and use of appropriate modern textbooks.
- The plans to further develop the resources available for the teaching of the subject.

Areas for improvement:

- The limited time allocated to study this subject.
 - The restricted budget available to enable the subject leader to implement plans to develop the teaching of the subject.
 - The lack of access to computers and the Internet.
90. Since the previous inspection Spanish has ceased to be offered to pupils and only at the start of the current academic year, did pupils begin to learn French. The newly appointed subject leader, although not a specialist, has made a good start in developing a suitable programme for all pupils up to the end of Year 9. He has ensured that pupils experience reading and writing of French and can also listen and speak simple French phrases. To give pupils an opportunity to be rewarded for their efforts, the work is based on an external course that enables pupils to gain either individual certificates for Units or over a two or three year? period, to gain a full entry level certificate.

91. Very appropriate modern text books have been purchased and these successfully stimulate pupils' interest in the subject. Additionally, this subject development plan shows how resources will be purchased over a three year period to increase the range of activities that can take place in lessons. A start has been made on these and in a Year 7 lesson seen during the inspection the teacher made good use of a cassette recorder to give pupils the opportunity to hear extracts from a commercial French language programme. Currently there is unsatisfactory access to computers for pupils and this is limiting their opportunities to extend their knowledge of France, for example, through the use of the Internet.
92. The work that pupils have produced this year shows a good basic understanding of vocabulary for different sports, days of the week, colours and the weather. However, pupils' progress has been restricted by there only being one forty minute lesson each week and the subject not being offered in Years 10 and 11.
93. The quality of teaching has also been reduced, particularly in the first term by the lack of suitable resources and, as a result, pupils' exercise books show an over-reliance on work sheets. However, this is being greatly improved with the acquisition of CD ROMs and other additional materials. The senior management team will need to provide support for the subject leader to allow him the opportunity to implement the very appropriate plans he has for further improvement. Consideration should also be given as to how time can be increased for pupils to study the subject which will enable them to make even better progress.

MUSIC

94. Music, which is taught by a teacher who visits the school for two afternoons per week, takes place in a specialist room having two pianos and two organs. At the time of the inspection, five pupils were being offered individual piano tuition. In the one lesson briefly observed, a pupil played accessible pieces on the piano such as the theme from 'Star Wars' and 'House of the Rising Sun' with concentration and great enjoyment. The pupil played in accompaniment with the tutor and responded well to guidance to improve the timing of a piece. Occasionally, some pupils play for the school and visiting parents. Also from time to time pupils attend musical concerts. However, there are missed opportunities to enrich the curriculum with music, for example by providing more opportunities to use a variety of instruments and develop further opportunities for tuition and perhaps groups.

PHYSICAL EDUCATION

95. Within the restricted programme of activities that pupils follow, their overall achievements are good. Teaching is also good. This represents a similar picture to the previous inspection with regard to teaching and an improvement in the achievements of pupils.

Strengths:

- Very good achievement in football, basketball and athletics.
- The enthusiastic approach of the subject leader, who has developed very good relationships with pupils.
- High quality coaching based on very good subject knowledge.
- Opportunities for boys to gain external awards for their efforts and to join local sports clubs.

Areas for improvement

- The extension of activities undertaken by pupils in physical education lessons.
 - Improve indoor facilities on site or ensure that they are available off site for all lessons.
 - Provide all class groups with individual physical education lessons.
96. Pupils have been successful this year in both the junior and senior football competitions involving Surrey special schools. Both teams have won their leagues and have displayed very good attitudes and behaviour when taking part in matches and tournaments. Awards given at a recent parents' meeting demonstrated the success of the teams and individual players within them. In basketball individual pupils have developed their skills to such an extent that they have been able to join local teams. One current pupil is captain of his local basketball age group team. Individual pupils have also been successful in county athletics meetings.
97. The subject leader only started in September 2002 but has quickly established good expectations for all physical education lessons. Pupils are expected to change and kit is provided. All are involved in warm ups and understand the importance of these. The subject leader's very good subject knowledge allows him to provide expert coaching. This was the case in a Year 10 lesson on shot putting seen during the inspection. The teacher built up the technique required to put the shot by breaking this down into small steps and giving pupils the opportunity to think about what they were doing and how they could improve. The teacher is enthusiastic and this contributes greatly to the establishment of very good relationships with the pupils. In Years 10 and 11 pupils have the opportunity to be involved in a slightly wider range of activities and their participation is recorded as part of their coursework for GCSE. Last year three pupils were successful in passing the games GCSE and in the previous year, eight pupils. These achievements are evidence of the good progress pupils make, which compare very favourably with similar types of special schools.
98. The present timetable does not give pupils the opportunity to experience individual class lessons. Currently classes are grouped together and there are restricted opportunities to provide activities that build on the skills developed in previous years. For example, if the current arrangements remain, the present Year 7 pupils will follow the same timetable for a three year period and will be involved with other pupils from other classes in all of their lessons.
99. Whilst the achievements in football are highly commendable, there is an over-emphasis on football and a few other activities. Opportunities to undertake activities such as gymnastics, dance, swimming and a wider range of outdoor education activities would suitably extend the present curriculum. The curriculum is also restricted by the lack of indoor facilities on site. Whilst there are opportunities to use a local sports centre, this is not always the case for all lessons. The teacher has tried to compensate by using the school recreational room when weather conditions prevent him from taking pupils outside. This occurred for a Year 10 lesson on long jumping seen during the inspection. The risks, however, associated with pupils landing on a stone floor and the near proximity of walls and windows made this an unsafe practice that should not be continued.

RELIGIOUS EDUCATION

100. Pupils' achievement and teaching in Years 7 to 9 is good. There is no religious education taught in Years 10 and 11. There has been insufficient progress since the last inspection.

Strengths

- The school has recognised that standards have been unsatisfactory and is now taking action to improve the quality of teaching.
- A new subject leader has developed a suitable course for all pupils.
- A course leading to pupils being able to take an examination has been started for Years 10 and 11 pupils.

Areas for improvement

- The current curriculum and assessment arrangements.
 - The range of resources, including text books available.
101. A scrutiny of pupils' work completed recently shows that pupils' progress in Years 7 to 9 is good. As this is the first year of the new course pupils are all studying Christianity, Judaism and Islam at appropriate levels. There is no religious education for pupils in Years 10 and 11.
102. Only one lesson was observed during the inspection. In this lesson, pupils made good progress. The teacher has very good subject knowledge and enabled the pupils to learn how to respect the beliefs of a different religion as they learned about how Mohammed received his message from God through the angel Jibrael. One pupil could identify the main message, "there is only one God". The pupils could make sensible contributions to the discussion as they explained the reactions of the people of Makkah.
103. In the absence of a specialist teacher, religious education has not been taught consistently since the last inspection. A new subject leader was appointed in September, who has made a very good start and the pupils now accept religious education as a regular curriculum subject. He has taken advice from other local schools and designed a religious education course that is relevant to the ethnic diversity of the pupils. He has a clear plan of how the subject is to be developed in the future. He is making good use of the very few resources available by using suitable films and videos; however, there are very few resources available and without these, it will be impossible for the subject to develop further.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

104. Pupils make very good progress overall because of the way that the school ensures that they receive very good support to make progress in all these areas. The school has improved upon the good standards evident at the time of the last inspection and broadened the subject well by introducing pupils to the study of citizenship.

Strengths

- The comprehensive way that the school helps pupils to develop personally and socially.
- The quality of teaching and learning in specific lessons is very good and pupils achieve very well.
- The very good guidance and support to prepare pupils for life beyond school.
- The good start to introduce citizenship to help pupils to understand their responsibilities as citizens.

Areas for improvement.

The use of form time by teachers.

105. The school is very successful in developing pupils' personal, social and health education through special lessons and the support they receive throughout the day and after school. New pupils, including those in Year 7 receive very good support from all staff to help them to deal with their personal difficulties and help them to fit in to the school community. All teachers continually check and report on pupils' personal and social development. The daily checking sheets for all pupils encourage improvements in personal development. The success of these measures is evident in the vast improvement in pupils' personal and social development by the time they leave.
106. Pupils learn about health education including sex education and drugs awareness. This involves, appropriately, instruction from outside specialists. As well as lessons that follow the whole school planning, the school also ensures that pupils receive very effective guidance when a subject is topical in school such as taking drugs or smoking. The lessons for pupils about the effects of smoking are very important since pupils find smoking so addictive. Pupils in Year 9 enjoyed looking at ways of relieving tension and this gave them an insight into alternative ways of helping themselves to cope with stress.
107. There are many excellent examples in the residence of staff planning to support pupils' personal development. If a pupil has a particular difficulty such as being unable to arrive at school on time, a plan is devised and steps agreed for the pupil to follow. The extensive system of recording shows how well pupils achieve their targets and move on to improve another aspect of personal development.
108. Pupils in Year 10 have studied prejudice in lessons and the subject is also dealt with very effectively at other times. This was evident in an excellent morning assembly meeting where pupils were absorbed by the headteacher's dilemma of correctly excluding a violent racially prejudiced pupil. This meant that he was unable to continue helping the pupil to see the error of his ways.
109. Although a recent introduction, the study of citizenship is proving to be valuable in encouraging pupils to reflect upon their lives, responsibilities and how they feel about the world around them. Pupils in Year 8 made impressive gains in learning in a lesson considering human rights. Through skilled guidance from the teacher, they are able to distinguish between rights and 'things that they would like.' Pupils develop a very good grasp of a few of the internationally agreed human rights. They were able to explain why these are important, developing empathy towards others. Pupils are making very good progress in understanding the importance of voting in a democracy.
110. The way that the school gradually arranges for pupils to take more personal responsibility as they get older culminates in their final year in the 'independence unit.' Pupils have greater choice of what they do and take more responsibility for themselves. This, together with the very good opportunities to take part in work experience makes a strong contribution to prepare them very well for leaving school; all pupils either find employment or a place at college.

111. The school has very high aspirations for further improvement and has identified the need for form tutors to take greater responsibility for teaching the formal programme for PSHE and citizenship.