

INSPECTION REPORT

NIGHTINGALE SCHOOL

Wandsworth

LEA area: Wandsworth

Unique reference number: 131594

Acting Headteacher: Kevin Crow

Reporting inspector: Charles Hackett
21081

Dates of inspection: 29/01/01 to 01/02/01

Inspection number: 230112
Full inspection carried out under section 10 of the School Inspections Act
1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Day
School category:	Special
Age range of pupils:	11-16 years
Gender of pupils:	Boys
School address:	Beechcroft Road Tooting
Postcode:	SW17 7DF
Telephone number:	0208 8749096
Fax number:	0208 8743724
Appropriate authority:	Wandsworth
Name of chair of governors:	Simon Davies

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21081	C. Hackett	Registered inspector	Modern foreign languages Religious education	What sort of school is it? How high are standards? How well are pupils taught?
9577	E. Parrish	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
1769	M. Holohan	Team inspector	Science Art and design Music	Pupils' attitudes, values and personal development English as an additional language
19171	R. Lee	Team inspector	Geography Physical education	How well is the school led and managed? Special educational needs
1224	G. Todd	Team inspector	Mathematics Design and Technology History	Equal opportunities
20622	A. Sydney	Team inspector	English Information Communication Technology	How good are the curricular and other opportunities offered to pupils or students?

The inspection contractor was:

QICS

Ibsley
4, West Cliff Road
Dawlish
Devon
EX7 9EB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nightingale is a day special school for boys with emotional and behavioural difficulties aged between 11 and 16 years. The school opened in September 1998 after the Local Education Authority closed two of its previous special schools for pupils with emotional and behavioural difficulties. The school has 71 pupils on roll; 40 from Wandsworth and 31 from other London Boroughs. 31% of pupils have joined the school since September 2000. Within the current population 37% are of different ethnic backgrounds than English. Pupils' attainment on entry is very low; many have been excluded from previous schools and missed periods of education. There are a small number of pupils for whom English is an additional language. Attached to the school is a residential provision for up to 25 pupils. During the inspection there were up to 6 pupils staying overnight.

The school currently has an acting headteacher and deputy headteacher. The school has been the subject of a major rebuilding programme since June of last year. This is now nearing completion but it is clear that this work has had a negative impact on the work of the school. Staff have had to work in temporary offices, their usual resources have not been available and the rooms available to pupils have been restricted. This has had a negative effect on the curriculum offered. In addition the school suffered a burglary over the Christmas period and lost computers, musical instruments and confidential records.

HOW GOOD THE SCHOOL IS

This is a very ineffective school that gives very poor value for money. Pupils' achievements are well below what they should be. The progress they make in learning new skills and acquiring knowledge is poor. Achievements and progress are affected by pupils' very poor attendance and behaviour and the poor quality of teaching in the school. The leadership and management of the school have failed to ensure that teachers are supported in their work and pupils are safe. The capacity for improvement under the current management is poor.

What the school does well

- Drama is taught well and provides a good opportunity for pupils to achieve.

What could be improved

- The quality of teaching is poor.
- The progress pupils make and their achievements are poor.
- The leadership and management of the school is very poor. The governors are not carrying out their expected duties and senior staff fail to offer effective support for both staff and pupils.
- Pupils' attitude to learning, their attendance and behaviour are very poor.
- The curriculum is poor; it does not provide pupils with an appropriate range of experiences in a number of subject areas.
- The accommodation during the period the school is being rebuilt is unsafe.

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

In accordance with section 13(7) of the School Inspection Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Nightingale school has not been previously inspected.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age	Key	
	16		
Speaking and listening	D	very good	A
Reading	E	Good	B
Writing	D	Satisfactory	C
Mathematics	E	Unsatisfactory	D
Personal, social and health education	E	Poor	E
Other personal targets set at annual reviews or in IEPs*	E		

Pupils' standards of achievement and their rates of progress are well below what they should be. A key factor is pupils' very poor attendance. For those pupils who do attend achievements and progress are unsatisfactory in English and geography; in mathematics, science, design and technology, religious education and history they are poor, and they are very poor in information and communication technology (computers), French and music. Achievements are satisfactory in physical education. Only in drama are achievements good. This is reflected in the good GCSE results pupils have consistently achieved in this subject. Last year there were good results in art GCSE examinations but these standards are not being maintained. This is because the new art teacher is not receiving sufficient support to control pupils in his classroom. Pupils are not making progress against the targets set in their individual education plans (IEPS) and, inappropriately, the school has not set itself targets for increasing pupils' achievements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very poor. Pupils show little interest in their work and very little enthusiasm for school.
Behaviour, in and out of classrooms	Behaviour is very poor. A significant number of pupils roam the school, disrupting lessons and treating staff with contempt. Staff are frequently exposed to verbal and physical aggression and the level of bullying is high, resulting in a climate of fear and intimidation.
Personal development and relationships	Both are poor. Pupils show scant regard for the well being of others and there is no sense of community in the school.
Attendance	Attendance is very poor. During the inspection less than 50% of pupils attended. Records show that this level has only improved to 65% on occasions during the previous term. Once in school, attendance in lessons is also very poor.

The poor behaviour of many pupils has a negative impact on pupils' progress. Lessons are disrupted and pupils and staff are frequently assaulted. Pupils report that they believe some of their fellow

pupils fail to attend because they are bullied. Inspectors' observations of pupils being bullied and staff failing to take appropriate action indicate that these comments are likely to be true.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-16
Lessons seen overall	Poor

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.

The overall quality of teaching is poor and as a result pupils' learning is poor. During the inspection only 62% of teaching was satisfactory or better; 28% of these lessons were good or very good. Of the 38% of lessons where teaching was unsatisfactory, 11% were poor or very poor. Drama is the only subject where teaching is consistently good. Major weaknesses in teaching include poor skills in managing pupils' behaviour, limited planning for lessons, overuse of worksheets and a failure to gain pupils' interests and ensure that they are learning as much as possible. Literacy and numeracy are taught poorly. Teachers work is made very difficult by the lack of effective support from senior staff in ensuring that pupils understand and try to conform to clear expectations for their behaviour and learning within the classroom. The teaching of physical education is satisfactory. The overall quality of the teaching of English, geography and mathematics is unsatisfactory; the teaching of religious education, history, art, design and technology, personal, social and health education is poor; and the teaching of science, French, music and ICT (computers) is very poor. Standards of teaching for all pupils are very similar throughout the school, with the exception of when Year 7 pupils are taught by their class teacher; the teaching and learning in these lessons is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is poor. Although in the majority of subjects there are plans to cover a range of work, in practice this does not happen.
Provision for pupils with English as an additional language	Poor. There are no special arrangements for these pupils. Their achievements and behaviour are similar to those of other pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Procedures for monitoring and supporting pupils' personal development are very poor. Provision for spiritual, moral, social and cultural development is very poor.
How well the school cares for its pupils	Poor. The school is failing to respond to the physical and emotional needs of pupils and to take reasonable steps to ensure their overall care, health and safety.

The school shows satisfactory commitment to work with parents. However, there are few links with the local community. The curriculum offered in mathematics, science, information and communication technology, French, music, design and technology and religious education fails to provide pupils with a suitable range of experiences. There are examples of pupils repeating work and many pupils have little work to show for their time in school. There are three residential trips in term time, which are not effectively linked to other aspects of the curriculum. Procedures to assess pupils' attainment are

unsatisfactory. There is a policy to re-integrate pupils into mainstream schools but this is currently not being implemented. The quality of care for the few pupils who reside in the hostel is satisfactory. The accommodation is warm and welcoming but there are limited formal links with what happens during the teaching day.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very poor. The leadership and management of senior staff is ineffective and fails to ensure that staff and pupils are safe. Staff receive little support and direction for their work.
How well the appropriate authority fulfils its responsibilities	Poor. The governors of the school are not fulfilling their duties. They are too reliant on information from staff and have no understanding of what is actually happening in the school. They have not acted upon the recommendations of an Auditors' report of almost a year ago, have had little involvement in the school development plan and have not given their approval to school policies.
The school's evaluation of its performance	Very poor. The school development plan is out of date and no evaluations of previous developments and expenditure have been undertaken.
The strategic use of resources	Very poor. There is no link between the school budget and priorities for development.

The school receives a very good financial allocation from the local education authority. This means it has sufficient staff to meet the demands of the curriculum. However, there is a lack of expertise in the teaching of music, computers and French. The accommodation is currently being rebuilt. As a result many areas of the school are either under reconstruction or decoration. When completed, the accommodation will be good but at the present time it is very hazardous. Learning resources are unsatisfactory in a number of subject areas. The school does not ensure it applies the principles of best value, although this is not the fault of the school finance officer who is doing a good job in very difficult circumstances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Some parents are pleased with achievements. Some class tutors give helpful support by telephone and are very approachable. 	<ul style="list-style-type: none"> Much more support for pupils' emotional and behavioural problems. Homework is inconsistent. Too much smoking in school, particularly in the toilets. Discipline is not strict enough.

Most parents said they were satisfied with the quality of education. Inspectors support parents' views that most class tutors are very approachable and give good support to parents on the telephone. Inspectors agree with the areas parents would like to see improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' achievements, given their special needs, are poor. They are also poor in comparison with pupils in similar types of special schools. The main factors that contribute towards this are:
 - very poor levels of attendance;
 - poor attendance to lessons even when pupils are in school;,
 - many lessons being disrupted by poor behaviour, either by the pupils within the lesson or pupils coming into classrooms from other lessons;
 - the lack of effective IEPs;
 - insufficient planning in many subjects;
 - and ineffective strategies to develop literacy and numeracy.
2. In considering pupils' progress against their individual education plans, it is not possible to see any improvements. Pupils' first targets were set in 1999, or later, if they joined the school after that date. However, inspectors were not able to find a single set of targets that had been evaluated to show whether pupils had achieved their targets. In addition, the targets are not precise enough to enable teachers to record whether pupils have made progress. Inappropriately the targets set often do not include specific targets for English and number work.
3. Pupils have achieved a few successes in GCSEs; these are particularly good in drama. The quality of teaching makes a significant contribution to these achievements. In drama, pupils are able to act out different roles, discuss scenes and plan ahead for future work. Pupils' knowledge of their own standards is illustrated by their requests to redo particular scenes because they felt they could improve them. GCSE passes in art last year were good but the teacher responsible has left and the new teacher is not receiving effective support to deal with pupils' behaviour. As a result the standards of art work being achieved by pupils are now poor. The few GCSE passes achieved in other subjects are lower than they should be. This is illustrated in science, where in discussion with inspectors pupils show potential for higher achievement but they are not challenged or tested by the work within lessons.
4. Achievements in physical education are satisfactory. They are unsatisfactory in English and geography. Achievements are poor in mathematics, science, religious education, design and technology and history; in ICT (computers), French and music they are very poor.
5. The poor progress of pupils in each year group is similar. This is also the situation for pupils with additional special needs and those for whom English is a second language. There are limited programmes and strategies to work with pupils with specific problem areas. For example, the very limited literacy programme fails to address the reading difficulties of pupils. As a result, their levels of reading ability are often very poor.

6. It is unsatisfactory that the school has not set targets for pupils' achievements. As a result there is no means for senior staff and governors to monitor whether pupils' achievements are increasing each year.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to learning are poor. Their reluctance to attend school is apparent by the very high levels of absenteeism. Those who are present demonstrate a further reluctance to attend lessons. Pupils roam the school, often refusing to go to lessons. This results in classes being reduced to one or two pupils and, on occasions, none at all. Pupils lack any sense of belonging to the school and show disdain by repeated acts of vandalism to the building and equipment. The school is a bleak community that does not invite trust or respect.
8. Their poor attitude results in pupils achieving little. For example, in a year 11 English lesson, a significant proportion of the pupils supposedly doing a report on their work experience, remained totally uninvolved in the lesson. They came and went from the lesson, abused the teacher and used foul language. However, the potential of pupils to show a better attitude is demonstrated by the sensible points that pupils put forward during discussion in the pupils' forum.
9. The behaviour shown by pupils in classes and around the school is very poor. The lack of consistency in the approach of staff to very challenging behaviour results in very disrupted school days. Pupils come and go as they like from lessons and the school site; often inviting each other, for example, to go for a smoke in the toilets. They are openly defiant to staff, usually treating attempts at discipline with contempt and foul language. Staff are subjected to a constant barrage of physical and verbal abuse. The number of physical assaults on staff is very high with records showing examples of staff being punched and kicked as well as being threatened with a range of weapons, including knives. Racist comments to staff and between pupils are rife and are a further contribution to the school's atmosphere of fear and violence. A young pupil openly smoking as he walks through the school demonstrates the open contempt for any form of discipline.
10. Pupils' response to the system of points for good behaviour is enthusiastic. However, it is not based on the idea of behaving well to earn points, but rather of negotiating the maximum number of points possible for responses such as agreeing to listen to the teacher. The level of exclusions is high. The number of occasions when pupils are physically restrained is also high, although accurate figures are not available as a number of teachers report that they have stopped completing incident forms because of the lack of response to them from senior staff.
11. Relationships within the school are poor. There is a lack of respect for staff and pupils do not hesitate to make this very apparent. Pupils rarely value what the staff offer and often totally reject any attempt at assistance. Efforts, for example, by a support assistant to involve pupils in extra literacy lessons are met with verbal and racial abuse of the most offensive type. The very poor social development of the pupils results in selfish and immature behaviour; for example, a pupil refused seconds at lunchtime made repeated attempts to attack the cook. Pupils display little understanding of the impact of their behaviour on others.
12. Attendance is very poor. During the inspection less than 50% of pupils attended school. Of these many failed to attend lessons. Records show that this level of attendance has only improved to 65% on occasions during the previous term.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of teaching and as a result, learning, is poor. During the week of inspection 47 lessons or parts of lessons were seen. Of these 38% were unsatisfactory, 62% were satisfactory or better, of which 28% were good or very good. These observations on teaching are very low in comparison with other schools. This poor quality of teaching is reflected in pupils' work and their achievements.
14. In the lessons seen that were graded good or very good the strengths of the work included:
 - good clear expectations as to how the pupils will perform in the classroom;
 - good relationships with the pupils helped to ensure a calm atmosphere;
 - a clear plan as to what will be taught in the lesson;
 - pupils being challenged and interested by the work.
15. An example of very good teaching displaying these strengths was a sociology lesson for year 10 pupils. During this lesson the teacher was able to successfully encourage pupils to think and discuss carefully their views about the customary roles of men and women. Because of the quality of teaching, pupils' learning was very good and by the end of the lesson they had gained a clear insight into a number of issues. In drama the high quality of teaching has a very positive effect on pupils. There are clear rules in the lessons and assessment is used to plan lessons. An important quality was the use of assessment and evaluation of work achieved. During the lesson the teacher took notes and at the end of the lesson reviewed her assessment with pupils.
16. In a number of the lessons where teaching was satisfactory, a positive aspect was the manner in which staff dealt with pupils' poor behaviour. Teachers were not flustered; they patiently tried to keep pupils on task. Examples of this were seen in history, design and technology and English.
17. The lessons of the unqualified teacher, who has responsibility for three Year 7 boys, are consistently satisfactory. The quality of her relationship with them and the detail of her planning for lessons contribute greatly towards this.
18. Throughout the school, the planning by teachers of what they will do in their lessons varies between good and very poor. Where it is good it has a positive impact on pupils' achievements. For example, in the majority of physical education lessons there were good warm up sessions, good opportunities to develop skills and opportunities to play a game. The lack of effective planning contributes to the poor quality of teaching. There are limited plans to show what will be covered in many subjects and upon which teachers can base their individual lessons. There is no expectation from senior staff for teachers to have records in which they show the work pupils have done or are expected to do in the future. This means there is no way of checking whether teaching is having a positive impact on pupils' learning.
19. A key factor in the overall quality of teaching being poor is the failure of the school as a whole to have clear expectations as to what is expected of pupils when they are in the classrooms. Teachers lack strategies to manage pupils' poor behaviour. The senior management team has been ineffective in supporting teachers to develop these strategies. As a consequence even where teachers have planned appropriately for a lesson, the lesson becomes disrupted by pupils running in and out of

classrooms, banging on windows and often being engaged in fights in the corridors. The school feels the building work has reduced the effectiveness of previous successful behaviour management strategies.

20. Teachers fail to plan effectively to improve pupils' literacy and numeracy skills. There is no whole school emphasis on this and the system whereby individual pupils are withdrawn for reading practice is unsuccessful. During the inspection pupils were seen being requested to leave lessons to undertake reading. This was organised in an ad-hoc manner; examples occurred of pupils wanting to remain in class to work but being requested to leave to undertake reading. Other occasions were seen where pupils were asked to go for reading practice but they refused and were very abusive towards the learning support assistant.
21. Another factor in the poor quality of teaching is the over use of worksheets. Whilst it is recognised that for the last term there has been disruption in the school because of building work, in subjects, such as science, too much work has been based on worksheets and little effort has been made by teachers to ensure that their lessons are interesting and stimulating. Work in folders, in many subjects, shows an over-reliance on the use of worksheets and, as a consequence, pupils are not learning or achieving anywhere near the standards they are capable of.
22. In the very poor lessons there is a lack of challenge for pupils. For example, in science, pupils in different year groups have recently completed the same work. In addition in two very poor lessons where pupils were asked to dissolve salt in water, no effort was made to measure the amounts of salt or water used to ensure this was a fair test. The brighter pupils within the group clearly struggled to cope with the lack of challenge and structure to the lessons.
23. Low expectations were seen in a number of lessons. For example, pupils in a Year 9 religious education lesson were required to copy out of a book. They were not challenged by this work, nor was any effort made to ensure they had an understanding of what they were copying. Similarly in design and technology, the work pupils complete individually is too dependent on the teacher or learning support assistant. They are not challenged by the tasks and rely very much on receiving support to be able to achieve.
24. The impact of the lack of support from senior teachers and a structure to manage pupils' behaviour is illustrated in the teaching of art. The teacher does have good ideas but his teaching is not effective because of the lack of appropriate support and strategies for him to deal with the extreme behaviour of pupils in his lessons.

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

25. The school provides a poor curriculum. The curriculum does not meet statutory requirements because it does not provide pupils with access to the full National Curriculum and religious education; there is no opportunity to study a modern foreign language for older pupils. Many of the subjects of the National Curriculum are present on the recently introduced timetable, however within many, for example design and technology, music, French and computers, required areas of study are not offered to pupils. In mathematics pupils have few opportunities to develop mental mathematical skills. Many of the plans for the curriculum on the last school development plan have not materialised; for example, the planned introduction of the ASDAN accreditation for key skills.

26. The curriculum does not meet the special needs of pupils, nor does it challenge them to learn. Parents complain that computers are used for games or to manage behaviour, rather than for teaching skills. Parents' concerns are on the whole justified. Almost half the timetable for older pupils is spent on non-academic subjects. Residential trips with a social and physical emphasis rather than based on the curriculum, sometimes take place in term time and affect exam revision. Governors have expressed concern about these but records show they have still taken place.
27. The programme for Personal Social and Health Education (PSHE) is poor. It is covered in tutor time on most days but lessons are not planned and there is no link to the work covered. There is no subject co-ordinator or overall plan for the subject. Outside agencies are brought in to offer sex education lessons but few boys attend. There is a policy that tells staff what to do about substance abuse but no evidence that this has been covered in lessons.
28. The careers programme for pupils is not well planned. There is very limited time allocated on the timetable and again no agreed plan to show what will be offered to pupils. Appropriately, though, all pupils at the end of Year 10 have a short period of work experience arranged through the Trident agency. This work is followed up much later in English lessons and provides the basis for a Certificate of Achievement in English. All Year 11 pupils are offered a course at a local college in vocational courses ranging from computers to sport and construction but there is very limited contact between the school and the college with regard to pupils' achievements. A few Year 11 pupils also do a day's work experience each week.
29. Extra-curricular opportunities are very limited for those pupils who do not stay overnight in the residential unit. In drama there are visits to the theatre, which are popular. There are, though, no lunchtime or after-school activities. For those pupils in the residential unit there are a number of extra curricular activities, as well as homework. They include links with a local school for hearing impaired pupils for regular board games and football. The range of activities includes ice-skating, craft work and computer games.
30. The provision for special educational needs within the school is very poor. Little emphasis is given to addressing the additional needs of individual pupils. Although all pupils undertake an initial assessment of their reading ability when they join the school, little use is made of this information. Providing for pupils' additional special educational needs does not feature in the planning of teachers. The planning of work in lessons for pupils with literacy difficulties is particularly poor. The reliance on pre-prepared worksheets in many areas of the curriculum compounds their difficulties and prevents their access to several subjects.
31. A learning support assistant has been allocated a key role as the individual literacy specialist, but does not have any experience or qualifications in this area. Her experience of pupils with emotional and behavioural difficulties is limited to one term's observation within the classrooms in the school. Pupils are identified by the literacy co-ordinator on the basis of greatest need for up to three forty minute sessions a week.
32. The provision for pupils' spiritual, moral, social and cultural development is very poor. There is no planned programme for spiritual development. The assembly observed during the inspection, celebrated achievement, but did not contain a collective act of worship, or provide an opportunity for reflection. The claims made in the school brochure, about the contribution of assemblies and personal, social and health

education lessons to reinforce values and social development were not observed during the inspection. In fact, the tutorial sessions used to teach personal, social and health education, were poor.

33. The small number of resident pupils benefit from better opportunities to develop socially. Their links with the school for pupils with hearing difficulties is a positive example of this. The school behaviour policy is ineffective and, therefore, does not support moral and social development. Pupils understand the difference between right and wrong, but this is not reflected in their behaviour towards each other and staff. There is very limited cultural and multicultural provision in religious education, art and history. Staffing does reflect the multi-ethnic nature of the school; however, many pupils are disrespectful towards teaching and support staff and both suffer from verbal and physical abuse. Opportunities for teaching pupils about living in a multicultural society are poor.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school is failing to respond to the physical and emotional needs of pupils and to take effective steps to ensure their overall care, health and safety. It is also failing to monitor and deal with problems of behaviour and attendance. This lack of care is having a negative impact on pupils' learning.
35. There are very poor procedures to ensure the health and safety of pupils. The school is failing to protect pupils from harm by checking that pupils and staff work in a safe environment. The Health and Safety policy is out of date and is not reviewed regularly by the governing body. There are a number of outstanding health and safety issues. For example, during the inspection the fire alarm system was not working. This is a matter of serious concern, particularly in a school where several pupils and staff regularly board overnight. In addition, there is building work still in process and far too little attention is paid to stop pupil access to areas being rebuilt or decorated. Builders leave tools and equipment lying around in a stairwell, which has not been cordoned off from pupils. One broken window in a classroom was not repaired until the fourth day of the inspection.
36. Although staff know their pupils well and generally have their best interests at heart, there are instances where the school fails to take adequate steps to safeguard their welfare. For example, there is no evidence of a medicines' policy. There are no procedures to cover the way in which prescribed medicines, such as Ritalin, are administered to day pupils. No one monitors and records their use and no one watches to ensure pupils actually take the medicine. This practice is unacceptable. Although staff know who the designated Child Protection officer is for the school, not all staff have received the basic training in child protection.
37. The school's procedures for monitoring and dealing with problems of bad behaviour are very poor. Parents and teachers alike expressed concern about the school's lack of discipline. The school lacks strategies that are designed to modify the behaviour of particular pupils and which can be consistently applied by all staff. There are too few strategies for ensuring discipline within lessons and this means that pupils' patterns of offending behaviour are frequently ignored and allowed to disrupt other pupils' learning. Staff report that there are vague rules and ineffective sanctions which do little or nothing to point out to pupils the consequences of their bad behaviour. For example, there are no sanctions for teachers to use when pupils walk out of lessons. This can give pupils the impression that leaving a lesson does not really matter, as teachers rarely say anything and pupils are not required to make up the lost time, for

example, by staying in at break times. Teachers mostly turn a blind eye when pupils leave a lesson early to smoke in the playground. Records show that each week there are regular reports of physical assaults on staff, some of which receive little or no action. Verbal abuse is commonplace. Several staff told inspectors that they no longer bother to report physical and verbal assaults as they were made to feel that they were somehow to blame. Staff told inspectors that suggestions put forward to improve behaviour have been quashed on the grounds of insufficient resources. In addition several staff are unclear about restraint procedures, for which there are no written guidelines.

38. Procedures to monitor and improve pupils' attendance are very poor. There is no attendance policy in the staff handbook and no written guidelines for responding to absence. There are no school rewards for good attendance and no firm line taken on unauthorised absences, nor late arrivals. When pupils miss registration without an adequate explanation, they are not marked with an unauthorised absence. There is no evidence of disciplinary action or even school disapproval for pupils who persistently fail to arrive on time. Class tutors have day to day responsibility for attendance but there is very little evidence of action being taken.
39. Not only is overall attendance very poor, there is unacceptably high truancy from lessons. At one point of the inspection, only 11 pupils were actually present in classrooms. Although a member of staff patrols the corridors to record, who is in class, no useful purpose appears to be served with the evidence collected. No one monitors patterns of attendance in particular lessons to examine, for example, their implications in terms of curriculum content or teaching style. Parents told inspectors of their serious concerns about the ease with which children can walk out of classes, and indeed out of school. During the inspection many examples of this were seen. For example, a pupil was returned to his home, by the police at 10.30 p.m., after leaving school earlier that morning.
40. There is effective liaison with outside support agencies, such as the school nurse. Parents, though, expressed concern at the poor provision of psychiatric and psychotherapeutic support for their children's complex emotional and behavioural needs.
41. Procedures for monitoring and supporting pupils' personal development are very poor. Individual education plans do not contain targets for monitoring behaviour and personal development and there is very little to encourage pupils to develop qualities of persistence, co-operation with others, and self-confidence, as well as acquiring acceptable social skills.
42. Apart from the previous comments about health and safety matters, the care arrangements for boarding pupils are satisfactory. Parents speak well of the standards of care their children receive and most pupils look forward to the opportunity of boarding. The refurbished boarding accommodation has only been opened for two weeks and less than six pupils regularly board. However, the accommodation is good, with bright and cheerful facilities, which provide sufficient privacy for each boarder. Relationships between residential care staff and pupils are good and staff work well together to make pupils feel safe and secure. There are good records kept for each pupil, which include notes of any prescribed medicine, and staff have good systems for ensuring that targets in individual statements for boarding are met. However, hand over arrangements between day and residential staff are unsatisfactory and opportunities to discuss how pupils have behaved and what they have achieved are frequently missed.

43. Procedures for assessing pupils' attainment are unsatisfactory. The school brochure indicates that pupils' progress is assessed annually against National Curriculum criteria, but inspectors found little evidence of this. Recently, time was allocated for assessing all pupils in mathematics but this process has yet to be completed. Pupils do not have clear targets in mathematics and English. Similarly, all pupils have individual education plans but the targets on these plans are imprecise and therefore of little use to teachers in planning their work or in measuring pupils' progress. When inspectors talked to several pupils about their individual education plans, it became clear that they had not been consulted about them and pupils had no idea what an individual education plan was.
44. The use of the assessment data available to the school is unsatisfactory. Teachers are not adequately trained to analyse data and set realistic targets for pupils taking the national tests when they are fourteen or external examinations such as GCSE. Assessment, therefore, is not being used effectively to raise pupils' achievement and track their progress as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school shows satisfactory commitment towards its partnership with parents. Although only ten parents attended the pre-inspection meeting and replied to the questionnaires, most parents say they are satisfied with the quality of education their children receive. They are pleased with the quality of teaching and believe their children are encouraged to work hard.
46. Parents and carers are encouraged to visit the school to talk to teachers, but unfortunately many are prevented from doing so because of the distances involved. The main channel of communication with parents is the telephone and some parents are pleased with the helpful and supportive calls they receive from some class tutors, particularly when they report that their child has done well. However, the school makes insufficient use of telephone calls to parents as it does not check on a regular basis the reasons for pupils' non-attendance.
47. The school sends out academic reports on pupils twice yearly and these are generally of good quality, providing parents with good information on what pupils know, understand and can do. It was reported that there are twice-termly newsletters for parents, although recent evidence of them was not available during the inspection. There are opportunities for parents to attend an annual review meeting, although many choose not to or are unable to attend. However, the quality of information provided for parents is unsatisfactory overall as some information is misleading and some is missing altogether. For example, the prospectus does not report current levels of attendance, which is contrary to statutory requirements. It also fails to point out to parents the importance of regular attendance and the need to report all absences promptly. Some information in the prospectus is misleading; for example, it suggests that there is an on-going programme of re-integration for pupils from year 7. In fact, there has been no re-integration of any pupils since last summer.
48. Several parents and staff report a lack of interest and co-operation from many parents. This lack of involvement in the school impacts adversely on their children's learning. There is evidence that parents do not always support their children's learning at home, for example by helping with reading and homework. Many parents do not co-operate with the school by reporting children's absences or by committing themselves to the home/school agreement.

49. Parents have concerns with several aspects of the school's provision. Some parents do not have confidence in the way the school is led and managed. Some are very worried by the bad behaviour of pupils and the disruptive effect it has on lessons. A few parents complained about the bad language used by pupils and the amount of time pupils spent out of lessons. Some parents are also concerned about homework and a lack of consistency between teachers. Inspection evidence supports parents' concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very poorly led and managed. The acting headteacher and acting deputy are on temporary contracts and have no previous experience of educating pupils with emotional and behavioural difficulties. The continuing uncertainty about their future roles in the school has contributed to ineffective leadership, where there has been no clear expectation of high standards in teaching, learning or behaviour in the classroom.
51. The senior teaching staff do not have a full understanding of their professional responsibilities. This is partly caused by an absence of specific job descriptions describing their professional roles. The lack of firm leadership and the failure to provide explicit aims and values for the school means that the management team provides little support and direction to the work of the staff. The school's policies and documentation, which should define good practice for the staff, are too often out-of-date, inadequate for their intended purpose, or simply have not been written. Teachers have little confidence in themselves and the school's leadership. This inevitably leads to an inconsistent approach to the management of challenging behaviour and the ability of the school to provide an environment in which the pupils can learn and succeed.
52. The school has recently adopted a mission statement, which states that the school will provide a safe and caring environment in which the students' personal, social, educational and emotional needs are addressed. This is clearly not being achieved. The failure to provide strong and decisive leadership and the weakness in the provision of effective systems to manage pupils' behaviour, has resulted in both pupils and staff being at considerable risk of physical and emotional harm from the unrestrained aggression of many pupils.
53. The governing body of the school has been very poor in providing effective support. It has not fulfilled its statutory duties. This includes the fact that not all aspects of National Curriculum subjects are offered, there is no health and safety policy and a performance management policy has not been agreed. Although the governors are supportive of the school, they have little understanding of their responsibilities and have been too prepared to listen to an over-optimistic interpretation of events presented by the acting headteacher. Their efficiency in planning and maintaining an oversight of the school's budget has been particularly poor. The lack of minutes of the finance committee was criticised by the latest auditor's report and the recommendations within that document have not been acted upon by the full governing body. The School Development Plan was not ratified when it was originally compiled, and, even though it is presently out of date, its lack of relevance has not been commented upon. A cluster of academic subjects was given to each of three governors by the curriculum committee in November 1999. This good intention was never followed up and the governors play no part in the monitoring of the school's curriculum. The personnel committee has been active in the selection of staff, but has not maintained an effective oversight of their subsequent deployment.

54. The Chair of Governors has an understanding of some of the difficulties faced by the school recently, but neither he nor his colleagues have a realistic view of the serious weaknesses that are currently present. Monitoring the number of exclusions, for example, does not give a satisfactory indication of the scale of difficult and extremely challenging behaviour being faced by the staff on a daily basis. The governing body does not play a sufficient part in determining the direction of the school and is too complacent in relying on the professional staff making their decisions for them.
55. The senior management team has not been effective in monitoring the curriculum and teaching within the school. The staff handbook provides a lesson observation document, but does not include a Performance Management policy, agreed and approved by the governors. The acting headteacher and the senior teachers have not conducted any formal observation or monitoring of teaching since the building work started last June although they have maintained regular, but unstructured visits to the classrooms. There is currently no oversight of the teaching programmes being delivered and some of the lessons being taught do not reflect the planning that has been presented to the senior management team. The role of teachers managing subjects is poorly defined; they do not have an active role in monitoring their subjects. As a consequence, there is considerable evidence of low expectations by teachers and inconsistent marking, recording and assessment of pupils' work. The priorities for development were identified clearly by the then acting deputy headteacher in November 1998. He called for rigour and consistency in lesson planning and delivery. His recommendations have not been acted upon.
56. There is currently no useful School Development Plan. The current document contains priority areas and lists the resources needed to meet them but proposes no objectives beyond November 2000. It also contains no indications of financial costing, so it is not possible to link planning to the budget. The school does not have any whole-school targets or any subject development plans to guide the school's curriculum development. There has been an inconsistent allocation of funds across the curriculum. The Standards Fund is run by the bursar on an ad hoc basis and, although she ensures the allocated funds are used within the proper timescale, this spending is not sufficiently monitored or planned for. The school's budget is well organised by the bursar, but the acting headteacher and the governing body have been over-reliant on her organisational skills and have not provided sufficient support or guidance in any aspect of the school's financial planning.
57. The school has a plentiful number of staff. The generous capitation for the school is based on a large number of pupils who, although they have never attended, nevertheless remain on the roll and attract funding for their places. Although class sizes number up to twelve pupils in Year 11, the teaching staff can be relatively certain that only a few of them will arrive for class. This permits the deputy head, a senior teacher and the literacy co-ordinator to have a 60% or less teaching commitment. There is only one member of staff with a qualification in special educational needs. There are weaknesses in the match of appropriately qualified staff with the demands of the curriculum. The levels of subject knowledge and experience among teachers are currently unsatisfactory for the teaching of English, music and computers and poor for the teaching of French.
58. The arrangements for the induction of newly qualified teachers are satisfactory. They attend the LEA's induction course and have had training time in school. However, there has been no formal monitoring of teaching or an emphasis on support and assistance with the management of pupils' behaviour.

59. There are appropriate numbers of care staff who provide good levels of supervision for the boarders during the evenings. The head of care is studying for an appropriate qualification and there is a good emphasis on the training of the residential staff. The administrative staff provide strong support to the school. They use computers well and are efficient in all their procedures.
60. The quality of the accommodation that has been refurbished during the current building programme is good. The classrooms that have just been completed are pleasant and attractive. They are a sufficient size and provide a good environment for teaching and learning. The office and staff areas are comfortable. However, they now mean that the headteacher and his deputy have offices way from the classrooms. Both report that this has had a negative impact on their ability to assist staff when pupils are experiencing behaviour difficulties. The living accommodation for the pupils who board during the week is a particularly strong feature of the school. The library has been allocated a room and, when complete, will be a useful provision. At present the gymnasium is shabby, although still spacious and light, but is due for redecoration and improvement. The toilets available for use by pupils during the school day are unpleasant. They are covered with graffiti and there is much evidence of pupils smoking there and having burned their initials into the ceiling with cigarette lighters. Outside, the school is well provided for. There is both a grass football pitch and a fenced hard court play area for five-a-side football and basketball. However, the practice of leaving engines and other redundant pieces of equipment in areas where pupils play is a significant health and safety hazard.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. **The governors of the school should become more involved in overseeing the work of the school and ensure they carry out their statutory responsibilities. They need to;**
- Ensure all statutory responsibilities are carried out,
 - Agree school policies,
 - Have a working plan to develop the school (School Development Plan),
 - Manage the budget more effectively,
 - Improve their systems for knowing what is happening in the school. (Paragraphs 25, 53, 54, 56).
62. **The governors, headteacher and senior staff should ensure that pupils' achievements and their progress are at least satisfactory in all subjects. They should do this by;**
- Improving the quality of teaching,
 - Improving pupils' attendance,
 - Providing an appropriate curriculum that includes the full National Curriculum and all the expected areas to be studied in each subject. (Paragraphs 12, 19, 24, 25).
63. **Senior staff should improve the ethos and health and safety arrangements within the school. They need to:**

- Agree on health and safety procedures that ensure the safety of staff and pupils,
- Improve arrangements to support pupils' behaviour in a more appropriate manner,
- Develop measures to deal with bullying, (Paragraphs 9, 35, 37)

64. The LEA, governors and senior staff should ensure the accommodation is safe by having;

- a working fire alarm system,
- immediate arrangements to repair damaged property
- ensuring areas under construction or decoration are inaccessible to pupils. (Paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	22	34	30	4	4

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	71
Number of full-time pupils known to be eligible for free school meals	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	5

Attendance

The school does not keep overall attendance figures. Weekly figures show that attendance varies between 65% and approximately 50%.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	19	19	0	19

Although there were 19 pupils in this age group only a small number sat the end of Key Stage tests. It is therefore not appropriate to record the results.

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
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Number of 15 year olds on roll in January of the latest reporting year	2000	23		23
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GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	1	15
	Total	0	1	15
Percentage of pupils achieving the standard specified	School	0	4	65

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	2
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	38
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	15	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	2
Other minority ethnic groups	21	2

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	6
Average class size	8

Education support staff: Y[] – Y[]

Total number of education support staff	11
Total aggregate hours worked per week	364

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1053427
Total expenditure	1026191
Expenditure per pupil	13867
Balance brought forward from previous year	7516
Balance carried forward to next year	34752

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	10

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	40	30	0	0
My child is making good progress in school.	50	20	10	20	0
Behaviour in the school is good.	20	40	10	30	0
My child gets the right amount of work to do at home.	20	40	20	0	20
The teaching is good.	60	20	10	0	10
I am kept well informed about how my child is getting on.	60	0	40	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	50	30	0	20	0
The school works closely with parents.	50	30	20	0	0
The school is well led and managed.	60	20	0	20	0
The school is helping my child become mature and responsible.	40	40	0	20	0
The school provides an interesting range of activities outside lessons.	40	30	0	10	20

Other issues raised by parents

Parents expressed concern at smoking in the school and pupils leaving the site.

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

ENGLISH

65. Pupils' achievements and their progress in English are unsatisfactory. By the age of 14 pupils' speaking and listening skills are generally poor; pupils are sometimes not prepared to listen to the teachers or the views of others. Achievements in drama, though, make a positive contribution to pupils' overall achievements in English. Standards in writing and reading range from well below average to just below expected standards. By the age of 16, many pupils have made little progress and their achievements are still poor.
66. A major factor in the lack of progress is very poor attendance, both to school and when in school to lessons. In most lessons pupils behave poorly; there are, also, many interruptions by pupils from other classes. In this atmosphere, learning is difficult.
67. Within the last year the school has begun to test pupils' reading. This process is not yet complete but shows that the vast majority of pupils in the school have reading ages about 4 years below expectations. A comparison with tests taken nine months previously is difficult because different tests were used. Only 2 boys have taken both tests and there is no evidence of significant progress. Inappropriately, this testing is not followed up by a literacy programme. Instead, boys are taken out of class to read to support assistants. The support assistants who do this work do not have access to the test papers, nor have they had any literacy training. Their support is, therefore, not effective.
68. Achievements of the three pupils in Year 7 are satisfactory. They are taught English by their form tutor. While only one lesson was observed there is evidence in displays of pupils using poetry well to learn about English grammar. Pupils understand what a simile is and recognise verbs and adverbs. They recognise a verse and a chorus and produce poems with a strong sense of rhythm. Pupils are writing very short stories using frameworks to help them with the structure. Displays around the room include specialist words they might need in other subjects. They have used the computer to word process some of their work. In pupils' writing, recognition is given to home languages, for example Arabic and Jamaican patois. They are reading books often aimed at a younger age group as a way of building up their confidence.
69. By the time they are 14, the standards of pupils' achievements in speaking and listening, reading and writing are all below what you would expect. Most pupils have little work to show, or have lots of incomplete pieces. Many pupils in lessons just copy the questions they have been set. More able pupils occasionally produce creative work that flows well, for example, when taking on the role of a character in 'The Witches' by Roal Dahl. A few pupils can use paragraphs to organise their writing and can use the apostrophe. They understand words such as genre, plot, character, and setting. Many pupils need help reading simple texts, such as 'The Thief of Always' or are initially unwilling to read.
70. By the time pupils are 16 there is little improvement in speaking and listening, reading, and writing. Only in drama are pupils making progress. A few take the Certificate of Achievement in English and a few go on to take and pass GCSE at lower grades. It is not possible to cover the volume of work that would lead to a higher grade, because of the disruption to most lessons. Less able pupils are still unsure of where to use capital letters. More able pupils produce extended creative writing with correct spelling and punctuation, and they can match their writing style to the topic, displaying a good sense of humour. Word processors are well used in class for coursework. The Certificate of Achievement work based on practical skills, such as planning a trip, does not stretch the more able pupils.
71. Overall the quality of teaching of English is unsatisfactory. There are aspects that are poor. These include the lack of effective planning to ensure pupils are going to make progress at a satisfactory rate, the poor literacy programme and the management of pupils' behaviour. The English policy needs revision to reflect clear targets for pupils' achievements. On the whole English targets for individual education plans, written by form tutors rather than an English

specialist, are poor. They do not give enough guidance to help teachers with their planning. The lack of up to date resources for literacy and the availability of books for loan hold back progress for younger pupils. Older pupils in particular are held back by the lack of access to non-fiction and reference media.

72. There are examples of good teaching. In the most successful lessons for older pupils, there is a clear topic taken from an aspect of the National Curriculum that is followed by all the class. The teacher is enthusiastic and the pace is brisk. Work is adapted for individual's needs, for example, the teacher scribes or reads to the group. All pupils are involved in the lesson and the work is well suited to their interests. Pupils widen their vocabulary by being taught to use a thesaurus as the need arises. Homework is expected.

Drama

73. Pupils achieve well and make good progress at all ages. Last year several pupils gained good grades at GCSE, and others passed the Certificate of Achievement with distinction. This is due to enthusiastic, lively teaching, good relationships with clear boundaries, and careful linking of evaluation of achievements with lesson planning.
74. By the time they are 14, pupils can follow the classroom rules and listen well. Using music, photographs or a story as a stimulus, they get into role, following the teacher's lead. They are able to improvise scenes, skipping in and out of role to discuss what they have done and to plan ahead. Pupils understand the protocols of mime and are able to evaluate their work, modifying their acting to improve it. In drama lessons pupils show that they can co-operate as a group. At this stage there is little written evidence of work, but assessments are continuous through the year and pupils are encouraged to evaluate their practical skills and give examples. Teaching is very good, with a lively pace and good humour. Assessment carries on through the lesson and pupils are involved in this. Record keeping is used well to modify planning for the next lesson.
75. By the time they are 16 pupils can concentrate for longer periods, and produce extended writing for the coursework part of their GCSE. Their language develops, and they have greater physical control. Teaching is good. The teacher refers to pupils' behaviour targets on their individual education plans to ensure that the work is relevant.

MATHEMATICS

76. The achievement and progress of pupils in mathematics is well below average. The majority of pupils fail to attain the standards of which they are capable in the National Curriculum tests when they reach the age of 14, and in externally accredited examinations such as GCSE. The reasons for under achievement are mainly poor attendance and behaviour, which have a negative impact on learning and result in a great deal of teaching time being lost.
77. The youngest pupils in the school are developing an understanding of place value. The teacher uses examples on the board to illustrate more or less than. Most pupils can compare similar numbers over a thousand and recognise which is the greater. Pupils doing their Certificate of Achievement, work out simple problems involving money. The majority use calculators to work out the problems. The teacher helps pupils individually but there is no direct teaching to the group. By the time they reach 14, pupils have some understanding of the relationship between fractions, decimals and percentages. They know; for example, that a half is 0.5 or 50 per cent and can place these on a number line, but when asked to put 0.75 on the number line only one pupil in the group can do this. However, sound teaching helps the majority to gain a

better basic understanding of fractions and decimals but pupils' knowledge of percentages is weak.

78. By the age of 16, pupils are working towards their GCSE examinations. In one lesson about fractions, the pupils develop their mathematical language satisfactorily, when the teacher explains numerator and denominator to them. In another lesson, good teaching on the whiteboard helps one pupil to understand square numbers. Pupils' knowledge of their tables is poor and they are, therefore, very reliant upon calculators for working out answers. Their worksheets and books rarely show any calculations. Much of the teaching is done on an individual rather than group basis. This is because the teachers never know who is likely to attend lessons.
79. In the lessons observed during the inspection, teaching was good in one and satisfactory in all others. However, teaching over time is poor. Mental arithmetic is not taught on a regular basis, therefore, most pupils' basic number skills of addition, subtraction, multiplication and division are weak. There is insufficient class or group teaching; in most lessons observed, pupils worked from textbooks or worksheets. During the inspection of pupils' work, little evidence was found of computers being used to support the work in mathematics. Although some pupils have mathematical targets on their individual education plans, most of these are imprecise and therefore of little use to measure progress or assist teachers with their planning. Teachers have to spend a great deal of time interpreting questions for pupils when studying problems because their literacy skills are so weak.
80. Numeracy skills are not applied very well in other subjects. The best example seen was during a drama lesson; pupils were sharing out £5, whilst participating in a role play situation. There is a little evidence of pupils using mathematics to calculate electrical resistance in science and in design and technology they use measurements when marking out hinged boxes. However, pupils are very reliant upon teachers and learning support assistants for help.
81. The teacher responsible for mathematics is currently undergoing training in the National Numeracy Strategy. The successful implementation of this strategy and better use of assessment and individual target setting are essential if standards are to rise.

SCIENCE

82. Pupils' progress and achievements in science are poor. Although a limited number of pupils did achieve GCSE passes last year the teaching does not effectively challenge pupils. The major weaknesses in the presentation of science are that pupils are too frequently following worksheets or copying from the board. The use of computers is restricted to the most able pupils and they use them solely for word processing.
83. An analysis of pupils' work shows that one of the major factors in pupils' poor progress is the very poor level of attendance, which results in wide gaps in their experience and unfinished work. Another crucial factor is the lack of emphasis on pupils undertaking independent work and carrying out investigations for themselves; a consequence of the very poor behaviour displayed in lessons. There is a lack of support for pupils with literacy problems and the teaching takes little account of the wide range of abilities in the classes. This, combined with the low level of task, such as Year 10 pupils mixing salt and water, results in little interest or enthusiasm. Evidence shows that pupils frequently repeat work undertaken in previous years. For example, in Year 9 and Year 10 pupils' undertake exactly the same task when working on filtration

experiments. The sequence in which scientific skills are taught is often confusing. It is inappropriate, for example to teach the concept of the “fair test” to Year 10 pupils after they have completed the experiment.

84. Although the teacher has good subject knowledge and was seen to use video material well, overall teaching is poor. Lessons lack opportunities for pupils to work independently and to develop their own ideas. Poor management of pupils’ behaviour includes pupils repeatedly entering and leaving the lessons, which hampers concentration and produces an unsettled atmosphere. An example of this was seen in a Year 9 lesson when the work of the class was disrupted by the entry of another pupil who insisted on distributing sweets!
85. With the exception of the few pupils who undertake the National Tests at the end of Year 9 assessment is informal. This, combined with marking which does not evaluate pupils’ work, means that there are no effective systems for measuring pupils’ progress or development of experimental skills. This is one of the reasons why the work set for pupils fails to match their needs.
86. There have been some useful developments in the subject, such as the introduction of the GCSE and Certificate of Achievement examinations and ensuring that Year 7 pupils are taught science by just one teacher. But the overall co-ordination of work in the subject remains poor. The work of the non-specialist teacher is not monitored. No provision has been made for providing support for pupils with literacy problems through the provision of resources such as key word lists, and there has been a similar lack of planning to incorporate effective use of numeracy into science teaching. Also there is a significant group of pupils who do not have science files.

ART AND DESIGN

87. The current achievements and progress of pupils are poor. Apart from some colouring exercises and basic figure sketching there is little evidence of pupils having acquired effective drawing skills, or of having opportunities to work in other materials, during their time at the school.
88. The current poor provision is a consequence of a newly qualified teacher receiving inadequate support to manage pupils’ poor behaviour and the very poor attitudes of the pupils. They often are determined not to engage in any sustained work in lessons.
89. The newly completed art room is of good quality and resources are being developed. The current teacher has produced promising planning for the subject, which will ensure pupils have access to GCSE examinations. However, until the current climate of the school is changed, little will be achieved and those pupils who do have an interest and talent for art will be defeated by the chaos around them.

DESIGN AND TECHNOLOGY

90. Pupils’ achievements and progress in design and technology are well below average. Lessons are regularly interrupted by pupils from other classes bursting into the workshop and preventing those who want to work from doing so. The National Curriculum is not fully covered; work in food technology, textiles, metalwork and plastics are not offered.

91. By the age of 14, pupils have a very rudimentary idea of design. Work in their folders, shows that they require a great deal of support and encouragement to develop their ideas. For example, in a practical lesson, when marking out a box, pupils are very reliant upon the teacher when measuring and using a marking gauge. Their techniques of holding materials and sawing are not well developed; for example, many position the wood too high in the vice so that it moves when they try to cut it. Larger pieces of board are not clamped to the bench and pupils have great difficulty holding the material board and trying to use a saw.
92. By the age of 16, there has been very little progress in developing basic skills and techniques. When measuring, pupils find it difficult to apply basic mathematical knowledge; for example, finding half of 25 centimetres. Others are careless with tools, which means that the teacher has to keep them locked away all the time, only allowing pupils to have them when they are needed. Pupils working towards their GCSE are starting to evaluate their projects. They are encouraged to do this by the teacher and learning support assistant but find this work very difficult and much prefer the practical aspects of the assignments.
93. The quality of teaching over time is unsatisfactory. It fails to ensure that pupils make progress at a suitable rate. Pupils' behaviour is often very poor; there are constant interruptions to lessons by pupils from other classes. During the inspection, three lessons of design and technology were observed. The quality of teaching, for the small number of pupils present, was satisfactory in two and unsatisfactory in one. In the satisfactory lessons, planning was sound, pupils' behaviour was managed satisfactorily and the teacher gave competent demonstrations of sawing and planing techniques. In the unsatisfactory lesson, pupils did not listen to instructions and wandered about the workshop interfering with other projects and generally wasting time. One pupil took a marking gauge and used the point to damage another pupil's work.
94. Pupils enjoy design and technology, but their concentration is limited and not all can be trusted to use the equipment sensibly. Unfortunately, the poor behaviour of a significant minority means there has to be very strict guidance over the use of tools.
95. The curriculum in design and technology is still being developed. Building work is delaying development of the subject; for example, the current workshop has only been open since the beginning of this term and some machinery is not yet in place. Facilities for several aspects of the subject, such as food technology and textiles are still to be completed. The school is aware that use of computers in the design process is another area that requires further development.

GEOGRAPHY

Only one geography lesson was seen being taught during the course of the inspection and evidence was gathered from pupils' work, teachers' planning and discussions with pupils and teachers.

96. Achievement in geography is unsatisfactory. Up to the age of 14, pupils have not received their full statutory entitlement to the subject and, as a consequence, they have not made the progress that they should have done. Many pieces of work that should have been included in the pupils' files are often missing. Infrequent attendance has prevented pupils from making progress.

97. At the age of 12, pupils have a basic knowledge of simple terms in physical and human geography. These include being able to recognise features such as hills, rivers, bridges, factories and farms and use appropriate symbols for them on maps and charts. More able pupils have some understanding of weather and climate. They can identify patterns of weather and draw bar charts to illustrate monthly rainfall and temperature. By the age of 13, the pupils are introduced to physical geography and most can recognise features of a river and floodplain. The higher ability pupils also describe various forms of weathering and understand how rocks of different hardness have different resistance to erosion. Very little work by Year 9 pupils was offered for inspectors to see. In this limited work pupils have some knowledge of earthquakes and the associated problems of disease, damage and floods.
98. The teaching of geography is unsatisfactory overall, although the single lesson seen was judged to be good. There is an over-reliance on a commercial series of worksheets. While these provide topics at an appropriate level for the younger pupils, the demands it makes for literacy make geography inaccessible for many pupils by Year 9. The teacher has made good use of recent television footage to make the study of earthquakes more immediate and relevant. This good practice has not been sufficiently widespread and the absence of resources and artefacts in the classroom often make this subject too remote and inaccessible for the pupils. Good relationships with the pupils are evident and a willingness to engage in discussion and challenge ideas are a better feature of the teaching.
99. The leadership and management of geography are unsatisfactory. The planning does not reflect what is currently being taught in the classroom and there is no record of what has been achieved in the subject, apart from the teacher's comments on the pupils' work.

HISTORY

100. Standards of achievement in history are poor throughout the school. Pupils make very little progress in this subject because of their poor attendance and behaviour. At times, severe disruption and threatening behaviour by a significant number of pupils, intimidates others and makes it impossible to teach. The scrutiny of pupils' work and lesson observations indicates underachievement by most pupils.
101. The youngest pupils in Year 7 are learning about the Romans. In a lesson seen the teacher probed well to find out what pupils remembered from the previous lessons and reinforce facts about life in Roman times. One pupil remembered that the head of the family is called *paterfamilias*. The teacher encouraged them to use their textbooks and look for facts about the Romans. With help, they contrasted aspects of school life in Roman times with their experiences of school today. They enjoy looking at Roman writing and use Roman letters to write their names.
102. By the time they reach the age of 16, pupils have made little progress with their learning. In a well-prepared lesson about the slave trade in Africa, two pupils ignored the instructions of the teacher and were disrespectful to him, whilst another wandered out of the lesson. In another class, the teacher had planned to teach the pupils about life in the trenches in 1914. However, the lesson was unable to commence because of pupils rolling on the floor play-fighting, throwing pens and pencils and an incident of threatening behaviour by one pupil towards another.
103. The quality of teaching overall is poor. Most teachers do not manage pupils' behaviour well enough for satisfactory learning to take place. However, where teaching is

satisfactory, as in the Year 7 lesson about the Romans, pupils are well managed, expectations are high and questioning is probing. This results in a better response from pupils and a willingness to learn. Most pupils' books show that the work is too reliant upon worksheets, some of which are too difficult for the pupils to read and their books contain little original written work. In most classes, the attitudes of pupils are unsatisfactory and their attendance is poor. Teaching resources are unsatisfactory; for example, there are few resources or artefacts that could help to make history come alive and develop pupils' enquiry skills. Little thought has been given to using computers for research purposes.

INFORMATION AND COMMUNICATION TECHNOLOGY (COMPUTERS)

104. Pupils of all ages make very poor progress. Pupils are achieving well below what they should be. To a large extent achievement is based on how proficient boys are when they arrive from their previous school. The younger pupils can type their work, use a mouse and recognise a database but cannot use one. Year 11 pupils can import an art programme and change the size and colour of text, centring their work, but many cannot use a spellchecker. Computers are not used well or frequently in lessons. Pupils of all ages do some word processing in English and humanities lessons, and older pupils also word process and make a table in science. CD ROMS are used for reference in history, geography and sociology. There were no examples seen of using computers to sense, model or control devices or to communicate.
105. In the one Year 9 computer lesson seen, teaching was lively, encouraging pupils to discuss store loyalty cards and the information they give the company. They learned new words such as database, and also that information can be sold.
106. There are some limited opportunities for pupils to follow courses leading to certificates. A few Year 11 pupils attend a computing course at a local college one day a week. They have been introduced to the spellchecker, spreadsheets and databases and are well motivated. Their course leads to a basic vocational qualification. At the same time they are aiming for the Certificate of Achievement in school but links have not been made between the Year 11 teacher and the college tutor.
107. Opportunities for pupils to use computers are not co-ordinated well. Each class has one lesson of forty minutes a week to work through a published set of work. Record keeping of what pupils know, understand and can do is poor and insufficient to be useful for planning or to track progress.
108. Planning to develop the subject is poor. There is currently no specialist room for computers. The school was recently burgled and a lot of newly delivered equipment was stolen. There is no central audit of software and there is no software for literacy or numeracy development or for making recording easier for the many pupils who would benefit. There is no working Internet connection in the school. There is no costed development plan for the subject.. There is no technician and no effective system to ensure that computers are maintained in working order. A few staff are competent users of computers but there are staff training needs that still need to be identified and addressed.

MODERN FOREIGN LANGUAGES

French

109. Pupils' achievements in French are very poor. The teaching of French only re-started in the school the week prior to the inspection. Each class up to the age of 14 is now offered on the new timetable one lesson of French per week. This is insufficient to ensure pupils make progress. No evidence of any previous work was presented to the inspection team. The limited achievements that were seen included pupils being able

to label parts of the body. In the lessons seen during the inspection pupils were cutting out a map of France, sticking it in their books and referring to information about the country on a computer. Very little spoken French took place. Pupils seen did not appear to have gained any knowledge of the French vocabulary.

110. The quality of teaching was very poor. During the inspection in the two lessons seen the teacher had a pleasant manner and tried to engage pupils in work. However, both lessons were disrupted by poor behaviour and disturbances outside in the corridor. The planning for the lesson was ineffective in terms of ensuring pupils achieved. Very limited resources are available and the teacher has not received any training to be able to teach the subject. The planning of what will be undertaken is very limited and fails to give the teacher or the senior management team a clear idea of what will be covered in lessons. The headteacher described the work in French as being a 'taster' course. Of the planning seen and the lessons this is a very limited course and fails to provide pupils with the opportunities they should be given to develop their knowledge of another language.

MUSIC

111. Since July 2000 the school has only provided "taster" courses in music. These involve giving pupils the opportunity to use keyboard instruments and experience basic playing skills. Consequently pupils' achievements and progress are very poor.
112. From the limited number of lessons seen pupils are able to play simple rhythms based on a given theme, such as devising a rap line from the music for "Eastenders", but work is at a very basic level. Although reports to parents for July 2000 contain details of pupils performing well in music there is little evidence of work to match these assessments.
113. The current music teacher is a non-specialist and lacks the skills to build upon the enthusiasm of some of the pupils. The newly built music room is of good quality and resources are being developed. Music plays no part in the life of the school.

PHYSICAL EDUCATION

114. In physical education lessons pupils make satisfactory progress. Their standards of achievement are satisfactory. Pupils are aware of the necessity of conducting a proper warm-up exercise before engaging in physical activity. Currently pupils are engaged in a personal fitness programme whereby they compete against their previous results in a number of different exercises. These include revolutions on an exercise bicycle, press-ups and squat jumps. They take a keen interest in their scores and how they are progressing. The small number of pupils who attend school hinders the progress of all pupils in physical education because many team games have to be taught with as few as two players aside. Nevertheless, pupils in Years 9, 10 and 11 show a degree of skill in volleyball, where they demonstrate good knowledge of the rules of the game. During play, they can serve and also set-up a ball for a team member to smash a return. Pupils in Year 8 understand the rules for serving and scoring in table tennis. The school recognises achievement by awarding certificates produced by the English Table Tennis Society. Pupils in Years 10 and 11 are able to broaden their experience of physical education with weekly horse riding lessons on Wandsworth Common. Several have developed a good level of ability at this activity.

115. The teaching of physical education is satisfactory overall, with several examples of good lessons in Years 9,10 and 11, but an unsatisfactory one in Year 8. In the best lessons, a clear progression of skills is developed over time and the pupils can recognise the steps and achievements they have made. The physical education teacher has a very good knowledge of both his pupils and his subject. The pupils respect his abilities and are willing to listen to his advice and guidance. The activities are stopped at appropriate intervals to share thoughts, discuss finer points and demonstrate new techniques. An effective use of praise encourages the more reluctant to take part and a good use of questions encourages the pupils to think about what they are trying to achieve. The safety rules required for every activity are always highlighted and reinforced throughout the session. Where teaching is less effective, the expectations are too low and pupils are not sufficiently challenged to develop their skills. Although the afternoon sessions are very short, the practice of having a casual kick-about, in these lessons, does little to promote a better understanding and ability at football.
116. The subject would benefit from a further development in its levels of planning and preparation. There is no subject development plan. The department is well resourced and the development and modernisation of the gymnasium is eagerly anticipated. Further thought needs to be given to the use of teachers without a physical education specialism, who are used as additional support in some lessons. They have an unclear idea of their role and often join the lesson as additional pupils. This is a poor use of resources. The last two lessons of the day are only half an hour long. By the time the pupils have arrived and changed, there is little productive time before they have to get changed again for their next lesson. There are no procedures for risk assessments in place for any out of school activities. This must be addressed as a matter of importance.

RELIGIOUS EDUCATION

117. Achievements in religious education are poor. Pupils have limited knowledge of religion and what it stands for. There is some work in books but much of this is copied out of text books. Work in Year 9 shows that pupils have some understanding of the Qur'an (Koran). However because of the poor quality of teaching, pupils' knowledge is not extended. The overall quality of teaching is poor. The teacher does not have a clear plan to cover different religions and different aspects for each year group in the school. There is a planning document but this is quite old and does not help at all in showing clearly what work is to be covered. There is also no evidence that planning takes an account of the locally agreed syllabus for religious education. (A copy of this was requested during the inspection but was not made available.)
118. The teacher fails to engage pupils in thinking or talking about religious aspects. The best lesson seen during the inspection was a lesson for Year 10, which involved a discussion with regard to animal rights. The teacher was able to get pupils involved but failed to link any of the discussions or the work with any religious beliefs. This was disappointing given the different ethnic backgrounds of a number of pupils. In a very poor lesson seen the teacher only asked pupils to copy out of a book. He was not successful in getting all pupils to do this. Although there was a lot of talking, it was not focused on religion or the beliefs of Hindus, the topic of the lesson. There were no clear achievements from pupils by the end of the session.
119. The overall quality of the teaching of religious education is having a negative impact on pupils' learning. It fails to generate the interest and ensure that pupils are able to gain knowledge and understanding of different religions. The teacher tries to develop

relationships with pupils but there are many examples of pupils being abusive towards each other and the teacher.