

INSPECTION REPORT

PARK SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105146

Teacher-in-charge: Janet Gregory

Lead inspector: Katharine Halifax

Dates of inspection: 2nd – 4th February 2004

Inspection number: 262761

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Pupil referral unit
Age range of pupils:	11 – 16 years
Gender of pupils:	Mixed
Number on roll:	12
School address:	18 Spa Road Bolton Lancashire
Postcode:	BL1 4AG
Telephone number:	01204 333700
Fax number:	01204 332418
Appropriate authority:	The local education authority
Name of chair of governors:	Cameron Chisholm
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

The school caters for pupils in Years 7 to 11 who have school phobia, anxiety, depression and other mental health problems. Unlike most other pupil referral units, very few have been excluded from mainstream schools. Serving all Bolton secondary schools, it has a diverse population, though at the time of the inspection, most pupils were from deprived areas of the inner city. Of the twelve pupils on roll, two thirds are boys. At the time of the inspection no Year 7 or 8 pupils were at the school. The two pupils in Year 9 were mostly taught alongside those in Years 10 and 11. One Year 9 pupil spends part of each week in mainstream school. All pupils are of white ethnic origin. None are in the care of the local authority. At almost 60 percent, the number of pupils entitled to free school meals is high. All pupils have identified social, emotional and behavioural needs. Over half have identified additional literacy and numeracy needs, with two pupils having a statement to meet their needs. Prior to attending Park, many pupils have been out of school for long periods of time and have gaps in their learning. As such, attainment on entry is well below that expected of pupils of this age. At the time of the previous inspection the school was known as the Tutorial Class, it was for pupils in Years 3 to 11 and was located in a different building. After being housed in temporary accommodation for a few weeks, it moved to its present site within the Bolton Lads and Girls Club in September 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19366	Dr Trevor Watts	Team inspector	Science Information and communication technology Food technology German Music Personal, social, health and citizenship education Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Very good teaching and effective learning opportunities have resulted in very good achievement for those pupils who attend regularly. Vulnerable pupils are very well prepared for life after school enabling the majority to gain and keep employment, or go on to further education. The school is very well led. Of necessity, because of the small numbers, the cost of educating each pupil is very high. Nevertheless, even taking account of the low attendance of some pupils, the school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership of the teacher-in-charge and other key staff is very good and has been instrumental in bringing about very good improvement.
- Very good teaching has resulted in pupils making very good progress.
- The attendance of a few pupils is poor; punctuality is unsatisfactory
- Staff have forged very good links with other professionals. Together, they are successful in helping pupils come to terms with their problems.
- Very good provision for pupils' personal development is reflected in their attitudes and behaviour, creating a very good climate for learning.
- Links with college and the community enrich learning, contribute significantly to achievement and prepare pupils very well for life after school.
- The school improvement plan covers too short a period and is too ambitious.

Improvement since the last inspection is very good. The issues identified in the previous inspection report have been fully addressed. Furthermore, the quality of teaching and learning has improved significantly as have pupils' achievements. In addition to improving the quality of education provided, staff have successfully managed the move to new premises, including a six-week interim stay in temporary accommodation whilst work on the present building was completed.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 9	Very good	Very good
Year 11	Very good	Very good

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

Achievement is very good overall. Only two pupils are in Year 9, their achievement compares favourably with those in Years 10 and 11. Achievement is very good in all aspects of English, in mathematics, geography, history, religious education and in personal, social, health and citizenship education and food technology. Pupils achieve very well in information and communication technology and use their skills well in other subjects. Achievement in science is good. This represents very good improvement since the last inspection when it was found to be unsatisfactory. Pupils of all capabilities leave school with nationally recognised awards. Pupils' **personal development is very good** because of very good provision for their **spiritual, moral, social and cultural development**. As a result, pupils grow in confidence and begin to enjoy life. The very positive relationships with staff and between pupils allow pupils to feel good about themselves. Many now smile and are beginning to enjoy life. Most pupils make good improvement in their attendance. However, though some absences can be attributed to health problems, overall, attendance is unsatisfactory. The majority of pupils have a much-improved attitude to school and all behave very well.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good. Teachers are very knowledgeable about working with pupils who suffer depression and have mental health problems; they successfully gain pupils' confidence. Through staff training they have improved their own skills in a number of subjects which has benefited all pupils. The provision of numerous opportunities to read and write in all subjects has enabled almost all pupils to leave school being able to read and write. The curriculum is good and is very relevant to pupils' needs. Particular strengths are the provision for literacy and numeracy and in preparing pupils for the world of work and planning for their future, contributing significantly to their confidence and self-esteem. Links with parents are very good. Staff are very caring and good models of how to behave appropriately. Their very close work with community groups and other agencies, especially health professionals, are very successful in helping pupils learn how to cope.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The leadership of the teacher-in-charge and key staff is very good. Their management is good. They have provided an environment where pupils feel secure and are able to work to the best of their ability. The school is managed efficiently and staff are clear about their roles. Governance by the management committee is good. All legal requirements are met. The local education authority, as the appropriate authority, now provides good support for the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like the school. They particularly enjoy working in small groups. They report that staff are interested in them and want to help them. Parents think well of the school, especially the commitment of staff, the friendly atmosphere and the range of learning opportunities available to their child. They appreciate the regular telephone calls.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Further improve attendance and punctuality.
- Ensure planning for improvement is realistic and for the long term.

These aspects have been identified in the school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

All pupils have complex emotional needs. Many pupils have been out of school for a long time because of illness and a fear of school. As such they have many gaps in their learning so their attainment is low when compared to national averages. Nevertheless, taking account of previous learning and special educational needs and as the result of very good teaching and learning, **achievement is very good** for those who attend regularly. There is no significant difference by age, gender or need. Achievement in all subjects has improved considerably since the last inspection.

Main strengths and weaknesses

- Achievement in English and mathematics is very good because of the way the subjects are taught.
- Achievement in personal, social, health and citizenship education, information and communication technology, history, geography, religious education and food technology is very good because topics are interesting and relevant to pupils' needs.
- Very good improvement has been made in pupils' achievements in science.
- Pupils make very good progress towards targets in their individual education plans.

Commentary

1. The adoption of the national strategies for numeracy and literacy contribute significantly to pupils' achievements in mathematics and in English. In addition to improving the structure of lessons and range of activities, the strategies have increased staff confidence. Furthermore, pupils' achievement is promoted because teachers plan very good opportunities for them to improve their skills in these subjects and in information and communication technology in all lessons. In communication, achievement has improved because staff give more opportunities for pupils to listen and make their views known, and take turns in discussions and reviews. The focus on reading has made pupils aware of different styles of writing and led to more imaginative work. However, while pupils write independently, neatly and at length, few join their letters so work occasionally looks immature. Mathematical knowledge is further extended, for example, in food technology and science where pupils estimate then measure accurately. Pupils broaden their understanding of presenting information in different ways, often using computers, to produce pie-charts, line graphs and scatter graphs in history and geography.

2. In all subjects, teachers have planned courses that motivate pupils. Pupils want to learn because they see the relevance of the content. For example, they use mapping skills in geography to plan journeys, and work out the distance of major cities from Bolton; they also gain a greater understanding of Islam through a visit to a local Mosque. Pupils' achievements in personal, social, health and citizenship education are very good because, in addition to the taught programme, daily routines and all aspects of school life support work in this subject. Pupils' knowledge and understanding in this subject is in line with that expected of pupils of this age. In aspects of citizenship, they display mature understanding, of how drugs misuse can result in homelessness, for instance. At the time of the last inspection, progress in science was unsatisfactory. Achievement in this subject is now good. The programme has been revised to be of interest and relevance by focusing on health, hygiene and human biology.

3. Pupils are achieving very well because they are set challenging targets for literacy, numeracy and social development each term in their individual education plans. Progress towards the targets is enhanced because the first lesson each day is spent on activities based on these. The targets influence teaching in all other lessons. Furthermore, staff are very successful in making pupils feel good about themselves, and giving them the confidence to achieve nationally recognised awards.

Challenging targets have been set for all pupils to raise achievement. The range of awards has been extended considerably since the last inspection so pupils of all capabilities are challenged. Higher attaining pupils are studying for the intermediate level of General Certificate in Secondary Education (GCSE) while lower attaining pupils gain recognition for their work through a number of modules accredited by the Assessment and Qualifications Alliance (AQA).

Pupils' attitudes, values and other personal qualities

4. **Pupils' behaviour and personal development are very good.** Their attitude to learning is good. The provision for pupils' spiritual, moral, social and cultural development is very good. Attendance is unsatisfactory. Punctuality is unsatisfactory.

Main strengths and weaknesses

- Most pupils improve their attitude to learning significantly and are very well behaved.
- Very good provision for pupils' spiritual, moral social and cultural development is demonstrated in pupils' personal development, especially increased confidence, self-esteem and independence.
- Although the school is working very hard to raise attendance levels and improve punctuality, some pupils fail to attend regularly or arrive after the start of lessons.

Commentary

5. As at the time of the last inspection pupils' behaviour is very good. Despite having no outdoor area, break and lunchtimes are calm, social occasions where pupils get on well enjoying some of the activities that the building houses. Though there have been a couple of exclusions, these are attributable to pupils who have been incorrectly placed at the school and have since moved on. Pupils are helped to forget their difficulties and encouraged to be cheerful. Through the very good examples set by adults, pupils begin to form friendships and support each other. For example, one pupil spent part of his leisure time creating a card to send to another who is finding attending school difficult. In addition to saying how much the absent friend was missed, the pupil offered to "talk things through". Pupils are prepared very well for adult life through college courses, work experience and lessons. One activity that fired pupils' imaginations was caring for a 'virtual baby' overnight. They were expected to change and nurture the baby. This they enjoyed tremendously, reporting it was very hard work, and that the babe had cried for 145 minutes during one night.

6. The very good provision for pupils' personal development is evidenced in their general demeanour. Pupils arrive at the school with a very low opinion of themselves and lacking in confidence because of their mental illness and because some have been bullied at their previous schools. Initially, they gain security from wearing their coats and caps and from having their hair covering their face thinking they cannot be seen. Within a very short time, staff begin to work their magic. Through building trusting relationships and, where appropriate, encouraging pupils to take what they see as 'risks'. As a result, pupils experience success and start to feel good about themselves. They begin look at people when they speak to them. Simple actions such as receiving certificates in weekly assemblies are used effectively with the teacher-in-charge reminding pupils to shake hands firmly, "not like a limp lettuce". This relaxes and amuses pupils who, though many find it difficult, stand up in front of their friends, smile, graciously accepting their award, clearly proud of their achievement. Pupils report they are happier within themselves and now able to take advantage of learning. From regarding themselves as "rubbish at everything" they begin to recognise their strengths and strive to achieve nationally recognised qualifications commenting "If I get my five GCSEs I can take a course to work with children".

7. Provision for pupils' spiritual, moral, social and cultural development has improved greatly since the last inspection and is now very good. At the time of the last inspection, the provision for moral and social development was satisfactory, that for spiritual and cultural development, unsatisfactory. Work in religious education, art, music and citizenship now makes a very good contribution to personal development. An awareness of the world, of each other and of themselves is strongly fostered by, for example, work with Winterwatch where pupils have made flapjack for the homeless, and helping Greater Manchester Police compile and distribute leaflets to the elderly.

8. Very good procedures are in place to improve attendance and punctuality. All absences are followed up by the teacher-in-charge ably assisted by the educational social worker who makes home visits if parents cannot be contacted. Furthermore, the co-ordinator for Parent Partnership provides additional support when necessary. Challenging attendance targets have been set for all pupils. Pupils appreciate the certificates and vouchers they receive as rewards. Although individual pupils have responded well and many attend each day, some have poor attendance. While pupils do have significant health problems some stay home when they could be in school and their poor attendance affects their learning. Though most parents do their best to encourage their child to attend, some do not support the school as well as they could. Some pupils arrive late for lessons. In some cases this is because they have needed time to cope with daily routines and attending school, albeit late, represents great effort. However, a few pupils who are capable of being punctual arrive late.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	25	School data	4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	19	3	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

9. **The quality of education is very good.**

Teaching and learning

10. **The quality of teaching and learning is very good.** Procedures for assessing and recording pupils' achievements are equally very good.

Main strengths and weaknesses

- The quality of teaching and learning has improved dramatically since the last inspection.
- Staff have a very good knowledge and understanding of the subjects they teach and of pupils' special educational needs.

- Teachers provide very good opportunities for pupils to improve their literacy, numeracy and computer skills in all subjects.
- Assessment procedures are very good.

Commentary

11. At the time of the last inspection teaching and learning were unsatisfactory in almost one fifth of lessons. Teaching in this inspection was never less than good, with over half of the lessons being very good. Since the last inspection, teachers have taken part in a wealth of training that has considerably increased their knowledge of a range of subjects. Teaching in science is now good. The appointment of a science teacher two years ago is contributing well to achievement in this subject. In mathematics, increased staff knowledge has enabled higher attaining pupils to be challenged and achieve the intermediate level of GCSE. In addition, staff have reorganised the way they teach so pupils are no longer taught individually. This has made lessons more spirited and resulted in pupils learning from each other as well as increasing their confidence through opportunities to take part in discussion, remembering to take turns and look people in the eye.

12. Teachers now ensure they provide opportunities for pupils to improve their literacy and numeracy skills in all subjects. In lessons such as religious education, science and food technology, pupils are expected to read, learn how to spell key vocabulary and write independently and at length in a number of styles. Equal importance is given to new technology with all pupils having been provided with a lap top computer which they use as a matter of course in most lessons. The appointment of a skilled classroom assistant and effective teamwork between the assistant and teaching staff contributes well to pupils' progress, particularly in numeracy and literacy.

13. In addition, teachers have improved their knowledge and understanding of pupils' conditions. For example, joint work with a support teacher for pupils diagnosed as autistic spectrum disorder has enabled staff to provide activities which challenge and meet the special educational needs of these pupils. Similarly, effective communication with health professionals who work with young people with mental health problems has helped staff recognise what are acceptable levels of challenge without causing too much stress to individual pupils. Consequently staff know their pupils very well and plan work which interests and challenges all capabilities. Teachers use homework well to support and extend learning. Most pupils do the work conscientiously, ensuring that tasks are completed and presented to the same high standard as their class work.

14. Procedures to assess and record pupils' achievements have improved significantly. Through a number of formal and informal tests teachers quickly identify gaps in pupils' learning thus allowing them to plan work to ensure these aspects are covered. In addition, a careful analysis of pupils' performance in lessons and over time allows teachers to gauge rates of progress and recognise where additional support may be needed. Work is marked with helpful comments to indicate how pupils might improve. The results of assessments are now used effectively to plan further work, to set new targets in individual education plans and to determine entry to suitably challenging nationally recognised awards.

15. Pupils have produced a very good volume of work in a short time. They have tried hard with the presentation of their work. Pupils persevere even when they find the activities difficult. Achievement is celebrated. Pupils are justifiably proud of their work, especially their Progress Files. They explained to inspectors what they had achieved in order to be awarded particular certificates. They are determined to do the best they can and so acquire knowledge and understanding of a wide range of subjects while improving their confidence and, often for the first time in their young lives, experiencing success.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	7	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

16. The curriculum is good. Opportunities for enrichment beyond the school day are satisfactory. The accommodation and learning resources are good.

Main strengths and weaknesses

- The school provides a wide range of relevant learning opportunities that contribute well to pupils' achievements and prepare them very well for life after school.
- The adoption of national strategies contributes significantly to progress in numeracy and literacy.
- Provision for personal, social, health and citizenship education is very good.
- Pupils are offered little enrichment beyond the school day.

Commentary

17. Though small in number, staff have worked very hard to provide a wide range of interesting and challenging learning opportunities. In addition to the legally required subjects of mathematics, English, science and personal, social and health education, pupils study German, religious education and humanities. Furthermore, they take part in physical and creative activities, for which they gain nationally recognised awards. Through work in food technology they acquire skills for survival and are able to plan and cook nourishing meals. Pupils of all capabilities are well challenged by the range of awards available to them. Schemes of work have been revised since the last inspection and now take account of National Curriculum Programmes of Study. This enables smooth transfer for pupils who return to mainstream education. Staff ensure programmes are relevant to pupils' needs, for example in science the focus is on health, including emotional well-being, hygiene and human biology. Consideration has been given to pupils who are at the school for longer than a year with carefully planned topics so they do not repeat work. The curriculum is under constant review in order to give pupils the most appropriate range of lessons for their needs.

18. Achievement in English and mathematics has improved tremendously, particularly for lower attaining pupils, with the introduction of the national strategies. Pupils who attend regularly make sufficient gains in their literacy and numeracy skills to enable them to function as learners because of increased staff knowledge and the way English and mathematics are taught. Teachers use the recommended format for all lessons. This has provided pace and challenge leading to improved progress. While the two pupils in Year 9 are taught alongside those in Years 10 and 11 for many subjects, they are taught as a year group in English. This ensures they are working on programmes which are challenging and match those required in mainstream schools.

19. Almost all pupils are in Years 10 and 11 and, because of their age, few return to mainstream schools. An enterprising programme has been developed to ensure they are well prepared for life after school. Taster courses such as hair and beauty, and welding at the local college have captured pupils' interest with a number moving on to college to work towards vocational qualifications. Through work experience, others have decided upon future employment; for example, a pupil working alongside a landscape gardener has been employed by a local golf club. In addition to improving pupils' confidence, work experience at a nearby café has led to pupils achieving the Food Handling and Preparation Certificate. Individual and group work with staff from Connexions has been

successful in encouraging pupils to consider careers which they had previously thought to be way beyond their reach. The number of nationally recognised qualifications and awards has been extended, considerably increasing the options available to pupils. As a result, pupils are very well prepared for life after school; they acquire and hold down jobs or take up courses leading to vocational qualifications. An analysis of pupils who have left over the past three years shows the majority go on to further education or gainful employment with almost all in the same positions two and three years later.

20. Provision for personal, social, health and citizenship education is very good and is reflected in pupils' personal development. A well thought out programme for citizenship has been successfully introduced. In addition to the taught programme, daily routines and social targets in individual education plans contribute significantly to progress in this area. While staff have worked hard to provide a wide range of relevant experiences, sporting and cultural visits to extend pupils' experiences beyond the school day are limited with little use being made of facilities within the building before and after school.

Care, guidance and support

21. Systems to ensure pupils' care, welfare, health and safety are very good. Provision for their support, advice and guidance is equally very good. Good procedures are in place to seek and act on pupils' views.

Main strengths and weaknesses

- Staff have forged very good links with other professionals. Together they are successful in helping pupils come to terms with their problems.
- Staff take very good care of the pupils ensuring they feel safe and secure in school.
- The support, advice and guidance available to pupils supports their learning and personal development.
- Pupils are consulted about what is provided.

Commentary

22. Staff know their pupils very well. They are very aware of the vulnerability of pupils, being vigilant of the good child protection procedures with all staff, including the secretary, having recently completed a course to increase their awareness. A suitable health and safety policy is now in place and an assessment of potential risks has been carried out. Furthermore, staff are very aware of individual pupils who are at risk, especially those who are clinically depressed or those with suicidal tendencies, keeping a very careful eye on them at all times. Suitable procedures are in place to ensure safe use of the Internet.

23. All pupils benefit from the very good relationships that have been forged with staff. All report there is at least one member of staff with whom they can discuss their problems. Those who need additional support are clearly identified, receiving help and guidance from staff at the school and other professionals. Procedures to introduce new pupils into the school are flexible and match the needs of each child. Where appropriate, re-integration into mainstream school is managed sensitively. Staged procedures ensure that pupils feel confident and well supported on their return.

24. Very good links that benefit all pupils have been firmly forged with individuals and community groups. Effective communication has been established with staff from the Childhood and Adolescent Mental Health Service (CAMHS), medical consultants in mental health and occupational therapists who treat pupils in the mental health unit at the local hospital. This allows staff at the school to gain a greater understanding of mental health needs and to work more effectively with these agencies. The decision by managers to employ a counsellor who is an expert in anger management gives pupils time to reflect and plan strategies to help them cope, further contributing to their well being and personal development. Pupils are beginning to recognise that people value and respect them and that all are working together for their benefit. Staff recognise that some pupils

have problems at home and temptations in their local community. Work with education social workers, Connexions, the police and a drugs education advisor has raised pupils' awareness of potential dangers, and has been successful in helping them come to terms with the world around them.

25. Pupils regularly discuss how to improve their work, attendance and behaviour with their teachers, as individuals or as part of a group. This gives pupils an insight into the progress that they make. A good example of this was observed during a discussion in 'circle time' where pupils sat in a circle with adults, talking openly about their strengths and issues which concern them. In addition, pupils are encouraged to talk about their health and emotional needs in order to support each other and work out solutions. Their opinion of the quality of education is taken into account. For example, at the pupils' request, swimming was introduced to the timetable.

Partnership with parents, other schools and the community

26. Very good links have been established with parents, college and the local community. Links with mainstream schools are satisfactory.

Main strengths and weaknesses

- Very good links with college and the community enrich learning, contribute significantly to achievement and prepare pupils very well for life after school.
- Links with parents support learning.
- Though staff at Park try hard, links with mainstream secondary schools are variable.

27. As at the time of the last inspection, the school has very good links with parents. Parents hold the school in high regard, commenting it is a safe, happy environment where staff help pupils come to terms with their problems. Their views are valued and acted upon. For example, in response to a recent questionnaire, the teacher-in-charge is pursuing the setting up of a support group. Regular information is sent to parents and detailed reports on pupils' progress are issued each term. Both parents and pupils are encouraged to comment on the report and contribute to setting targets for improvement during consultation meetings and termly reviews. This enables parents to help their child learn. The Parent Partnership co-ordinator provides additional support for parents of pupils with special educational needs, being available for parents at meetings and reviews. In addition to providing helpful guidance for parents, the school prospectus is very clear in the expectations of attendance, behaviour and academic achievement.

28. Very strong links with the local community enhance learning and personal development. For example, pupils gain worthwhile experiences of the world of work through placements in schools, shops and at the local market radio station where they develop confidence and learn to socialise with different age groups while acquiring new skills. Furthermore, these experiences lead to recognised qualifications, for example through the regional open college. Working with local charitable groups teaches pupils compassion and an understanding of those less fortunate. Pupils contribute well to the community, assisting the Police in distributing safety leaflets to the elderly, planting trees and working for the local voluntary bureau.

29. Pupils are very well prepared for life after school. Links with the local community college provide a rich and diverse range of opportunities. Pupils in Years 10 and 11 have access to taster course such as car mechanics, hairdressing, photography and welding. Staff at the college conduct mock interviews for all; these have been extremely successful in preparing pupils for job applications. The school and college work together very well to prepare the pupils for training or employment. As a result, the majority proceed to full-time courses, work or take up places with training agencies.

30. Staff have worked hard to foster links with mainstream schools. One recent initiative with a local primary school, where pupils listen to children read and act as classroom helpers, is particularly successful. Staff at the primary school report how helpful Park pupils are. On returning

from one such visit, Park pupils were beaming with success, eagerly relating their activities, reporting they feel useful and clearly growing in self-esteem. Links with mainstream secondary schools are variable. Staff at Park send termly reports of pupils' progress to the home school of dual registered pupils, and encourage pupils to keep in touch by email and visits. While some secondary schools respond very well, others are not so forthcoming. There are a few schools with Park pupils on their registers who have not been to visit the school.

LEADERSHIP AND MANAGEMENT

31. **Overall, leadership and management are good.** The school is very well led, and is managed effectively.

Main strengths and weaknesses

- The teacher-in-charge leads very well, with a very clear sense of purpose. She and other key staff have brought about very good improvement since the last inspection.
- Management is good.
- The local education authority and management committee now provide good support.
- School improvement planning is an area for development.

Commentary

32. The teacher-in-charge has a very clear view of how the school will develop, and pursues this vision with clarity of thought and actions. She is very committed to all pupils being as fully involved in learning as possible and the school is very well organised to this effect. Her teaching is a very good example to other members of staff. Since the last inspection, she has very successfully

- led staff in bringing about much improved teaching, learning and achievement,
- managed the move to new premises,
- overseen a large investment in computer-related resources,
- extended the curriculum while making sure it is very well focused on pupils' needs,
- managed the appointment of new teachers, support staff, the counsellor and secretary.

33. Management by other key staff is good. All teachers take responsibility for various subjects and aspects of the school. These are sensibly delegated according to their strengths. The decision to offer a wide and relevant curriculum has meant teachers have a very heavy workload which they manage effectively. The school is well managed in matters of general organisation. Particularly good aspects are the thorough monitoring of how well pupils are progressing, looking for patterns in their progress, and reviewing learning opportunities so all achieve very well. All new staff receive a helpful introduction to the school and the very good staff training is reflected in improved teaching and learning. Financial matters are being actively moved into the control of the school. Gradually, staff are coming to terms with this, although the planning does not look far enough into the future. Previously, the teacher-in-charge had no time away from teaching, and there was no secretarial support. Both deficiencies have now been rectified. Day-to-day financial control is now good and monitored by the newly formed finance committee.

34. Planning for the future is only for the short term, until the end of this school year. This is partly because of the move to new premises with staff needing time to settle. However, they are trying to do everything at once. The targets they have set are very demanding and not realistic. Managers recognise the need to pace themselves and have a rolling programme of policy and subject review and to decide which are the most important aspects for development, drawing up a suitable a plan to tackle them in turn, over a longer period.

35. The management committee gives good support. Individual members are particularly helpful in increasing the school's effectiveness. For example, representatives from the college, Connexions and an education social worker take particular interest in pupils, increasing their confidence and preparing them well for life after school. While some members visit the school regularly, the knowledge of others is based primarily on reports from the teacher-in-charge. While support and guidance is offered in some aspects, the teacher-in-charge received little help in compiling the school improvement plan.

36. Management by the local education authority has improved considerably since the last inspection. In addition to providing new premises, the changed admissions policy, altered age range and changed pattern of pupil groupings and attendance have influenced the way the school functions, allowing it to be far more effective and fulfil its role within the local authority. Furthermore, they have ensured that the needs of pupils identified in their statement of special educational needs are now met. Alongside the management committee, they have ensured all legal requirements, including the Race Equality Policy, are in place. The joint decision to appoint a teacher for science in place of two retired classroom assistants has led to significant improvement in teaching, learning and achievement in the subject. Equally, the appointment of a special needs assistant and a counsellor, are contributing very well to pupils' learning and well being.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	187000*
Total expenditure	187000
Expenditure per pupil	9350**

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	0

* of which 24090 is devolved to the school

** based on 20 pupils

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

37. Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching is reflected in very good learning and very good achievement.
- Very good improvement in what is taught and how it is taught contribute to learning.
- All teachers provide very good opportunities for pupils to use and improve their skills in other subjects.
- While pupils improve their handwriting, very few join their letters.
- The subject makes a very good contribution to pupils' personal development.

Commentary

38. Since the last inspection, the national strategies have been adopted very well and are contributing significantly to achievement. Attention to the structure of lessons, including a clear focus on spelling and sentence construction have resulted in much improved achievement. Pupils have acquired a good range of strategies to help them read and spell new words. Many pupils enter the school with very low reading and spelling ages. Those who attend regularly leave the school able to read and write to a standard that allows them to cope in everyday life. Higher attaining pupils achieve GCSE, while the achievement of others is recognised through AQA modules. Since the last inspection, pupils have been introduced to a wider range of texts including fiction and non-fiction. In addition to introducing different styles of writing, pupils have extended their vocabulary, using their knowledge to make their writing more imaginative.

39. The subject is very well led by the teacher-in-charge. She is a very good example to others who have adopted her style. Her quiet determination, persistence and level of challenge are reflected in pupils' progress. All lessons contain a range of activities so pupils make equal gains in all aspects of the subject. The use of dry-wipe boards for each pupil ensures all are fully involved in the lesson while allowing the teacher and skilled support assistant to check who may need greater challenge or additional help. Recognising that pupils lack confidence when reading aloud, they are regularly expected to read single sentences. Confidence and skill increase because pupils are not overwhelmed by large passages of text and those listeners who read more slowly find it easier to follow so all improve. Pupils make good improvement in their handwriting. However, though they try hard to present their work neatly, very few join their letters. As a result their writing looks immature and puts them at a disadvantage when, for example, applying for jobs requiring a hand-written letter. While teachers have provided exercises in handwriting, most adults print when writing on the board. This is not a good model for pupils.

40. Teachers record pupils' achievements and use the information very well to plan further work and when setting targets in individual education plans. In addition to teaching skills they provide very well for pupils' personal development by planning for pupils to work in pairs or as part of a group and through the range of literature studied. For example, pupils have discussed the ethics of organ transplantation after reading *Pig Heart Boy* and gained an insight into issues surrounding asylum seekers after studying the diary of a Bosnian refugee.

Language and literacy across the curriculum

41. Staff place a high priority on developing communication, reading and writing in all subjects. All pupils are expected to listen and to explain their work in, for example, science and religious education, and to extend their vocabulary by using correct terminology in mathematics and food technology. In all subjects, teachers provide texts and worksheets for pupils to improve their reading. Similarly, opportunities are provided for pupils to write imaginatively and at length. For instance, in geography pupils wrote about a day's work in rural Bangladesh, and in history they drafted a letter from an evacuee, describing the effects of rationing. Spelling is improved in all subjects because new vocabulary is carefully explained and pupils are challenged to recall the spelling of words in ensuing lessons. Pupils are helped to remember more difficult words such as 'chronological' through humorous games. Unfamiliar words are recorded at the back of exercise books as a glossary, for instance 'monotheism' and 'patriarch' in religious education books. Work in all subjects is marked regularly with helpful comments to improve English skills. For example, one pupil made her history account more interesting by, as her teacher had suggested, using vocabulary such as 'later', 'afterwards' and 'finally', rather than 'then'.

Modern Foreign Language (German)

42. No lessons were taught during the inspection, and it is thus not possible to judge the overall quality of the provision. German is offered to pupils who are sufficiently motivated to want to learn a language. In the recent past pupils have achieved GCSE and awards from the Assessment and Qualifications Alliance. Lessons are taught by a native German and the school has sufficient resources to teach the subject.

MATHEMATICS

43. Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good achievement is associated with highly skilled teaching and most effective learning.
- The national strategies have been adopted well and contribute to learning.
- Teachers provide very good opportunities for pupils to use and improve their skills in other subjects.
- Information and communication technology is used most effectively to support learning.

Commentary

44. There has been very good improvement since the last inspection when progress was judged to be satisfactory. With the introduction of the national strategies and national awards, the achievement of pupils of all capabilities is now very good. Increased staff confidence and a new member of staff have allowed higher attaining pupils to be challenged and achieve the higher grades of GCSE. Achievement is equally very good for lower attaining pupils; in less than three months, one pupil has progressed from counting on her fingers to working with three digit numbers. All pupils leave with nationally recognised awards.

45. Teachers follow the recommended structure for lessons providing pupils with a wide range of activities, aiding their concentration. Activities are challenging but achievable, so pupils gain confidence from their success. All lessons are conducted with a sense of urgency. Not a moment is lost. Pupils benefit particularly from the brisk mental activities at the start of each lesson. Activities such as "I'm thinking of a number" allow pupils to draw on their knowledge of odd and even numbers and of multiples. Pupils report that learning is fun. They regard activities that involve using dice or playing darts as fun, but at the same time they increase the rate at which they are able to double and treble numbers and subtract mentally, commenting "You need 17, then a double 4 to win". Pupils

learn because tasks are related to everyday life. For example calculating the cost of a track suit top and jogging bottoms.

46. The subject is taught and managed well by an experienced teacher. She uses assessment very well to record pupils' achievement and to identify gaps in their learning. New technology is used very well to support the subject. For example, the BBC web site is used to help pupils tackle their revision for GCSE in 'bite-size pieces'. The local authority site is used for tasks which test and improve pupils' mental agility. Pupils use computers well to present data as line graphs, bar charts, pie charts and frequency distribution.

Mathematics across the curriculum

47. All teachers provide very good opportunities for pupils to use and improve their mathematical knowledge in other subjects. In geography, pupils use scale to work out distances between Bolton and major cities. When studying the weather, they have produced charts and graphs comparing data such as rainfall. Working with very large numbers, and with the aid of computers, pupils have represented the area of continents in square kilometres. In science, pupils use graphs to record the results of their investigations. Pupils estimate, and know that they need to measure accurately in science and in food technology if the results of their efforts are to be worthwhile and meaningful.

SCIENCE

48. Provision in science is **good**.

Main strengths and weaknesses

- Achievement is good. Pupils make good progress in the areas that are covered.
- The teaching is good and well organised.
- Very good improvement has been made since the last inspection.
- Though narrow, the range of topics taught is very relevant to pupils' needs and interests.

Commentary

49. Pupils who attend regularly achieve well because lessons are well planned and prepared by a teacher who has good subject knowledge. She manages the subject effectively, and teaches with enthusiasm, so is able to motivate the pupils well. Lessons run at a good pace, with high expectations that pupils will put in a lot of effort. Pupils enjoy positive relationships with staff, and work well. Very good use is made of computers and other modern technology in lessons. Pupils' numeracy and literacy skills are well reinforced by writing accounts of their work, and pupils frequently draw graphs of their findings in investigations, often using computers for this task. Much of the learning is focused on human biology, with very good links to personal, social and health education, physical education, and food technology. Topics include, for instance, the major organs of the body, the effect of drugs or alcohol on them, or how diet and exercise contribute to good health. In addition, pupils have achieved a nationally recognised award in Countryside Studies that has seen them undertaking practical work outside the school. Pupils enjoy these activities very much, and are motivated to work well.

50. Over the past two years, the long term plans have changed considerably, from wide-ranging topics, to a more restricted study centred around human biology. The limited range has been caused partly by the lack of science facilities in which to teach chemistry or physics, but mainly by the very low level of knowledge and understanding that pupils have when they come into the school. Teachers have given much thought to deciding on a range of modules that pupils will find interesting, and be of use in their later life. Recent re-planning of what is to be taught is now beginning to broaden the spread of topics that pupils learn.

51. There has been a very good improvement since the previous inspection, when teaching, progress and the provision were judged to be unsatisfactory. There is now much more investigative science, greater use of information technology, and good support for literacy and numeracy in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

52. Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Pupils' learning is very well aided by the frequent use of computers and other high-technology equipment in other lessons, though there is scope to broaden the range of skills that are taught in some subjects.

Commentary

53. Very good teaching and learning is reflected in the resultant high achievement which takes them to standards that are recognised by national awards such as Computer Literacy and Information Technology (CLAIT) and modules recognised by the Assessment and Qualifications Alliance. Pupils have acquired skills using computers and other equipment, allowing them to create very presentable text, graphs of different kinds, spreadsheets, databases, and attractive posters. Pupils' learning is very well encouraged by very good teaching that is based on good knowledge of the subject and of the pupils. Lessons run at a demanding pace, with pupils being expected to do their best at all times. Staff have very positive relationships with pupils, planning activities that are challenging while providing success thus increasing confidence. They prepare their lessons very carefully making very good use of some excellent equipment, including wall-mounted electronic boards, digital cameras, camcorders and scanners, as well as using the Internet, and being able to send e-mails. Most pupils are keen to learn, and enjoy using their newly-acquired skills.

54. Improvement since the previous inspection, when progress was judged to be satisfactory, is very good. The large investment in computer-related resources has increased the amount and range of equipment. All pupils have been provided with a lap top computer which they use in most lessons for research or to present their work. The planned programme stands pupils in good stead for return to mainstream education and for life after school.

Information and communication technology across the curriculum

55. In most other subjects, pupils have very good opportunities to practice and improve their computing skills. Teachers plan very well to include some form of technology use into many lessons. These have included taking digital photographs on a visit to a country park, creating several different kinds of graphs of where people go for holidays, and making spreadsheets to show how the local leisure centre is used and how much the activities cost. Pupils have produced slide shows using PowerPoint, and are comfortable using laptops for much of their everyday work such as recording their science investigations, or writing a description of their trip to Chinatown in Manchester for a meal and shopping at a Chinese supermarket. Girls looked after an electronic "virtual baby" overnight as part of their child-care studies, and were delighted as well as overwhelmed by the experience. Several boys explained enthusiastically how they used electronic equipment at a local recording studio to create their own music, and save it on CDs. While new technology is used very well in most subjects, little use is made in art and design, or in the technology of controlling electronic models of various kinds.

HUMANITIES

History and geography

56. Provision in both subjects is **very good**.

Main strengths and weaknesses

- Very good teaching has resulted in very good learning and very good achievement.
- There has been very good improvement since the last inspection.
- In addition to acquiring geographical and historical skills, pupils make very good improvement in developing their literacy, numeracy and information and communication technology skills.
- Both subjects make a significant contribution to pupils' personal development.

Commentary

57. At the time of the last inspection, the curriculum for geography was judged to be too narrow. Progress was unsatisfactory in interpreting maps and in pupils' knowledge of the United Kingdom. No judgement was made on history. Achievement in geography is now very good because of a challenging programme and very good teaching.

58. In **history**, pupils' achievement is very good because of well-chosen topics that capture their interest. Pupils have an increasing factual knowledge of diverse topics, for example the North American Indians and World War II. They are able to describe some of the main events and changes that have been brought about by significant events such as the Battle of Britain. Pupils of all capabilities successfully select and combine information from different sources such as books, photographs, video and the Internet. For example, they have traced the history of medicine. Pupils have an increased awareness of citizenship through their studies of different styles of government commenting that they prefer to live in a democracy rather than in a communist or fascist state. All capabilities achieve recognition for their work through the Assessment and Qualifications Alliance.

59. In **geography**, achievement is equally very good. Pupils make very good progress in their knowledge and understanding of aspects such as weather, locations and environments. They increase their knowledge of the United Kingdom, Europe and the wider world at a very good rate. When studying Bangladesh, they suggest explanations why people continue to live in coastal areas prone to flooding and factors that have led to the urbanisation of Dhaka. They have acquired a suitable understanding of the rain forests, considering the morality of exploiting the forest and the global effects of deforestation. Useful links are made with other subjects. For example, when investigating weather, the teacher expected pupils to recall their scientific knowledge when discussing the rain cycle. As with history, all capabilities achieve recognition for their work through the Assessment and Qualifications Alliance.

60. Both subjects are very well managed. In addition to ensuring topics are relevant and of interest efforts are made to ensure pupils are aware of what is happening in the world today. For example, at the time of the war with Iraq, pupils increased their understanding of a desert region and its effects on the population and life expectancy. By following the progress of the war, pupils extended their knowledge and history and geography, as well as considering issues such as 'Friendly Fire' and 'Weapons of Mass Destruction'; this made an appreciable contribution to their personal development.

61. Teaching is very good in both subjects. Pupils are expected to listen carefully and to give reasons for their answers so they make very good progress in speaking and listening. Furthermore, useful opportunities are provided for pupils to read from a variety of sources. They improve their writing through tasks such as producing accounts of daily life in rural Dhaka. Equal importance is given to improving numeracy; pupils have produced graphs comparing the rainfall in major cities and created bar charts, using a computer, to show the population of major cities in the United Kingdom.

Both subjects make a very good contribution to pupils' social, moral and cultural development through a greater awareness of their own heritage and that of other cultures.

Religious education

62. Provision in religious education is **very good**.

Main strengths and weaknesses

- Very good teaching is reflected in very good learning and very good achievement.
- The teacher provides very good opportunities for pupils to improve their literacy, and their skills in information and communication technology.
- The subject makes a significant contribution to pupils' personal development

63. Pupils are acquiring factual knowledge and understanding of Judaism, Islam and Christianity at a very good rate through a well-planned programme and very good teaching. They have an increased awareness of the beliefs and festivals of each faith, commenting on similarities and differences. For example, they are aware of the differences between Orthodox and Reform Jews. They have studied the gospels in an attempt to establish whether Jesus was human or divine. All have an appreciation of the relevance of the teachings of Jesus in modern times through; for example, following a study of the Sermon on the Mount, pupils commented that Jesus' teaching on law, anger and the needy is as significant today as it was 2000 years ago. Pupils of all capabilities have produced a very good volume of neatly presented work. Achievement is credited through a GCSE short course and through modules for the Assessment and Qualifications Alliance.

64. Teachers plan activities matched to pupils' needs and to improve their knowledge of literacy. For example, pupils have improved their writing for different purposes and their communication skills through compiling a questionnaire about Christianity, including belief in God and attendance at church. During a visit to a local Mosque, pupils were sufficiently confident to ask questions, so they gained a deeper understanding of why Muslims wash before prayer. They also explored how Muslims feel about taking part in the holy pilgrimage or Hajj. Reading is improved through taking turns to read work sheets, flash cards and, where appropriate, passages from the Bible. New vocabulary is emphasised and pupils are expected to learn the correct spellings. Pupils record specialist vocabulary such as 'monotheism' and 'covenant' in a glossary at the back of their exercise books; they also use computers to search for information and to present their work in different ways.

65. The subject has been introduced since the last inspection and is very well managed and taught by the teacher-in-charge. Activities are challenging, designed to make pupils think and reason with difficult concepts tackled head on. The lessons allow for pupils to discuss issues which affect them personally. The teacher is not afraid of silence to give pupils time to gather their thoughts. Her calm, sensitive approach has enabled pupils to disclose their innermost thoughts knowing they will be respected and valued. The teaching of religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development.

TECHNOLOGY

Food studies

66. Provision is **very good**.

Main strengths and weaknesses

- Very good teaching has resulted in very good learning and achievement.
- The subject prepares pupils well for life after school.
- There are very good links with other subjects.

Commentary

67. The school has chosen to focus on various aspects of food technology, rather than trying to cover all of the aspects of design and technology. It has succeeded in this venture very well. Pupils make very good progress in learning to cook a wide range of basic meals and snacks. They make meals from all around the world, such as curries, tortillas, Chinese stir-fry and chilli. As they are also taught the background to many of the dishes, including a visit to Chinatown in Manchester, pupils' cultural awareness is much enhanced. Pupils are well prepared for adult life, as they acquire a good understanding of

- hygiene, health and safety
- shopping for good value
- the benefits of a wide and balanced diet
- labelling on food packages
- how to use kitchen equipment properly.

68. Staff have very good knowledge of the subject, and how to teach it. Lessons are planned and prepared very well so that all pupils can take part to the best of their ability. The teacher has very positive and good-humoured relationships with pupils, and this is a great help in motivating them to do their best. Lessons are run at a very good pace, with the best use made of the time available, even though most sessions fill a whole afternoon of intensive cooking and related activities.

69. Planning includes good links with other subjects. For example, pupils extend their understanding in science lessons learning about the human body, digestive systems, food values and energy sources. In geography, they learn about the places where their meals come from and in physical education, more about the way the body uses food for growth and energy. Using computers, they record their recipes, looking up variations on the Internet. To extend mathematical understanding, pupils weigh and measure their ingredients and do some of the shopping, comparing prices and amounts well. In addition to preparing meals for themselves, pupils cook for others who are less fortunate. For example, they made flapjacks for a local charity for the homeless. The discussion at the start of the lesson about the many reasons why people might be homeless did much to raise pupils' awareness of some issues in modern society.

VISUAL AND PERFORMING ARTS

70. Neither of the following subjects were taught during the inspection, so it is not possible to make a judgement on the provision.

Art and design

71. Evidence from displays and pupils' portfolios demonstrates they have suitable opportunities to use their imaginations and experience different media using, for example, pastels and pencils in observational drawing. Through the planned programme they are acquiring knowledge of, and skill in using tone, texture, shading and highlights. An appreciation of the work of well-known artists is fostered through studying works such as Monet's Garden then creating their own version. Pupils are proud of the work they have produced. As well as providing pupils with the opportunity to be creative, the subject makes a very good contribution to pupils' personal development. This was so in the module 'Families' when, according to staff, pupils visibly relaxed and talked openly about issues within their families.

Music

72. In order to extend pupils appreciation of the arts, music is offered from time to time. Last year, for instance, pupils had a short course at a local school where they learned to play a selection of Indonesian instruments such as drums, xylophones and flutes. Pupils commented they were "inspired" by the uplifting sessions. Some pupils go to a recording studio each week as part of their

extended curriculum. Here, they learn to create and mix electronic music, and then to save their compositions onto CDs. Pupils are very well motivated by this, and take pride in their results.

PHYSICAL EDUCATION

73. Pupils have access to a very wide range of physical activities. However, only one lesson was observed. This very good swimming lesson was taught by a coach who is not a teacher at the school. It is not, therefore possible to judge the quality of the overall provision. Pupils have very good access to the facilities in the centre where the school is based. These include badminton, basketball, football and rugby, taught by the centre's staff with support from teachers at the school. In addition, pupils have the opportunity to play tennis and table tennis, and to learn circus skills. Whilst some pupils are reported to take part in the activities enthusiastically, others are reluctant to attend the lessons, especially the swimming.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

74. Provision is **very good**.

Main strengths and weaknesses

- Pupils who attend regularly achieve very well.
- What is taught is very relevant to pupils' needs.
- School routines support the subject very well.

Commentary

75. Many pupils come into the school with very low self-confidence, little idea about how to behave in company, and with many serious difficulties understanding what education is about and how society works. As a result of the taught programme and school routines they make very good progress in all of these very important aspects of life. Pupils learn to take turns, to listen to each other and to adults around them. They become more able to discuss their problems, and to understand other people's problems. This might be the people around them, or others such as children, the disabled, women, ethnic minorities and refugees.

76. The quality of teaching and learning is very good. Teachers plan their lessons carefully, based very well on their observations of how well pupils are progressing in different aspects of their personal development. This may be in group sessions where pupils talk with staff about any matters that are disturbing them; or it may be learning in focused lessons about aspects of modern society, pollution, animal rights, being a good citizen, or being disabled, for example. In other lessons, teachers help pupils with their understanding of legal and illegal drugs, smoking, alcohol abuse, sexual relationships, and health and hygiene. This spreads very well into other lessons such as food technology, physical education, geography, science and English. In these subjects, many of the same, or related topics, are taught from a different perspective, reinforcing the main messages of personal development very well.

77. Daily routines and social targets in individual education plans contribute significantly to progress in this area. An awareness of citizenship is developed through helping homeless people locally and families in Vietnam and Ghana through the UNICEF day of Change appeal. Pupils further improve their social education by taking part in work-related activities at a number of local commercial placements. Pupils' awareness of conservation issues is raised well through their Countryside Studies, and visits to local nature parks. Teachers do a great deal to promote pupils' thinking about many matters, encouraging them to form their own opinion and not be too influenced by the views of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	N/A
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

* It is not appropriate to judge pupils by national standards.