

INSPECTION REPORT

Mount Tamar Special School

Plymouth

LEA area: Plymouth

Unique reference number: 113649

Headteacher: Mr B. Jones

Lead inspector: Sarah Mascall

Dates of inspection: 23rd – 26th February 2004

Inspection number: 264366

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special for pupils with severe emotional and behavioural difficulties
School category:	Community
Age range of pupils:	5-16
Gender of pupils:	Mixed
Number on roll;	84
School address:	Row Lane Higher St Budeaux Plymouth Devon
Postcode:	PL5 2 EF
Telephone number:	01752 365128
Fax number:	01752 351227
Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Roberts
Date of previous inspection:	23/02/1999

CHARACTERISTICS OF THE SCHOOL

Mount Tamar educates boys and girls who have severe emotional, behavioural and social difficulties. It provides for 87 pupils between the ages of 5 and 16. At the time of the inspection there were 84 pupils. On occasions the school provides education for a very small number of pupils under the age of five. Pupils mainly come from Plymouth, often from its most deprived areas. Pupils also travel in from Cornwall and Devon. Forty eight per cent of pupils are eligible for school meals which is average for this type of school. All pupils have statements of special educational need and when they start at Mount Tamar, their levels of attainment are below average. The vast majority of pupils are from a white British background and no pupils have English as a second language. Five pupils are in public care. The school is not residential, but does have a hostel, which provides support for pupils during the week. Since the last inspection the number of pupils on roll has risen and the nature of pupils' special needs is now more severe and their behaviour more challenging. The school has gone through a considerable period of turmoil in the last four years. It is only in the last six months that it has been in a position to move forward.

Because of the very small number of pupils under the age of five it is not possible to make judgements about overall provision for this age group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20536	Sarah Mascall	Lead inspector	English, history, geography
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33710	Denise Fox	Team inspector	Science, religious education personal, social, health and citizenship education
31914	Collette Gribble	Team inspector	Mathematics, art and design, design and technology
20024	Paul Wright	Team Inspector	Information and communication technology, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall the school provides a satisfactory education. The youngest pupils make good progress and those in Year 3 to 6 make very good progress. This is because they benefit from good and often very good teaching. Satisfactory and sometimes good teaching ensures that pupils in Years 10 and 11 make satisfactory progress. However the achievements and teaching of pupils in Years 7 to 9 is unsatisfactory and this is a serious weakness in the school's provision. Leadership by the headteacher and the newly established senior management team is satisfactory; however, overall management of the school is unsatisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The management of Years 7 to 9 is unsatisfactory and has led to teaching, achievement and assessment being unsatisfactory for these pupils. Achievement in science is unsatisfactory for pupils of secondary age.
- Very good teaching for pupils in Years 3 to 6 ensures that they achieve and behave very well.
- Governance is unsatisfactory because governors are not fulfilling their responsibilities and statutory requirements with regards to the curriculum and the marking of registers are not met.
- Planning for improving the school is unsatisfactory.
- Pupils in Years 10 and 11 are prepared well for when they leave school.
- All pupils value their time at school, they are well cared for and as a result attendance is good.
- The headteacher has been very effective in improving teachers' morale and ensuring that staff are well motivated to move the school forward.
- The hostel supports pupils' personal and social development well.
- The provision for pupils' cultural development is unsatisfactory.
- Accommodation and resources are unsatisfactory, particularly in Years 7 to 9.

The school has made **unsatisfactory** progress since the last inspection in 1999. At that time it was considered good. After a long period of disruption the school is only just in a position to move forward. Several key issues have not been addressed and teaching and achievement have deteriorated. The quality of leadership remains the same although management is now unsatisfactory.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Good	Good
Year 6	Very good	Very good
Year 9	Unsatisfactory	Satisfactory
Year 11	Satisfactory	Good

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

Pupils achieve well in Years 1 and 2 and very well in years 3 to 6. However achievement for pupils in years 7 to 9 is unsatisfactory. It improves in Years 10 and 11 so that by Year 11 their achievements are satisfactory. Pupils' achievements are good in mathematics and personal, social and health education and citizenship throughout the school and very good in art. Achievement in science for pupils in Years 7 to 11 is unsatisfactory. The school has recognised this and put in place appropriate support for the temporary teacher. Pupils' personal development including their spiritual, moral and

social development is satisfactory. However there are limited opportunities for pupils' to develop an awareness of life in a multi cultural society. Attitudes and behaviour are satisfactory overall. They are very good in years 1 to 6. Pupils like school and attendance is good. However there is not a system for recording pupils' attendance in school in the afternoon.

THE QUALITY OF EDUCATION PROVIDED

The quality of education is satisfactory. Teaching and learning are satisfactory. They are good in Years 1 and 2 and very good for those pupils in Years 3 to 6 in these classes. Teachers manage behaviour very well and have high expectations of what pupils can achieve. However this is not the case for pupils in Years 7 to 9. Not all teachers plan work effectively to ensure it is matched to pupils' ability. Lessons are often mundane and there is too much reliance on worksheets. Pupils become bored very quickly, their behaviour deteriorates rapidly and is not managed well. The quality of assessment although satisfactory for primary aged pupils is unsatisfactory overall. The curriculum is unsatisfactory. Pupils do not study a foreign language or music in Years 7 to 9. Requirements for the teaching of religious education are satisfactory for those in Years 1 to 9. However there is no specific time allocated to the teaching of religious education to pupils in Years 10 and 11. Accommodation is unsatisfactory for pupils of secondary age. Resources are insufficient to support teaching. The support and advice offered to pupils is satisfactory. There are good systems for supporting those pupils with additional special needs. Opportunities for pupils to have some involvement in how the school is run have not been developed. Links with parents and the community are satisfactory. The school has developed good links with other schools and colleges. The residential hostel is well organised and enables pupils to make good gains in their social and personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has had a positive impact on ensuring that there is a strong team spirit amongst staff and has improved staff morale considerably. He has developed a good senior management team, which is now in a position to take the school forward. Overall management is unsatisfactory. The management of the primary provision is very good but in the secondary part of the school management is not effective. Subject managers do not have a clear role and there is not a sufficient focus on improvement. New governors have been appointed and the governing body has the potential now to fulfill its role as a critical friend. However governors are not sufficiently involved in developing the school and there are a number of statutory requirements that are not in place.

WHAT PARENTS AND PUPILS FEEL ABOUT THE SCHOOL

Parents and pupils are positive about the school. Parents feel their children's behaviour has improved and are pleased with the way they are progressing. Pupils comment that they like the teachers and that the school has done a lot for them.

IMPROVEMENTS NEEDED

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

- Improve management, teaching, learning and assessment for pupils in Years 7 to 9.
 - Continue with plans to support and improve teaching and achievement in science in Years 7 to 11.
 - Develop a strategic plan for improving the school.
 - Continue to develop the role of governors.
 - Improve accommodation and resources where they are at present deficient.
 - Provide pupils with opportunities to develop their understanding of living in a multi cultural society.
- and, to meet statutory requirements:
- Ensure that pupils have full access to the National Curriculum.
 - Provide pupils in Years 10 and 11 with opportunities to study religious education.

- Record pupils' attendance in registers.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Overall pupils' achievement is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement in Years 3 to 6 is very good.
- Achievement overall for pupils in Years 7 to 9 is unsatisfactory.
- Pupils achieve very well in art. They make good progress in mathematics and PSHE/CZ. Achievement is unsatisfactory in Years 7 to 9 in English, and in Years 7 to 11 in science.
- The targets set for pupils in Years 7 to 9 lack challenge.
- Pupils achieve well in the good range of appropriate college courses.

Commentary

1. Achievement varies across the school. It is good in Years 1 and 2, very good in Years 3 to 6, unsatisfactory in Years 7 to 9 and satisfactory in Years 10 and 11. This represents unsatisfactory improvement since the previous inspection when pupils' progress was judged to be very good. There is great variation in ability in each class and because of this it is not possible to make comparisons of achievements over time between different year groups. However the school has made satisfactory progress in the targets it sets for achievement in Year 11.
2. Pupils in the primary department achieve well because teaching is consistently good and frequently very good, and the curriculum is well planned and relevant. However, in Years 7 to 9 many pupils do not achieve enough. This is because the management of these classes has not been effective. There has not been a clear focus on developing teaching and improving pupils' achievements. As a result work is not challenging and pupils' behaviour becomes disruptive and reduces their opportunities to learn.
3. In Years 10 and 11 pupils' achievements are closely linked to the accredited courses they undertake both in school and in the college courses they undertake. They achieve success in a range of qualifications, including General Certificate of Secondary Education (GCSE) and Entry Level awards in English, mathematics, art and ICT. However opportunities for higher attaining pupils to take GCSEs in other subjects are limited. College courses provide pupils with a good range of opportunities to develop their skills and knowledge. The school works hard to ensure that pupils choose appropriate courses which will be beneficial to them when they leave school. These programmes are very closely monitored and records indicate that pupils achieve well.
4. In English, pupils' skills steadily improve as they move through Years 1 to 6. However, in the secondary department this level of progress is not maintained. When they reach Years 10 and 11 good teaching enables pupils to catch up some of the ground they have lost so that they can achieve passes in examinations. In science, pupils' satisfactory progress falters and becomes unsatisfactory in Years 7 to 11. At present there is no subject leader and the supply teacher is still developing her strategies in dealing with the pupils. Although in mathematics pupils' progress slips from good to satisfactory in Years 7 to 9, they achieve well overall. Pupils' achievement in information and communication technology (ICT) lessons is satisfactory. However, although ICT is used in a few subjects it is not yet planned for and used effectively to support pupils' learning in most subjects.

5. Pupils make satisfactory progress towards the targets set for them at annual reviews and most pupils make good progress against the targets set in their individual education plans (IEPs). However, the targets that are set for pupils in Years 7 to 9 in order to raise their achievement are not sufficiently challenging. Girls make the same progress as boys. Pupils identified by the school as having additional special needs make the same progress as the other pupils in their year groups because they are satisfactorily supported by staff and are well integrated into all lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **satisfactory**. Provision for pupils' spiritual, moral and social development is **satisfactory**. However cultural development is **unsatisfactory**. The attendance of pupils is **good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes and values are very good in Years 1 to 6 but in Years 7 to 9 disruption by pupils has a major impact on learning.
- There is a sense of community throughout the school and relationships are good.
- Too few opportunities are provided for the pupils to take responsibility and be involved in the running of the school
- Pupils' spiritual, moral and social development in Years 1 to 6 is very good.
- Pupils' cultural development throughout the school is not catered for.
- Attendance rates are improving but registers are not kept correctly.

Commentary

6. The expectations and clear guidance on behaviour in Years 1 to 6 are very good. Staff are consistent in their approach, intervening quickly to resolve situations and preventing any escalation of difficulties. Pupils respond very well to this showing very good attitudes to their work. This combined with activities such as 'circle time' ensures that the moral and social development for these pupils is very good. Pupils know right from wrong and co-operate well together although there are missed opportunities in Years 1 and 2 for pupils to spend more time with their mainstream peers and further develop their social skills.
7. In Years 7 to 9 there is often no clear guidance or expectation placed on pupils in lessons and this, combined with a curriculum which is not designed to meet individual pupils' needs, means that pupils are frequently disruptive. The very good practices in Years 1 to 6 are not carried through to the secondary department and there is no immediate consequence for inappropriate behaviour. This results in standards of behaviour deteriorating rapidly. However the programme for PSHE and citizenship supports pupils' development appropriately and ensures that their moral and social development is satisfactory. Pupils are aware of the expectations of the school and are often polite and friendly. However, too many pupils leave lessons or swear and use abusive language when they are not engaged in purposeful activity. This is not addressed effectively by all staff, and obvious infringements of school rules are ignored. For example, despite a clear 'no smoking policy' pupils openly smoke around the school grounds. There is evidence of bullying at times and behaviour out of class is often unacceptable.
8. In Years 10 and 11 the individually designed packages for the pupils involving college placements and an alternative curriculum, combined with time at school, have had a positive impact on behaviour and their behaviour is satisfactory when they are at school. It is reported to be good at college. The pupils themselves recognise that they have matured and that their behaviour is improving.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No. of Pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	84	48	3

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

9. Pupils generally relate well to each other and the adults in the school. This is very evident in Years 3 to 6, where they mix together, are polite and friendly to both staff and each other and co-operate in lessons. Play times are well organised and pupils play happily together. Pupils in Years 10 and 11 work together entering into discussions and listening to each other. There are fewer opportunities for pupils in Years 7 to 9 to develop their skills and relationships with staff and each other are satisfactory. Opportunities for independence in Years 1 to 6 are good and pupils are allowed to be 'helping hands'. There are few opportunities for pupils in Years 7 to 9 to develop responsibility and pupils are not involved in the running of the school or consulted in the decision making. However, they are keen to become involved and have good ideas for the development and improvement of the school. There is a good focus on encouraging pupils in Years 10 and 11 to become independent. They are expected to make their own way to college and they follow the same routines as other college students.
10. Spiritual development across the school is satisfactory. Pupils of primary age have good opportunities to reflect during assemblies and develop an understanding of themselves. For older pupils opportunities are more limited. Although no specific allocated time is given to the study of religious education in Years 10 and 11, teachers do ensure that pupils have appropriate opportunities to consider and debate current events. Assemblies are used well to celebrate pupils' successes and pupils are keen to accept praise. In a few subjects they are encouraged to reflect on their work and behaviour but this is not consistent across the school. In Years 1 to 6 there is evidence from displays of the pupils experiencing other cultures. For example, photographs of class work with a Hindu priest are displayed. However, overall the school is not preparing pupils well for life in a multicultural society. This was an issue from the previous inspection. The lack of music lessons and opportunities to study a foreign language limit pupils' opportunities further.
11. Pupils say that they like coming to school and attendance levels of pupils in Years 1 to 6 are very good. The school has established very effective links with outside agencies to encourage older pupils to attend regularly. Office staff quickly follow up any unexplained absences, and the educational welfare officer liaises closely with staff and families to help resolve any concerns about attendance. The school has responded to past disaffection of pupils in Years 10 and 11 by successfully working with the Connexions service (careers) to develop a work related curriculum. Attendance levels have improved; rates for the current year are 88 per cent with unauthorised absence down to two per cent. Pupils generally arrive at school promptly and get to lessons on time.
12. The school has not addressed the concerns about registration raised at the time of the last inspection. The school is not meeting its legal requirements as registers are not completed correctly. Not all teachers are marking absences and registers are not called in the afternoon.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	78.7	School data :	8.5
National data:	81	National data:	7.3

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

complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall. They are very effective in Years 3 to 6 but for pupils in Years 7 to 9 they are unsatisfactory. The curriculum is **unsatisfactory** although there are **suitable** opportunities for activities that enrich pupils' learning. Links with parents and the community are adequate. The school has established **good** links with colleges.

Teaching and learning

The quality of teaching is **satisfactory** but it is very good for pupils in Years 3 to 6.

Main strengths and weaknesses

- Teachers of pupils in Years 7 to 9 do not have sufficient support to improve their teaching
- The very good leadership in the primary department has ensured a consistent approach to teaching.
- Planning to meet pupils' needs is very good for pupils in Years 1 and 2.
- In art and mathematics teaching is good throughout the school. Pupils in Years 10 and 11 benefit from good teaching in English.
- Assessment is unsatisfactory for pupils in years 7 to 9.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	9(26%)	12(34%)	8(23 %)	2 (6%)	3(9%)	

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.

Commentary

13. The quality of teaching at the time of the last inspection was judged to be very good. Although standards have been maintained in the primary department they have deteriorated considerably and are unsatisfactory in Years 7 to 9. This is because there is no one directly responsible for this age range and there has been no monitoring to check what teachers have been doing. As a result the teaching in a number of subjects including English and science are unsatisfactory for this age range. The lack of co-ordination and monitoring has resulted in ineffective planning. Much of the work is dependent on worksheets and there is little opportunity for pupils to develop their skills. Pupils get bored quickly because of this, they become disruptive and strategies are not used effectively to manage their behaviour. Teachers do not make good use of the reward system, often failing to remind pupils' of the consequences of their behaviour. Where teaching is good, for example, in mathematics teachers know pupils well, manage their behaviour appropriately and ensure that the work they do is challenging. Pupils are encouraged to work together and this they can do well for example in ICT when collecting information for work on data collation.
14. In the primary department leadership and management are very good and this has resulted in teaching being very good. There are regular meetings and teachers discuss what they plan to teach. They share ideas and resources well and because of this pupils develop their skills as

they move through the primary department. Pupils' targets are displayed in the classrooms and teachers are aware of these in their teaching. This good practice is particularly evident for Years 1 and 2 where the teacher's very good knowledge of pupils ensures that work is matched very well to pupils' ability and their targets. Throughout the primary department lessons generally follow the same pattern reflecting the Literacy and Numeracy Strategies very well. Pupils know what the objectives of the lesson are and teachers make a point of putting key vocabulary on the board. At the end of the lesson teachers check pupils' understanding of what has been taught enabling all to learn from each other's ideas and knowledge. This clear structure supports pupils' achievements well and provides them with a sense of security through knowing what will happen when they go into a lesson. This structure and teachers' very high expectations of behaviour ensures that pupils' behaviour is very good and often excellent.

15. Throughout the school pupils benefit from teachers' enthusiasm for their specific subject. This is particularly evident in English and art. Teachers use their knowledge well to encourage pupils to develop their skills and understanding and try different approaches. For example in a Year 7 art lesson pupils consider the ingredients for a "gruesome sandwich". The teacher's lively approach and knowledge enabled them to produce a range of ideas and develop their understanding of primary and secondary colours. The teaching of English in Years 10 and 11 is effective because the work is age appropriate and interesting. Pupils are encouraged to develop their skills in all aspects of the subject and there are high expectations of what they will achieve.
16. Teaching is satisfactory in Years 10 and 11. Pupils benefit from the specialist teaching they receive at college and training providers. In school teachers follow the appropriate planning for the examination courses that are on offer. This enables teaching to be more focused and better organised.
17. The assessment of pupils' work is unsatisfactory overall. It is better in the primary department because teachers' check on pupils' understanding, evaluate their lessons and record what individuals have learned. Samples of pupils' work are kept and there are examples of good annotation about how much help a pupil received particularly in Years 1 and 2. In Years 7 to 9 marking is inadequate in a number of subjects particularly in English. Pupils are given too many worksheets, these are not marked on a regular basis and so teachers have no way of assessing how much pupils know. Assessment improves in Years 10 and 11 because it is linked to accredited courses. There is excellent marking in English for Years 10 and 11 which not only praises pupils for their efforts but then sets them targets for what they should do next to improve. However such good practice is not consistent or shared with staff.

The curriculum

The quality and range of learning opportunities provided for pupils are **unsatisfactory**. However, they are **good** for pupils in Years 1 to 6. There is a **satisfactory** range of activities to enrich pupils' learning. Staffing is **satisfactory**. Accommodation and resources are **unsatisfactory**.

Main strengths and weaknesses

- The curriculum for pupils in Years 7 to 9 does not meet statutory requirements.
- The learning opportunities for pupils in Years 1 to 6 are good.
- The unsatisfactory accommodation and resources are a barrier to effective learning, specifically in science.
- The programme for work experience and the college links in Years 10 and 11 are good.

Commentary

18. Planning for pupils in the primary classes is good and ensures that they cover all aspects of the National Curriculum. In Years 7 to 9 there is no provision for music and modern foreign language for this age group and this is a breach of statutory requirements. As a result national

initiatives such as the Key Stage 3 Strategy have not been sufficiently developed and promoted through the school. Opportunities are missed to promote pupils' skills particularly in literacy.

19. The curriculum for Years 10 and 11 is organised well and prepares pupils for the next stage of their education or entering the world of work. Planning for religious education across the school is being developed. It is satisfactory for pupils in Years 1 to 9. In Years 10 and 11 religious education is taught through PSHE and citizenship. The school is aware that not all aspects of the agreed LEA syllabus are being followed and is taking steps to address this. The implementation of the National Strategies for Literacy and Numeracy are effective in improving the learning opportunities in Years 1 to 6 and as a result, achievement is good. The programme for personal, social, health education and citizenship is good across the school and is relevant to pupils' needs. There are visitors from outside agencies who use realistic approaches to warn pupils of the dangers of drug misuse.
20. Although the school is not designated to have pupils under the age of five, it does on occasion take children of four and over into the Key Stage 1 satellite class. The teacher ensures that in many areas the needs of these pupils are met through adapting the curriculum to match the Foundation Stage planning. However these children do not have opportunities to play, socialise and work with children of their own age.
21. Pupils in Years 10 and 11 follow individual programmes in school, college and attend other centres in Plymouth, designed to complement their work-related interests. They have appropriate opportunities to take accredited courses in GCSEs, entry level courses and other externally accredited courses including NVQ and City and Guilds courses. The school plans to extend these opportunities and recognises that the needs of more able pupils are not being fully met. Staff from outside agencies such as rehabilitation specialists, visit the school, enrich the curriculum and use realistic approaches to warn pupils of the dangers of drug misuse.
22. Opportunities for pupils to learn outside the classroom are satisfactory. The transportation of pupils limits what the school can offer but photographs and records show participation in an appropriate range of sporting competitions and the arts. A breakfast club has been established and is due to start soon. Pupils staying in the hostel enjoy visits to parks, waterways and beaches and take part in swimming, bowling, cycling and fishing.
23. Accommodation is unsatisfactory in the secondary department. The current layout of the building makes it difficult to keep pupils within Years 7 to 9 together in one area of classrooms. Pupils have to move around the school a lot and this greatly contributes to their unsatisfactory behaviour. There are inadequate facilities for teaching science and the subject is poorly resourced. This limits the learning opportunities offered to pupils. Overall there are an adequate number of staff. The school has worked to ensure that they are subject specialists and this is beginning to have a positive effect on pupils' achievement for example in English and art. There are insufficient resources to improve learning. This is reflected in teachers' recent development planning for their subjects. In most areas of the curriculum there is a need to extend and update resources. The school recognises this as a priority.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. The provision for support, advice and guidance is **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **unsatisfactory**.

Strengths and weaknesses

- Staff know pupils well and pupils feel that they can turn to adults working in school if they need help.

- Pupils in Years 7 to 9 are not given enough guidance on how to manage their own behaviour or improve their work.
- The school has good procedures in place for identifying and providing for pupils with additional special needs.
- The hostel provides good care and support for pupils.
- There are not enough opportunities for pupils to improve school life.
- Support and guidance for pupils on making choices about the next stage of their education or employment is good.
- Health and safety procedures are not always followed in a few aspects of the school.

Commentary

24. Staff understand pupils' needs well and work closely with external agencies such as the youth offending team, educational welfare officer, school nurse and educational psychologist to support the welfare of pupils and their families. The school has been successful in developing good relationships and an ethos of trust between pupils and staff and as a result pupils are confident to talk to staff about their concerns. Arrangements for child protection are taken very seriously and staff are regularly reminded about how to record and report any concerns. Pupils who are ill or injured are well cared for and good records are kept when medication is given. Staff generally ensure that pupils work in a safe and secure environment. However, the lack of clear procedures to ensure the monitoring of health and safety matters has meant that for example regular checks on annual electrical equipment have not been undertaken. Procedures for health and safety in the design and technology workshop are not effective and the inspectors' concerns were raised with the school. There is an appropriate policy for the use of Internet in place and letters are sent out to parents requiring permission for pupils to go online.
25. Pupils in Years 1 to 6 are given clear guidance on what they need to do to improve their work and behaviour. Targets are displayed in the classrooms and are often referred to during the school day. This results in very good behaviour and achievement. However, pupils in Years 7 to 9 are not given the same detailed advice. Their behaviour is usually assessed at the end of each lesson, but staff do not give them enough help on how to manage their own behaviour or plan lessons around the pupils' individual needs in enough detail. This means that staff struggle to manage pupils' behaviour and their learning is unsatisfactory. Pupils in Years 10 and 11 are given good support and guidance by the Key Stage 4 co-ordinator and the connexions (careers) advisor. They work closely with pupils and their parents and carers to devise a tailor made programme which supports pupils in their education or employment after they leave school. Pupils value the good advice and guidance they are given. They enjoy the balance of attending college, work related training and lessons in school and grow in confidence and maturity.
26. There are good systems to support pupils with additional special needs. There is a comprehensive database which is updated monthly and identifies each pupils' additional special needs. This was developed by all staff and involved tracking needs identified on pupils' statements. The needs are then mapped to provision both in and out of school. Changes to pupils' statements are done through the annual review process and often involve work with outside agencies such as health. In the secondary department, specific provision is made for most groups of pupils. For example, a local doctor runs a regular clinic in school for pupils with attention deficit hyperactive disorder (ADHD) and a learning support assistant has been trained to take responsibility for all medication relating to this condition. Behaviour patterns are then monitored through the school's system for behaviour management and the learning support assistant liaises with the pupil's home and the doctor if changes to any medication are deemed appropriate. There has been some training for all staff on additional special needs, for example, autism spectrum disorders.
27. Individual Education Plans in Years 1 to 6 are very detailed. They include behaviour and learning targets and identify clearly any additional special needs. They are reviewed termly and targets and actions are clearly identified as are the strategies to be used to meet them. In the secondary department Individual Education Plans are not sufficiently detailed. They do not identify any additional special needs a pupil may have or strategies for staff to use to meet an individual pupils needs. Staff are, however, well informed about each pupil's needs and ensure all pupils have access to the curriculum although these strategies are not identified in any planning.
28. The quality of the provision for the pupils who are in residence in the hostel is good. There is an appropriate care policy, which reflects the aims of the hostel provision and the level of care provided by the staff is good. As a consequence, pupils' personal and social development is effectively promoted. They are encouraged by staff to interact sociably with adults. As a result of effective communication between the school and care team, hostel staff are aware of events

during the day and know when pupils have done well or not. The care team is well managed by the principal care officer and they work well together. All staff are aware of the pupils' individual education plans. There are regular meetings and links with the headteacher are effective.

Partnership with parents, other schools and the community

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

Strengths and weaknesses

- Staff in the primary department make parents feel welcome in school.
 - The very good links with local colleges and the involvement of parents helps pupils in year 10 and 11 to prepare for life after school.
 - Pupils in Year 1 and 2 are not involved enough in mainstream activities.
29. Parents with pupils in the primary department appreciate the effective communication between school and home. The daily link book is a valuable means of sending and receiving information about work, behaviour and personal achievement. Office staff in both the primary and secondary departments make significant contributions to the school's partnership with parents, being the first point of contact when parents telephone or visit the school. Staff make home visits when pupils are about to start school and parents appreciate the regular phone calls informing them both of incidents during the day – both good and bad. However, the annual review is the only formal opportunity for parents to talk with staff about how their children are getting on. Although staff contact parents by telephone, there is no newsletter to celebrate the school's successes. Two parents are undertaking training provided by the 'Parent Partnership' with the aim of re-launching a parents' support group.
30. Many parents are interested in their children's education and parents of primary pupils are very supportive of events such as sports displays, special services and coffee mornings, where there are beneficial opportunities to talk informally with staff. Parental attendance at the Options Evening for Year 9 was also high. The lack of homework limits parents' involvement in their children's education. Parents receive an annual report which is linked to the annual review. The school appropriately feels that parents should also receive a report about their children's progress at the end of each academic year and are in the process of putting this in place.
31. The school's partnership with the community enriches the curriculum and has a positive impact on pupils' personal and social development. Visitors such as music groups and coaches from a local basketball club share their expertise with the pupils. The school makes appropriate use of the locality through a range of visits for example to a country park and the zoo. Pupils have benefited from the school's involvement in the Excellence cluster which has brought extra funding into the school. However there are few links which deepen pupils' understanding of Britain as a multi-cultural society.
32. The school has established very good links with local colleges and other training providers which offer a relevant curriculum for pupils in years 10 and 11. By matching pupils' interests and abilities to the range of courses, and then working closely with college staff to monitor pupils' attendance and progress, the Key Stage 4 co-ordinator gives pupils a sense of direction and purpose. In Year 10 pupils have opportunities to do taster courses in subjects that interest them and these are followed by accreditation in their chosen interests in Year 11. There are satisfactory links with other schools and the school has been effective in getting a small number of pupils back into mainstream. It has done well in establishing a satellite class for pupils in Years 1 and 2 in a mainstream school. Pupils benefit from joining their peers in assemblies, physical education and break times. However, a lack of staffing limits pupils' opportunities for them to attend more lessons with other classes.

LEADERSHIP AND MANAGEMENT

Leadership of the school is **satisfactory** overall. The headteacher is providing **satisfactory** leadership but the management of the school is **unsatisfactory**. The governance of the school is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher has established a clear vision for the school that is shared by staff.
- Leadership and management of the primary department is very good
- Management of the secondary school is unsatisfactory.
- The governing body is very supportive of the school; however, they have not been effective in shaping the development of the school.
- The school improvement plan is unsatisfactory. It does not provide the school with a coherent strategy for improvement.
- Training to support new and existing staff are unsatisfactory.

Commentary

33. The headteacher provides satisfactory leadership. His strengths lie in his ability to motivate staff and pupils, his awareness of the strengths and weaknesses of the school and his commitment to the improvement of the buildings and accommodation. He recognised the need for developing the senior management team and has achieved this well through the appointment of an assistant headteacher. The team works well together, has a shared commitment to improve and is already having a positive impact in improving aspects of the school. For example the assistant headteacher has been quick to put in place systems for monitoring of the curriculum and supporting teachers in class. However, this is very recent and has yet to have an impact on raising standards.
34. The management of the primary department is good. Staff are organised well and there are good links with the Key Stage 1 class which ensures that planning and practice are consistent. The day to day management of the secondary department ensures that staff are kept informed of issues concerning pupils' behaviour. However the unsatisfactory management of Key Stage 3, together with a lack of clarity as to who is responsible for many subject areas has had a negative impact on pupils' achievements. For example, in English there is no clear allocation of responsibilities and there is no one responsible for checking that teachers develop pupils' literacy skills in all subjects. As at the time of the previous inspection systems have not been put in place to ensure that the good practice in Years 1 to 6 is shared throughout the school. There is still no guarantee that those pupils who move from the primary to the secondary will continue to build on their achievements.
35. Members of the current governing body are very committed to the school but due to recruitment difficulties, they have not carried out their role adequately or ensured that statutory requirements are being met. New appointments have recently strengthened the governing body and it has recognised the need to be more rigorous in its pursuit of higher standards. Governors are keen to develop their role as 'critical friends' and to widen their monitoring and evaluation responsibilities. For example they have recently established a curriculum committee to enable them to monitor teaching and learning within the school.
36. Planning for school improvement is unsatisfactory. The head teacher has a clear vision as to how the school will develop and improve. This was reflected in the school's own self evaluation which was very effective in identifying accurately its strengths and weaknesses. However this is not reflected in formal improvement planning. The school's aims and values are also not identified or reflected in the school improvement plan. The plan lacks a clear focus and does not target identified areas of weakness, such as the teaching and learning of pupils in Years 7 to 9. The present improvement plan is a "wish list" for identifying resources and has no direct link to departmental planning. The school is aware of the weaknesses but staff have not until recently

been involved in planning for improvements and there is a recognised need to ensure resources are developed.

37. There are no formal procedures for the induction of new staff. Arrangements for staff to review and evaluate their performance, and for the school to identify individual staff training needs, are unsatisfactory. Although in-service training has been, provided there is no effective system for linking a training programme with subject, individual and whole-school priorities.
38. Financial controls and administration are satisfactory. The school bursar keeps an effective control on expenditure and ensures that funding is used for appropriate purposes. However, the last financial audit was carried out in the year 2000 and this is inappropriate. There is a planned carry forward to next year to cover the cost of improving accommodation and resources. Governors are clear about the principles of best value and try to ensure that they get sufficient quotes to ensure that they get best value for money in their purchases. However, there is no process by which the governing body can assess the impact of these purchases.
39. The school provides satisfactory value for money. Although there are weaknesses in management and the school has made unsatisfactory progress from the last inspection, the commitment of the senior management team and staff to improve is impressive and the capacity for the school to develop is now good.

Financial information

Financial information for the year April 2002 –March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,157,156	Balance from previous year	110,000
Total expenditure	1,039,128	Balance carried forward to the next	64,573*
Expenditure per pupil	11,944		

* this includes standards fund money which was due to be spent later in the year

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 3 and 4

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

ENGLISH

Lessons were seen in all key stages. Evidence was gained from discussions with staff and pupils and looking at teachers' records and pupils' work.

Provision for English is **satisfactory** overall.

Main strengths and weaknesses

- Planning is very good for the youngest pupils and those in Years 3 to 6 and enables these pupils to make good and often very good progress.
- The lack of clear management for teachers of pupils in Years 7 to 9 has resulted in unsatisfactory teaching and learning for these pupils.
- For those pupils of primary age the expectations for them to learn and the management of behaviour is very good.
- Pupils in Years 10 and 11 benefit from the good teaching of the subject specialist.
- Marking is very good for pupils in Years 10 and 11 but it is unsatisfactory in Years 7 to 9.
- Accommodation is poor for those pupils taught in the art room.

Commentary

40. Pupils of primary age benefit from good and often very good teaching that is securely based on the Literacy Strategy and planned to meet the needs of pupils. As a result pupils make good progress in years 1 and 2 and very good progress in Years 3 to 6. When they start school in Year 1 pupils have very limited skills but through a well structured programme they develop their communication, reading and writing skills well. By Year 2 pupils recognize words and most are able to read simple sentences. Good use is made of the National Literacy strategy to enable pupils to read together and most understand and use words such as "descender" and "ascender" when looking at a Big Book. Pupils are keen to contribute in discussions and because of the clear expectations of the teacher they listen well to each other. Planning to meet the needs of individuals is very good and there is frequent reference to pupils' targets. Pupils have a few opportunities to socialize and work with pupils in mainstream and this develops their skills further, particularly in communication.
41. The good practice in Years 1 and 2 is built upon in Years 3 to 6. Teaching is lively and well planned. There are very good expectations of what pupils can do and because of this they achieve very well by the time they reach Year 6. Pupils read with confidence and are keen to read to staff. Most are able to identify words through the use of phonics whilst less able pupils rely on the picture for clues when they do not understand a word. Teachers plan effectively and use the National Literacy strategy particularly well, making good use of reading schemes and Big books. Pupils listen attentively to each other and to staff. They recognize what is appropriate and inappropriate language and adjust their speech dependant on who they are speaking to. By Year 6 pupils are developing their writing skills well. They practice their spellings and most remember to use the right spelling when writing a story. There are appropriate opportunities to develop their skills in extended writing for example when retelling the story of "Peter and the Wolf". Care is taken over presentation and work is presented neatly. Much of the success of pupils in Years 3 to 6 is due to the very high expectations of teachers in terms of what pupils

can achieve and how they will behave. Pupils appreciate the praise and rewards' system and respond to these readily.

42. From such a good start in the primary there is a considerable drop in standards and pupils in Years 7 to 9 make unsatisfactory progress. This is a direct result of the lack of any form of management of staff teaching English in Years 7 to 9. Few are English specialists and because they have not had sufficient guidance in what and how they should teach they struggle to provide pupils with opportunities to develop their skills appropriately. It is evident from lessons and pupils' work that there is a considerable reliance on worksheets. This does not motivate pupils or encourage them to develop their skills in communication and writing. There is clear evidence for example that pupils coming from the primary department deteriorate in their skills during Year 7. Because of the lack of guidance teachers are not using the National Literacy strategy to help them develop pupils' skills and even when reading a novel for example in Year 9 pupils are left to do this independently and then complete a worksheet. Very little work is matched to pupils' ability although support staff are used well to work with individuals, either those with additional special needs or those who are struggling with their behaviour. There is evidence that in one Year 9 class pupils have better opportunities to write independently, such as advertising a circus. This is not though consistent across Years 7 to 9. There are huge rafts of work that are not marked and this is inappropriate.
43. In Years 10 and 11 pupils benefit from good teaching that is enabling them to catch up the ground they have lost and achieve satisfactorily. As a result of the lively approach to teaching and clear expectations, pupils are interested in the work and make every effort to improve. The teacher is confident in her ability and has ensured that pupils develop knowledge of a wide range of texts. For example, they have studied "Twelfth Night" and "Macbeth" and show a good knowledge of these texts. They are encouraged to develop their speaking skills and are expected to prepare and present speeches about their interests. They use a good range of vocabulary such as "it is essential" in their talks. They develop confidence in their ability and the teaching prepares them well for life after school. They write for different audiences including letters of complaint and consider matters such as animal rights. One of the main strengths of teaching are the opportunities for pupils to understand how they are doing. The very good marking not only provides pupils with an understanding of how well they are doing but also how they can improve. ICT is not used well, particularly in the secondary department and there are limited opportunities for pupils to word process their work and use computers to improve presentation.
44. Overall leadership and management is satisfactory. The leadership within the primary is very good. However in the secondary department it is unsatisfactory. A newly appointed member of staff has taken on the role in the secondary department but has not yet had an opportunity to make any form of impact on teaching. Work has already started on developing a subject improvement plan and the school has taken steps to use the expertise of local advisors. Resources are satisfactory overall. They are satisfactory for Years 1 and 2, good for Years 3 to 6; inadequate for Years 7 to 9 and satisfactory in Years 10 and 11. Accommodation is satisfactory overall but is poor for those pupils taught in the art room in Years 10 and 11. Although standards have been maintained in the primary department since the last inspection there has been a deterioration in standards for pupils in Years 7 to 11.

Language and literacy across the curriculum

45. Pupils' skills in literacy and language are unsatisfactory overall. For primary aged pupils they are good; teachers ensure that key words are put up on the board and that pupils have good opportunities to do extended writing. For example, in history pupils have written about life in Egyptian times. However there are limited opportunities for secondary aged pupils to extend their literacy skills in other subjects. It is better in subjects such as personal, social and health education, citizenship, history and geography where pupils are encouraged to discuss their ideas. However, there is no formal planning to focus teachers' attention on developing pupils'

skills and the overuse of worksheets limits pupils' independent writing and speaking skills being improved.

MATHEMATICS

Five mathematics lessons were observed across the school. Inspectors looked at samples of pupils' work and spoke to subject leaders and pupils.

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is very good for pupils in Years 3 to 6 and as a result pupils achieve very well in primary classes.
- The national strategy to improve mathematics in Years 7 to 9 is not used effectively
- ICT is not used enough in lessons to support pupils' learning.
- Assessment procedures are good.
- Management of the subject is improving.
- Inadequate resources are limiting progress in Years 7 to 9.

Commentary

46. Teaching and learning for pupils in primary classes are characterised by high expectations of staff and very good management and subject knowledge in lessons. Pupils are enthusiastic and respond very well to the calm and tranquil atmosphere created by staff when discussing new topics such as area. They are keen to do well and as a result by the end of Year 6 they have made very good progress in their learning.
47. In Years 7 to 9 teaching is satisfactory. The failure of teachers to use the National Numeracy Strategy effectively limits pupils' opportunities to develop skills in mental arithmetic. Lessons are not prepared adequately and too many worksheets are used. For example there is insufficient planning to ensure work is matched to ability and time is wasted when teachers try to find an appropriate worksheet. This causes disruption and pupils lose their concentration. The situation is not helped by the fact that work sheets are not filed or dated appropriately. However where the teacher is a subject specialist there is less reliance on worksheets and pupils are taught effectively. Behaviour is managed well and pupils achieve better. As a result pupils' achievements are satisfactory overall. College work in Years 10 and 11 is linked closely with topics covered in school. As a result of good management and knowledge by staff of pupils' interests and abilities, pupils in years 10 and 11 are making good progress. Their achievements in accredited courses are good. Pupils in Year 10 and 11 contribute well to discussions when analysing statements and show good understanding of interpreting raw data. They benefit from good levels of support and encouragement from staff and as a result complete their work well. There are not enough opportunities for pupils to use information and communication technology to support their learning and record their findings. This is affecting the presentation of their work, particularly for pupils with learning difficulties.
48. Management of mathematics is satisfactory overall. It is good for pupils in the primary department and is gradually improving for secondary aged pupils as a result of staff experience and training. Whilst progress has been maintained in Key Stages 1, 2 and 4 since the last inspection pupils in Years 7 to 9 have not maintained the progress reported in the last report. Assessment overall is effective because it is linked to the scheme of work followed by the school. There is a commitment by staff to include all pupils fully in taking examinations.

Mathematics across the curriculum

49. Provision for mathematics across the curriculum is satisfactory. There are planned opportunities for pupils to improve their numeracy skills in food technology when counting out

and weighing ingredients. When mounting art work, pupils carefully measure their pieces before they are displayed. In primary classes, pupils use graph paper to work out precise placement of body parts when drawing an ancient Egyptian in classical pose. Music intervals are taught well to pupils in Years 1 to 6, by counting out beats and writing numbers between notes. In science, older pupils make satisfactory connections with numeracy when measuring results in work on resistant materials.

SCIENCE

One lesson was seen in the primary department and three in the secondary department. Inspectors looked at samples of works across all year groups and discussions were held with the subject leaders of both departments

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils in years 1 to 6 complete purposeful investigations and field work which have a positive impact on their learning.
- The subject has lacked clear leadership and as a result pupils in years 7 to 11 are not challenged sufficiently to make progress.
- Planning and assessment procedures across the school are inconsistent.
- The science area in the secondary department is poorly designed and unsuited to the organisation of practical work.

Commentary

50. Primary pupils enjoy the investigations that are an integrated part of their lessons. Good use is made of the local environment to support the curriculum. Pupils investigate the community through field trips and have developed a good understanding of the environment. The youngest pupils build an electrical circuit so that the nose on their models of a clown's face lights up. Experimental work is supported through the use of writing frames which encourage accurate recording of method and results. Concepts such as 'fair test' are themes that run throughout experimental work to ensure consolidation of learning. Teaching is satisfactory overall but not all teachers plan their lessons in detail or record what pupils understand. As a result work does not always build on pupils' knowledge and because of this achievement for these pupils is satisfactory.
51. Standards have declined since the last inspection and this is most evident for pupils in Years 7 to 11. The lack of challenge and stimulation in many lessons means that teaching and learning is unsatisfactory and pupils become disruptive and leave the classroom. There is little evidence of planning and assessment and recording across the whole school is unsatisfactory. Support staff are used well to support lessons but they are not involved in the planning of lessons and have limited opportunities to ensure that pupils learn. As a result of these factors pupils do not make good progress and are unaware of their levels of achievement or what they can do to improve.
52. The leadership of science in the primary department is satisfactory but planning across the department is not effective. In the secondary department leadership is unsatisfactory. A supply teacher who has only been in post for two weeks has taken on the leadership and teaching of science. She is keen and enthusiastic and is being supported well by the school. For example during the inspection a model lesson for Year 10 pupils was taught by an advanced skills teacher from another school. The lesson was challenging and engaged the pupils resulting in very good learning. Pupils' behaviour was very good and they clearly gained a great deal from the lesson. It is too soon for the subject leader to make an impact but it is clear that, given time and appropriate support, her contribution will have a positive impact on standards.

53. The science room in the secondary department is unsuitable for the teaching of science and the subject is inadequately resourced with the result that the range of activities on offer to pupils is limited. The layout of the room means that there are health and safety issues, for example, the use of Bunsen burners near notice boards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Three lessons were seen in ICT. Inspectors looked at samples of pupils' work from years 3 to 11 and held discussions with pupils about their work.

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There has been good investment in improving ICT
 - Teachers of pupils in Years 3 to 6 use their knowledge well to develop pupils' ICT skills.
 - The subject leaders have good plans in place for improvement.
 - The use of ICT in the teaching of other subjects is inconsistent.
54. The key issue from the last inspection, to improve provision, has been addressed. There is now an ICT suite and computers in nearly all classes. As a result pupils are making at least satisfactory progress in ICT and their achievement is satisfactory overall. However the school recognises that the subject still requires further development. This reflects a satisfactory improvement since the last inspection.
55. As a result of good teaching, pupils in Years 3 to 6 achieve well and make good progress. Because teachers encourage pupils to use the correct vocabulary they know the names and functions of the different parts of a computer and are able to use a word processing and desktop publishing package. Pupils create effective name labels by changing the size and colour of the fonts. Teachers mark pupils work well with individual feedback appropriately identifying the next steps in learning.
56. Between Year 7 and Year 11 pupils make satisfactory progress because teaching is satisfactory, and sometimes good. Pupils understand how to use the Internet for research and have a good understanding of how to enter data in a spreadsheet. The teacher ensures that pupils build effectively on previous learning when acquiring new skills and understanding. There are satisfactory assessment procedures that are used to match work to pupils' needs. The teachers' on-going verbal assessment during the lessons ensures that pupils understand the tasks they are asked to perform and know how well they are doing. However, formal marking is inconsistent and does not always indicate how pupils can improve.
57. Leadership and management are satisfactory. The subject leaders have a clear view of the way forward. The secondary subject leader has used his expertise to ensure an imaginative means of funding the department and getting very good value for money. Appropriately, further staff training on the use of ICT in other subjects is planned. However, as at the time of the last inspection there is insufficient formal communication between the primary and secondary departments and elements of good practice are not being shared. Appropriate plans are in place to provide pupils in Year 10 and 11 with the opportunity to take a GCSE in ICT. There is a part-time technician who supports the provision effectively.

Information and communication technology across the curriculum

58. Overall, the application and use of ICT across the curriculum is unsatisfactory. Although there is evidence around the school that different aspects of ICT are used in other curriculum areas, these are limited. There is no coherent plan for the development and use of ICT across other subjects.

HUMANITIES

It was not possible to see sufficient lessons or gather enough evidence to make a judgement on provision in history and geography.

59. Primary aged pupils are covering a good range of topics. The youngest pupils are developing an appropriate knowledge of the area around them and benefit from trips out of school into the local community. Pupils in Years 3 to 6 are following a good curriculum and show good knowledge of previous work, for example, in using the right vocabulary when describing how the Egyptians mummified a corpse. There is less evidence available in years 7 to 9. A new teacher has taken on the role of subject leader and is in the process of auditing resources and developing the curriculum. She recognises that there needs to be more effective systems for recording pupils' work particularly where lessons are discussion based.

Religious Education

It was only possible to see one lesson in religious education in Year 9. Evidence for judgements was gathered from discussions with staff and examining pupils' books.

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Assemblies in the primary department are used well to encourage pupils to think of others and learn about other religions.
 - Pupils in Years 10 and 11 do not have sufficient opportunities to study religious education.
 - There are good opportunities for pupils to discuss their thoughts and ideas.
 - The locally agreed syllabus is not fully covered for secondary aged pupils.
 - There is a new subject leader who is keen to develop the subject.
60. Assemblies concentrate on recognizing the celebrations of other religions such as Eid. They encourage pupils to reflect on activities that have happened during the day and to celebrate each other's successes. The curriculum for primary aged pupils is satisfactory and ensures pupils develop an appropriate understanding of Christianity and religious celebrations such as the Chinese New Year. Pupils in Years 7 to 9 have studied aspects of Christianity. Teaching is satisfactory and the teacher works hard to encourage pupils to think positively about a range of issues linked to religious beliefs. They have looked at how death affects people and held lively discussions about rites of passage. At present there is no system for recording pupils' contributions and opportunities are missed to assess the progress pupils are making.
61. In Years 10 and 11 there are few opportunities for pupils to continue developing their understanding. The locally agreed syllabus is not being taught sufficiently because the subject is taught alongside PSHE and citizenship. As a result pupils do not make satisfactory progress in their learning.
62. A new subject leader has been appointed in the secondary department who is keen to organise the department and ensure that the locally agreed syllabus is fully covered. The need for an appropriate assessment system and a more coherent whole school approach to this subject has also been recognised.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

VISUAL AND PERFORMING ARTS

In design and technology and physical education insufficient lessons were observed to make a judgement on provision. Discussions were held with staff and teachers' records were sampled.

Design and technology

63. There is a good focus on designing and making for pupils in Years 3 to 6 and this is reflected in the intricate and complex models on display throughout the primary department. The youngest pupils have been involved in designing and making tie and die patterns and extend their skills when making models for their clowns' faces. Secondary pupils follow the entry level syllabus leading to accreditation and are able to make items such as bat boxes from pre-cut pieces of wood. Subject knowledge of staff is good but in lessons observed pupils are unruly and disruptive. There is insufficient focus on ensuring all pupils are aware of health and safety issues in the workshop. They do not wear protective clothing and ineffective management of behaviour results in a number of serious concerns about health and safety within this subject.
64. Pupils are proud of their achievements in food technology and are developing a wide range of skills. Evidence from primary planning shows good links with other subjects in preparing for a pancake party during Shrove Tuesday celebrations.

Physical Education

65. Pupils benefit from a good range of indoor and outdoor activities in physical education. The school has established good sporting links with other schools and pupils have full access to all activities on offer. The range of staff subject expertise is well used and pupils also benefit from regular input from visiting specialist sports coaches.
66. Pupils know the skills and techniques of football and how to apply them appropriately. However, in the lessons observed in Years 7 and 8, the behaviour of a significant number of pupils was poor and as a result they did not learn effectively. There was no opportunity for pupils to comment on and discuss their skills and ideas.
67. During a very good exhibition for parents, pupils in Years 3 to 6 demonstrated their basket ball skills very effectively. They showed the ability to work well together and listen carefully to staff. They displayed a whole group warm up and their ability to control the ball with either hand. All pupils were fully involved and their behaviour was very good. The parents were very impressed by the exhibition.

Art and Design

Two lessons were seen during the inspection, covering both primary and secondary classes. Work was sampled in all age groups, portfolios examined and discussions held with the subject manager.

Provision for art is **very good**.

Main strengths and weaknesses

- Pupils are encouraged to be creative and accurate and achieve well and often very well.
- Cramped accommodation is limiting the range of available resources.
- All pupils are enthusiastic in lessons and enjoy art.
- There is very effective management of the subject.

Commentary

68. Achievement is very good for all pupils other than those in Years 7 to 9. Very good teaching is enabling all primary pupils and pupils in Years 10 and 11 to express their own creativity and individuality. The teacher is imaginative in her approach and her enthusiasm and ideas are contagious. This was evident in a Year 7 lesson when pupils discussed their designs for a "gruesome sandwich". However pupils' behaviour in Years 7,8 and 9 is preventing them from doing better despite benefiting for the very good subject knowledge and expertise of the subject

leader. For example in the Year 7 lesson pupils' aggressive behaviour disrupted learning and although this was managed well it did interrupt pupils from their work. Most continued with their designs and made clay models, ready for firing. Pupils overall made good progress in their skills and discuss their models with enthusiasm and consider how they could have avoided lost time. In nearly all lessons pupils of all ages are encouraged to discuss their progress and value their work. Pupils in primary classes are working in a variety of styles, creating exquisite models and collages on Ancient Egypt. Their attention to detail and pure concentration is breathtaking.

69. Because of cramped accommodation and limited resources within the art room the subject leader has made good use of the classrooms and corridors where pupils' work is proudly displayed. Evidence shows that art is providing pupils with very good opportunities for reflection, creativity and fun.
70. Management of the subject is very good. Work is planned very well and assessment is very good. Older pupils are working towards national examinations and pupils' portfolios provide graded examples of continuous improvement in art throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One lesson was seen in the primary department and two in the secondary department. Inspectors looked at samples of work across all year groups and discussions were held with the subject leader

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

Main strengths and weaknesses

- The subject leader in the secondary department is well organised and enthusiastic
 - The work in lessons and activities in the primary department is effective in contributing to pupils' personal development.
 - The curriculum for pupils in years 7-9 has not yet had a positive impact on pupils' personal development.
71. The subject leader has established a comprehensive development plan for the subject which identifies priorities for improvement. He has been instrumental in developing the curriculum for Years 10 and 11 and ensuring that planning reflects national guidelines as well as the school's priorities. College placements support pupils' development of skills well and pupils attend team building days and other relevant activities. Outside agencies deliver parts of the curriculum where appropriate. For example, the school nurse teaches sex and relationships education. The subject leader has introduced an assessment scheme which is being used to inform planning. He has realised that there are some issues which need to be addressed across the school and plans to use themed weeks and days to cover issues such as bullying in the future. Teaching in personal, social and health education and citizenship is effective and encouraging pupils to become more mature and responsible. As a result pupils' achievements are good. For example in a lesson for year 11 pupils on human rights pupils were able to demonstrate good discussion skills and could relate the concepts of prejudice and democracy to the trial scene in the film of 'To Kill a Mocking Bird'.
 72. The curriculum for pupils in Years 7 to 9 is still being developed with the result that the coverage of topics is inadequate and the curriculum has not yet had the same positive impact on pupils' attitudes, values and personal qualities. Teaching is less effective as opportunities are not used to increase pupils' awareness of issues linked to personal and social development. For example work on heightening pupils' awareness of the damage of smoking has not discouraged many of them from doing so.
 73. In years 1 to 6 activities such as 'circle time' and social skills sessions are used well to support pupils' learning and to encourage positive thinking and raise their self-esteem. Record of achievement folders, displays and the attitudes of these pupils who can be observed putting

themselves out to help other people, show that the curriculum in the primary department is having a positive impact on pupils' personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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

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