

INSPECTION REPORT

Bredinghurst School

Peckham Rye, London

LEA area: Southwark

Unique reference number: 100874

Headteacher: Miss Jane Anderson

Lead inspector: Sarah Mascall

Dates of inspection: 1st – 4th November 2004

Inspection number: 268538

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of students:	11- 16
Gender of students:	Male
Number on roll:	43
School address:	Stuart Road Peckham Rye London
Postcode:	SE15 3AZ
Telephone number:	020 7639 2541
Fax number:	020 7732 5502
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Pam Cooper
Date of previous inspection:	12 th July 1999

CHARACTERISTICS OF THE SCHOOL

Bredinghurst is a school for boys with severe emotional and behavioural difficulties (SEBD) between the ages of 11 and 16. All students have statements of special educational needs. Many students have had a disrupted education and have a history of non-attendance in their previous schools. As a result their attainment when they start school is below average. The school has only six students in residence. Sixty per cent of the students are white British whilst 25 per cent are black British. Others are from a range of multi ethnic backgrounds although only one comes from a home where English is a second language and he speaks fluent English. The vast majority of students are from Southwark although a number travel in from other London boroughs and one student is from out of London. There is a high percentage of students who are eligible for free school meals and this reflects the low socio economic circumstances of the vast majority of the students. Three students are in public care.

The school has gone through a period of disruption since the last inspection. There have been considerable problems with recruiting and retaining staff both within the school and residential care facility. The number of students on roll has dropped and those using the residential facilities has more than halved. This has resulted in the school having to review its processes and procedures as it moves away from being a residential school to a day provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20536	Sarah Mascall	Lead inspector	English, modern foreign language, history, geography
19693	Sally Hall	Lay inspector	
20024	Paul Wright	Team inspector	Mathematics, personal, social and health education and citizenship, information and communication technology, art and design, design and technology, physical education
21822	Helen Maskew	Team inspector	Science, religious education, music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bredinghurst is a **satisfactory** school. Teaching and learning are satisfactory overall and as a result students' achievements are satisfactory. The leadership of the headteacher has ensured that the school has remained stable despite a number of problems related to staffing. Leadership and management are adequate overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher's commitment and sense of purpose has ensured that standards have remained constant.
- Students make very good progress in French and art because teaching is very good.
- There is a good range of activities out of school which support students' learning well.
- Systems for recording and assessing the progress students make are unsatisfactory.
- Although overall the curriculum is satisfactory there are weaknesses in what is offered to students in Years 10 and 11 and links with colleges are unsatisfactory.
- Good links with parents and the community support students' learning well.
- Students' personal development is good because of the importance the school places on this aspect.
- Exclusions are used too often and teachers do not always manage students' behaviour in a consistent way.
- There are a significant minority of students who do not attend school regularly.

Since the last inspection in 1999 the school has made satisfactory improvements. The provision for science has improved but problems with staffing have prevented the school from improving students' opportunities to learn about resistant materials in design and technology. Governors' information to parents is better but assessment and recording are still of concern, as is students' attendance.

STANDARDS ACHIEVED

Students' achievement at the end of:	in relation to individual targets in:	
	subjects of the curriculum	personal and social education
Year 9	Satisfactory	Satisfactory
Year 11	Satisfactory	Satisfactory

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

Students' achievements are **satisfactory**. They are very good in art and French. Students achieve well in mathematics and personal, social and health education. In English, science, religious education and information and communication technology students make satisfactory progress. Students' personal development including their spiritual, social, moral and cultural development is **good**. Students have good attitudes to school. Their behaviour is satisfactory which for many reflects good improvements. Systems for managing behaviour though are not used consistently and the rate of exclusions is high. This affects the attendance figures which are unsatisfactory overall. Students travel to school independently but several arrive late in the mornings.

QUALITY OF EDUCATION

The quality of education overall is **satisfactory**. Teaching and learning are **satisfactory**. They are very good in art and French. Teaching is good in mathematics, personal, social and health education and information and communication technology. In English, religious education and science teaching is satisfactory. In many subjects such as art students benefit from teachers' good subject knowledge. This is particularly evident in information and communication technology where

the new teacher is having a clear impact in improving students' skills. Assessment is unsatisfactory. There is no whole school approach to how teachers record and check students' work and not all teachers plan for the individual needs of the students in their lessons. The curriculum is satisfactory. There are good opportunities for students to study a range of subjects in Years 7, 8 and 9 although staffing problems have prevented the school from teaching some aspects of design and technology. In Years 10 and 11 students are offered good opportunities to take examinations in GCSEs and Entry level but there is insufficient focus in the curriculum for students in Years 10 and 11 in order to take vocational courses and develop their skills for life after school. The care and welfare of students is good. The guidance and support for students' personal development are effective but there is insufficient guidance for students to improve academically. The partnership with parents and the community is good. However links with colleges are unsatisfactory. Although the school has worked hard to develop college links and has been successful with one college for one day a week, this is not sufficient to enable students to develop a range of vocational skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher has ensured that students and staff work in a safe environment. She is well supported by the deputy headteacher and business manager. The senior management team provides satisfactory support but have not been effective in improving assessment or the curriculum. Governance is satisfactory; governors have a clear understanding of the strengths and weaknesses of the school but are over reliant on the head teacher to lead them. Staff have worked hard to ensure that they have appropriate plans to develop their subjects. School improvement planning is adequate but is not sufficiently linked to the school's budget.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents overall are positive. They appreciate what the school is doing for their children and the support they get from staff. Students enjoy school. They like all the different activities they can choose from and the fact that the school has helped them to improve their behaviour.

IMPROVEMENTS NEEDED

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

- Improve systems for recording and assessing how well students are achieving and ensure that teachers use this information when planning to meet students' individual needs.
- Extend the curriculum in Years 10 and 11 and continue with efforts to improve links with local colleges.
- Reduce the number of exclusions and improve the systems used to manage students' behaviour.
- Improve students' attendance and punctuality.

And to meet statutory requirements the school should:-

- Teach all aspects of design and technology (resistant materials)
- Provide careers education for students in Years 7 and 8

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in subjects and courses

Achievement is **satisfactory**.

Main strengths and weaknesses

- Students achieve very well in French and art and achievements are good in mathematics because of teachers' good subject knowledge
- There is great importance placed on developing students' personal, social and health education and as a result students' achieve well in these aspects.
- Students with reading difficulties do not improve their skills sufficiently well.
- Several students do not achieve as well as they could because they miss a lot of schooling.

Commentary

1. Whilst at Breedinghurst most students develop their knowledge and skills satisfactorily. In a few cases students make good progress. The school has made satisfactory progress since the last inspection. There have been improvements in the number of students being entered for exams and the number of passes they gain. By Year 9, standard assessment tests show students are still achieving at below the levels of their mainstream peers. However by the time they reach Year 11 a third of students gain passes in GCSEs and Entry level. A number of teachers have high expectations and good subject knowledge and this is reflected in the fact that students pass mathematics GCSEs in Year 10 and in French students take the Entry Level examination in Year 9 and last year several gained distinctions.
2. Students make satisfactory progress in English. Their speaking and listening skills are satisfactory because they have opportunities for discussions in a number of subjects. In reading the majority of students develop their skills satisfactorily. The school is developing strategies to support those students whose reading age is below six years. However, these are at an early stage and are not yet having an impact on improving students' skills at a sufficiently quick rate. Many teachers do not plan different work for these students and they are often given the same work as more able students but cannot read the information they need to complete the tasks. In English lessons writing skills are being developed appropriately although in other subjects students are not always given opportunities to write in detail. Students have a good understanding of a range of mathematical skills and their numeracy skills are appropriately promoted in other subjects. Students make satisfactory progress in science. Although there are high expectations that students will achieve double award science these are not realistic. Few students achieve science GCSE accreditation and they have no other form of accreditation available to them.
3. New computers and highly motivated and effective teaching are beginning to have an effect on students' achievements in information and communication technology. Although achievements are at present satisfactory there is clear evidence that students' skills are improving rapidly. Students make satisfactory progress in religious education. Students are encouraged to debate and talk about a range of issues and they do so with increasing confidence. Students make good progress in their personal, social and health education because there is a good allocation of time on the timetable for the subject and students are encouraged to develop their personal and social skills throughout the day.
4. A significant minority of students do not make the progress they should because they do not attend school regularly or have been excluded for periods of time last year. The school did not meet its targets for achievement because up to half the students did not attend their GCSE examinations. The school is looking to improve this and also increase the range of accreditation so that students can achieve more through course work. Although there has

been some analysis of students' examination results the school has not analysed sufficiently well students' achievements against the targets within their individual education plans. This together with the lack of assessment information make it difficult for the school to know the progress individual students are making.

Students' attitudes, values and other personal qualities

The attitudes of students are **good**. Their behaviour is **satisfactory**. Students' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- Students to develop self-esteem and a sense of personal responsibility because of the good support provided by the school
- Relationships between staff and students are good.
- Students' behaviour is satisfactory but the use of exclusions does not effectively support the school's management of behaviour.
- Too many students do not attend school regularly and a number of students are often late for school.

Commentary

5. In discussions students are very clear that they like school and feel they have benefited from going to Bredinghurst. Records show that students' attitudes and personal development, which are good, have improved during their time in the school. Although many still lack confidence and self-esteem and find it difficult to take responsibility, most have made significant progress in these important areas. Throughout the school, good relationships between staff and students help to develop students' confidence and students respond well to the awarding of credits and certificates in celebration assemblies. They have good opportunities to work in a variety of group and social situations and take on responsibilities. For example, there is a prefect system in which boys have responsibilities as head and deputy head boy. There are also house captains and boys represent their year group on the school council
6. Personal development is good overall. Across the school, students demonstrate a clear understanding of what is right and wrong. Staff are good role models and they actively promote the moral principles of the school's aims. Provision to enable students to appreciate their own and others' cultures is good: there are visits from theatre groups, arts events and residential. The school is effective in preparing students for life in a culturally diverse society, particularly through topics covered in subjects such as religious studies, English, music and art. Students are well supported in their spiritual development. Elements of spirituality are apparent in assemblies when students are given the opportunity for quiet reflection on moral issues, for example understanding the need for boundaries, rules and responsibilities. In a very good citizenship lesson students built on the assembly theme and set out a manifesto for their own political party.

Exclusions

Ethnic background of students

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
25	42	2

White- any other white background	1		
Mixed – White and Black Caribbean	1	1	1
Mixed- any other background	1		
Black or black British – Caribbean	3	10	2
Black or Black British – African	1		
Black or Black British – any other background	6	1	
No ethnic group recorded	1	1	

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

7. In their questionnaire returns, students reported that a few of their classmates behave in disruptive ways in lessons and that there was some bullying in the school. Although incidents of bullying do occur, the school has established good procedures to try to prevent incidents and deals appropriately with these situations whenever they are reported. Parents commented that their children's behaviour was improving and that the school had done much to help them. Students' are aware of when their behaviour has been unacceptable and will, with encouragement, apologise if they feel they have offended a member of staff. Detailed records of exclusions are kept and this sanction is only used for serious breaches of the school's behaviour policy. However, rates of exclusion are too high and sits use does not effectively support the school's promotion of good behaviour. Students know that if they misbehave they will be sent home and a few deliberately cause problems so that this happens. There is no system within the school that enables it to keep these students in school but isolated from their classmates as an alternative form of sanction.
8. Students' attendance levels are lower than those found in similar schools. There are high rates of both authorised and unauthorised absence. Although some authorised absence is due to illness and holidays, most of it is because of the high number of fixed term exclusions. Valuable learning time is also lost when the school sends students home for the rest of the day because of their unacceptable behaviour. Staff swiftly follow up unexplained absences and work closely with the educational welfare service when attendance is a cause for concern. However there are a variety of systems for recording and checking attendance and the school recognises the need for these to be more efficient and less time consuming. The school celebrates good attendance and gives valuable rewards for high and improving attendance. The high level of unauthorised absence is because there are about ten per cent of students who never or rarely come to school. A significant minority of students are late for school and they are missing an important start to the school day. Attendance has not improved since the past inspection when it was a key issue for action.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	13.4%	School data :	12.1%
National data:	10.5%	National data:	8.7%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** as is the curriculum overall. The care, support and welfare of students are **good**. Links with the community and parents are **good**. However links with other schools and colleges are **unsatisfactory**.

Teaching and learning

Teaching and learning are **satisfactory**. The procedures for assessing the progress students make are **unsatisfactory**.

Main strengths and weaknesses

- Very good management of students' behaviour and high expectations ensures that students make very good progress in art and French.
- Students benefit from teachers' good subject knowledge in a number of subjects.
- Teachers' planning for what is to be taught is appropriate but it does not always ensure that the needs of all students are met.
- Most teachers manage students' behaviour well but not all are consistent in their use of the school's behaviour management systems.
- Classroom assistants support students' learning through good relationships but teachers do not always make best use of their skills.
- The marking of students' work and recording and assessing the progress students make is not effective.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	7(23%)	11(35%)	10 (32 %)	2 (6 %)		

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.

9. Teaching and learning in French and art are very good. The teacher is very outgoing in her approach and very experienced in working with EBD students. She has very good relationships with the students who know her and trust her because she is consistent in her approach to them. Humour is used very well and there is a good working ethos in these classes.
10. In a number of subjects including mathematics, ICT and personal, social and health education teachers' subject knowledge is good and they use this well to ensure that lessons are interesting. This is very evident in ICT where the teacher introduces new topics such as 'Microsoft Publisher' very successfully. There are high expectations that students will understand and learn and confident teaching ensures that students develop a range of skills by the end of each lesson. In mathematics the teacher's good understanding of the Numeracy Strategy results in students developing their mental arithmetic skills well, for example, by writing down as many ways of making 100 as possible. Homework is used effectively by most teachers to supplement the work that is done in class.
11. Teachers are clear about what they plan to teach and the work they cover is well matched to national planning. However, very few provide different work for those students who may struggle to read the worksheets. There are a small number of students who have problems with reading and the needs of these students are not being met in lessons other than through the use of the classroom assistants who read the work for them. This does little to develop students' skills. Where teaching is effective, as in a history lesson for Year 7 students, two worksheets were provided with similar tasks but at different levels which enabled nearly all students to complete the work set. Teachers have developed their knowledge of ICT well and many use the interactive whiteboards effectively to support learning in their lessons.

12. Most teachers have established good relationships with students and manage their behaviour well. Humour is often used to defuse situations and classroom assistants can be effective in spotting a situation building up and dealing with it. However, in a few cases teachers are not consistent in using the behaviour management systems. They do not use the reward system appropriately, at times rewarding less than satisfactory behaviour and not explaining where rewards have not been given. These inconsistencies do not provide a suitable structure for students who need to have a clear understanding of what is acceptable and not acceptable. In subjects such as French and mathematics the lessons start with clear indicators of teachers' expectations. For example students are asked to remove hats and coats and the lesson does not start until this is accomplished.
13. Teachers are given time to plan their lessons with their classroom assistants. This is effective in subjects such as English, ICT and history. However, not all classroom assistants are experienced or confident enough to deal with the students and at times they are of little help. In several subjects such as English the classroom assistant has established good relationships with the students and works well with them in keeping them on task.
14. The school's system for assessing and recording students' achievements is unsatisfactory. There is a whole school policy for assessment, but it is not implemented consistently, neither is it monitored. Every department has its own methods of evaluating and recording the progress of students and these vary in quality. For example, there is very good practice in art, where there is clear and regular recording of skills acquired and targets set for improvement. In other subjects, such as science, although the results of tests are recorded, the information is not used to assess progress. Whole-school data is not collected systematically in order for it to be used to evaluate the progress of students overall, or to plan for the curriculum. Marking of work is also unsatisfactory in many subjects and teachers do not follow the whole school marking policy. Consequently students are not provided with information about their progress or what they need to do to improve. Assessment of individual students' targets in their individual education plans (IEPs), especially for behaviour and attitudes, is satisfactory. As the targets are linked to the rewards system, students know and understand well what they need to do achieve both their targets and the rewards which follow.

The curriculum

The curriculum is **satisfactory**. Activities to extend the curriculum are **good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum for students in Years 10 and 11 does not meet their needs in providing a sufficiently wide range of courses.
- Opportunities for extra-curricular and enrichment activities extend the curriculum well;
- The planning for careers education is unsatisfactory and the school fails to provide careers education in Years 7 and 8 which is in breach of statutory requirements.

Commentary

15. The curriculum for students in Years 7, 8 and 9 provides them with a suitable range of learning opportunities. Along with the good opportunities for activities which enrich the curriculum, such as visits and residential experiences, the curriculum meets their needs satisfactorily. However, the curriculum for Years 10 and 11 students is unsatisfactory because the school does not provide an alternative choice of vocational courses apart from GCSE and Entry level accreditation. There is a lack of flexibility within the timetable, and insufficient opportunities to provide a range of innovative and relevant work-related experiences to engage the students. The curriculum for personal, social and health education is good. Sex and relationships education and programmes about the dangers of drugs misuse are appropriate and meet statutory requirements.

16. All students in Year 10 take part in well-planned work experience tailored to their specific needs and choices, which is organised in conjunction with the Connexions Service. This provides them with the experiences by which they can make further choices about their destinations post-16. During Years 10 and 11 all students have access to vocational courses at one local college of further education. Students clearly value and enjoy these courses because attendance is good. There is an additional value in that they are encouraged to be responsible and self-reliant, travelling to the college independently, and organising themselves at break and lunch-time. However, planning for careers education is not effective and as a result the provision for careers education is unsatisfactory. Students in Years 7 and 8 are not offered careers education and this is unsatisfactory. Other year groups receive visits from careers advisers, and transitional plans are drawn up but there are no activities such as visits to places of work other than through work experience, or the introduction of speakers from local business and professions.
17. The school has identified a small group of students, in Years 7, 8 and 9, who are assessed as requiring specific support, particularly for the basic skills in literacy and numeracy. They are taught as a discrete group for a significant part of the week and then included with the rest of their class into the full timetable. Planning for this group is unsatisfactory because it is piecemeal and inconsistent. There is no formal system to evaluate the progress they have made, other than by an improvement in their reading ages. Neither is there an individual plan for each pupil to show the lengths of time and level of support they need.
18. There is a good variety of activities that extend students' learning opportunities, including a range of visits and visitors to the school. Visits further afield stimulate, challenge and encourage students to look outwards from the school and discover more about themselves and the world around them. For example, residential opportunities have included visits to activity centres in the Lake District and Kent and these support students' personal and social development well. The art department takes full advantage of the galleries and exhibitions in London and these experiences stimulate discussion and interest in the wider world.
19. The school employs sufficient teachers to meet the demands of the curriculum. However, the school has had difficulties in appointing residential care officers and a suitably qualified design and technology teacher. Most teachers are experienced and they are well matched to the subjects they teach. The school's accommodation is good. It is very well maintained both inside and out by the premises staff. There are enough suitable resources to support teaching and learning.

Care, guidance and support

The care, welfare, health and safety of the students are **good**. The provision of support, advice and guidance is **satisfactory**. Students' views are sought and acted upon and their involvement in school decision making is **good**.

Main strengths and weaknesses

- The school provides a safe, secure and well maintained environment.
- The management of students' behaviour is inconsistent and is not sufficiently effective across the school.
- Boarders benefit from a high standard of care.
- The school listens well to students' individual concerns and successfully involves them in school life.

Commentary

20. There are good procedures for the welfare of students. Arrangements for child protection and students health and safety are thorough. Good support has been established through the use of an art psychotherapist and links are being developed with a range of agencies so that there is a

multi-agency approach to supporting students. All staff are aware of the needs of each student and students themselves know their behaviour targets in their individual education plans. However, students are not as aware of their academic targets and academic support is not as effective. This is because it is not based on regular and accurate assessment information. Transfer and induction arrangements are good and provide students with the confidence to settle quickly.

21. The school has worked hard to help students to improve their behaviour by establishing a positive whole school approach to improve behaviour management. Serious behaviour incidents are recorded carefully and kept centrally. In discussions students' show that they understand and value the behaviour management system. However, it is not having a positive impact on the behaviour of all students because of the inconsistent way in which it is applied. For example, not all teachers have high enough expectations for behaviour and give students a positive behaviour mark even if students have disrupted the teaching and learning of others.
22. The National Care Standards Commission's most recent report in April 2004 was positive about the quality of care in the residential unit and students comment that they like being able to board. Students know what is expected of them and in discussions comment that they feel well looked after. Links between the school and residence are good. Residential staff support students' learning through their own programmes and help students' with homework. However, there are no formal arrangements at the end of the day for residential staff to be informed about events during the school day.
23. The school council allows students to make suggestions on aspects of school life that they would like to change. They know that they will be listened to and put forward ideas which they know will be taken seriously, such as when they requested that Year 10 students should be able to travel independently to college.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- There are frequent opportunities for parents to talk to staff about how their boys are getting on.
- Students' reports and annual reviews do not give parents enough information about how their boys can improve their work.
- The school has developed beneficial links with the surrounding community.
- Although the school has established good links with a local college, there are not enough opportunities for older students to experience a wide range of vocational courses.

Commentary

24. The school works hard to welcome parents and carers into school. Staff ensure that parents and carers of prospective students are given good information about the school through visits and meetings. By combining the termly consultations with a celebration of the students' successes, the staff encourage parents to become regular visitors to school. They also contact parents by phone to praise students as well as to discuss concerns. The school sends parents essential information about future events, but parents receive very little information about what their sons will be studying. Parents' views are sought and valued particularly at the time of the annual review and at the termly consultations. The reports to parents include detailed information about how their son can develop his personal and social skills, but not enough about what they need to do to improve academically. The prospectus is a useful and reader-friendly document that informs parents of most of the information they need.
25. The business manager has successfully developed strong links with the local community. Through inviting local residents to view the school's facilities, he has secured several lucrative

bookings of the school's facilities as well as promoting the work of the school. The school has also successfully encouraged local councillors and the Member of Parliament to visit the school and gain a deeper understanding of the needs of the students. A good initiative has been the involvement of local police officers. They are keen to foster positive relationships with the school and the students and have introduced a beneficial rewards scheme for attendance and behaviour. Local Rotarians offer useful funding for visits and provide valuable support at the termly parents' evenings. The wide and diverse range of visits and visitors enriches the curriculum and enables the students to experience aspects of the world beyond school.

26. Links with parents have improved since the last inspection and the good partnership with the community has been maintained. The school has developed good links with Lambeth College and older students benefit from opportunities to experience vocational education and college life. However, despite all its efforts, the school has not been successful in developing partnerships with other colleges to expand the range of courses. Students, therefore, are only able to attend college for a very limited time. In the past the school has had good links with a local secondary school and students still benefit from basketball coaching from one of the staff. However, students only mix with students from other schools through football matches and they have no opportunities to work alongside their mainstream peers or experience life in mainstream schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** as is the governance of the school.

Main strengths and weaknesses

- The head teacher's strong leadership has ensured that the quality of education has remained at an acceptable level.
- The head teacher and her deputy are very aware of the strengths and weaknesses of the school and provide good role models in working with students
- Planning for the future identifies many areas for improvement but does not deal sufficiently well with a small number of important aspects.
- Other senior staff have supported the headteacher appropriately but not all have been effective in developing their areas of responsibility.
- There are good systems in place which ensure that the governing body have a reasonable understanding of what is happening in school.
- Although the management of finances is satisfactory the school is in the process of improving its procedures.

Commentary

27. The headteacher, who is well supported by her deputy, has had to work hard to maintain stability within the school. She has been successful in achieving this although it has meant that at times developments have been put on hold and senior staff have not had the time they would have liked to improve areas of the school such as links with mainstream schools. However, several initiatives have been established such as the appointment of a business manager in recognition of the need to build links with the community and extend the school's role in the community.
28. The headteacher has a very clear understanding of where the main strengths and weaknesses are within the teaching staff. This is a result of a great deal of formal and informal monitoring both by herself, the deputy and the LEA. She has not hesitated to support staff who have had difficulties and this has enabled new teachers to develop their skills appropriately. Considerable investment has been put into training staff and staff feel they can attend any relevant course they wish. Systems for professional development through the performance management process are well established although no targets have been set for the headteacher this year. Much thought has gone into ensuring that staff have sufficient time for planning and there is a

generous allocation of non-contact time for teachers. Both the headteacher and deputy are very experienced in working with students with emotional and behavioural difficulties and lead through example in showing staff how to work with the difficult behaviours. They recognise that at times staff have become too reliant on them and are looking at methods which will ensure that staff take more responsibility in dealing with incidents themselves.

29. A leadership structure has been established which involves a senior team and a senior management team. The senior team are effective in dealing with issues such as staffing and finance. However, although members of the senior management team have been given responsibilities not all have managed these effectively. There are weaknesses in two particular key areas, assessment and curriculum. The senior team is aware of this and both areas are recognised as needing further action within the school improvement plan.
30. Planning for future developments to bring about improvement is based on the headteacher's clear understanding of the strengths and weaknesses of the school. As a result the school improvement plan recognises most of the areas for development raised by this inspection. However, areas for improving students' behaviour and achievement are not covered in sufficient detail and developments are not consistently evaluated in terms of cost. The school recognises the need for looking ahead and trying to plan more effectively for the future. Plans for developing subjects are in place although teachers need further support to ensure that they are clear about the targets they are aiming for in their subjects and what actions are required to meet them.
31. Governors are committed to the school and show care and concern for the well being of both staff and students. Several are long serving and have a clear understanding of the special education needs of the students. They are well informed by the headteacher and the senior team and have also had presentations by staff about developments within the school. A number of governors have been in school and monitored teaching. Since the care standards inspection they have also become more involved in the running of the residential provision. Minutes of meetings, particularly those of the finance and planning committee, reflect the fact that governors challenge and ask questions. However, at times there is an over reliance on the headteacher to lead them and there is a need for governors to be more proactive in their decision making. They have, though, ensured that all statutory requirements are in place except that to provide careers education to students in Years 7 and 8.
32. At present the school's accounting procedures do not give it the flexibility it needs in order to use money where best needed. There is a large underspend which the school has set aside for various projects, for example, a new roof and costs incurred whilst the school is being rewired but hold ups with contractors have delayed this work. The school is appropriately reviewing its systems in order to enable it to spend money previously allocated to other projects. There are suitable plans in place to adopt the local education authority's computerised data base which will enable senior staff and governors to have a more accessible printout of the school's finances. Money has been used well to recruit staff with incentives offered to retain staff where necessary. The school ensures that it gets best value for its goods although procedures in evaluating how effectively money has been spent are informal. For example, senior staff know that money spent on ICT has been well spent because students are making better progress but there is no formal, planned evaluation in place to record this.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,196,803	Balance from previous year	15,697
Total expenditure	1,096,307	Balance carried forward to the next	116,194
Expenditure per pupil	21,496		

WORK-RELATED LEARNING

The provision for work-related learning (WRL) is **satisfactory**

Main strengths and weaknesses

- Work experience opportunities are planned carefully.
- There is no overall strategy or coordination for work related learning

Commentary

33. The school appropriately meets the new statutory requirement for work related learning in Years 10 and 11. Students in Year 10 learn through participating in work experience placements that are carefully matched to their individual needs. Work experience is organised and checked by the Connexions Service, and placements are well monitored by the staff in the school. Through these placements, students learn work skills over a two-week period. They are prepared appropriately with guidance on what to expect when working for the employer, and discussions with a personal adviser from the Connexions Service. After the placement, students review their experiences, which they have recorded in their diaries, and employers provide reports on their progress. Students in Years 10 and 11 have some opportunity to learn about work through participation in vocational courses at a nearby college through which they develop their knowledge and understanding of work and enterprise. However the school has been unable to secure places in other local colleges so that students could have a wider range of courses to choose from. The co-ordination of this aspect has not been effective in providing a greater variety of opportunities for students to extend their experiences of work related activities. Whilst there are good opportunities through PSHE for students to develop an understanding of working together and as a team for example through outward bound activities there are no opportunities for students to develop skills in enterprise such as a business studies course or mini enterprise.

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

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Four lessons were seen in English and two lessons were seen in French. Evidence was also gathered from students' work, and discussions with teachers and students.

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There are good expectations that students will gain accreditation in English.
- Students are encouraged to develop their confidence in discussing issues and listening to others' points of view.
- There are high expectations that students will record their ideas.
- Initiatives are being developed to improve students' reading skills. However, not all are effective.
- Good team work between the teacher and classroom assistant ensures that most lessons run smoothly.
- A lot of work has been done to develop the subject.

Commentary

34. Students' achievements are satisfactory and the majority of students are entered for GCSE and Entry Level accreditation in Year 11. Those that complete the course achieve passes. However few students attend the examination. For example, of the 5 entered last year for GCSE only 2 did the examination – both of whom gained passes. The subject has gone through a period of disruption and was without a co-ordinator for some time. This has resulted in standards deteriorating since the last inspection when they were judged to be good.
35. Students make satisfactory progress in developing their speaking and listening skills. There is a good focus on encouraging students to put forward their ideas about topics such as homelessness and the merits of boxing. Younger students are not always ready to listen to each other but when their behaviour is managed well they are keen to be involved in debates. These skills are developed gradually and by Year 11 students listen well to each other for example contributing to a discussion about Shakespeare. There is no whole school provision for drama and this limits students' opportunities to extend their speaking and listening skills and gain confidence in talking in front of groups of people.
36. Students' progress in reading is satisfactory. Students are keen to read and most are confident to read out loud in class. They show a knowledge of Shakespeare and most students in Year 11 for example, can name at least one of his plays. Students recall details from the books they have read such as "Holes" by Louis Sachar and are clearly enjoying the story. Lower ability students struggle when the work they are given is inaccessible and although a few will listen to the story others react because they know they cannot follow the text. The school's own records show that students make satisfactory progress in developing their reading skills but it is recognised that the rate of increase is not good enough and as a result the school is looking to develop other systems. The school is appropriately focusing on those students with a reading age of under six and has introduced one-to-one sessions provided by classroom assistants. However, staff have not been given sufficient guidance and there has been insufficient evaluation of how effective is the new scheme. The work of the small number of students taught separately in a group three days a week is not linked to the work in English lessons and this is inappropriate. However this group does have opportunities to do drama led by the classroom assistant and students clearly enjoy this.

37. The English teacher has high expectations that students will write in detail and as a result students make satisfactory progress in their skills. For example, after discussions, students in Year 8 write about whether boxing should be banned. They are confident to write letters and nearly all students by Year 8 have an understanding of the correct format for letters. Students still struggle with spelling though and although their range of vocabulary is good, such as in Year 10 when a pupil refers to "confrontation" and "depression", these words are spelt incorrectly. Students are learning to draft their work and there is clear evidence that they take care over its presentation.
38. Teaching and learning are satisfactory. The teacher has high expectations of what students will learn and has ensured that the curriculum is focused on areas that will interest them. As a result reading books are chosen well and students are given a wide range of experiences including poetry and writing their own story books. The management of behaviour varies from satisfactory to unsatisfactory and the teacher is still developing her skills in managing the students. She is well supported in this by her classroom assistant and they work well together. There is limited evidence that work is matched to students' abilities and at times students react negatively to their inability to complete tasks. Students' work is marked on a regular basis and positive comments are made about what has been done. However there are no systems for grading students' work or recording their achievements. As a result students do not have a clear idea of how they are doing or how they can improve.
39. Leadership and management of the subject are satisfactory. There was little in place when the co-ordinator started and she has had a huge task in setting up a curriculum and establishing a framework for teaching the subject. The co-ordinator recognises that there is a lot more to do, for example the English policy has not been updated since 1999. The school has provided considerable support for the co-ordinator in the form of training and the LEA advisor has given a lot of time and guidance to develop the subject. Resources, although satisfactory, are limited in terms of computers and there are not enough working computers in the English room to enable students to use ICT in their work.

Language and literacy across the curriculum

40. There is insufficient focus on developing students' skills in language and literacy across the curriculum. A number of teachers encourage students to improve their speaking and listening skills for example, in religious education when debating whether there is a God. However, teachers do not always plan for the range of abilities in their class and do not ensure that, for example, key words are displayed. Opportunities for writing are varied but the reliance on worksheets in a number of subjects does not encourage students to write in detail.

Modern Foreign Language

Provision in French is **very good**.

Main strengths and weaknesses

- Students are confident to speak in French and clearly enjoy their lessons
- Very good management of behaviour ensures that students work hard throughout the lesson.
- The subject has been developed very well to ensure that students make as much progress as possible.

Commentary

41. Students achieve very well in French because they enjoy the subject and know that they are developing their skills. They are confident to repeat phrases and ask each other questions such as "Quelle heure est il?" and respond in French. They listen well to tapes and write the correct answers to questions. Students are encouraged to practise their skills, for example, by writing the day and date on the board in French and have developed a good range of vocabulary about

food and drink, numbers and colours. They use this knowledge well when translating, using the information they know to deduce what is being said. Students often have had negative experiences in learning a foreign language but their improvement is such that by Year 9 they are all entered for Entry level and last year 3 gained distinctions.

42. Teaching and learning are very good. The teacher is very experienced in working with SEBD students and as a result uses very good strategies to manage their behaviour. Students respond well to the clear structure and high expectations. Planning ensures that there is a very good range of tasks to complete and students are kept busy throughout the lessons. Spoken French is modelled well by the teacher and students are encouraged to develop an accent which they do quite unselfconsciously. Students' learning is checked well at the end of the lesson through good question and answer sessions.
43. Leadership and management are very good. The subject has been developed well since the last inspection when it was judged to be good and the very high expectations of the subject co-ordinator are reflected in the fact that students achieve in an accredited course by Year 9.

MATHEMATICS

Four lessons in mathematics were seen. Inspectors looked at students' work in all year groups and held discussions with the subject leader and students.

Provision in mathematics is **good**.

Main strengths and weaknesses

- Students make good progress and do well in nationally accredited courses.
- Teaching is effective and ensures that students' behaviour is managed well.
- The marking of students' work does not always help students improve their work.
- The subject has been developed well and teachers of other subjects support students' numeracy skills well in their lessons.

Commentary

44. The school's records show that although students arrive at Bredinghurst with limited mathematical knowledge, they achieve well and several gain their GCSE in Year 10. By Year 9, students have developed an understanding of simple geometry and algebraic equations; they are able to record results in simple lists, tables and graphs. In Years 10 and 11 students are studying for their GCSE. They show an understanding of algebra and can identify all the symmetries of 2-D shapes. Throughout the school, number work is good.
45. Teaching and learning are good. Time in lessons is used effectively and good routines and classroom organisation alongside the high expectations of the teacher encourage students to remain on task and complete their work. The teacher insists on high standards of behaviour and is usually successful in achieving this; consequently students behave very well and concentrate throughout the lesson. The teacher works hard to build good relationships with students and the praise and encouragement that they receive contributes significantly to their learning. Assessment of students' work is good. The teacher talks to the students about their work and about the progress they are making during the lesson. This helps students to learn effectively and the teacher uses assessment information well to help set individual targets. Students' work is marked regularly and this increases their motivation to work harder. Information and communication technology is not used enough to support the subject, for example, in analysing and presenting data.
46. The subject is well led and managed. Good developments have taken place since the previous inspection and the curriculum is well planned to meet the requirements of the National Numeracy Strategy and the GCSE course.

Mathematics across the curriculum

47. Teachers of other subjects offer satisfactory opportunities for students to use and practise their mathematical skills. For example, in ICT students interpret information on pie charts and bar graphs downloaded from the Internet.

SCIENCE

Three lessons in science were seen. Inspectors looked at students' work in all year groups and held discussions with the subject leader and students.

The provision in science is **satisfactory**.

Main strengths and weaknesses

- The teacher's subject knowledge is good and the majority of students respond well in lessons.
- Not all Year 11 students are sufficiently committed to completing their GCSE courses.
- Assessment and marking of students' work is unsatisfactory and students are not given opportunities to consider how they could improve their work.
- Accommodation and resources are good and used to support students' learning well.

Commentary

48. Overall achievement in science is satisfactory. For example by Year 9, students have a good knowledge and understanding of the nine planets in the solar system recall that there were clouds surrounding the planet Venus. In Years 7 and 8 students are developing an understanding of how to carry out experiments such as when a student shows a clear understanding of the principles of how a liquid turns into a gas. The resources in the laboratory are used effectively to provide opportunities for practical experiments. For example, good photographs of the solar system result in a lively discussion and an enthusiastic response. Students in Years 10 and 11 are entered for the GCSE double science course and a few attain passes. But too often students fail to complete their courses and leave before they sit the examination. This is because they are not engaged by the lessons, which are not always suited to their levels of ability. There are no alternative forms of accreditation offered or more accessible science courses, which would be more relevant to their needs.
49. Teaching and learning are satisfactory overall. Planning is good but expectations are such that while higher ability students are engaged and stimulated, other students are not always on task and often find the scientific vocabulary too difficult. There are not enough short and sharply-focussed, practical activities within the lessons to keep students engaged and involved. In several lessons there are occasions when students' behaviour is not managed well and as a result the work of all students is affected. The classroom assistant is not used effectively to support students' learning. Students' work is not marked on a regular basis and as a result students are not well-informed about what they need to do to improve their grades. The use of ICT in lessons is mostly confined to the teacher and this reduces students' opportunities to practice and use the skills developed in specific ICT lessons.
50. Leadership and management of the subject are satisfactory. Improvement has been satisfactory since the last inspection and the co-ordinator has received considerable support from the subject adviser from the Local Education Authority. The school now benefits from a purpose built science laboratory and greatly increased resources, which have a positive impact on helping students learn. However, assessment of students' progress is unsatisfactory. Students are provided with self-assessment sheets for each section of work they complete, but there was no evidence available that this is used to any effect.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Three lessons were seen in ICT. Inspectors looked at samples of students' work in all year groups and held discussions with the co-ordinator and students.

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

Main strengths and weaknesses

- Students' achievements are satisfactory and improving because of the good teaching of the co-ordinator.
- The teacher's good relationship with students results in positive attitudes and eagerness to learn.
- Leadership and management have been effective in developing the subject well.
- Students do not yet have the opportunity to take a GCSE in ICT.
- There is no system in place to know how other subjects contribute to the students' experiences in ICT.

Commentary

51. Evidence from students' work shows that their progress was not effective until recently. However they are now benefiting from the good teaching of the new co-ordinator and are making good progress in lessons. As a result their skills are improving rapidly. Students in Years 7, 8 and 9 use computers with confidence. They log on, run software and recognise and use various icons. When using databases, they enter information, make choices and produce graphs. To create pictures, they select colours, patterns and shapes. Older students are able to create databases and enter data in prepared structures. Improvement since the last inspection is good.
52. The subject teacher plans lessons well and provides varied tasks, so that students show interest and work productively. Students enjoy their work and their behaviour is managed well. He is very skilled at using the interactive white board and demonstrates programs well. The learning support assistant works very well in support of the teacher and the students. He is also very confident in the use of ICT and has a good understanding of the needs of the students and how they need to improve their skills. There are satisfactory assessment procedures that are used to match work to students' needs.
53. The leadership and management of the subject by the co-ordinator are good. He has very good subject knowledge and is committed to raising standards. The resources in ICT have improved considerably since the previous inspection when they were considered to be unsatisfactory. The co-ordinator has created a positive learning atmosphere in the ICT suite. He has high expectations and students respond by being prepared to work throughout the lessons. There are good plans in place to secure a strong foundation for the future development of the subject. These include ensuring that students' achievements in Years 10 and 11 are recognised by arranging for them to take external examinations in ICT.

Information and communication technology across the curriculum

54. Overall, the use of computers in other subjects is satisfactory. Teachers use interactive white boards well to make lessons more interesting. In music lessons, students have access to a variety of electronic keyboards and software packages. However, the use of information and communication technology is not planned consistently in other subjects and this means students do not regularly practice and reinforce their skills.

HUMANITIES

Two lessons were seen in religious education and one lesson in history. Inspectors looked at samples of students' work in all year groups and held discussions with staff and students. It is not

possible to make judgements about provision in history and geography as insufficient evidence was gathered.

History and geography

55. There is limited evidence about what students have studied in history. Teachers' planning for the week of the inspection shows that students are following the National Curriculum. Year 7 are studying the Vikings and developing an understanding of the events leading up to 1066 whilst Year 9 students have opportunities to consider life as a slave and have discussed issues such as rights and freedom. Students' work shows that much has not been completed and a lot of the work is copied from the board. In a Year 7 lesson students showed a good knowledge of why Edward returned to England. There are appropriate opportunities for discussions and students are keen to contribute their ideas. Good use of the interactive white board enables students to follow the lesson although not all language is accessible to students.
56. In geography students have learnt about how towns and cities are developed and why people choose to live in cities. This work is being extended so that students can make comparisons between the United Kingdom and Kenya. Year 7 students are undertaking work on longitude and latitude whilst Year 8 are studying volcanoes and earthquakes. Students regularly copy from the board but samples of their work show that not all work is completed.
57. In both subjects students have a grading sheet at the front of their books, however although teachers have written comments about students' work there is no grading of work or indication as to how much help they have had in completing it.

RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**

Main strengths and weaknesses

- There are good expectations that students will discuss and learn about a range of topics.
- The new co-ordinator has a clear view of how the subject can be developed to suit the needs of the students;
- Work is not always assessed or marked effectively to inform students of the progress they are making.

Commentary

58. The achievement of students is satisfactory overall. By Year 9, students show an understanding of the function of the Jewish marriage contract, and are able to contrast the Keruba with other types of religious rituals. By Year 11 students have developed their skills in discussing and show respect for each other's points of view. There are very clear expectations about how students will behave during discussions. As a result, for example, they are able to join in a lively debate on the existence of God.
59. Teaching and learning are satisfactory overall. There is a good focus on encouraging students to think about wider issues and opportunities for discussion are good. However students do not have sufficient opportunities to record what they have learnt and their skills in written work are less advanced when compared with their speaking and listening skills. Work is not always marked effectively and consequently students are not well-informed as to their progress or targets for improvement.
60. Leadership and management are good. The new subject leader is developing a comprehensive subject policy and imaginative planning for what students will learn. She is having a positive impact on improving standards. Lesson planning is thorough, focussing on the needs and

abilities of the students and with a clear emphasis on practical activities to stimulate discussion and reflection. Improvement has been satisfactory since the last inspection.

TECHNOLOGY

Design and technology

No overall judgement can be made as only one lesson was seen in food technology. Discussions were held with staff and students about their work.

61. Learning opportunities in design and technology are limited to food technology and aspects of design that can be covered in the art and design curriculum. Due to difficulties in recruiting a suitably qualified teacher, the school's specialist facilities for teaching students about working with resistant materials have not been used. This was identified as an area of concern during the last inspection and is an issue that the school has been unable to address. Learning opportunities in food technology are satisfactory.

VISUAL AND PERFORMING ARTS

Art and design

Three lessons were seen. Inspectors looked at students' work in all year groups and held discussions with staff and students about their work.

Provision for art and design is **very good**.

- Students develop skills in a wide range of activities and make very good progress.
- The teacher is a specialist and uses her very good subject knowledge very effectively to encourage students in their learning.
- The very good strategies used to manage challenging behaviour produce a very settled and productive learning environment.
- The use of ICT as an artistic medium requires further development.

Commentary

62. Students achieve very well as a result of very high quality teaching and a very good curriculum. Students in Years 7 to 9 are gaining a very good breadth of experience and covering a wide range of activities and skills. They compare the work of different artists and show a good use of a range of art forms such as aboriginal art work. They are encouraged to be independent and to work together. For example, in a Year 8 lesson students collected their own materials to make masks and worked in pairs to think about the designs for the final article. By the end of Year 11 most students achieve well in GCSE art. They have built up a portfolio that effectively shows how their work has developed. Most students have developed their skills in evaluating their own work such as when assessing the effectiveness of their lino prints.
63. Lessons are very well planned and structured. Students' enjoy being in the art room and settle quickly to their work. They respond very well to the teacher's firm but friendly classroom management. Although many struggle when they are faced with a difficult task the teacher's very good use of humour and encouragement results in the majority of students accomplishing the tasks set. The classroom is well organised allowing the teacher to move around assisting students with their work and helping them to develop their ideas. Students have been able to work with the local art college and have produced very good quality work from using the college's screen printing facilities.
64. The assessment of students' work is good. It is marked with comments that clearly show how students can improve and students know how well they are doing. Their progress is regularly recorded in relation to levels of attainment within the National Curriculum. The curriculum for art and design is very good. It successfully ensures that students' studies include knowledge of a

broad range of artists, use of different media and acquisition of a wide range of skills. There are visits to galleries to develop the work that students do in school. For example, students have visited the Tate Gallery. However, opportunities to use ICT as an artistic medium are limited.

65. The co-ordinator leads and manages the subject very well. Her planning clearly identifies areas for development and she has managed the good improvement since the last inspection. Art makes a very good contribution to students' cultural development through their studies of art from different cultures.

MUSIC

No overall judgement can be made as only one music lesson for students in Year 8 was observed. Discussions were held with staff and students.

66. Students have access to an appropriate number of keyboards and guitars and use ICT software well for basic music composition. The new coordinator is in the early stages of re-establishing the subject within the curriculum. The quality and range of resources available to promote learning is satisfactory.

Physical education

No overall judgement can be made as only one lesson was observed. Discussions were held with staff and students.

67. Students also have the opportunity to take part in outdoor education activities during, for example rock climbing and orienteering. Students in Year 10 have regular basketball sessions led by a qualified basketball coach from the local secondary school. There are appropriate opportunities for students to take part in sports events with other special schools, such as football matches. Opportunities such as these contribute effectively to their personal and social development.
68. In the one games session seen, students practiced their volleyball skills and achieved well. There was due attention to health and safety. After a warm-up, the coaching helped students to improve and practise their ball control in volley ball and passing skills, before they took part in an energetic and enjoyable game. However, it is unsatisfactory that students do not change for their lessons and do not shower after exercise.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE/CZ)

Four lessons were seen. Inspectors looked at planning, students' work in all year groups and held discussions with co-ordinators.

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Many aspects of the school life, including assemblies, are used to reinforce the themes covered in PSHE/CZ lessons.
- Activities are well structured to enable students to develop their skills through practical tasks.
- The subjects make a good contribution to students' moral and social development.
- The school council enables students to be active in improving the life of the school while helping them to understand the democratic process.
- Insufficient progress has been made in developing and monitoring the citizenship course.

Commentary

69. Overall, in personal, social and health education and citizenship, students achieve well and make good progress in relation to their skills on entry to the school. This is because themes covered in lessons are reinforced by teachers and support staff throughout the day. Students' social skills are improved through developing an understanding of the need for rules and production of a list of five laws that they feel would be appropriate for a country. Assemblies are also used to support teaching by focusing on PSHE/CZ issues as they arise. Students are given good opportunities to explore feelings and preferences and, because of the practical approach of using activities to stimulate discussion, they develop their confidence in expressing themselves. Although there are occasions when students are uncooperative, they generally have positive attitudes to the subject because they appreciate its relevance to their own lives.
70. The quality of teaching and learning are good. Planning is good and practical tasks are used well to encourage students to work together. For example Year 9 students are preparing for a trip and work together to learning how to use Ordnance Survey maps. In these lessons the teacher's subject knowledge is very good and the teacher is more confident in her abilities and the work is challenging Overall lessons are managed well and because of this the pace of lessons is fast and students work well throughout.
71. The school recognises the importance of PSHE and citizenship and sufficient time has been allocated to ensure that topics can be covered well. The overall provision makes a good contribution to students' moral and social development because of the emphasis on positive relationships and the responsibilities of living as part of a community. Visiting speakers also make a significant contribution to the curriculum and to discussions. Through the management strategies for behaviour, students learn to take responsibility for their own actions. The sex and drugs education programmes give good guidance on facts, decision-making and relationships that enable students to make informed choices. The School Council provides students with a sense of personal responsibility within the school. The representatives are elected from each class and they fully understand their role and responsibilities.
72. The leadership and management of PSHE throughout the school are good. The co-ordinator has identified appropriate priorities for developing the subject and improving how students' achievement is checked. However, leadership and management of citizenship are unsatisfactory. There are no systems for tracking what topics students are covering or how well they are achieving. The lack of consistency in how it is taught in different classes affects the rate of students' learning. There is no effective monitoring of how these aspects are taught throughout the school.

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	4
Value for money provided by the school	4

Overall standards achieved	4
Students' achievement	4

Students' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Students' spiritual, moral, social and cultural development	3

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

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

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 students' individual targets and not in relation to national standards.