

# INSPECTION REPORT

## **SELLY OAK SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103613

Headteacher: Graham Ridley

Lead inspector: Hilary Gannaway

Dates of inspection: 28<sup>th</sup> February – 3<sup>rd</sup> March 2005

Inspection number: 268630

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 pupils:	11 – 19
Gender of pupils:	Mixed
Number on roll:	363
School address:	Oak Tree Lane Selly Oak Birmingham West Midlands
Postcode:	B29 6HZ
Telephone number:	0121 472 0876
Fax number:	0121 415 2674
Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Pardoe
Date of previous inspection:	28 <sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

The school is a very large secondary special school with places for 376 pupils and students. At present, of the 363 on roll, only 98 are girls, 57 are students in the sixth form provision and the largest numbers of pupils are in Years 7 to 9. Although pupils and students with moderate learning difficulties are the largest group, most have additional needs and their needs are more complex than at the time of the last inspection. These include severe learning difficulties, speech and communication difficulties, hearing and visual impairment, autism and a growing number of those with social, emotional and behavioural difficulties. All except two have a Statement of Special Educational Need. Pupils are increasingly entering the school with attainment that is well below average compared to that expected for their age. There are 12 pupils in public care. The largest group of pupils and students are of white British background; other significant minority ethnic backgrounds include Asian British – Pakistani, Asian British – Indian and Black British Caribbean. There are no refugees, asylum seekers or travellers. However, 34 pupils have English as an additional language. Most classes are arranged according to ability with four 'Progress' classes for those with a range of more complex needs.

The school is involved in a range of local and national initiatives. These include the Duke of Edinburgh Award Scheme and the Diversity Pathfinder Collegiate of 10 secondary schools, which work closely together, of which it is a founder member and for which it provides a base. The school has Investor in People status, the Basic Skills quality mark, a Schools Achievement Award and was a Beacon school. Activities in other establishments include work with local colleges and the Skill Force Youth Initiative. The present headteacher, who was the acting headteacher, has only been substantive in the post for the past 18 months and the deputy for only four months. Although some members of the senior management team were also in acting roles, the present senior management team members are quite newly established in their substantive roles.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21527	Hilary Gannaway	Lead inspector	French Music Personal, social and health education
8941	John Fletcher	Lay inspector	
11239	Sue Flockton	Team inspector	Citizenship Geography Religious education English as an additional language Special educational needs
22178	Kate Robertson	Team inspector	Information and communication technology Art and design
22821	Linda Wolstencroft	Team Inspector	English History
27058	Kathleen Cannon	Team Inspector	Mathematics Design and technology Physical education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school with some excellent features.** The senior management team, led very effectively by the headteacher, provide excellent role models. They are vigilant in ensuring the school ethos is one of continual improvement in order to meet the more challenging needs of pupils and students. This helps to motivate the highly committed staff team. Pupils' achievement in subjects of the curriculum and personal development is very good due to the very good teaching, care and the recently introduced changes to behaviour management. By the time students leave in Year 13, they are very well equipped for the next stage in their life. The school provides very good value for money.

The school's main strengths and weaknesses

- The headteacher, along with a highly professional and effective senior management team, has the highest aspirations for the school.
- Very good subject knowledge, along with very high expectations and awards and certificates matched to needs, have a very positive effect on the education and achievement of pupils and students.
- The very successful development of a broad secondary curriculum, which ensures effective provision for all, has a positive effect on pupils' and students' learning and self-esteem.
- Personal development is very successfully supported by the excellent trusting relationships pupils and students have with all staff.
- Pupils and students are very involved in the evaluation of their performance and their views are very effectively taken into account.
- Monitoring, evaluation and data collection are a significant strength, and very successfully used in planning improvements and for checking progress to make sure that all pupils have the best chances to succeed.
- The re-distribution of major responsibilities among all staff, including teaching assistants and other support staff, along with excellent training opportunities has had an excellent effect on staff commitment, morale and the way everyone works together as teams.
- Although the school is very effectively developing links as part of the local school collegiate, there are not enough consistent opportunities for some school age pupils to work alongside mainstream pupils in other educational and work settings.

Improvement since the last inspection has been very good. The high levels of monitoring and evaluation, combined with the way staff views are taken into account, very effectively, influence development planning. This means that the school is constantly looking for ways to improve. Particular improvements have included; the continual striving to make sure teaching and achievement are as effective as possible, personal, social and health education (PSHE) which is now very well planned, staff development opportunities, curriculum development to meet changing needs and the remodelling of the work force which has significantly supported staff feelings of value, ensured clear delegation and provided support for tasks allocated.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 9	<b>Very good</b>	<b>Very good</b>
Year 11	<b>Very good</b>	<b>Very good</b>
Year 13	<b>Very good</b>	<b>Very good</b>

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

**Pupils and students achieve very well overall.** This is due to the high levels of very good and excellent teaching and a very confident depth of subject knowledge and careful target setting. For students in the sixth form, the variety of very practical activities, especially those that are vocational and work related, fit them very well for life in the community. For school age pupils, achievement is very good in all aspects of English, mathematics, science, information and communication technology (ICT), PSHE, citizenship, physical education and design and technology. It is often excellent in drama. It is satisfactory in religious education where work sometimes lacks challenge. Achievement for pupils with additional needs, particularly those in the Progress Classes, is very good due to a very effectively modified curriculum, additional targets and detailed assessment. For all pupils, 'focused intervention' sessions where work is matched to basic educational needs and the Social Use of Language Programme (SULP) support their individual needs very well. As a result, pupils in Year 11 and students in the sixth form achieve very well in a range of awards and certification with the school maintaining a very high value added score over several years.

**Pupils' and students' personal qualities, including their spiritual, moral, social and cultural development are very good.** Attitudes and behaviour, especially in the classroom, are very good. Pupils feel valued, are highly enthusiastic and interested in all they do. Relationships are excellent Attendance is satisfactory but improving and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning is very good.** It is sometimes excellent because teachers are very confident in their subject knowledge and plan lessons which are mainly of high quality. As a result, pupils and students concentrate and are keen to do as well as possible, supported by high quality assessment and opportunities to reflect on their learning and behaviour at the end of lessons. Their learning is supported by very good team work with teaching assistants, some of whom successfully manage groups. The curriculum very effectively provides a wide range of choices for pupils and students as they get older. Supplementary activities and community links very effectively enrich pupils' experiences although, as with school links, these could be extended for younger pupils. Care, support and guidance are very good and support pupil self-esteem and independence.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are very good.** Statutory requirements are met and the governors are very effectively involved in strategic planning. The very good leadership of the headteacher, his clarity of vision for the school, and the very strong contribution of other key staff, some of whom have not been in post very long, have ensured a continuing climate of improvement. Senior managers lead by example. There is very effective management particularly in monitoring and evaluation as well as staff training.

## **PARENTS' AND PUPILS' VIEWS**

Most parents feel that the school is helping their child to mature and be better prepared for later life. They also feel that the school is open and welcoming. They are very comfortable approaching the school and feel that any concerns were always dealt with appropriately. Pupils take their responsibilities to reflect on their performance very seriously.

## **IMPROVEMENTS NEEDED**

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

Further develop opportunities for -

- Pupils in Years 8 to 11 to work alongside pupils in other educational settings.
- Pupils in Years 10 to 11 to experience a wider range of work settings.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' attainment is well below that expected for their age. However, all pupils, including those with additional and complex special needs and those students in the sixth form, achieve very well.

#### **Main strengths and weaknesses**

- Very good achievement in English, mathematics, science and ICT is due to consistently effective and skilled teaching.
- Achievement is very good in PSHE and citizenship because of the many planned opportunities for pupils and students to gain a variety of pertinent skills.
- Pupils consistently achieve very well in national tests and in awards and certificates matched to their needs because data is very carefully analysed and used to plan improvements.
- Additional basic skills programmes and the very effective use of language and literacy in other subjects very successfully support pupils' and students' individual needs.
- Pupils with English as an additional language achieve very well due to very effective support.

#### **Commentary**

1. Although achievement is very good, as it was at the last inspection, there has been a significant level of improvement. This is because pupils are now entering the school with a more complex range of needs and staff have worked hard through planning, changes to the timetable, and by relevant training, to make sure that they have the skills these pupils need so they can make as much progress as possible. This has been significantly supported by detailed analyses of information from assessment, national test results and awards and accreditation which has been carefully undertaken over a number of years. It gives staff a very good understanding of how different groups of pupils such as girls and those from minority ethnic backgrounds achieve, as well as monitoring individual special educational needs. It has resulted in the school's improved ability to plan developments to support better achievement by, for example, the flexible use of the 'focused intervention' sessions where individual needs are targeted, and by changing and widening examinations to meet a wider and widening range of needs, in order to help raise standards. These awards and certification which include GCSE, Entry Level in a wide range of subjects, Award Scheme Development and Accreditation Network (ASDAN) Key Steps and Life Skills, the National Skills Profile (NSP) and the Duke of Edinburgh Award (DOE) ensure that all pupils and students have opportunities to achieve to the best of their ability.

2. The achievement of pupils in all aspects of English, mathematics, science and ICT benefits greatly from very knowledgeable teaching. For students in the sixth form, very effective achievement in basic skills comes from work being matched to their needs as young adults. This aids them to make very good progress in their vocational courses, at college and during work related activities. Planning makes sure what is expected from pupils and students is clear, extends their understanding and is matched to age and needs so achievement is maximised. Classes are organised by ability so that all needs can be carefully targeted, progress vigilantly tracked and further targets set. This is particularly helpful for lower attaining pupils in the 'Progress' classes where work on basic skills in English and mathematics helps to support their very good achievement in other subjects. Lesson objectives are always shared so pupils and students know what is expected during the lesson and understand when they have made progress. This supports their self-esteem and boosts their confidence. As a result, this gives them the impetus to continue to improve because they trust staff and are happy to try new work. Stimulating and practical activities such as those in science, ICT and drama keep school age pupils enthusiastic focused and achieving. Pupils' and students' self-esteem and achievement are further enhanced by opportunities to take awards and certificates in which they are often successful. High levels of



achievement are consistent in most other subjects, however, a few pupils do not always achieve as well as they could in religious education and French because planning is not always clear and resources are not used effectively to support individual needs.

3. Very good achievement in PSHE and citizenship benefits from the way it is very effectively planned so that it is taught as a subject and through many areas of the curriculum as well as on a more individual basis. For students in the sixth form, it is a major component of their work. Topics are used very effectively to support the social skills needed for vocational activities which take place in other establishments and are matched to their individual needs. For all pupils and students, PSHE helps to reinforce and support personal development and encourages independence.

4. The changing nature of the school population has meant that the school has needed to look more flexibly at the ways it teaches. This is to make sure that individual needs can be more effectively targeted and those who have additional needs have the best chance to make effective progress. It has been accomplished by the very successful and thoughtfully planned range of ways that basic skills are further taught, supported and reinforced in order to aid pupils' progress across subjects. For example, the school's recent development of daily 'focused intervention' sessions means that all pupils work in small groups with others of different ages across the key stages according to individual need. This takes place in areas such as language, literacy, numeracy and social skills and can be for extending pupils as well as for basic skills needed. Pupils are grouped after assessment and groups are taken both by teaching assistants and teachers and changed half termly after further assessment. This helps to ensure that pupils have the best chance to make gains and achieve well in skills needed to help them tackle difficult areas of learning which may be impeding their progress before moving on to work on other skills. Groups cover a wide range of basic skills as well as individual learning using computer programs. During these sessions, pupils work in a mature way because they understand that this is helping them to make progress. Groups are flexible and can be changed according to where the greatest need is so pupils have carefully targeted opportunities to improve. Pupils appreciate the support and work hard and enthusiastically. Although this is quite a recent initiative, parents think that these groups have considerably helped achievement and self confidence.

5. Pupils with English as an additional language are also very well supported through the 'focused intervention' sessions which help them build their knowledge of English. This is part of the very good provision for pupils who are at the early stages of learning English as an additional language which helps these pupils achieve very well. They also benefit from having two very skilled learning support assistants who are able to translate for them when needed, which helps to develop their vocabulary.

6. All pupils also have Sulp lessons in small groups. This supports their communication and social skills very well and aids their achievement in a range of subjects and out of school activities. These skills are further reinforced by the great deal of work done to ensure that skills in reading, writing and speaking and listening are very successfully promoted across all subject areas. There is a weekly focus for all classes, key vocabulary is used and planning shows all staff work hard to integrate support for these important skills and so aid achievement.

### **Pupils' attitudes, values and other personal qualities**

Pupils' and students' attitudes to work and learning and their behaviour in lessons and around the school are very good. Provision for their spiritual, moral, social and cultural development is very good. Attendance is satisfactory and punctuality to school and to lessons throughout the day is good.

### **Main strengths and weaknesses**

- Pupils and students feel valued and enjoy excellent relationships with adults; they show high levels of interest in school life and an enthusiasm for learning and the activities provided.

- The very good behaviour ensures the school is orderly and gives pupils and students good chances to concentrate and learn.
- As a result of the school's very positive ethos, pupils' and students' personal development is very good.

## Commentary

7. Pupils and students in the sixth form are unanimous in saying that they are happy at Selly Oak, that the school is welcoming and friendly and that they enjoy attending. They strongly agree that adults in school are helpful, treat them as young adults and make the learning experiences fun. As a result, relationships are a strength of the school and play a major part in shaping their attitudes to school and to learning. In conversation, they talk excitedly about their studies and in lessons they often become engrossed in their work and show a real determination to succeed. The range of activities outside lessons is highly valued and enthusiastically supported, particularly by students in the sixth form. However, some younger pupils said they would like more opportunities to follow interests at after school clubs. Pupils and students are proud to represent the school and compete keenly to take responsibility for aspects of day to day school life whenever chances are provided.

8. Behaviour in school is very good, as it was at the last inspection. However, this is actually an improvement as there are now more pupils with challenging behaviour. The school has worked hard to make sure behaviour is acceptable and this has a positive influence on the progress they make. The school has recently set new high expectations for behaviour and staff are consistent in their interpretation of the code. This is important as this is a very large school with a great many pupils and students, some of whom are vulnerable. It has led to an increase in exclusions but they are used appropriately and only in instances where disruptive or antisocial behaviour is interfering with learning. The school is aware of the need to reduce exclusions now the new behaviour management system is in place and is looking at ways of doing this. However the consistent use of behaviour management helps the school to be a safe environment in which pupils and students know the routines, respect the behaviour code and respond very enthusiastically to praise and reward schemes. In lessons there are numerous examples of them sharing resources without trouble, taking turns and being considerate towards each other. On the very few occasions where silly, immature behaviour was seen, teachers dealt with it quickly. At breaks pupils and students interact in a polite and socially mature manner. There were no signs of tension with pupils and students from the full range of ethnic and cultural backgrounds mixing amicably and enjoying each others' company. While no examples of oppressive behaviour were seen during the inspection, records show incidents of bullying are rare. Pupils and students confirm that these are quickly and effectively dealt with and that bullying is not an issue at the school. While attendance has been satisfactory, the school's flexible and sensitive approach to encouraging attendance has positively influenced a significant recent improvement.

9. The school has continued the very good provision for pupils' and students' personal development noted at the last inspection. Spiritual development is very well promoted through carefully thought out assemblies which include a prayer, and through the thought for the day which is incorporated into the Selly Oak broadcasts which are shown in all classes daily, and which staff discuss with pupils and students. Celebration assemblies enhance pupils' self-esteem very well as do the displays of their work. Through assemblies, discussions and the very high expectations of staff, pupils' moral understanding is very well developed as they learn that there are rules for being together. They have been closely involved in drawing up school rules and have many opportunities for discussing issues in subjects such as religious education, science and citizenship. Many opportunities for social and cultural development are provided by a wide range of visits outside the school and by welcoming visitors to the school. A variety of exciting activities such as music, dance and drama very successfully helps pupils' development in this area. Many of these involve different cultures, which are also reflected in display and in involving parents of various cultures, for example, in celebrating festivals such as Diwali. Pupils' and students' understanding of these are also helped when they learn about different religions and the ways in which these affect the lives of people of different faiths.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	10.3	School data	1.8
National data	8.7	National data	1.9

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

## Exclusions

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	268	69	2
White – any other White background	2	1	
Mixed – White and Black Caribbean	8	7	
Mixed – any other mixed background	6	3	
Asian or Asian British – Pakistani	29	5	
Black or Black British – Caribbean	13	10	
Black or Black British – African	6	1	
Any other ethnic group	2	2	

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching very effectively supports the raising of pupils' and students' attainment and their ability to learn effectively as they move throughout the school. The curriculum is very good overall providing a very wide range of choices for them as they get older. Activities outside lessons and community links very effectively enrich and add to these experiences. Care, support and guidance are very good and very effectively aid personal development.

### Teaching and learning

Teaching and learning are very good with some excellent features. Monitoring and assessment of pupils' and students' overall progress is very good.

### Main strengths and weaknesses

- The school has worked very hard to ensure that teaching continues to be of high quality.
- Very effective and confident subject expertise, particularly in English, mathematics, science and ICT, keeps pupils enthusiastic and very keen to learn.
- Excellent relationships and high expectations ensure pupils work effectively and productively.
- The excellent and imaginative way teaching assistants are deployed and the very effective manner in which they work together with teachers makes sure pupils' and students' individual needs are met.

- The highly effective way planning and the management of pupils is organised ensures that no learning time is lost.
- Assessment is used very well to inform planning.

## Commentary

10. Although teaching and learning were very good at the last inspection, improvement since then has been very good. This is because, despite the changing and more complex needs of pupils, there is a larger amount of very good, and sometimes excellent, teaching. This is due to an excellent range of training available to all staff carefully rooted in school development planning and individual staff needs. It is supported by rigorous monitoring and evaluation which is always followed up by individual staff action plans where developments are needed, so creating a climate of continuous improvement. This is aimed at generating consistently high quality learning experiences for pupils and students. Alongside this, very well targeted support for those on initial teacher training, the graduate teacher programme and newly qualified teachers helps the raising of standards.

11. It is significant that, despite the fact that this is a big school with a large number of staff teaching across a subject, the core subjects of English (including drama), mathematics, science and ICT are uniformly taught very well. This is due to very good knowledge of pupils' needs, shown in the clear targets set especially in English, mathematics and science and a thorough understanding of the subject. In all of these subjects excellent teaching was seen and in almost all lessons it was good or better. This gives pupils extremely high quality experiences which they appreciate and which have a positive effect on their self-esteem and progress. These high standards also pervade most other subjects and in some lessons observed pupils did not wish the lesson to end. This subject expertise gives staff the confidence to use a range of strategies and practical activities that extend pupils' learning and encourage them to take risks and investigate in the knowledge that staff are there to support them. For example, in science staff ensure that chemicals are used very carefully so pupils feel confident in completing complex investigations. For students in the sixth form, very good teaching of basic skills is aimed at equipping them for life after school as well as supporting their many vocational activities. As a result, students are confident to tackle a variety of tasks, often involving them working with a range of adults outside school.

12. Staff want the best for pupils and students and seek to forge and maintain high quality relationships in order to achieve this. They do this through rewards and praise which are an important part of most lessons. As a result, pupils and students feel confident and valued so that they complete tasks. They respond very well to high expectations keeping their attention on work.

13. The imaginative re-organisation of the work force has given teaching assistants a highly significant role in supporting teaching and in improving learning. Apart from giving teachers more time to plan and organise work, the actual use of teaching assistants is excellent. They now play a major part in activities that aid learning such as running the Sulp groups, for which they have been carefully trained. They work in a confident and effective way with pupils during these sessions and provide a very good contribution to the development of social and communication skills. They also lead some of the 'focused intervention' groups. One very good example of this is their role in assisting, checking, appraising and assessing pupils during their use of the independent learning systems software for basic skills in the ICT suite. In this lesson, very good relationships and praise kept pupils on task, many working independently on their individual work making clear gains which they could see immediately. Groups taken by teaching assistants in subjects such as art and textiles also make a very positive contribution to learning. Within classes, teaching assistants provide very effective contributions to lessons. They work closely with teachers and understand the needs of pupils, providing skilled and effective support to groups and individuals. This helps pupils to gain self-esteem and helps to maximise learning. It makes a major contribution to the overall excellent team work.

14. Systematic lesson planning and regular monitoring guarantees that most planning is of a very high quality with some being excellent. This supports the development of pupils' skills very effectively. All lessons start with teachers explaining the objectives so pupils know what is expected and finish with a plenary where they check what pupils have learnt. They involve pupils in their learning as much as possible, for example in evaluating how they have done at the end of the lesson and the pupils make very honest assessments of their learning. The way lessons are organised keeps pupils busy and involved. A range of methods are used with as much active learning as possible so that pupils concentrate and remain motivated. Staff expect pupils to behave appropriately and they mainly do. Any behaviour problems are dealt with promptly so that the maximum use is made of teaching time and learning is disrupted as little as possible. As a result, pupils concentrate and are keen to do as well as possible, supported by high quality assessment and opportunities to reflect on their learning and behaviour at the end of lessons. The whole school focus on lesson planning ensures that the English, Mathematics and ICT are integrated into as many learning activities as possible.

#### **Summary of teaching observed during the inspection in 72 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10 ( 14 %)	28 ( 39 %)	27 ( 37 %)	7 ( 10%)	0 ( 0 %)	0 ( 0%)	0 ( 0 %)

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

15. The school makes good use of available data from the schools pupils come from and complements this with initial testing in English and mathematics when pupils enter the school in Year 7. This information is used very well to make sure the curriculum is matched to individual needs. From Year 9 onwards, assessment is used very well to guide pupils towards appropriate awards, certificates and college courses. Throughout the school, much notice is taken of analysing the results of, teacher assessment, national tests and accreditation and this has a very positive effect on improving assessment and pupils' and students' learning.

16. Teachers keep good records of pupils' achievements, although pupils' work is not always annotated to show how much help pupils have received. It is important to the school that individual needs are met and that pupils and students do not become stressed by failure. Therefore, pupils' ongoing academic progress is closely monitored through termly tests. The information from these is also used by teachers for setting pupils by ability and to inform lesson planning and pupils' individual targets. Targets are used very well to ensure that pupils make progress and that the work that they do builds clearly on what they already know. These targets are understood by pupils so that they know what they need to do to improve. Tracking is particularly effective in English, mathematics and science where they also take account of language targets. Pupils have very good opportunities self-assess at the end of lessons and, for example, by using 'I can' sheets in ICT where they are clearly aware of what they have to do to improve.

#### **The curriculum**

The curriculum is very good and provides a very broad range of experiences. Activities outside lessons are very good and support the curriculum very well. The accommodation and resources are very good overall.

#### **Main strengths and weaknesses**

- There has been considerable development of the curriculum over the last two years, ensuring that all pupils and students have very good learning opportunities.
- A very good range of award bearing courses has been developed.
- Provision for PSHE and citizenship is very good.

- Students in the sixth form classes are very well prepared for their futures.
- The 14 to 19 curriculum still needs further development .
- A very good range of extra-curricular activities enrich pupils' and students' learning and development opportunities very well.
- While teachers and support staff meet the needs of the curriculum very well, some aspects of accommodation occasionally limit pupils' and students' learning

## Commentary

17. The considerable change in the school population, with more pupils entering the school with additional and complex needs, has necessitated changes to the curriculum to improve what is offered and the way in which it is taught. The school has responded very successfully to this. As a result, all pupils have access to a very appropriate curriculum. This includes all subjects of the National Curriculum and religious education and clearly supports the very good achievement of pupils and students. A particular strength is the daily 'focussed intervention' sessions in which all pupils follow a programme planned to meet identified needs such as aspects of language and literacy. Most pupils follow a very suitable secondary model of the curriculum, with all lessons taught by specialists except for pupils and students with the most complex needs who spend more time with their form tutor and have a more modified curriculum. This ensures that they are able to learn in an environment which meets those needs. Many pupils confidently participate in SULP which enables them to develop both their language and social skills.

18. Students in the sixth form classes have a very good curriculum which incorporates academic subjects, personal and social development, college courses, training opportunities and work experience. These courses, together with the careers advice which they receive, both from school staff and the Connexions personal adviser, help them to make appropriate decisions about their futures. All activities are specifically tailored to individual needs so students have an equal opportunity to experience a range of very useful tasks which effectively equip them for life after school.

19. Pupils and students in Years 10 to 13 have the opportunity to gain awards in the majority of the subjects and courses which they follow. This both provides them with certificates to take with them when going to further education or employment and enhances their confidence. The courses which have been made available are appropriate to pupils' and students' levels, so that some are able to take a full GCSE exam, while others take Entry Level, ASDAN, NSP and DOE awards as well as extra qualifications in basic health and hygiene and first aid for those in the sixth form.

20. The improved curriculum in Years 10 to 13, include a range of options similar to those they would choose from in mainstream settings and this has a positive effect on self-esteem. In developing the curriculum, the staff have also responded very well to their analysis of results, changing some courses to enable pupils to take subjects or modules more suited to their needs, often because of different ways of assessing work. While there has been very good development of this curriculum as a whole, it is not always possible for pupils and students aged 14 to 19 to continue with subjects throughout these years if they wish to do so. For pupils in Years 10 and 11 opportunities for work related learning are not as wide as they could be. Staff are aware of these issues which are a development plan priority and they are making plans to introduce additional courses to further develop the consistency of the curriculum. For some school age pupils, there are also fewer opportunities to work alongside mainstream pupils in order to extend their social or academic skills by working more closely with collegiate schools.

21. The very good improvement in provision for PSHE since the last inspection has a very positive effect on the breadth of work in many areas of the curriculum. As well as individual lessons, this important element of personal development has been very effectively planned into a range of tasks across subjects. The very careful way PSHE is now organised gives plenty of chances for pupils to learn and reinforce social and personal skills throughout the day.

22. The school provides a rich and varied range of learning through clubs and activities after school and at lunch time. Transport difficulties restrict the number of after school clubs, particularly for pupils in Years 7 to 9, although there is a thriving after-school swimming club and clubs for some subjects such as English and physical education. Sporting activities are particularly strong with regular football coaching sessions from two local premier ship teams, cricket coaching from Warwickshire, hockey from the English Hockey Association and tennis with the local Edgbaston club. Regular visits into school from members of local arts groups support creative work very well and further enrichment is provided through many visits to museums, galleries, theatres and local places of interest. Significant numbers of pupils from Year 10 to 13 follow the DOE award programme which provides significant enrichment through contact with a wide range of local and national organisations.

23. The number of teaching and support staff is very good. Staff are very effectively matched to the requirements of the curriculum so pupils and students receive the subject and individual support they need. This is a result of the staff having undertaken very appropriate further training which helps them work very effectively with pupils and students with a wide range of differing needs thus ensuring they are fully involved in all school activities. The effectiveness of support staff has significantly improved since the last inspection as many now have wide ranging responsibilities. The accommodation is good overall. There is a good range of specialist facilities, including well equipped science laboratories, a food technology room and good classroom accommodation. The main building is spacious and good displays contribute significantly to creating an environment where pupils can learn effectively. Arrangements have been made to provide a specialist area for drama which is well used but is sometimes affected by noise from the hall. This is distracting, although staff using this space work hard to lessen this. Several of the mobile classrooms provide cramped space for classes so it is difficult to organise the space so that pupils can work in a range of different groupings where this would support, for example, co-operative working.

### **Care, guidance and support**

The care and guidance of all pupils and students is very good and has improved since the last inspection. Procedures to ensure pupils' welfare, health and safety are very effective. Very good quality support is made available to secure pupils' ongoing achievement and development. Very good procedures ensure that pupils' are involved in their own and the school's development.

### **Main strengths and weaknesses**

- Pupils and students are looked after very effectively.
- Pupils and students have trusting relationships of an exceptionally high standard with staff; this contributes positively to their achievement and development.
- Careful monitoring of achievements ensures that pupils and students gain very effective advice and help.
- Pupils' and students' attitudes are positively influenced by their valued participation in the life of the school.
- Staff work hard to make sure annual reviews are effective and there is good involvement of other professionals although opportunities for speech and language therapy are limited.

### **Commentary**

24. Very good and improved arrangements for child protection are in place and the school is both vigilant and sensitive in exercising its responsibilities towards pupils and students. All staff show very high levels of care and good procedures ensure that the school is a safe environment conducive to learning. In lessons and at breaks very appropriate and consistent supervision is always provided. This is because staff know that with the large number of pupils and students, and the size of the site, that this is very important for their security. Staff are also careful to ensure that hazards can be identified, safety concerns are quickly eliminated and risk assessments covering all off site activities are routinely carried out. The school has taken over the cooking of school meals



and works hard to ensure pupils and students are provided with a wide and nutritious selection of food as well as snacks before school and at break.

25. The vast majority of pupils and students respond very positively to the consistent support provided by all adults in the school. Staff and pupils enjoy high levels of mutual respect. Pupils and students develop excellent trusting relationships with adults, become less inhibited and more confident and have no qualms about turning to staff with any concerns or worries. A good example of this was a sixth form student who was anxious at the start of the day. This student, readily sought advice and after a supportive discussion was able to put the worries into perspective. This enabled the student to carry on as normal with the day. It was notable how quickly key staff were informed of the incident and how effectively and sensitively the student was monitored,

26. The systematic monitoring of pupils' and students' academic achievement and personal development is part of all school routines. Teachers monitor pupils' and students' levels of understanding and progress against carefully agreed targets and effectively adapt their levels of support to meet their individual needs. Personal and social development is a priority for all staff and all pupils and students have personal development targets agreed annually with parents. The short term monitoring of these targets is very effectively accomplished through the rigorous grading of individual performance on a lesson-by-lesson basis, through the detailed recording of reward and sanction information and through the conscientious observations of all staff. Any pupil experiencing difficulties is quickly identified and strategies and approaches matched to needs are effectively and sensitively used to support recovery. Whenever necessary the school uses specialists such as the behaviour mentor and the educational psychologist to effectively secure improvement.

27. The size of the school means that a great many Annual Reviews are held and this can cause logistical problems, due to the large numbers attending. However, when a number of meetings are held on the same day, support staff and learning mentors are available prior to the reviews to explain reports to parents where this is needed, for example, for parents with English as an additional language who find reading English difficult. This is a very important aspect of reviews, and the system ensures that parents are clear about the progress their children are making against their targets, and keeps them involved in their children's education. Pupils are also involved in reviews, usually by attending the meetings or by discussion beforehand with a member of staff. The Annual Review procedures were criticised by some parents who felt they were not as involved in setting targets as they could be. Following a review, changes to the system are being introduced this year which should alleviate concerns.

28. The school provides very good opportunities for pupils to express their views and to become involved in day-to-day routines. They enthusiastically accept responsibilities around the school whenever provided and when meeting with visitors or representing the school their efforts are, quite rightly, highly valued by staff. Pupils are always involved in the lesson-by-lesson evaluation of their performance and they play a responsible part in agreeing future goals and targets at review meetings. Through the School Council, pupils make positive suggestions on how to improve school routines and facilities. Recent improvements to the entrance hall and the construction of the 'peace garden' were closely influenced by the pupil voice.

29. Good links with other professionals, such as the educational psychologist and teachers for the hearing and visually impaired support staff in meeting the needs of pupils. There are regular visits from a physiotherapist, but there is limited input from the speech and language therapy service. The school has tried hard to address this, on occasion employing its own speech and language therapist, and developing the Sulp programme to help with the use of language in social settings. However, there is a need for further speech and language therapy for pupils with specific language needs.

### **Partnership with parents, other schools and the community**

There is a very good partnership with parents and carers. There are very good links with the wider community. Links with schools and colleges are good and improving.



## **Main strengths and weaknesses**

- Very good communication and consultation with parents ensures their involvement in the education and development of their children.
- Pupils' and students' learning experiences are very effectively extended by very good community links.
- Although there are good and developing links with collegiate schools and vocational education providers, these are less so for some school age pupils.

## **Commentary**

30. The school works very hard to develop links with pupils' and students' homes and parents indicate high levels of satisfaction with the provision and high levels of trust and confidence in the staff. Views expressed by parents and carers confirm almost universal pleasure at the progress they see their children making. An overwhelming majority say their children enjoy school and feel that the school is helping them to mature and be better prepared for later life. Parents think the school is well led and teaching is good. They like the way all pupils are treated and valued equally regardless of their ability. A few parents expressed mild concerns that notification of some events and activities could be at the last minute but all agreed that the school was open and welcoming, that they felt comfortable approaching the school and that any concerns were always dealt with appropriately.

31. Every effort is made to establish positive relationships with parents and to involve them in school life and in their children's education. Very effective communication is maintained through letters, newsletters, telephone calls, parents' evenings, social events and the formal annual reports and reviews. Reports provide a good overview of what pupils know, understand and can do together with a good summary of social and personal achievement. The mentors who work with pupils for whom English is an additional language also provide very good support through the links which they establish with parents, for example, by home visits.

32. Formal and informal meetings at the school are well attended and the school ensures that all essential information is made available to those unable to attend. Parents and carers are quickly contacted if problems occur and are fully involved in agreeing improvement programmes and targets. The school regularly consults parents, values their views and opinions and always takes note of suggestions for improvement.

33. The headteacher and staff are outward looking and have established very good links within the wider community which very effectively enhance pupils' and students' learning and development opportunities. There is some use of the site and facilities by community groups but most external use is by the local authority for education related meetings and functions. There are very strong sporting links with local and national organisations which provide top quality coaching opportunities for pupils and enable visits to major sporting venues and events. Two boys from the school represent the Warwickshire County Cricket club youth team. Regular visitors and other contributors to curriculum experiences include the police and fire services, army representatives, theatre groups, artists, poets, music groups and representatives from a range of faiths and cultures. The school celebrates a wide range of multicultural festivals. Regular special events include book fairs, world of work days and mehndi workshops. A very positive link was established with a local World War 2 veteran before a recent school trip to Normandy. The DOE programme brings older pupils into close contact with a wide range of community organisations and facilities.

34. The collegiate of 10 secondary schools, including Selly Oak is developing quickly. There is already close and regular contact between teachers within a range of subjects which has led to some joint planning activities and common training events. Centrally employed advanced skills teachers are also providing effective support across the collegiate. This sharing of expertise has already proved very helpful and is supportive of pupil progress. To date, the collaboration, while it has aided the sharing of expertise, has not yet led to significant sharing of resources and facilities to ensure consistent links so that pupils can regularly share academic and social experiences.

35. There are very good links with a local college and with a number of charitable organisations providing vocational and taster courses and this supports social development and preparation for life very well. While sixth form students have a very good range of experiences outside the school, for example, at colleges and training placements, there are fewer opportunities for other pupils to be included in mainstream activities, either for social or academic purposes. Currently it is mainly, but not exclusively, sixth form students who are benefiting from these courses but the school is planning to explore ways of extending the range of vocational experiences available for Year 10 and 11 pupils.

## **LEADERSHIP AND MANAGEMENT**

### **Leadership and Management**

The leadership and management of the school are very good overall with some excellent features. The leadership of the headteacher and other key staff is highly effective, including that for students in the sixth form, as is school management. Governance is very good and they have a very good overview of what is going on.

### **Main strengths and weaknesses**

- The monitoring, evaluation and collection of data is very good with some excellent features.
- The approach to staff development and workplace reform is excellent and has had a very good impact on learning.
- Leaders provide excellent role models and highly motivate staff which creates exceptionally strong teamwork.
- Governors contribute very effectively to strategic planning.
- The headteacher has an excellent sense of purpose with regard to continually moving the school forward to ensure pupils and students have the best possible education.

### **Commentary**

36. The school received a very positive report at the last inspection. Since then, the leadership has continued to strive for improvement so that all pupils and students have the best opportunity to succeed as well as they can. This has led to further very effective and sustained development over time. This is impressive because the present senior management team, most of whom have been in the school for a while, have only been in their present substantive roles for less than two years, However, there is strength and depth in the understanding of the needs of the school and the momentum for improvement has continued. In the time they have been in post, substantial changes have been made to staff roles and responsibilities, staff involvement in decision making, behaviour management and monitoring and evaluation. These improvements whilst supported by the systems and ethos already in place, have been pro-actively led by the headteacher through his exceptionally high aspirations for staff, pupils and students and his excellent vision of the way forward. This has led to a school in which all pupils are very effectively included in a varied range of activities very closely matched to their age and needs and where the curriculum is flexible enough to change where necessary. The headteacher is keen to develop further options for pupils and students and to that end has enthusiastically supported participation in the collegiate. This has opened up a further range of opportunities for staff to gain skills and school age pupils to have experiences in other settings. The school knows that they now need to expand on the latter for school age pupils and this is a development plan priority.

37. Monitoring and evaluation are areas that the school rightly considers to be very important in order to remain forward-looking. There are rigorous and systematic routines in place so that senior managers have a very good understanding of all aspects of the school. All monitoring and evaluations are used to inform the school development plan and relevant professional development for teachers and teaching assistants is put in place and considered a priority. Along with information from monitoring, a wealth of data is collected and successfully analysed and there is clear evidence

that this information is used to improve performance. The monitoring and evaluation of teaching and learning is managed in exceptional detail, ensuring that there is a continual drive towards improvement and raising standards. It is used to help staff develop and has been particularly helpful for new teachers, initial teacher trainees and those on the graduate teacher programme who are closely monitored and mentored. The evaluations form the basis of an open professional dialogue with each teacher on their strengths and areas for improvement. These are then turned into an action plan including, where applicable, training. This has been a significant strength in the drive to improve.

38. The performance management of staff, including support staff, is very thorough and effective. It contributes to the very good and sometimes excellent teaching and learning because targets are clearly linked to pupils and students' progress. Performance objectives link well to the school improvement plan and to professional development needs. The teaching assistants are fully involved in a professional review process. This ensures that they are an essential part of the staff team and share the ambition and motivation to do their best for the pupils. A real strength is that all staff are very much involved in all activities and this helps them to be committed and motivated, keeping pupils' needs in mind at all times.

39. The school's outstanding programme of staff training is very closely linked to the needs of the school, particularly those of meeting the challenge of a changing school population, and to priorities in the school development plan. The school makes a firm commitment to developing staff and gives good financial support to this aim. Training is very well co-ordinated and supported through the collegiate. Induction procedures have clearly supported new staff in their planning and teaching for a wide range of needs. Very well-planned and relevant school based training also makes a significant contribution to the very effective teaching and seamless teamwork of support staff.

40. The school's forward thinking approach to developing the workforce and the wide range of training opportunities provided through this has resulted in the potential of all staff being realised with roles being expanded and developed. This helps staff to feel valued and that they have an investment in the school. For instance, as a result of this approach, support staff have been trained in various mentor roles, organise work related learning, have been trained to work on Sulp and lead other groups. The role of the office manager has been radically changed to include composing the timetable with the office providing pastoral clerks to support Heads of Years. This has a very good effect on improving standards because tasks are shared around very effectively and everyone understands their responsibilities.

41. Leadership and management tasks are highly devolved with senior leaders having clear areas of responsibility, autonomy and support. They lead by example around the school and in the classroom and this helps to support a highly committed staff. Teams are built and recombined as necessary to achieve a rapid and flexible response to challenges, opportunities and innovations. This is in part due to the very strong commitment to workforce reform and the school's determination to enable all staff to grow in their skills, knowledge and understanding. The school places high priority on selecting and appointing staff, developing their skills and deploying them to best effect. All staff are highly valued and are part of exceptionally successful teams across the school.

42. The governing body continues to fulfil its statutory duties, taking a very active part in strategic planning and decision-making and as individual members being fully responsible for development plan objectives alongside a senior member of staff. This helps them carefully monitor the progress of development planning. They have been heavily involved in discussions with the local education authority about funding. As a result the school has received more money to help meet the more complex needs of pupils and the school has highly suitable plans for its use. Relationships between governors and the school are very good and the governors receive and respond to regular monitoring reports. The chair of governors and the headteacher have a supportive and helpful relationship and school strengths and development areas are clearly

understood. Governor organisation is effective, policies are regularly reviewed and there is a clear corporate view of the direction in which the school is developing.

## Financial

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	2,669,225	Balance from previous year	150,863
Total expenditure	2,450,524	Balance carried forward to the next	218,702
Expenditure per pupil	6,550		

## OTHER SPECIFIED FEATURES

### Work related learning (WRL)

Provision in work-related learning is **good**.

### Main strengths and weaknesses

- There is a very good range of accreditation for pupils' and students' WRL experiences.
- Pupils in Years 10 and 11 have limited opportunities for work experience.
- Opportunities for pupils and students to attend local colleges and training centres enhance vocational training very well.

### Commentary

43. The provision for WRL is good overall and very good for students in the sixth form. It prepares pupils and students well for life after leaving school. Staff take great care to ensure access to work related experiences and courses which match needs and abilities. Pupils in Years 7 to 9 follow the ASDAN *Key Steps*. In Years 9 to 11 pupils study ASDAN *Life Skills* incorporating a mix of PSHE, citizenship and work related activities. In the sixth form there is a very good emphasis on vocational education, underpinned by the PSHE programme providing a greater understanding of the world and citizenship. All students in the sixth form complete a very well planned period of work experience. The provision of a *'jobs coach'* to manage work placements for this group of students together with the Business Enterprise pathfinder initiative, ensures students are very well prepared and develops their understanding of the world of work and the expectations of employers. The local community is also utilised enabling students to acquire literacy and numeracy skills in a social context. A range of accreditation supports students' personal development including the ASDAN, National Inter-Action Certificate Award Scheme (NICAS) and the NSP. Visitors to the school, from a variety of occupations, and visits out to careers days, extend pupils' and students' understanding of the career opportunities that exist both locally and further afield.

44. Through membership of the collegiate, the school has worked to broaden participation and enhance relevant opportunities for the 14 to 19 curriculum including, part-time partner placements, modern apprenticeships, cadetships and Business Enterprise partnerships. These have been very successful. However, the school recognises the need to expand work experience provision for Years 10 and 11 so that they have a better range of experiences to help them make a smoother transition to college or sixth form. Very good opportunities are provided in off site vocational training at the Quinzone Centre, Rathbone, Skills Force and at local colleges for pupils from Years 10 to 13. Pupils study such diverse activities as floristry and motor mechanics. Additionally, the provision of a learning support assistant working at college during term-time and paid for by the school enables a smooth transition to college for students in Years 12 and 13. School staff support both pupils and their parents in planning for and making decisions about life after school.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

### **SUBJECTS AND COURSES IN KEY STAGES 3, 4 and the Sixth form**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **very good**.

##### **Main strengths and weaknesses**

- Very effectively, planned, and lively lessons help to ensure pupils work hard and enthusiastically.
- While pupils achieve very well in all aspects of English, lessons in drama and Sulp make a significant contribution to the development of pupils' speaking and listening skills and to their personal development.
- Pupils are well supported in lessons as a result of the very good staff team work.
- For students in the sixth form, a very practical range of activities support their very good achievement.
- A very effective range of improvements has successfully helped to raise standards.

##### **Commentary**

45. Pupils achieve very well in speaking and listening because teachers give very clear explanations, ask a wide range of questions and involve pupils in discussions. Pupils listen carefully and answer questions confidently, with good understanding. They are also very successfully supported through the very close links there are with drama and the Sulp programme. Activities in the Sulp programme are effectively led by trained teaching assistants. Pupils are very well supported in this by working in small groups. This helps them to very effectively develop communication skills they particularly need such as turn taking, listening and how to interact with others in a range of different circumstances. For example, in one lesson teaching assistants were demonstrating what can happen if the person you talk to is not listening and then discussing with pupils how they would feel about this if it happened to them. In drama, pupils are very successfully encouraged to act out scenes to improve their communication and to gain confidence in talking in a large group. For example, in a lesson with pupils in Year 7, the group worked in pairs creating a different situation around what clothes they were wearing. They then performed the scene in front of the whole group, speaking clearly and confidently and portraying their characters well. Students in the sixth form make very good progress in speaking and listening working in a variety of different situations out of school where they meet adults, and other students such as on work experience, at college and on vocational courses. This is because they are very well prepared in school before they go out and gain the confidence needed to interact appropriately with others and succeed.

46. Classrooms are well resourced with appropriate materials and this helps to aid the very good achievement in reading. There are further books and other resources in the library which, although small, is well laid out and welcoming. There are many opportunities planned to support the development of pupils' reading skills. For example, some pupils make a great deal of progress in developing their skills through regular individual reading sessions with a teaching assistant. For others, 'focused intervention' sessions help them to become more confident readers. In many lessons, pupils are given the opportunity to practice their skills by reading out loud and this they are keen to do. In Years 12 and 13, students successfully focus on using their reading skills in situations they will meet in the world of work. One group observed worked on information about employment, studying the way a letter was laid out and remembering key facts about particular jobs. Teachers emphasise the importance of comprehension by making it as interesting as possible. For example, after reading a chapter in a book, Year 9 pupils answered questions in a

quiz based on the television programme 'Millionaire' about the important facts in the story. Everyone participated with enthusiasm and showed that they had understood what they had read.

47. The very good achievement in writing is aided by the many opportunities for pupils to develop their skills in writing for different purposes. In Year 8, two different forms of writing were successfully linked through an activity about an alien as the pupils first drafted and then redrafted the piece of work in story format before rewriting it as a newspaper article. This they did effectively with some of the group then used the computer to complete this work. Pupils are encouraged to use dictionaries to look up less familiar words. Younger pupils have opportunities to practice writing in a clear, joined style. In a lesson in Year 7, the group not only completed exercises to develop control of the pen but extended their learning by using the interactive white board to further develop their writing skills. For lower attaining pupils in the 'Progress' classes, language work is significant in all they do and progress is very good.

48. Teaching is very good and this is due to very good subject knowledge and very effective management of lessons. Where teaching was excellent, this was due to a combination of skilled subject teaching and highly effective planning which means that pupils' learning is very effectively extended. Appropriate elements of the National Strategies have been incorporated into lessons and this helps pupils to know what is expected of them. Planning, whilst very good is, in some instances, excellent. It ensures that the needs of different groups of pupils are met because expectations for each group are made clear. Where teaching is excellent lessons are dynamic and fun. In one such lesson on spelling the group groaned when the bell went for the end of the lesson because they were enjoying it so much. As a result of the high quality teaching, pupils try their best and show very good attitudes to their work. Teaching assistants make a significant contribution to lessons. They work closely with teachers and have a very good understanding of the needs of the pupils. They provide skilled and effective support both to individuals and to groups. This support ensures that all pupils do as well as they can.

49. The subject is very well led and managed for school age pupils and students in the sixth form. The current subject co-ordinator has been responsible for this area for a short time but is well supported by other members of staff in the department, The way the subject is organised and the very effective monitoring and evaluation that has taken place means that improvements have very successfully continued to take place and there is a clear view of what needs to be done to develop the subject further. As a result, improvement since the last inspection has been very good over time. The range of courses has been extended and a number of new initiatives have been established to ensure pupils have the best chance to succeed. These include the use of digital projectors in the classroom which have been used to very good effect. Regular short teaching sessions have been established throughout the school and these sessions often have an English focus, aiding pupils' gains in basic skills. These sessions have contributed significantly to pupils' achievements in English. As a result, last year nine pupils were successful in gaining F to C grades in GCSE and all pupils who took Entry Level passed with a good number at the highest level. Students in the sixth form extend their basic skills in literacy in a very practical way which will help them when they leave school and have the opportunity to take adult literacy accreditation. Procedures for assessment are very good and have also improved. Targets are used very well to ensure that pupils make progress and that the work that they do builds clearly on what they already know. These targets are understood by pupils so that they know what they need to do to improve.

### **Language and literacy across the curriculum**

50. Pupils' skills in reading and writing and in speaking and listening are promoted very well in other subjects. Subject co-ordinators are very aware of the need to promote language and planning across subjects reflects this. There is a weekly focus which is shown on a notice board in the English area of the school and is also in every classroom. Pupils use key vocabulary very effectively in all subjects, often being encouraged to read, write and spell target words during the lesson. Big books are used in science, pupils have written books which are displayed and used in the library, and Year 7 work with a poet in residence.

## French

51. The school's work in French was only sampled during the inspection. It is not, therefore, possible to form judgements about provision or teaching and learning. However, a selection of work was sampled and planning was examined.

52. All pupils are taught French in Years 7 to 9, with further opportunities for those who wish to take French or Spanish in Years 10 and 11. As a result, by the end of Year 11, for those who take a modern foreign language achievement is good. For example, last Year 10 pupils gained Entry Level accreditation in Spanish, with five gaining the highest grade and eight took French with five gaining the highest levels. Pupils follow a detailed commercial scheme of work which is sequential and builds on previous learning. In the two lessons seen, teaching and learning were satisfactory with pupils' generally enjoying the work, particularly practical activities such as word bingo, and progressing appropriately. This was due to the teacher's good subject knowledge and the use of appropriate resources, such as a program on colours using ICT. However, not every chance is taken to speak in French and opportunities for practical activities are sometimes limited. There are some opportunities for visits, such as that for Year 11 to a French restaurant.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Teachers are very confident in what they teach and pupils are keen to learn and enjoy lessons.
- A wide range of accreditation supports the very good achievement pupils and students make.
- Consistent ways of working have aided improvement and raised standards.

### Commentary

53. The pupils enter school with skills, knowledge and understanding which is well below the level of pupils nationally. However, due to well focused individual support and very knowledgeable teaching, by Year 9, a significant number make very good progress. This continues so that in Years 10 and 11, pupils take a range of nationally accredited examinations matched to their needs and achieve very well. Higher achieving pupils take GCSE, and in 2004 they were successful in gaining D-G grades, and, for the first time, a very small number achieved A\* -C grades. In the sixth form, where there is an emphasis on skills for life and work, students achieve very well gaining accreditation through either Entry Level or Assessment and Qualifications Alliance (AQA) free-standing mathematics unit examinations.

54. Pupils achieve very well helped by a wide range of mathematical activities and by being grouped by ability which allows higher attaining pupils to make rapid gains within their capability. For example, by Year 9, pupils use ratio and proportion, and calculate simple percentages mentally. They have a basic knowledge of algebra and geometry and engage well in exercises based on probability and symmetry. The needs of lower attainers are very well met through additional special booster classes during 'focused intervention' and very specific teaching matched to their needs. Pupils successfully work well together in card matching exercises or plotting and reading co-ordinates. By Year 11, higher attaining pupils collaborate well in solving measurement and weight divisions, whilst lower attaining pupils make fraction boards which help them add and subtract simple fractions. In the sixth form, students follow a basic skills programme which is practical and very successfully equips them for life after school. Higher attainers interpret a range of graphs accurately and compare factual and comparative data. For lower attainers, much of their learning is practical and work related, such as calculating costs of purchases or graphic surveys on the popularity of TV programmes.

55. Well balanced lessons, based on the National Strategies, are very effectively timed to include mental, practical and individual work. This is because teachers have a very good understanding of the subject, pupils' abilities and individual targets. All of these are used very successfully in their planning and classroom seating arrangements. This gives pupils the confidence to tackle tasks, even if they find them hard. Pupils participate very well in lessons because they are given clear explanations and know what is expected. The very good and confident teaching extends to making sure that very good use is made of computers to reinforce learning. Where teaching assistants are present, they provide very good levels of support and work and co-operate very well with teachers. Relationships with pupils are very good, and the teachers' high expectations of good behaviour encourage a fun element to learning. For example, at the end of one lesson, pupils spontaneously chanted "maths is magic" with genuine enthusiasm. Pupils carefully evaluate their learning at the end of each session, which reinforces what they have learned and what they need to do next. Teachers keep very good records of their pupils' overall progress and use these well to predict examination options and possible results.

56. The very good leadership and management of mathematics, both for school age pupils and students, supported by very effective monitoring and evaluation promotes and aids the very effective team work between all staff. This ensures a consistency of approach which means pupils always know what to expect. Assessment is rigorous, regular and used very well when planning future tasks. The information on pupils that assessment has provided has helped to extend and increase the range of examination opportunities to allow all pupils the chance to gain national accreditation. The accommodation is good with a very good range of resources which are used well to support the curriculum. Attractive wall displays celebrate pupils' achievements, which promotes their self-esteem.

57. The provision has improved well since the last inspection. Improved resources mean that computer technology can be effectively used, pupils' learning has improved and there are now greater opportunities for all pupils to succeed in mathematics.

### **Mathematics across the curriculum**

58. The mathematics co-ordinator works closely with all subject leaders in planning the use of mathematics in their subjects. Consequently aspects of mathematics are used very well to support the whole school curriculum. This is very well monitored by the head of mathematics, who keeps a detailed breakdown of what is done and advises on how further improvements may be made.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- A very good curriculum is taught very successfully by highly qualified teachers.
- There are very good assessment procedures which are used to improve standards.
- Significant improvements in science have helped raise achievement.

### **Commentary**

59. The school has worked very hard since the last inspection to develop the curriculum further. In Years 7 to 9, grouping by ability allows teachers to combine their excellent knowledge of a newly adopted commercial scheme together with the National Strategies and Qualifications and Curriculum Authority (QCA) Curriculum Guidelines in order to meet the specific needs of pupils. Additional individual teaching support in lessons for the lower attaining group from their class tutor ensures that these pupils make very good progress. Pupils in Years 10 and 11 have access to an excellent range of accredited courses, from Entry Level to dual award GCSE. The school has introduced an extremely popular additional lesson within an options choice and an after-school science club both of which accommodate the demands of the dual award GCSE for higher attaining



pupils. These changes have had a highly significant impact on the numbers of pupils gaining C and D grade passes in the past two years. The result of these very effective improvements, along with teaching which is very good overall, ensures that achievement has improved since the last inspection with all pupils now achieving very well.

60. There is an excellent match of teachers to the curriculum. This is because teaching staff within the science department are very well qualified, all having a science qualification. They plan lessons that are interesting very well with very clear learning objectives and pupils are keen to do their best. Teachers, specialist science teaching assistants and technicians work in a highly effective and seamless way to ensure that the individual needs of all pupils are met. Pupils respond very positively within lessons and are very keen to learn. In one lesson where there was insufficient time to fully complete an experiment, pupils excitedly commented that they would be able to finish it in the next lesson. Support for literacy is very good, with key words introduced at the beginning of each lesson. Teachers place a very appropriate emphasis on both health and safety and high standards of behaviour within science laboratories. Lessons are always concluded with a very effective review of both learning and behaviour, allowing the pupils time to reflect on their achievements.

61. The science co-ordinator has a very clear understanding of the strengths of the subject. Improvements to assessment procedures have been introduced over the past year and this provides very clear evidence of pupil attainment. As a result, very specific and appropriate individual termly targets are set for all pupils. Tracking of pupil progress is very efficient. A very detailed analysis of accreditation and national test results is carried out on an annual basis and effective action is taken to address identified issues. For example, an analysis of the 2004 national test results for Year 9 pupils highlighted weaknesses in pupils' achievements in investigative science. As a result, the co-ordinator introduced additional resources and targeted very effective training for all staff in the department. His high expectations and drive to improve standards, alongside support for colleagues, has a very positive impact on provision for science and has supported the very good improvement in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **very good** with some **excellent** features.

### **Main strengths and weaknesses**

- The school has a wide range of accreditation to support the achievement of all pupils.
- Very effective teaching ensures all pupils are confident in using ICT skills.
- Pupils enjoy ICT and are well motivated and interested.
- Support for ICT is excellent both from teaching assistants and technicians.
- Information and communication technology is used well to support other subjects of the curriculum.

### **Commentary**

62. Very good achievement throughout the school stems from specialist, direct teaching of the subject in a very well-resourced environment. The high standards found in the previous inspection have been extended to respond to an increasing number of pupils with more complex needs. The very good progress that pupils make means that they all follow accredited examination courses in Years 10 and 11 and in the sixth form. The success at Entry Level has encouraged the development of a GCSE short course for higher achievers running concurrently with Computer Literacy and Information Technology (CLAIT) and National Inter-Action Computing Award Scheme (NICAS now known as eDCC). This ensures that most pupils will leave with some form of certification. The growth of the work related curriculum has resulted in the development of a new range of more vocationally based qualifications such as Certificate in Digital Applications (CiDA)

and the Diploma in Digital Applications (DiDA) to match more closely the level of ability the school now makes provision for.

63. The subject is very well planned, providing a well-balanced range of experiences, which build systematically on prior learning. Very good, and sometimes excellent, teaching and extensive subject knowledge is used very effectively to explain the work to be done and to demonstrate what pupils and students need to know in order to do it. Lessons are planned very effectively to include appropriate activities for all. These are both stimulating and interesting. Teachers' enthusiasm and high expectations, both for learning and for behaviour, are apparent in most lessons and the pupils and students cannot help but respond positively and enthusiastically. Their attitudes and behaviour are very good. Pupils and students follow well-established routines and learning is supported by effective work sheets and the excellent contributions of teaching assistants. Therefore, they make very good gains in acquiring new skills and knowledge about an increasingly wide range of programs and software as they move through the school. This gives pupils and students the assurance to use these skills where needed. As a result, they produce high quality word-processed documents, spreadsheets, computer-based presentations and web pages. They self-assess their progress following each ICT taught module using simple well designed '*I can*' sheets. They are responsible for completing their own self-assessment and are clearly aware of what they have to do to improve.

64. Leadership and management of the subject are excellent. Improvement has been good and involvement in the National Strategies has brought with it a more outward looking approach and participation in projects such as the QCA ICT on-line assessment pilot. There has been excellent development of the ICT team since the last inspection with the use of support and technical staff developing computer systems to handle, store and collate a variety of information. Resources are very good with a 'television studio', an ICT maintenance and software development room and two networked computer suites. Systems for assessment are very good with a clear understanding of the progress pupils are making.

### **Information and communication across the curriculum**

65. Information and communication technology is used effectively in the teaching and learning of most other subjects and this supports learning very successfully. It is used very well in English, science and mathematics to extend the range and creativity of pupils' work and as a teaching resource. For instance, in science a multi-media presentation was used very well to show how the elements of the Periodic Table are arranged and in mathematics Year 11 pupils used ICT to record investigations for their course work. In English, pupils use word processing to enhance their work and improve their presentation. Additionally the Independent Learning System software program developed by the school and linked to a database is highly innovative and very successful in providing support for pupils' basic skills development.

### **Humanities**

66. **Geography** is taught to all pupils up to Year 9. It was not a focus of the inspection, and so no judgements can be made about provision. However, information from schemes of work, pupils' folders and display, shows that there has been further effective development of what is taught since the last inspection. This programme is based on the QCA guidance with appropriate modifications. Pupils begin by learning about their immediate environment, and then extend their knowledge to the countries of Great Britain. They learn about maps and plans, and some begin to use grid references to locate places on a map. Older pupils learn about different types of landscape, such as forests, deserts and grasslands. They learn about natural disasters, such as volcanoes and earthquakes, and consider environmental issues such as the destruction of rain forests.

67. There is insufficient evidence to make judgements on provision in **history** which is taught to Year 9 with opportunities to continue into Year 10 and 11. However, one lesson was seen and other evidence was gained from teachers planning and pupils' work. It is evident from teachers' planning documents that a suitable range of topics are taught in history. The work is planned using the

scheme of work published by the QCA and adapted to meet the needs of the pupils. In the lesson observed the teaching was very good. There were very effective links to literacy and ICT and these successfully supported a lower attaining Year 7 class to learn about Queen Elizabeth 1. They developed their understanding of past, present and future through talking about who is the Queen now and who will be the future monarch.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- While pupils' work is assessed at the end of a module of work, little use has been made of this information to track pupils' progress.
- The subject makes a good contribution to pupils' spiritual, social, moral and cultural development.
- Pupils enjoy religious education and participate well in lessons.

### Commentary

68. Teaching, overall, is satisfactory with some good features. Where teaching is good it engages pupils' attention because of a variety of activities and a good pace. In these lessons, the tasks are well matched to pupils' abilities and they make effective progress. Where teaching is less successful it is because the planning does not clearly identify what different pupils will learn, which leads to some inappropriate activities. This is sometimes linked to expectations being too low, so that lessons lack challenge. Pupils are generally positive about the subject and try hard, enjoying aspects such as role-play. They show their enthusiasm by listening carefully and by being keen to answer questions. They make satisfactory progress overall, but it is not possible to judge their achievement over time, as the locally agreed syllabus does not provide levels to parallel those in the National Curriculum and use has not yet been made of national proposals to develop these. The organisation of the timetable where, as at the last inspection, pupils have a lesson only once a fortnight, means that pupils sometimes find it difficult to build on their previous learning. The staff are aware of this and are considering ways of improving the situation. In Years 10 and 11, there are opportunities for those who wish to participate in a course leading to an Entry Level certificate and in 2004 pupils gained passes at either level 1 or 2.

69. Subject co-ordination and improvement are satisfactory, with some work having been done to adapt the locally agreed syllabus and national schemes to make them appropriate for pupils with special educational needs. However, the co-ordinator does not formally track the coverage of the curriculum, or undertake lesson observations, so that focused monitoring of the subject by the co-ordinator is limited, although there is some effective monitoring by the assistant headteacher.

70. Pupils are given good opportunities to consider spiritual and moral aspects of different issues, such as divorce and euthanasia. This is particularly well followed through in the sixth form where students achieve well. Pupils and students learn about the customs of different faiths and have opportunities to visit places of worship such as the cathedral, a mosque and a synagogue. They appreciate these opportunities to widen their understanding of other faiths through visits and discussions with visitors. These experiences raise awareness of the world in which they live and provide good support for their personal development.

## TECHNOLOGY

### Design and technology

Provision in design and technology is **very good**.

## Main strengths and weaknesses

- Teachers' very good subject expertise is reflected in pupils' very good achievement in all aspects of the subject.
- Very good leadership and management ensure that staff work together very well.

## Commentary

71. Pupils and students make very good progress and gain a wide range of skills in textiles and food technology as well as resistant materials. This is because they are taught by confident staff with a very good range of relevant skills which are used to extend learning. By Year 9, they use basic tools sensibly and safely to make wooden jigsaw puzzles. Very good use is made of digital cameras and the Internet to help them with their ideas. Sixth form students are happy to explain how they have designed and made wooden trains, and they explain how they will complete the project. In food technology, pupils develop their skills from making simple pastries in Year 7 to nutritious and balanced meals in Years 11 and in the sixth form. They make very good progress in a range of skills and enjoy making food from different cultures. Good photographic records of their successes indicate pride in their achievements.

72. In textiles pupils in Year 7 are introduced to basic stitching and machine work for their appliqué designs. By Year 9, pupils show a keen interest in making cushion covers, soft toys and aprons. They recall what they have achieved and what they need to do to complete their current projects. Older pupils have developed good sewing skills and are confident in setting up and using computerised and standard machines to embroider personally designed patches or to add frills and lace.

73. Achievement is very successfully supported by teaching that is consistently very good and often fun. Pupils and students enjoy this and work hard. Specialist teachers, who include one who is unqualified, and support staff, provide very well balanced and challenging practical tasks for all ability levels. Relationships are very good and in all years pupils and students respond very well to high expectations of good behaviour. Teachers use a wide range of home-prepared and cultural artefacts to demonstrate different techniques and ideas, which inspires pupils and students to try new ideas and provokes their imagination.

74. As a result, by the time pupils are in Years 10 and 11, they are entered for a range of accreditation, including GCSE in food and nutrition gaining grades between F and D and Entry Level in design and technology.

75. The very good management and teamwork within the department ensures a high level of efficiency in planning and monitoring the curriculum. Staff co-operate effectively so that pupils and students have a very suitable range of experiences. There are some good links to citizenship and the world of work, particularly through textiles and food technology. The needs of lower attaining pupils are well met. Assessment procedures are well established and used to inform further curriculum planning and as guidance to pupils from Year 9 onwards for their optional choices. Accommodation and resources are very good. Photographs and samples of pupils' work are displayed extensively throughout the various rooms which significantly promotes pupils' self-esteem. There has been good improvement since the last inspection. There is now a wide range of accreditation opportunities and the provision for and use of computers has significantly increased.

## VISUAL AND PERFORMING ARTS

76. **Art and design** was not a focus of the inspection and it is not possible to make a judgement about provision. However, in the lessons seen, teaching and learning were very good in a relaxed, happy atmosphere, where pupils grow in confidence knowing that they, and their efforts, are valued. Behaviour management is unobtrusive, and almost unnecessary as very good relationships and enthusiasm ensure that pupils stay on task and work well together. Good use is made of sketch

books as in a Year 11 lesson, where pupils used previous work to produce a piece of work for their examination. Displays in the art room show that pupils produce some high quality work. These are well presented and pupils are justly proud of their work. They have many opportunities to try new techniques and learn about well-known artists. The use of art from many lands informs pupils and enables them to practice techniques such as those from aboriginal and Asian art. As a result, art makes an important contribution to pupils' appreciation of their own, and others', cultures. Good links are made to other subjects, for example in one lesson Year 9 pupils used '*healthy eating*' as their theme when designing tiles. Work in art is well supported by good quality resources. There are opportunities to take Entry Level and for higher achieving pupils there is the option to take GCSE where last year pupils were successful in gaining grades from E to C.

77. Only two lessons were observed in **music** so it is not possible to make a judgement on the overall provision in this subject. However, all pupils up to Year 9 have music lessons and there are further opportunities to continue with the subject as an option in Years 10 and 11 where pupils take Entry Level accreditation. Last year, this resulted in nine pupils gaining Entry Level, mainly at Level 2. Until recently, the school has had difficulties recruiting a music teacher but this has now been overcome. In the lessons seen, teaching and learning were very good and pupils' concentrated and co-operated very well due to very good relationships. The very well planned practical lessons, where no time was lost, ensured that pupils remain enthusiastic and progress very well. Excellent teamwork between a skilled teaching assistant and the teacher demonstrated very effective subject knowledge by both. As a result, pupils had every opportunity to compose, learn about rhythm and play a range of untuned instruments. The school provides opportunities for instrumental lessons and there are also visits such as those from a brass band ensemble and a pop group. Overall, music makes a very good contribution to spiritual, social, moral and cultural development.

## **PHYSICAL EDUCATION**

Provision in physical education is **very good**.

### **Main strengths and weaknesses**

- Teachers' subject expertise is very good and this ensures pupils' progress in a varied range of skills.
- There are very good curriculum and accreditation opportunities.
- There are very good links with other schools and sporting establishments.

### **Commentary**

78. Achievement is very good in all years and pupils and students of all abilities have opportunities to gain national accreditation. For example, in Year 7 pupils work towards The British Gymnastics Association Awards. In Years 10 and 11 and in the sixth form, they have the opportunity to take Entry Level and last year many gained the highest level. As soon as they enter the school, pupils make very good gains in understanding body movements and how muscles work. They use this to develop a wide range of sporting techniques as they progress through the school supported by a carefully thought out curriculum which covers a wide range of activities. In Years 10 and 11, pupils increase their expertise further by receiving professional coaching in basketball, football, cricket and tennis. They develop individual styles and a good sense of teamwork, which reflects their increasing maturity and confidence. Sixth form students make good use of local college facilities, increasing their confidence in unfamiliar surroundings, which is good for their personal and social development.

79. Teaching and learning are very good. This is because specialist teachers and assistants provide well balanced and challenging tasks with good individual support where necessary. For example, in a dance session, the happy atmosphere allowed Year 11 pupils to develop and perform a complicated routine without prompts. Health and safety issues are well addressed with effective warm-up sessions prior to the main lesson objectives. Relationships are very good and in all years pupils and students respond well to high expectations of good behaviour. Staff expertise

encourages the least talented to improve their performance by constructive self-evaluation. Consequently, all pupils make very good progress and understand what they must do to improve.

80. Leadership and management are very good. Departmental documentation is thorough and detailed and pupils' progress is well monitored and recorded. Improvements since the last inspection have been good. The curriculum is rich in providing a wide range of school based lessons, together with an extensive programme of after school clubs which include swimming, basketball, football and gymnastics. Pupils also engage in inter-school sporting fixtures throughout the year. There are good links with colleges for sixth form students who enjoy table tennis and badminton as part of their access course. The needs of lower attaining pupils are very well met through sensitive teaming and there are improved opportunities for all pupils to extend their talents through professional coaching from Birmingham's basketball team, Birmingham City and Aston Villa football clubs and Warwickshire County Cricket club. Particularly talented pupils are invited to play with these clubs and the school's football team recently joined a televised Aston Villa versus Middlesbrough match, playing a Middlesbrough special school during the half-time break. Accommodation and resources are good overall and have improved since the last inspection due to the very good fundraising activities within the department.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- There is a very well planned programme which incorporates specific teaching, experiences in a range of subjects and the reinforcement of skills out of lessons.
- Citizenship has a high priority in equipping pupils for life after school.
- There is a recently introduced good range of accreditation which keeps pupils' interested and supports their self-esteem.

### **Commentary**

81. There have been very significant improvements in PSHE since the last inspection when it was not taught as a subject in its own right. Not only is it now taught alongside citizenship for pupils of school age, but is carefully and deliberately woven into other areas such as science, where aspects of sex education and drugs are taught, food technology where there is an emphasis on healthy eating and drama where pupils learn about feelings. 'Focused intervention' sessions and Sulp are also used to reinforce PSHE on a more individual basis in areas such as social awareness and coping strategies. This works because of the high levels of monitoring and evaluation that are in place to check that all features are covered. Personal, social and health education is augmented further for those pupils who choose to do child development in Years 10 and 11. Work is very effectively extended for students in the sixth form. This is because their individual PSHE and citizenship lessons are supplemented by current affairs lessons and a range of activities in other establishments which support them in acquiring personal and social skills needed for life after school. This results in very good achievement because the teaching of all these aspects is very good and effectively co-ordinated.

82. Personal, social and health education and citizenship are further supported by activities available for pupils from Year 10 outside the school day or at different establishments such as Skillforce, cadets and the DOE. For younger pupils there are outside drama groups, such as the one seen during the inspection where the staff from the group worked with pupils on, for example, phobias, bullying and how to improve confidence.

83. The school considers citizenship is particularly important for pupils and students and emphasises respect for others, valuing diversity and working together as a community. From Year 7 to Year 11 pupils learn about important issues such as feelings, human rights, relationships, laws, crime, elections and voting, choices and decision making. This is extended in the sixth form to

issues such as consumer rights, fair trade, global issues and active citizenship. Underpinning these are a range of experiences and rewards which effectively reinforce aspects of citizenship. Pupils and students who work hard and make a valuable contribution in any way, either through work or acts of thoughtfulness, are rewarded. They also gain a citizenship point and every month the one with the most points receives the Selly Oak Citizen award. Pupils and students are voted onto the School Council which meets regularly and reports to the headteacher and their own classes. In this way the school provides a wide range of activities to support pupils' and students' understanding of society.

84. Leadership and management overall are very good with very effective monitoring and evaluation of teaching taking place. The very good level of monitoring, along with a very suitable range of accreditation matched to age and needs, ensures that pupils achieve very well because staff are very clear about what needs to be taught. Work is now structured round ASDAN Key Steps for those in Years 7 to 8 and ASDAN Life Skills for those from Year 10 upwards. Students in the sixth form also have the opportunity to work towards Entry Level in citizenship and PSHE. This gives pupils and students the impetus to work hard. For pupils and students in the 'Progress' groups, the NSP provides modules in areas such as *clean and fit*, *personal skills*, *communication skills* and *good relationships* which supplement their work in this area. Assessment is well provided for through accreditation and the school is trialling a tracker system to give staff more information.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*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 against individual targets and not national standards.*