

# INSPECTION REPORT

**Glenwood School**

Emsworth

LEA area: Hampshire

Unique reference number: 116639

Headteacher: Mr Phil Johnson

Lead inspector: Dr Mick Megee

Dates of inspection: 4<sup>th</sup> to 7<sup>th</sup> October 2004

Inspection number: 269098

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:             | Foundation special                       |
| Age range of pupils:         | 11-16                                    |
| Gender of pupils:            | Mixed                                    |
| Number on roll:              | 95                                       |
| School address:              | Washington Road<br>Emsworth<br>Hampshire |
| Post code:                   | PO10 7NN                                 |
| Telephone number:            | 01243 373120                             |
| Fax number:                  | 01243 373103                             |
| Appropriate authority:       | Governing body                           |
| Name of chair of governors:  | Mr. J. Blaber                            |
| Date of previous inspection: | 01-Nov-1999                              |

## **CHARACTERISTICS OF THE SCHOOL**

Glenwood is a day special school for boys and girls aged 11 to 16, situated in Emsworth near Portsmouth. It provides for 95 pupils with moderate learning difficulties. The school serves the county of Hampshire to the east of Portsmouth. Overall, the pupils' socio-economic backgrounds are comparatively disadvantaged. All the pupils are from white British backgrounds and none speak English as an additional language. The standards of pupils who enter the school in Year 7 are below average. All pupils have statements of special educational needs. Two per cent of pupils have autistic spectrum disorders in addition to their learning difficulties. Last year, five pupils joined and five pupils left the school other than at the usual time of first admission. The school has earned the following awards: Healthy Schools Award (2004); Investor in People (2004); Schools Achievement Award 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                   |                | Subject responsibilities  |
|--------------------------------|-------------------|----------------|---|
| 23629                          | Mick Megee        | Lead inspector | Science, art, design and technology, geography, history, French, music              |
| 32676                          | Nicolas Power     | Lay inspector  |   |
| 30071                          | John Pearson      | Team inspector | Mathematics, personal, social and health education, citizenship                     |
| 3055                           | Clive Tombs       | Team inspector | Information and communication technology, physical education, work-related learning |
| 29452                          | Christine Emerson | Team inspector | English, religious education  |

The inspection contractor was:

Altecq Inspections Ltd  
102 Bath Road  
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GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Glenwood is a **very effective** and innovative school with many exceptional features, and it provides very good value for money. Teaching is very good. The school is run extremely efficiently and successfully by its governors, headteacher and managers.

#### The school's main strengths and weaknesses are:

- Pupils at the school, whatever their capabilities or needs, achieve very well in most subjects because teaching is very good.
- Highly effective leadership from the headteacher, supported by a very effective management team and first rate governors, enables the school to continually improve the quality of education provided for pupils.
- Pupils are especially well cared for and they receive very good encouragement and support in their personal development.
- Pupils show great respect to each other and to staff, behave exceptionally well and are enormously proud of their school.
- The school is very creative in its response to new initiatives and in finding out where it could do better.
- The teaching assistants provide high quality support so that all pupils are fully included in lessons.
- Parents are very supportive of the school, but there are a few minor issues in communication still to be addressed.

The school has improved substantially across most aspects since the last inspection when its provision was just satisfactory. The school has effectively sorted out all the previous key issues. Further work is still needed to improve the provision for religious education.

### 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>              |

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

Achievement is **very good** overall for all pupils, including those with additional special educational needs. There is no difference in the achievement of boys and girls, or between pupils of different ages. Year 11 pupils achieve very well in the examinations they undertake. Pupils achieve very well in English, mathematics, information and communication technology, physical education, citizenship and in personal, social and health education. Achievement is good in science and design and technology, but in religious education it is satisfactory rather than good because lessons are not always well matched to what pupils need.

Pupils' personal qualities are **very good**. Their spiritual, social, moral and cultural development is promoted very well by the very skilful use of teaching assistants both in and out of lessons. Pupils' attitudes to learning and their behaviour are very good, and in their relationships all around the school, pupils show respect and courtesy. Attendance is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. Teaching and learning are **very good** throughout the school. Staff understand pupils' learning needs well and know their individual targets and this helps pupils to learn quickly. Support assistants make an especially valuable contribution in the classroom by helping pupils very effectively. Assessment is good and improving. The curriculum is very good and provides very well for pupils' needs, and interests. The school makes very good arrangements for pupils to learn about and experience the world of work. There is very good care, guidance and support for pupils. The school's links with the community and other schools and colleges are very good. These partnerships provide pupils with further good opportunities to make progress. The school's links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and the key staff provide **very good** leadership. They are supported by very effective governors who are proactive and inventive, who challenge the school and provide very effective solutions within their areas of responsibility. The headteacher provides senior staff with very good opportunities to exercise leadership. Management is very good: individual managers are skilled and very committed to the school and its pupils. In turn, they have the commitment of all staff to continuing work to further raise and improve the quality of provision. All statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are very supportive of the school. As their children become older parents are able to appreciate how much difference the school has made to their children. Parents consider the school to be approachable, but some would welcome the opportunity to be more involved with the school's work and development. Pupils are very positive about their school. They value their friends and teachers and consider that the school takes good account of their views.

## **IMPROVEMENTS NEEDED**

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

- Improve the provision in religious education
- Provide further opportunities for parents to become involved with the school

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Achievement overall for all pupils is **very good**.

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

- Pupils make very good progress because teaching is very good in nearly all subjects.
- Resources have been used well to support pupils' speech and language development.
- Pupils make very good progress against their individual personal and social targets because staff do their best to meet the differing needs of the pupils.
- Occasionally achievement is held back because a few activities are not well matched to the capabilities of all the pupils.

#### **Commentary**

1. There is a very good climate for learning within the school, and the very effective teaching ensures that pupils, including those with more complex difficulties, make very good progress. Pupils very quickly develop their social skills as they go through the school and achieve their individual targets within the expected time-scales. One reason for such very good progress is that support staff have a very clear understanding of what individual pupils need and make sure that everything is done to assist them. The targets are carefully selected, clear-cut and pupils know they are important.
2. In English, all pupils very successfully improve their skills in speaking and listening, reading and writing. This is because of the high quality of teaching and the very effective management in the subject. The school has provided speech and language support for pupils through the use of its own resources by training its own staff. This means that pupils who need extra help attend a special language class each week. This works very well, and these pupils make very good progress.
3. In mathematics, the co-ordinator is a very skilled manager who has ensured that overall pupils achieve very well. However, pupils achieve less well in Years 7 and 8, because teachers of these pupils do not always take into account the learning needs of everyone in the class especially those who are less capable. This applies in particular to activities within the lesson which aim to promote the pupils' basic skills like reading, writing or number work. The same gap was noticed in science and design and technology (DT), although overall achievement in these subjects is good.
4. Achievement in information and communication technology (ICT) is very good because of the commitment, skill and enthusiasm of the subject specialist. In religious education, achievement is satisfactory rather than good or very good because the co-ordinator has not yet been able to devote sufficient time to the subject, so that developments have not taken place as quickly as they might otherwise. In physical education (PE), work-related learning, citizenship and personal, social and health education, pupils achieve very well throughout the school. The leadership and management in these subjects are very strong and lessons are always centred around activities which interest and motivate the pupils.
5. All pupils in Year 11 are offered the opportunity to take examination courses in some subjects in order to have their achievements fully recognised. This year, 95% of the pupils achieved at least an Entry Level qualification of the Certificate of Achievement in English, mathematics, science, DT, ICT, art, PE and food studies. In addition five pupils gained a GCSE pass in mathematics, and 10 in science. The school met its own 2004 targets for qualifications, and all pupils make very good progress against their own individual academic targets. The Government's official

figures for this year show that the progress made by Year 11 pupils at Glenwood in GCSE and Certificates of Achievement is very good when compared with the average progress made by similar pupils nationally. The inspection team's judgement on achievement mirrors the school's own self-evaluation.

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

Pupils' attitudes to learning and their behaviour are **very good**. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **very good**.

### **Main strengths and weaknesses**

- Pupils are very well motivated and try very hard in lessons.
- They are very supportive of each other and relate very well to staff.
- Pupils are very good at taking responsibility.
- The school has effective procedures in place to monitor attendance.

### **Commentary**

6. Pupils of all ages are very positive about all aspects of school life and behave very well. This is because staff are very sensitive to the pupils' needs and employ very good strategies to promote good attitudes and behaviour. During the inspection, a Year 11 pupil told an inspector that "teachers help me develop positive attitudes." Pupils really enjoy lessons and try very hard. For example, in a drama lesson about characterisation, Year 8 pupils listened carefully to instructions and put great effort into their performances. They were extremely mature in working out who would support each other best when asked to choose partners and really celebrated everybody's efforts. The pupils showed great enthusiasm for the activities, with one pupil saying, "I love this game".
7. Older pupils behave as responsible young adults. An example of this was in a personal, social and health education (PSHE) lesson for Year 11 pupils where they were very keen to carry out independent research and asked relevant questions. The pupils clearly enjoyed what they were doing and took their work very seriously. Pupils behave very well at break and lunchtimes and there are many examples of girls and boys and older and younger pupils helping each other. Pupils appreciate the school strategies to support good behaviour such as the token system, house point system and 'consequences day'. These systems are powerful motivators and help them to manage their behaviour. Staff are very skilful at managing the very small number of incidents of inappropriate behaviour so that they do not disrupt lessons. Pupils are given frequent good opportunities to take responsibility through the school council and form captain system. Consequently they are very competent at organising themselves and taking responsibility for equipment in lessons.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                             | 95                   | 5                                 | 0                              |

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

8. The school does very well in promoting pupils' spiritual development in lessons and in assemblies. For example in an excellent assembly led by the headteacher following the theme of the Global Yacht Race, pupils were given time to reflect quietly about how it must feel to be out at sea in a small boat. There are a variety of school clubs such as a 'street dance club' and a 'sculpture club' and pupils visit museums and attend concerts and theatre performances.

These activities mean that pupils make very good progress in their cultural development. Because the school population does not include any pupils from different cultures, staff have worked hard to prepare pupils for living in a multi-cultural society. The 'Theme Weeks' where pupils experience the lifestyle of other countries make a good contribution to their multi-cultural awareness. The ethos of the school and the examples set by staff support pupils' moral and social development very well. They are encouraged to develop compassion for others through events such as 'Children in Need' day.

- Pupils are keen to attend school and the school celebrates good attendance through certificates and prizes at assemblies. This is a successful approach. Given such suitable encouragement, pupils make good improvement in their attendance. For example, one pupil who had only 74 per cent attendance in Year 7 achieved 100 per cent attendance in the last two terms of Year 11. There are effective procedures in place to monitor attendance and take action if necessary. Overall, attendance is in line with the national average for pupils with moderate learning difficulties.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 6.6 | School data          | 2.5 |
| National data      | 8.2 | National data        | 1.8 |

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **very good**. Teaching and learning are **very good**. The curriculum is **very well** planned and effective, and pupils' care, guidance and support are **very good**. The school maintains **very strong** partnerships with the community and other schools, and it has a **good** relationship with parents.

#### **Teaching and learning**

Teaching and learning are **very good** throughout the school. Assessment is **good** and improving.

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

- Most teaching is imaginative and of very high quality and pupils learn very well as a consequence.
- The friendly relationships in the classrooms considerably help pupils' achievement.
- Support staff work very well to assist pupils to make progress.
- Sometimes work is not precisely matched to every pupil's ability or used efficiently to improve basic skills.

#### **Commentary**

- Overall, pupils are taught very well by staff that have considerable expertise both in their subjects and in seeking out and finding new ways of keeping the pupils motivated. Pupils are treated with consideration and are offered an exciting range of experiences, which nearly always match up well to their individual needs and interests. In a music lesson, for example, the teacher stirred the imaginations of the pupils by having them listen to an authentic recording of a renowned blues player singing a mournful song before they embarked on learning how to play the blues for themselves. The high quality of the teaching leads to very rapid progress overall.

11. Teaching is very good overall in personal, health and social education where the innovative teaching places high expectations on the pupils and very effectively helps them to develop their independence. Teaching is good in science and design and technology, and in mathematics in Years 7 and 8. Teaching is satisfactory in religious education. Teaching is less good where the teachers on a few occasions miss opportunities to plan their teaching to match the needs of all the pupils in the class, or to consolidate pupils' basic skills like writing, numeracy and ICT. For example, in design and technology, the teacher gave out worksheets which were aimed at the better readers and writers in the class. This means that a few pupils do not make the same progress as others. Teaching is very good in English mathematics for older pupils, and in PE, work-related learning and citizenship.
12. All staff go out of their way to learn what works best with each pupil and develop close, warm relationships. As a consequence pupils learn with confidence and many who find learning a challenge thrive. Support staff work expertly alongside the teachers and they are well briefed on how best to assist pupils. Support is well planned: staff do not intervene unless they absolutely have to, and when they do their help is well timed and effective. The school provides additional support groups on the timetable where support staff take a teaching role and they do this very successfully.
13. Assessment is good throughout the school. The headteacher has recently introduced a whole-school system to record pupils' achievements, and this is resulting in even more precise planning. Another recent initiative is the introduction of 'P' scales - the nationally recognised levels which precede the National Curriculum level descriptors. This has yet to become part of every teacher's routine. The assessment procedures are well structured to ensure pupils receive appropriate individual provision that enables them to learn and achieve. In many subjects, teachers are beginning to include pupils in reviewing their own progress, and this enables them to make even faster progress.

**Summary of teaching observed during the inspection in 45 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 2 (4%)    | 23 (51%)  | 16 (36%) | 4 (9%)       | 0              | 0    | 0         |

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

**The curriculum**

The curriculum is **very good** with **very good** opportunities for enrichment. Resources and accommodation are **good**.

**Main strengths and weaknesses**

- The organisation of the curriculum enables teachers to focus on developing their subjects and raising pupil achievement.
- The courses provided enable all pupils to receive recognition for their achievements.
- There are very good opportunities for pupils to develop their personal and social skills.
- Pupils' work in classrooms is enriched by a very good programme of visits, visitors and special events.
- Very good deployment of staff enables pupils to receive very good individual support in lessons.
- Occasionally, teachers miss opportunities to teach key skills through their subjects.

**Commentary**

14. In English and mathematics there has been a very good improvement in the curriculum and in the achievement of pupils.

15. The curriculum includes all statutory National Curriculum subjects and religious education. There is now a very clear policy statement. The school has put right the discrepancies in the amount of time allocated to each subject and limitations resulting from a shortened school day. This was noted at the last inspection. Pupils now receive a very well organised curriculum, with a balance of subjects that is varied according to their changing needs as they progress through the school.
16. The school values pupils' achievement very highly and its curriculum provides very good ways of recognising their successes. In eight subjects, for example, pupils are offered courses leading to a nationally recognised qualification, with an excellent success rate for school leavers. Internally, the school awards its own very good selection of certificates to record pupils' achievements. At present the school puts all Year 11 pupils in for GCSEs or for Certificates of Achievement. These are a good choice for the older pupils currently in the school. In the next few years, it is likely that pupils will be coming into the school with a broader range of learning needs. In advance of this eventuality, the headteacher has asked his staff to investigate other programmes like ASDAN (Award Scheme Development and Accreditation Network) and National Skills Profile. This is a wise move.
17. There are very good processes for teaching personal, social and health education. Pupils are offered activities which help improve their personal and social skills in specialist lessons and staff offer advice in and out of lessons at all times during the school day. The curriculum for personal, social and health education is very good because of very good coverage of important topics. Even more significantly, the topics place pupils in situations where they acquire knowledge and skills through direct interaction with each other. In other lessons pupils benefit from the fact that every opportunity is taken to develop their social skills throughout the day. Teachers include in lesson plans specific personal and social development objectives for individual pupils and follow them up methodically. In addition, staff take very good advantage of any informal chance during the school day to promote the pupils' personal and social skills, through personal example or by direct coaching.
18. Teachers support pupils' learning further through a stimulating range of educational visits, and by inviting plenty of different visitors into school to illustrate particular points. This puts the pupils' learning into a real context, and makes the teaching come alive. The very wide range of exciting events includes both local events and those further afield, and very successfully broaden the pupils' cultural and sporting knowledge and skills. Pupils' lives are further enhanced by exciting theme weeks in which the whole school very successfully gives the pupils an understanding of the culture and history of different ethnic groups.
19. The individual support for pupils is very effective. The number of teaching assistants has been increased since it was raised as an issue at the last inspection and very good training has been provided for them. The school has taken very good, innovative steps to match its staffing to the needs of the curriculum. Accommodation is good overall, and there is very good accommodation for mathematics, science, ICT and PSHE. Since the curriculum is organised around subject teaching, the pupils benefit by being taught in well equipped specialist classrooms in all subjects except physical education (PE) and religious education (RE). In PE the hall, changing rooms and sports field are not up to the mark. Some rooms like the careers room are not accessible for pupils or staff that are unable to climb stairs, although no-one currently in the school has such a disability. Resources are very good in English and mathematics, and good elsewhere, except for RE where resources are satisfactory.
20. There are good systems to reinforce the key skills such as reading or number in lessons of another subject like music or history. However, during the inspection there were a few lessons where this did not happen or the level of the key skills being taught was pitched too high for some of the pupils.

## Care, guidance and support

The care, welfare and guidance of pupils are **very good** and support pupils' learning very well. Health and safety procedures are also **very good**. The school is very effective in the way it actively seeks to involve pupils in its work and development.

## Main strengths and weaknesses

- Pupils feel secure and well cared for, and work in a healthy and safe environment.
- They make very good progress and achieve well because their progress and personal development are closely monitored.
- Pupils have very good information and guidance about what they will do beyond leaving school.
- The school seeks the views of pupils on a regular basis and acts upon them when appropriate.

## Commentary

21. The school provides a happy, safe and supportive environment that is conducive to learning. Close attention is paid to health and safety issues. Risk assessments are completed for trips, visits and for a wide range of different situations. Comprehensive arrangements for child protection are in place and there is a very good liaison with other agencies. Pupils' health and safety are very well promoted throughout the school curriculum, but particularly through the personal, social and health education and citizenship programmes. In addition, there are visits from other agencies and professionals including the school nurse, police, fire brigade, and through special 'focus days', for example, on drug awareness. The school has been recognised as meeting the standards required to achieve the National Healthy Schools Partnership award.
22. The school does a thorough job on ensuring that pupils settle happily after they have started at Glenwood. Staff know the pupils really well. They have very good relationships with them, including an understanding of their achievements and personal development. Pastoral teachers through the use of formbooks, behaviour tokens and rewards, carefully monitor pupils' behaviour and personal development. In a pupil survey, 'What do you think about your school?' 94 per cent of pupils indicated that they had a trusting relationship with one or more adults at the school. As pupils mature and move up through the school, their progress and personal development is continually assessed and monitored. They receive consistent and suitable advice and guidance on how to improve and proceed, and so they gain in confidence, competence and self-esteem. Good links with local colleges, including 'taster courses', ensure pupils' transition to further education provision is managed smoothly and well.
23. Careers education and guidance are very good. The school is well resourced and has a dedicated careers room/library. Unfortunately this room is upstairs and not accessible to pupils with a physical disability were any to join the school. In careers lessons, pupils assess their own skills and interests and become familiar with the local job market. Access to careers guidance is very good. The Connexions personal adviser attends all 14+ transitional reviews and provides ongoing support and advice from this point including following up post-school placements. Mock interviews and vocational visits further prepare pupils for the world of work. A record of careers interviews is included in pupils' records of achievement, which is good practice.
24. The school council meets every half term and pupils fully understand their role of representing the opinion of their classmates. They take their responsibilities seriously. As a result of their corporate decision-making, pupils are responsible, for example, for the provision of small games equipment for use on the playground, and for bus escorts now being clearly identified by their fluorescent yellow jackets.

## Partnership with parents, other schools and the community

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

### Main strengths and weaknesses

- The school's links with the local community are of great benefit to the school and to the community.
- The school provides very good support and training to other schools.
- Parents are generally supportive of the school, but there is some room for improvement especially in communications.

### Commentary

25. Pupils benefit greatly from the wide range of activities in conjunction with the local community. Many of the activities are of significant value to the community and are appreciated by all involved. For example, the school is currently planning to 'adopt' a nearby underpass in partnership with the local council to help to improve the local environment. 'Focus days' involving all years are held with the help of the community. For example, the recent 'consequences day', involving the fire, ambulance and prison services and Customs and Excise, was very effective in helping pupils to understand the consequences of people's actions. The school is justifiably proud of its contribution to the Emsworth food festival and the resulting 'Emsworth Seasons Cookbook and Pictorial Souvenir'. The school hosted a chef's master class and pupils produced their own recipes within the book. The school has improved very well in this area since the last inspection.
26. The school's links with other schools are very productive, particularly in sporting activities at local and county level. The school works hard to develop relationships with mainstream schools and has developed a resource base to help other schools to provide effective education for their pupils with special educational needs. The school's outreach co-ordinator liaises with primary and secondary mainstream schools to give them advice, training and support. This helps to ensure that the schools are prepared to receive those pupils who are able to transfer to mainstream education.
27. Links with parents are mainly effective, although there are some minor weaknesses. Most parents are supportive of the school. Parents receive regular feedback on their children's progress through review meetings, which take place twice a year. There is very good attendance at these meetings. The school offers parents the opportunity to meet each other at the parents' support group, and a parents' and friends' association is very effective and raises significant sums for the school. As their children become older parents are able to appreciate how much difference the school has made to their children. Few parents come into the school regularly because many live so far away but also because the school wants to encourage pupils to become more independent and so discourages parents from regularly working in the classroom. Generally parents are happy with this and agree with the school's view, although a few feel that this is a bit harsh especially for younger pupils. The inspection team feels that this should be clarified with parents before they come to the school. Most parents find the school and the headteacher, in particular, accessible. They like the quick way in which their concerns are dealt with. However, there are a few parents who feel that their views and suggestions are not sufficiently taken into account, and it is true that the school has not asked parents for their views on its development. This is a weakness.
28. Parents receive a newsletter twice a term which informs them well about dates of important events in the calendar and about happenings at the school. There is a journal which is a means of sharing daily information between home and school. The school has yet to reach an agreement between the teachers on how the journal should be used: whether it should go home every day, or just be used for important items of information or interest. This is a weakness because it means that the practice varies from class to class and this causes some concern

especially when pupils change classes and parents receive less information than they have been used to.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher provides **very effective** leadership. The governance of the school is **very good**.

### Main strengths and weaknesses

- The headteacher's vision and creativity is reflected in the very good progress which pupils make.
- The way in which the governors assist and test out the senior managers' proposals and ideas is excellent.
- Senior managers work very well as a team and this means that teachers work consistently to help pupils learn.
- The school improvement plan is used very well to drive the school forward.

### Commentary

29. At the last inspection, leadership and management were judged to be satisfactory. Since then governors, headteacher and key staff have been very successful in improving the school, and have created a very positive climate for innovation and change. In order to further improve teaching, for example, the staff are being given opportunities to undertake training on 'peer coaching', where two or more teachers meet together, discuss and share teaching practices and observe each other's lessons. The senior management team makes very good use of outside experts, like inspector/consultants and Investors in People assessors, to give objective opinions on the school's work. This allows the leaders to develop inclusive policies and improve practice very effectively.
30. The leadership of the headteacher is of exceptionally high quality. He has a very clear vision of where he wishes the school to be, and communicates this vision effectively to his staff. He has a very good understanding of how to achieve the improvements necessary, and of how to bring his staff along with him. He has, for example, introduced subject recording sheets which provide him with an overview of individual pupils' achievement, and this in turn helps teachers to quickly identify strengths and weaknesses in teaching and learning. He has introduced the idea of 'core groups' which give teaching assistants very good opportunities to gain experience in teaching independently, which reduces the workload for teachers and enable pupils to reinforce their learning of important basic skills in small groups. These are very effective and creative initiatives.
31. The headteacher delegates responsibilities very well and provides confidence and encouragement to all staff. He knows his staff well and makes the best use of their strengths when allocating responsibilities and duties. This has helped them to form a very effective team. The senior managers are committed and enthusiastic, and adopt very good strategies to seek out information about the school's performance and to provide imaginative solutions. For example, they set up a working party to improve communications between staff around the school. This resulted in a series of useful and innovative recommendations over a range of communication methods including: notice boards, e-mail, minutes, bulletins, the school diary, staff rotas, briefings, and pupil journals.
32. The quality of management throughout the school is very good and almost all of the subject co-ordinators are very effective. The quality of teaching and learning in each subject mirrors almost exactly the quality of the leadership. However, in subjects like religious education, although management is satisfactory, there is room for improvement. The school's approach to the curriculum means that in each subject the teacher who prepares the curriculum also teaches the majority of the lessons. This suits the school and the pupils very well. It has also enabled subject co-ordinators to put right the deficiencies reported at the last inspection and to make

good improvements to the way subjects are presented to pupils, with a correspondingly good improvement in pupil achievement.

33. The school improvement plan contains a clear, measurable agenda for improving achievement, teaching and learning, and is referred to frequently by senior staff and governors. The governors keep a close check on the school's finances through regular scrutiny of the figures. The school tests for best value when purchasing resources and services, and checks that innovations and developments have been worthwhile in order to maintain continuous improvement.
34. Governors are very committed to the school, and have a very good understanding of its strengths and of what remains to be done. They offer an excellent challenge and provide first class support to the senior staff over all parts of the school's work. Governors operate very effectively and creatively through their committees. They take the initiative where necessary and undertake their responsibilities with great enthusiasm, drawing from their wide professional experience outside of the school. For example, alongside the headteacher, they have thoroughly overhauled the way in which the school plans for the future. They have introduced activity plans, checks, systems and timetables to ensure that the school's priorities are realistic, agreed through consultation with everybody, and then successfully achieved. Another example of innovation is the way in which the chair of governors has developed and introduced his own method to track pupils' achievement right through school. Staff have recognised the usefulness of his method and are now able to gain key information about what needs to be done in order for pupils to learn quickly and effectively. Link governors are given responsibility for separate areas of the development plan, visit the school regularly and frequently, and report back in detail to their committees on the progress made. This ensures that they know what is going on in the school and can be confident in their judgement of the school's effectiveness and any deficiencies. Inspectors' judgement about leadership, management and governance agree substantially with the school's own evaluation.

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

|                            |         |
|----------------------------|---------|
| Income and expenditure (£) |         |
| Total income               | 887,143 |
| Total expenditure          | 862,389 |
| Expenditure per student    | 9174    |

|                                     |       |
|-------------------------------------|-------|
| Balances (£)                        |       |
| Balance from previous year          | 24434 |
| Balance carried forward to the next | 24754 |

**Work-related learning**

Provision for work-related learning is **very good**

**Main strengths and weaknesses**

- Teaching in careers education and guidance are very good, and this means that pupils make very good progress and achieve well.
- The school curriculum makes a consistent and very good contribution in developing the skills and attitudes that are valued in the work place.
- Arrangements and preparation for work placements are very thorough.
- Work-related activities are very well led, managed and organised.

**Commentary**

35. Careers lessons are always well planned and of a very good quality. This is because the teacher is a trained specialist, is very conscientious, and has considerable experience and expertise. He pitches lessons at the right level to engage pupils and uses relevant activities from careers workbooks to consolidate learning. Good questioning maintains pupils' attention and

confirms understanding. Good use is made of the digital camera to record pupils' achievements, visits and work experience. Pupils are very attentive, mature and co-operative. They realise that careers education is about their future. As a result of this very good teaching, pupils achieve very well, develop their self-esteem and confidence, and take increasing responsibility for their own learning and career development. This has a positive impact on their achievements in other areas of the curriculum.

36. While careers education is taught in discrete lessons, the whole school curriculum prepares pupils well for life after school. It provides them with the skills, knowledge and understanding that will enable them to function in the wider community and have an appreciation of the world around them. Some areas of the curriculum deliberately complement work-related learning. For example, the citizenship programme and food studies lessons include a life skills element that targets individual needs in relation to practical self-help skills; in personal, social and health education pupils increase their knowledge and awareness of living in a community; in English and drama pupils are involved in a range of role-play situations including interviewing and being interviewed; in design and technology they make visits to manufacturing plants; and of course in careers education they learn to understand themselves, explore job opportunities and begin to implement their career plans. An innovative feature of the school is that the Year 11 end of year report has been especially designed in collaboration with employers. These reports reflect the importance the school and employers attach to such skills as independence, working with others, special interests and achievement, and the pupils' contribution to school life and the wider community.
37. Work experience is a major element of the work-related learning programme. All pupils in Year 11 undertake a Trident approved work experience placement of up to three weeks and this period can be extended if it is thought beneficial to the pupil. Work experience is well planned, prepared and thoroughly monitored by the teacher and a special support assistant. Parents are fully involved through a careers evening, handbook and questionnaire. In this way, pupils make very good gains in their knowledge and understanding of the world of work, an awareness of their own qualities, strengths and weaknesses, and a better understanding of health and safety implications for employers and employees.
38. A specific programme in the form of a work-related curriculum has been established and is proving very successful. It includes National Curriculum subjects, personal, social and health education (PSHE) and citizenship programmes, extra-curricular and optional activities with a vocational focus, school-business links, careers education and guidance and work experience. Resources and accommodation are very good. The careers teacher leads, co-ordinates and evaluates this area with great determination and expertise. His very experienced and knowledgeable special support assistant and the Connexions personal adviser ably support him. The work-related curriculum prepares pupils very well for adult opportunities and responsibilities.

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

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

*Seven lessons were seen in English. Evidence was also gathered from pupils' work, discussions with teachers and pupils. No lessons were seen in a modern foreign language as this was not a focus for the inspection.*

#### **English**

Provision in English is **very good**.

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

- The subject leader provides a very good role model for other staff and is developing the subject very well.
- Pupils achieve very well because of the very good support and high expectations which are consistently evident in lessons.
- The weekly 'additional literacy support' lessons are very successful in supporting the development of pupils' literacy skills.
- Very good assessment is used effectively to set accurate learning targets for individual pupils.
- Pupils' interest in literature is enhanced by opportunities to perform and this raises their self-esteem.
- Pupils in Years 7 to 9 would benefit from more opportunities to record their work using computers.

#### **Commentary**

39. Pupils achieve very well in English because teaching in lessons and additional support groups are very effective. The pupils who have autistic spectrum disorders achieve equally well. The very detailed records which the school keeps to track pupils' progress support the team's findings that pupils make very good gains in developing skills in reading, writing and speaking and listening when assessed against nationally recognised criteria. In 2004 all Year 11 pupils achieved Entry Level in English. The majority achieved Entry Level 2 with some pupils achieving Level 3 which is a really good accomplishment.
40. All Year 7 pupils are now thoroughly assessed on entry to the school and a well matched individual programme is drawn up. Pupils are then re-assessed every half term to review their programmes and revise individual learning targets if necessary. Older pupils are involved well in monitoring their own progress. For example, pupils in Year 9 have evaluated their topic work on biography. Because assessment is thorough and accurate, lessons are very well matched to pupils' levels. An example of this was in a reading lesson for pupils in Year 7. At the start of the lesson, the whole class worked together doing a lively exercise to develop their skills in ordering the letters of the alphabet. The pupils thoroughly enjoyed the task and tried very hard. Pupils were then divided into two groups according to their reading level. Pupils who find reading difficult made good progress in understanding the story and in developing strategies for reading more complex words. Meanwhile, the support assistant ensured that the more fluent readers were challenged through learning skills such as silent reading. The pupils had detailed reading records and the support assistant was meticulous in completing them as the lesson progressed. Pupils were frequently reminded of their targets for behaviour and learning and any inappropriate behaviour was very effectively dealt with.
41. Pupils have very good opportunities to study a variety of fiction and non-fiction as well as to develop essential literacy skills. Every pupil is taught in a small group once a week to boost literacy skills. The groups are largely run by support assistants and are very effective. Pupils work very hard and there is a real buzz of purposeful activity. Teachers are involved in planning

activities and monitoring progress and the groups are a very efficient way of providing additional literacy support. Pupils are encouraged to develop a love of literature. For example, Year 10 pupils show a real understanding and enjoyment of Shakespeare when studying 'Romeo and Juliet'. A poetry reading which took place during the inspection to celebrate 'National Poetry Day' was a lovely event where staff and pupils came together to enjoy reading poems.

42. Younger pupils make fast progress in essential literacy skills. For example, they learn how to spell irregular common words like 'third' through practice, spelling out and word searches. Older pupil work on the skills they will need to be independent adults. For example Year 11 pupils practised completing job applications and held mock job interviews. Pupils took the interviews very seriously and showed real maturity in trying to present themselves as well as possible. Pupils have many very good opportunities to perform in front of others and the school productions and drama lessons make a very strong contribution to pupils' skills in speaking and listening and their self-confidence. Although the school is currently without a speech and language therapist, pupils who need additional support with communication attend a 'social use of language programme' (SULP) group each week. Pupils are given very good support to help them to develop writing skills and compose pieces of independent writing. Although all pupils have good opportunities to use computers for research, pupils in Years 7 to 9 could make more use of computers for recording. Pupils have access to a very good library which contains a wide variety of good quality books and is very well managed and organised.
43. Leadership and management in English are very good. Although she has only been in post a short while, the subject leader has already developed the subject very well. She provides a strong lead in developing accurate procedures for assessment and planning individual programmes. The subject leader is currently working to address the issue of the shortage of age-appropriate reading books in some classes, and she is exploring a broader range of qualifications. This is to ensure that if in the future pupils come into the school with a wider range of individual needs they have access to suitable courses. There has been very good improvement in provision for English since the last inspection.

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

44. Pupils have good opportunities to develop their skills in reading, speaking and listening in other subjects of the curriculum. Teachers make good use of question and answer sessions ensuring that all pupils are involved. Specialist classrooms have lists of key words for the subject prominently displayed to help pupils to use the correct vocabulary. For example, in science, key words are displayed in the laboratory and the teacher checks to ensure that pupils understand them. Pupils develop their reading skills through carrying out research using books or the internet. However, in a few lessons, for example in science and design and technology, all pupils record their work through filling in the same worksheets. The worksheets may be beyond one or two pupils. Occasionally teachers do not give sufficient opportunities to develop skills in independent writing, particularly for higher achieving pupils who require practise in producing pieces of extended writing.

### **MATHEMATICS**

*Nine mathematics lessons were seen. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The mathematics co-ordinator's very good leadership has resulted in an improved curriculum, very high quality of teaching and very good progress made by pupils.
- The planning for individual pupils in the older classes is outstanding and results in very good achievement.

- Teaching assistants are very skilful in helping pupils to learn quickly.
- The use made of information and communication technology to support teaching and learning is unnecessarily limited.
- Most teachers of other subjects incorporate mathematical skills in their lessons, but a few do not do this as a matter of routine.

## Commentary

45. The mathematics provision was satisfactory at the last inspection and is now very good. This very good improvement is the result of very strong leadership by the subject co-ordinator, who has used her excellent subject knowledge to bring about improvements to the curriculum and to the quality of teaching. The curriculum is now very good. It covers all aspects of mathematical learning and provides activities at varying degrees of difficulty, so that work can be matched accurately to each pupil's needs. Curriculum planning is very detailed and establishes very clear aims for what pupils should learn by the end at each unit of work. Assessment at the end of each topic is very good.
46. The quality of teaching has made good improvement from satisfactory at the last inspection to very good now. There is, however, variation in the quality of teaching experienced by different age groups. The teaching of mathematics to pupils in Years 7 and 8 is good. Lessons are well planned and challenging, with the result that most pupils work hard and achieve well. In a few lessons, however, especially for Year 7 pupils, planning is not sufficiently effective to meet all the pupils' individual needs. The teaching of pupils in Years 9, 10 and 11 is very effective and demonstrates excellent, detailed planning for the individual needs of pupils. Pupils are presented with a very high level of challenge, are encouraged to work as independently as possible and are supported sensitively as they do so. The teaching, for all age groups, is enhanced by the very good support provided by teaching assistants.
47. Pupils' achievement is good in Years 7 and 8, and it is very good in Years 9, 10 and 11. There are no differences in achievement between boys and girls or between pupils who have different special educational needs. Pupils show interest in the subject and enjoy their lessons. Pupils in Years 10 and 11 are especially motivated by working towards obtaining their final qualification, encouraged by the high success rate of their immediate predecessors last year, all of whom gained Entry Level certificates and five of whom gained GCSE passes. The school is exploring, very sensibly, a wider range of courses for the future, so that it will be able to provide for pupils with more complex difficulties.
48. The mathematics curriculum is very well resourced by computers. Teachers make good plans for how information and communication technology will be used to enhance teaching and learning in each topic. There is insufficient use of computers in mathematics lessons.

## Mathematics across the curriculum

The use of mathematical skills in other subjects is good and is carefully written into all teachers' plans when preparing topics for the pupils. However, a few teachers do not routinely incorporate mathematics into their lessons and this is a weakness.

## SCIENCE

*Five lessons in science were seen. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

Provision in science is **good**.

## Main strengths and weaknesses

- There is a good range of experimental and investigative work.

- The leadership and management of the subject is good.
- Teaching by the well qualified specialist is effective, and so pupils achieve well.
- Work sheets and written work are not always well matched to the different abilities within each class.

## Commentary

49. Pupils make good progress throughout the school in science, increasing their knowledge, understanding and skills. They are especially interested in practical activities and through these they come to use and understand many of the technical terms used in scientific topics and investigations. The provision for science has improved well since the last inspection (when it was satisfactory) with the appointment of a specialist teacher and the development of a more effective curriculum.
50. Pupils in Years 7 to 9 achieve well in all aspects of science. Work in pupils' books shows good coverage of all aspects. By the time they are in Year 9, pupils' knowledge and understanding of science is extended to include breathing, food chains, reproduction and the effects of exercise as part of their work on humans and other animals. Pupils in Years 10 and 11 cover a wide range of topics and produce well presented coursework. They dissect kidneys and skilful teaching ensures that pupils consider wider issues such as organ donation. There is good marking and feedback in their workbooks which provide evidence of good progress. The high expectations of the teacher are reflected in the achievements of pupils who follow accredited coursework in Years 10 and 11. Last year, 100 per cent of pupils achieved an Entry Level Certificate in science, and 50 per cent of these achieved GCSE.
51. Teaching is effective throughout the school and appropriately emphasises the risks when working in a laboratory. The practical work is relevant for the full ability range and the teacher intervenes well during investigations to give specific teaching points or check pupils' understanding. The specialist teacher always tries to introduce aspects which inspire awe and make lessons memorable. For example, Year 10 pupils were given the opportunity to study a full set of lungs, heart, windpipe and tongue from a pig. They were fascinated by this, and wanted to touch the organs and talk about their function. The teacher gave demonstrations of how to use the dissection tools so that all the pupils had a clear understanding of what is expected. However, written work is not always well matched to the capabilities of all the pupils. There is little opportunity for extended writing for the high attainers, and the lowest attaining pupils sometimes find the worksheets beyond them.
52. Leadership and management of science are good. The co-ordinator has very good subject knowledge and is well qualified and experienced. She has worked very hard to improve resources and opportunities for pupils of all abilities to make good progress. The science room provides very good accommodation. There is good use of ICT, especially the use of computers for research and the computer microscope, although there is a need for additional digital and electronic equipment, such as digital thermometers, to provide more effectively for pupils of lower ability.

## INFORMATION AND COMMUNICATION TECHNOLOGY

*Three lessons were seen in information and communication technology. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

Provision for information communication technology is **very good**.

### Main strengths and weaknesses

- The quality of teaching is consistently very good and promotes very effective learning.
- The very good resources in the ICT suite impact positively on pupils' learning and their attitudes.

- The subject has an increasingly high profile in the school that reflects the enthusiasm, hard work and leadership of the subject co-ordinator.
- The use of ICT in the teaching of other subjects is inconsistent.

## **Commentary**

53. Pupils' achievement is high in all year groups as a result of well planned and prepared lessons. A subject specialist teaches ICT with great enthusiasm and commitment and a sample of pupils' work showed inspectors that they make very good progress over time. Pupils in Years 7 to 9 are following the nationally recommended strategy for teaching ICT. This is a good choice, as it offers an up-to-date and exciting means to address the learning needs of pupils of this age. For example, pupils in Year 9 are following a unit of work on publishing on the web. The teacher introduces the 'Dreamweaver' program and pupils make very good progress in producing the index page of the school website. This is because the teacher gives an extremely clear explanation of the task using an interactive whiteboard. This focuses pupils' attention entirely, and gives pupils a mental picture of what is required. They are encouraged to organise the school web page on paper first, in a consistent way and with the needs of an audience in mind. This task is well matched to pupils' interests, age and abilities so they feel a sense of achievement when they do this well. The majority can log on, select the correct program, change the background colour and insert text into the 'Dreamweaver' program. The pace of the lesson is impressive, not a moment is wasted.
54. Pupils in Years 10 and 11, follow a course leading to OCR Entry Level Certificate. The coursework involves them in completing a range of tasks including handling data and communication. Last year, nearly all of the pupils attained Level 3, which is the highest. The teacher always encourages Year 11 pupils in a formal way to evaluate the course they have completed and the ICT experiences they have enjoyed. This is very good practice and informs teachers' planning in the future. For example, pupils all said they liked the internet but did not always use it constructively.
55. Pupils enjoy using computers. They enter the ICT suite with an air of anticipation – so good are the resources. They settle quickly and treat equipment with care and respect. They understand that technology is an essential part of a rapidly changing world and is therefore particularly relevant. They realise that ICT encourages them to take a greater responsibility for their own learning and helps them produce and present work of a high standard. They show a considerable commitment to making progress and maintain a good work rate throughout the lessons. There is no difference in the attitude or progress of girls and boys.
56. The subject is very well led and efficiently managed. Resources and accommodation are very good. The curriculum is already very effective and next year will be further enhanced with the introduction of CLAIT (Computer Literacy and Information Technology) certification, which offers an individualised package for each pupil. The subject co-ordinator and learning support assistant have worked hard to raise the profile of ICT in the school and there is an expectation that pupils' ICT skills, knowledge and understanding will be consolidated and generalised in other areas of the curriculum. The governors and headteacher have supported the development of the subject very well; the dedicated suite with new flat screen computers is an example of the positive impact of planned expenditure. Three new interactive whiteboards are expected shortly. The co-ordinator offers weekly training to any member of staff who requests it, building on the initial New Opportunities Funding (NOF) training, which all staff have completed.

## **Information, communication technology across the curriculum**

57. There were good examples of pupils' ICT capability being developed in other areas of the curriculum. For example, in science, pupils use CD ROMs to illustrate aspects of topics, and the internet sites to find information; in mathematics pupils work individually on computers to practise addition of numbers to ten, and in PE, a video camera is used to record pupils'

performance for the moderator. However, ICT does not routinely feature in teachers' lesson plans in the same way as literacy and numeracy.

## HUMANITIES

*No lessons were seen in history or geography as these subjects were not a focus for the inspection.*

### Religious Education

*Three lessons were seen in religious education. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Lessons for pupils in Years 10 and 11 effectively develop their awareness of moral and social issues.
- Pupils do not have sufficient direct experiences of world faiths, and sometimes lessons are not always well matched to the pupils' levels of understanding.
- Religious education lessons feature good question and answer sessions.
- An interesting range of resources stimulates pupils' learning.
- Opportunities for pupils to obtain external qualifications are unnecessarily limited.

### Commentary

58. All pupils are taught religious education for one lesson a week following a scheme of work which is based on the Hampshire Agreed Syllabus. The focus with pupils in Years 7 to 9 is on understanding Christianity and other world faiths. Pupils have studied ceremonies in the Jewish faith such as Bar Mitzvah. They have had limited opportunities to hear speakers or to visit places of worship of religions other than Christianity, and this means that their progress is no better than satisfactory. This is similar to the findings of the last inspection. The subject leader is aware of the issue and has plans to make links with religious leaders in the community, and to give pupils wider experiences. One such planned activity is the forthcoming visit of an Indian dance and drama group during the Year 7 topic on Hinduism which will help to enrich the subject.
59. Pupils in Years 10 and 11 follow a curriculum which promotes their moral and social development well. For example, they have discussed prejudice and racism and the implications of having a relationship with someone from a different religion, culture or ethnicity. Consequently, the pupils can better understand other people's points of view and can make better moral judgements. This helps to prepare them well for adult life. At the present time pupils do not follow a course of study which leads to a nationally recognised qualification. This is a weakness
60. Teaching is satisfactory overall. In most lessons, an emphasis is placed on question and answer and discussion sessions, and this is a good strategy to get pupils thinking and to see how much they have learned. On occasions the content of the lessons is not well matched to the pupils' levels of understanding. This means that the pace is slow and pupils' achievement is only satisfactory. For example in a lesson for Year 9 pupils on how to communicate our beliefs, the teacher focused on too many points of learning when it would have been better to have had only one or two. As a result, there was not enough time to cover everything and the pupils were unable to accomplish everything that was planned. They did however listen carefully and responded well to questions and made some satisfactory progress. On the other hand, in lessons where work is at the right level, the teacher is skilled at using stimulating resources to gain pupils' interest and make links to other subjects such as history and geography. An

example of this was in a lesson for Year 11 pupils about the importance of protecting the natural environment, as it is a gift from God. The pupils made good progress in understanding that the belief systems and way of life of North American Indians are in harmony with nature. Good opportunities to reflect, for example, on the way mankind is destroying the rainforest, promote pupils' spiritual development well.

61. Resources are good. Leadership and management of the subject are satisfactory. The subject leader has spent a limited time in developing the subject further as she is responsible for two areas of the curriculum. This means that although standards reported in the last inspection have been maintained, improvement in the subject is not better than satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*No lessons were seen in art and design, or media as these were not a focus for the inspection.*

### **Design and technology**

*Three lessons were seen in design and technology. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

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

### **Main strengths and weaknesses**

- Pupils enjoy the practical aspects of the subject and have a good understanding of design.
- Teachers have good expectations of pupils, and this helps them to make good progress.
- Pupils' skills in literacy and numeracy are developed well through DT but there is not enough use of ICT within the subject.

### **Commentary**

62. Teaching and learning are good. Expectations are high and many activities are challenging. The relaxed but purposeful atmosphere ensures pupils work well, both independently and in co-operation with each other. The specialist teacher has established good routines and rules for safe working practices. The good teaching means that overall pupils make good progress and achieve well.
63. Year 7 pupils achieve very well in the understanding of designing and making as part of well planned topics. They are happy to talk about their work and in doing so show a very good understanding of all the materials, tools and processes involved in making a key fob using the correct tools safely to file, cut and drill. Year 9 pupils add struts to their model bridges and explain in detail the way in which the bridges would be strengthened. These responses demonstrate the effectiveness of the planning in ensuring that the pupils' practical skills are supported by theoretical understanding. Pupils in Year 10 are working hard to design and make a 'mechanical sporting person'. All the designs in the class are different, and many of the products were of very good quality, aesthetically pleasing and working perfectly. Pupils expressed their pleasure and pride in what they had achieved. Pupils clearly enjoy their design and technology lessons. Years 10 and 11 pupils are working towards the Entry Level Certificate in Design and Technology, and last year 100 per cent of the pupils were successful in levels 2 or 3 – the higher levels. This is a good accomplishment.
64. There is a good contribution to the development of pupils' numeracy through activities such as measuring; literacy is well developed through, for example, the learning and writing of key words and lists of materials. However the worksheets which are given out sometimes include words which are too difficult for even the highest attainers to understand like "anthropomorphic". Pupils' speaking and listening skills also benefit. They listen very attentively to the teacher's

instructions and make confident responses to the questions which the teacher asks. ICT is not yet used sufficiently within the subject, and this is a weakness.

65. The subject is well led and managed by a well qualified and experienced co-ordinator. There are good resources provided and pupils achieve well in their knowledge and use of equipment available. They take great satisfaction in the results of their work. There has been good improvement since the last inspection when the provision was satisfactory.

## Music

*One lesson was seen in music.*

66. In the one lesson seen, pupils were making good progress in their understanding of the blues. The teacher set the scene and mood well by getting the pupils to sing a 'bluesy' pop song which the pupils all knew. The teacher had the pupils listen to a recording of an American blues singer singing 'Hard Times Blues', and then taught them a song called 'Prison Cell Blues'. The pupils played the chords for the song on various instruments, while the teacher accompanied them skilfully on the keyboard. The lesson finished well with an uplifting gospel tune sung by everybody. This was an enjoyable lesson taught well by an accomplished music specialist.

## Physical Education

*Four lessons were seen in physical education. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

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

## Main strengths and weaknesses

- Teaching is consistently very good and as a result pupils make very good progress across a range of activities.
- Pupils have very positive attitudes to the subject.
- The subject is very well led and managed.

## Commentary

67. The teacher has excellent skills and knowledge in physical education and his high expectations of what pupils can achieve result in very effective learning. For example, pupils in Year 7 make very good progress in perfecting the chest and bounce pass in netball/basketball, because the skills required are clearly demonstrated and explained and because pupils are encouraged to practise these skills in pairs and small-sided games. Pupils in Year 10 acquire and develop very good skills and understanding associated with keeping goal, because the teacher provides very good feedback during practice and adapts or modifies the exercise for different groups, so that the performance of all pupils improves within the lesson. Good, well prepared resources including a large ball for each pupil, enhance the learning. Pupils over time develop their understanding of fitness and health because the teacher gives consistent attention to preparation for and recovery from exercise.
68. Pupils, both girls and boys, enjoy their physical education lessons and willingly get involved in lessons. Their behaviour is very good. They observe demonstrations closely, respond carefully to instructions and readily suggest ways in which their own performances or the performance of a classmate could be improved. Pupils respect the rules of a game or training routine and comply without dissent. They observe the conventions of fair play, honest competition and good sporting behaviour as individuals and team members because this is what is expected of them. Appropriate attention is paid to personal care and hygiene issues such as changing and showering, again reflecting high standards and expectations in this subject. Pupils in Years 10

and 11 are following a course leading to an OCR Entry Level Certificate. They made very good progress in a theory lesson on risk assessment, and showed a clear understanding of what constitutes a risk, because the task of identifying the risk factors in the multipurpose hall was pitched at the right level, was carefully introduced, and built on previous learning.

69. The subject is very well led and managed by a specialist teacher. Accommodation is barely satisfactory with weaknesses in a multipurpose hall for gymnastics and dance, cramped changing rooms and a sports field that is too small. Nevertheless the school still offers a broad and balanced physical education programme. Resources are of good quality and plentiful and these motivate pupils to learn. Pupils benefit from taking part in lunchtime sport clubs and team games, with opportunities to represent their school or House in sporting fixtures. The subject makes a consistent contribution to pupils' spiritual, moral, social and cultural development. It has made a good improvement since the last inspection.

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

### **Personal, Social and Health Education**

*Four personal, social and health education lessons and three lessons of career education and guidance were seen. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

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

### **Main strengths and weaknesses**

- The very comprehensive curriculum and the often excellent teaching in personal, social and health education lessons mean that pupils make rapid progress especially against their personal targets.
- Staff work together as a team to ensure that pupils develop their social skills very quickly.
- Group work is very well used to encourage independence.

### **Commentary**

70. Personal, social and health education (PSHE) is based upon a very good curriculum and complements the citizenship programme well. All essential and statutory areas of study are provided, including sex and drugs awareness education. Leadership and management are very good. The very high standards of the last inspection have been successfully maintained. The very effective subject co-ordinator has introduced an innovative PSHE curriculum. Topics are planned so that pupils are enabled to improve their skills and understanding through collaborative research in interaction with each other. The quality of work of each pupil is assessed by both teacher and pupil as it is completed. The records of these assessments show very good achievement.
71. Pupils are prepared well for adult life and independence through the food studies curriculum. The specialist teacher provides pupils with cooking skills which will enable them to prepare meals at home. In one lesson, pupils were enjoying themselves as they learned to make 'Pasta Surprise' to take home, a good accomplishment for all the pupils. The teacher taught pupils the correct keywords like 'colander' and 'shell pasta', and pupils were helped by a classroom assistant to assemble and cook the ingredients.
72. Teaching and learning are excellent. Lessons are planned and prepared in fine detail, with appropriate learning objectives for each pupil. The teacher moves pupils' learning along by use of sensitive questions and prompts that encourage pupils to make and take responsibility for their own decisions. Pupils quickly develop their skills through carrying out very challenging activities in pairs or small groups. They respond very well to this and, for example, learn to ask each other questions, make joint decisions and negotiate shared use of resources. Pupils agree

their working partners and try very hard to relate to them. Any difficulties they experience are turned into personal targets for improvement. Very clear expectations are set that pupils will interact with their partners or groups and that tasks must be completed. Pupils are then encouraged to be as independent as possible.

73. All staff collaborate, very successfully, in the teaching of personal and social skills, either by their own example or by direct coaching at all times, in or out of lessons. In lessons, specific objectives for pupils who need them are included in the lesson plan, so that they are not forgotten. Teachers and teaching assistants have a very good understanding of how personal and social skills develop and use praise and reinforcement to very good effect. They take every opportunity to encourage pupils to be as independent as possible. The pupils are relaxed, friendly and helpful towards each other.

## **Citizenship**

*Three citizenship lessons were seen. Evidence was also gathered from pupils' work, discussions with teachers and pupils.*

Provision in citizenship is **very good**.

### **Main strengths and weaknesses**

- The subject leader has established the new subject very effectively.
- The curriculum is relevant and lessons are very well thought out.
- Teaching ensures lessons are relevant to pupils' lives.

## **Commentary**

74. The curriculum for citizenship is very good. This is because it includes all of the topics recommended as part of the National Curriculum, but has also been adapted to be particularly meaningful to the pupils at Glenwood. There is a very strong practical element to the curriculum that encourages pupils to learn by experience. There is a very appropriate emphasis on living in a democracy and lessons are planned to support the work of and involve all pupils in the issues discussed in the school council meetings. Curriculum topics are very well supported by visitors, such as the police and prison officers, and many key issues are made very understandable by the use of video and material downloaded from the internet.
75. The quality of teaching and learning is very good because lessons are very stimulating, interesting and relevant to the pupils' real lives. Issues are very well explained and pupils take part very willingly in role-play activities that give rise to very meaningful discussions. The pupils behave sensibly, understand the relevance of the topics and take turns very well in discussions.
76. Leadership and management are very good. The subject co-ordinator has worked very hard to develop this new subject that is highly valued by the pupils. The curriculum is very carefully planned to complement their personal, social and health education lessons. Already, a very good collection of resources has been built up and very good use is made of information and communication technology to make lessons interesting and provide extra sources of information for the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Grade

### *Inspection judgement*

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>2</b> |
| How inclusive the school is  | 2        |
| How the school's effectiveness has changed since its last inspection | 2        |
| Value for money provided by the school                               | 2        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>2</b> |
| Pupils' achievement               | 2        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>2</b> |
| Attendance  | 3        |
| 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  | 3        |
| How well the curriculum meets pupils' needs                      | 2        |
| Enrichment of the curriculum, including out-of-school activities | 2        |
| Accommodation and resources                                      | 3        |
| Pupils' care, welfare, health and safety                         | 2        |
| Support, advice and guidance for pupils                          | 2        |
| How well the school seeks and acts on pupils' views              | 2        |
| The effectiveness of the school's links with parents             | 3        |
| The quality of the school's links with the community             | 2        |
| The school's links with other schools and colleges               | 2        |

|  |          |
|--|----------|
| <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 in relation to pupils' individual targets and not in relation to national standards.