

INSPECTION REPORT

The Marchant Holliday School
Templecombe

LEA area: Somerset

Unique Reference Number: 123920

Headteacher: Mr J M Robertson

Reporting inspector: Mr T L Smith
T12851

Dates of inspection: 23rd - 26th February 1998

Under OFSTED contract number: 401170

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

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Information about the school

Type of school	-	Special
Type of control	-	Independent
Age range of pupils	-	7 - 12
Gender of pupils	-	Boys
School address	-	North Cheriton Templecombe Somerset BA8 0AH
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Appropriate authority:	-	The Marchant Holliday School Ltd
Name of chair of governors: (where appropriate)	-	Miss J M Francis

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G Anderson Lay Inspector		Equal opportunity; Attendance; Spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Partnership with parents and the community.
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B Sharples Team Inspector	Mathematics; Modern foreign language; art; music	Attitudes, behaviour and personal development; Staffing & learning resources

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Main findings

1. The Marchant Holliday School is a good school with many strengths which combine to provide good opportunities for its pupils. These pupils have severe emotional and behavioural difficulties but they are provided with a secure, caring and supportive learning environment in which they thrive. During their time at the school the pupils become successful and motivated learners, which contrasts greatly with their previous experiences of school life. Their involvement in the twenty four hour curriculum which the school provides enables them to control their behaviour and develop positive and trusting attitudes towards adults and each other.

2. The characteristics of the pupils for whom the school caters makes it inappropriate to judge their attainments against age related national expectations or averages. The report does however give examples of what pupils know, understand and can do at the end of each key stage. Judgements about progress and references to attainment take into account information provided in pupils' Statements of Special Educational Needs and in annual reviews of those statements.

3. All pupils are assessed as having severe emotional and/or behavioural difficulties and the level of attainment of most pupils when they enter the school is well below that expected for pupils of similar age; additionally a significant number of these pupils have specific learning difficulties which are promptly diagnosed on entry to the school, and effectively addressed. When taking into account this low starting point the pupils make good progress over time in their learning. Such progress is clearly identified within the pupils' Individual Education Plans (IEP) and annual review reports, as well as the detailed reading records completed over an extended period. In the latter case there are a number of pupils who arrive at the school as non-readers or poor readers but who leave being able to read and understand a range of texts. At Key Stage 2 pupils make good or very good progress in at least half of all lessons. At Key Stage 3 pupils make satisfactory progress in four out of five lessons. Pupils make satisfactory progress over time through both key stages. In view of their previous experiences and recognising the fact that some pupils have been expelled from other EBD schools, these are significant achievements on the part of the school.

4. Overall, pupils make satisfactory progress in 98 per cent of all lessons. In 42 per cent of lessons progress is good. Good progress is particularly noticeable in English, science, history, geography and religious education. In these subjects pupils are making good progress in at least two-thirds of their lessons. In mathematics good progress is made in just under half of lessons. In design and technology, music and physical education progress is consistently satisfactory in all lessons. Pupils make mainly satisfactory progress in art, however some good progress is noted. In French and information technology insufficient lessons were seen to make an overall judgement on progress within lessons; however scrutiny of pupils' other work in these subjects indicates unsatisfactory progress in information technology and satisfactory progress in French. Progress in personal, social and health education (PSHE) is good.

5. The attitude to work which pupils show is generally good, in some examples as seen at Key Stage 2 it is exemplary. The positive behaviour and response of the pupils contributes very significantly to the educational progress which they make in lessons as well as to their social development within the twenty four hour curriculum. Pupils set to work quickly in their lessons and work throughout. The degree of concentration which many pupils show is very good, as is the quality and presentation of written work. They are polite and courteous to others and very welcoming to visitors. Good working relationships are evident in classrooms as well as in other areas of the school. There is much evidence of collaborative work within the school where pupils are happy to share not only their time with peers but also their knowledge. Such relationships are founded on the evident trust the pupils have in the staff of the school who provide

them with excellent role models. Where disturbances occur these are skilfully managed by most staff and the pupils accept the protocols prevalent in all classrooms. While some pupils report incidents of bullying most do not see this as an overwhelming problem. Efforts by staff ensure that any such incidents are quickly and effectively dealt with. The school is successful in achieving its aim of getting pupils to control their own behaviour and develop positive attitudes.

6. Attendance is satisfactory. Pupils arrive promptly for lessons and settle quickly to work maximising their opportunities for learning.

7. The quality of teaching promotes at least satisfactory educational standards in 9 out of 10 lessons. In almost 3 out of 4 lessons teaching promotes good standards. Where teaching is at its best teachers demonstrate great skill at managing behaviour and this allows lessons to proceed to successful conclusions. They have secure knowledge of their subjects and make high but achievable demands of their pupils - additionally they provide the support and encouragement necessary for pupils to progress. They take care to ensure that pupils know exactly what they have to do in order to learn. These good teachers encourage pupils to think for themselves as well as take responsibility for their own learning. Where the quality of teaching is less than satisfactory there is a weakness in the management of the pupils' behaviour. In most cases these teachers also prepare well for their lessons, but the lesson objectives are rarely attained because of the disruption caused - this is particularly so in some Key Stage 3 classes.

8. The schools' curriculum is relevant to the pupils' needs and includes all subjects of the National Curriculum and Religious Education (RE) and together with the activities over the full twenty four hours provide pupils with rich educational experiences. Long term planning in the form of schemes of work for each subject successfully cover the programmes of study of the National Curriculum. The present medium term plans are inadequate and do not ensure that pupils' learning is built upon the skills and knowledge gained previously. Pupils' attainment is accurately recorded and teachers know individual pupils well, but the assessment information which is gathered is not used sufficiently to inform planning for progression nor influence the next stage of teaching. The monitoring of the curriculum is a weakness and thus the continuity and progression of pupils' learning is not secure.

9. The school's provision for the arts is not well developed. There few opportunities for pupils to become involved in the performing arts eg music and drama. The current provision is insufficient to play an enriching role in the life of the pupils.

10. All staff work hard to provide for the care and well being of the pupils - the concern which staff show towards them indicates the highest level of concern in which the interests and progress of the pupils are the priority. Within the residential provision a homely atmosphere has been created which pupils appreciate. The institutional procedures, such as the transition from the school day to the evening activities, do not impinge on the large-family atmosphere which is prevalent; rather, they contribute to a sense of order and security in which pupils can flourish. Residential staff ensure that there are a wide range of activities available to pupils during the evenings and weekends which make a significant contribution to the pupils' overall social and personal development. Mealtimes are pleasant social occasions which are enhanced by the high quality of the food provided. The school's procedures to assure child protection are very good.

11. The school successfully promotes the spiritual, moral and social development of the pupils - that of cultural development is less secure. Pupils have a very good understanding of the differences between right and wrong which they demonstrate in many of their actions. Staff ensure that pupils have many opportunities for social development and these are exploited effectively. Pupils' spiritual development is satisfactory and they develop understanding and insights into their own values and beliefs. Opportunities

for pupils to understand their own culture as well as the multi-cultural nature of society are less well developed.

12. The school makes positive efforts to include parents in the life of the school. In view of the distances involved between many of the pupils' homes and the school it is a credit to the efforts of the staff that parents express enthusiasm for the way in which they are kept informed of their child's progress. Good use is made of local community facilities and many instances of pupils fund-raising for charity indicate a flourishing notion of citizenship.

13. The school is well led and runs smoothly and efficiently. The headteacher leads the school with commitment and purpose and his role is central to the caring and purposeful ethos which permeates the school. In this regard he is well supported by a talented and enthusiastic Senior Management Team. The senior management for both education and care share a clear vision and sense of purpose which is focused on the well-being of the pupils and which guides the work of all staff.

14. The Governing Body is very supportive of the school and individual governors have maintained this commitment over an extensive period of time. They are not however fully involved in the strategic planning for the school in all its aspects. They monitor the school's financial management very effectively but there are insufficient formal procedures for the monitoring and evaluation of educational standards and the systems for proving value for money are not sufficiently well established. Although teacher appraisal was begun in 1993 the governors have failed to ensure its continuation. In order to develop other aspects of the school life a decision was made to suspend this means by which teachers can develop their professional skills.

15. The interests of the pupils are well served by a dedicated and well qualified staff who work hard in support of the school's aims. The effort they make forms a seamless and high quality provision which is appreciated by pupils as well as by their parents. The accommodation within the school is satisfactory to meet the demands of the curriculum as well as the residential needs of the school. It is respected and appreciated by the pupils and well looked after by conscientious maintenance staff. The presence of a dual purpose science and design technology room enhances the provision for these areas of the curriculum. The range and quality of resources for learning are generally satisfactory.

16. Taking into account the satisfactory and often good progress made by the pupils in their learning, the very good progress made in their behaviour, moral, social and spiritual development, the high standard of teaching in most lessons and the positive attitudes of pupils to their learning the school is judged to give good value for money.

Key Issues for Action

17. In order to maintain the high standards which the school has set the governors and management of the school will need:

- . to establish effective medium term curriculum plans which will ensure the continuity and progression in pupils' learning as they move through the school;
- . to build upon the present assessment practice and co-ordinate the information obtained, to plan for progress in each pupil;
- . to raise present teaching standards even further by establishing a system to monitor the effectiveness of classroom practice and through this the teaching of the whole curriculum;
- . to enhance and add to the present provision for cultural development, including the arts, to prepare pupils for life in a multi cultural society;
- . to put in place practices through which Governors can monitor and evaluate the whole spectrum of activity within the school in order that they might have more effective information with which they can plan its strategic development;
- . to put in place arrangements for school teacher appraisal.

Introduction

Characteristics of the school

18. The Marchant Holliday School is an independent, termly boarding and day school for up to 45 boys between the ages of 7-12 with emotional and/or behavioural difficulties. The school has been established over 40 years and was granted DfEE approval in 1983. The school has had charitable status since 1959 and a Board of Governors act as Trustees as well as having oversight of its management. The school is non-denominational, though religious and moral education play an important part in the curriculum. Recently the school has undergone a reorganisation whereby it reduced the age range for which it caters from National Curriculum years 3-8 to National Curriculum years 3-7. This reduced the number of class groups taught at the school from 6 to 5. There is an uneven spread of age groups throughout the school and in National Curriculum year 7 there are two parallel classes.

19. All pupils in the school have a Statement of Special Educational Need which is maintained by their home authority. The fees are paid by these authorities and there are no private fee-paying pupils. The pupils are drawn mainly from eight authorities in the south of England with the majority of them coming from Somerset and Wiltshire. There are places for 36 boarding pupils and up to 9 places for day pupils who live within a 15 mile radius of the school. The pupils referred to the school are experiencing severe emotional difficulties resulting in poor behaviour which has caused them to be excluded from their previous school. In addition to their stated need many of the pupils have associated learning difficulties as well as delay in their academic progress resulting from disruption to their previous schooling. In general the school admits pupils who fall within the broad average range of intelligence. In addition there are a significant number of pupils diagnosed as having either Asperger's Syndrome or Attention Deficit (Hyperactivity) Disorder AD(H)D. The attainment on entry of most pupils is well below that expected from pupils of similar age.

20. Pupils come from a variety of social backgrounds. Currently, almost 70 per cent of the school population comes from situations where domestic breakdown is common. 9 per cent of the pupils are of non-white origin. The school aims are to help those boys whose needs cannot be met within either day-special or mainstream school. To achieve this the school hopes to provide a structured but flexible environment appropriate to each pupils' need. The general aims are:

- to help each child develop positive feelings about his self-worth;
- to promote intellectual growth and academic success;
- to enable pupils to develop a full range of life and social skills;
- to enable pupils to both develop and sustain relationships with peers and adults;
- to enable pupils to develop positive attitudes towards themselves, their families and society;
- to help pupils develop sound spiritual and moral values;
- to enable pupils to enjoy school life and to promote happiness, confidence and a sense of well-being.

Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for the latest reporting year:

Year	Boys	Girls	Total
1997	13	0	13

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	2	9
	Girls	0	0	0
	Total	4	2	9
Percentage at NC Level 4 or above	School	31 (33) *4	16 (22) *12	68 (67) *18
* Indicates national comparative data				

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	10
	Girls	0	0	0
	Total	5	5	10
Percentage at NC Level 4 or above	School	38 (44)	39 (33)	77(67)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	9.1
	National comparative data	10.0
Unauthorised absence	School	3.5
	National comparative data	9.0

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	52
Satisfactory or better	94
Less than satisfactory	6

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

21. Pupils enter the school having experienced significant levels of under-achievement in their previous schools. They consequently have attainments which are in line with those of EBD schools nationally. In some individual cases pupils have specific learning difficulties which further depress their attainment on entry.

22. Pupils overall make satisfactory or better progress in at least nine out of ten of their lessons; they make good or better progress in four out of ten of these lessons. Key Stage 2 pupils make slightly better progress than those at Key Stage 3. Within Key Stage 2 pupils make satisfactory or better progress in all lessons, while those at Key Stage 3 make satisfactory or better progress in nine out of ten lessons. The levels of progress differ because of those lessons seen at Key stage 3 a minority are disrupted by unsatisfactory attitudes and behaviour. At Key Stage 2 pupils make good or very good progress in just over half of their lessons, while at Key Stage 3 this level of progress is seen in only two lessons in five. When progress is considered over time, the picture is more optimistic. From scrutiny of records it is apparent that by the time they leave most pupils make considerable progress when compared to their attainment on arrival at the school. When compared to national statistics for primary aged EBD pupils the pupils at Marchant Holliday School make better than expected progress in the core subjects of English, mathematics and science by the end of Key Stage 2. In SAT's 31 per cent of pupils reach level 4 in English, as against 5 per cent nationally; in mathematics 54 percent reach level 3 compared to 33 per cent nationally and in science 62 per cent of Marchant Holliday pupils reach level 4 as compared to 18 per cent nationally.

23. In English, progress in lessons is satisfactory or better in all lessons at Key Stage 2. In a small number of lessons seen at Key Stage 3 progress is affected by the distracting behaviour of a minority of pupils. By the end of Key Stage 2 most pupils are making at least satisfactory progress in using upper and lower case letters. They show an understanding of basic sentence construction, speak with developing confidence and are developing effective listening skills. Their handwriting is developing a legible style and this is used effectively across the range of their work. There are good examples of poetry writing, such as that seen in Year 6, where pupils express great sensitivity on the notion of 'Friendship'. At Key Stage 3 pupils are becoming more skilled with the process of writing; some of the pupils in Year 7 assist in the production of a quality school newspaper, complete with colour photographs. All pupils have the opportunity to write letters home each week. In reading most pupils are achieving Levels 1-3 but the higher attaining pupils achieve Level 4. This achievement should be set against the background of some of the lower attaining pupils being non-readers or poor readers when they arrive at the school. All pupils are improving in their phonic and comprehension reading skills. Overall pupils are making good progress in their speaking and listening skills and they show a growing confidence when speaking to a range of audiences, such as to their own classes, in assemblies as well as in dialogue with friends and visitors. Pupils with particular needs are greatly assisted by the efforts of staff within the school's own 'Learning Support Unit' (LSU). The high quality diagnostic and remedial work done within the unit and the follow-up work which is done within classrooms, significantly helps the work done by other teachers. The progress which pupils make in English is evident in lessons throughout the school. A growing competency in writing skill minimises the frustration which many EBD pupils experience and the good levels of speaking and listening which pupils display allow them to satisfactorily express opinions and clarify difficulties which may arise in other

subjects.

24. In mathematics standards are at least satisfactory, and in three-quarters of lessons seen these standards are good. By the end of Key Stage 2 pupils can successfully use mental arithmetic, use mathematical signs correctly, understand the concept of remainders in sums of division and estimate accurately using non-standard as well as standard units of measurement. In Year 4 for example most pupils are able to estimate the length of their desk using pipe cleaners as a measure and also select from given strips of paper the length which most accurately corresponds to the height of their desk. Most Key Stage 2 pupils are working at levels 2-3. At Key Stage 3 standards are satisfactory. Here pupils can classify number in groups of two, three and six using cubes where necessary, and they can relate this knowledge to a practical situation. They can divide two-figure numbers using single figures as well as understand fractions; higher attaining pupils can divide three-figure numbers. Pupils can put their mathematical skills to practical use in constructing to given dimensions items such as cardboard boxes. Pupils are generally working at levels 2-3.

25. Pupils make good progress in science across both Key Stages. At Key Stage 2 pupils know and can correctly use scientific terms such as 'suspension, particle and meniscus'. They can perform experiments consistently using different materials and from these draw conclusions which they accurately record. Some of the higher attaining pupils can hypothesise, such as when they were dealing with the subject of 'filtration' and they are gaining the notion of fair testing. These pupils are attaining level 4, but most are working at level 3. At Key Stage 3 pupils know how to test for acids and alkalis but only higher attaining pupils know the differences between these. They recognise and understand that to taste a liquid is not the safest way of testing, and all have a knowledge of how to group objects, although some are unsure about the grouping of some species of animals. Higher attaining pupils can record their results in both written and verbal forms and hypothesise about the consequence of such results, these pupils are working at level 4.

26. Progress over time in art, design and technology, music, French and physical education is at least satisfactory. It is satisfactory in both key stages. Progress in geography, history and religious education is good. Insufficient lessons were seen in information technology to make a judgement about progress within those lessons; however from scrutiny of other work across the key stages and observing pupils using information technology progress is judged to be generally unsatisfactory. Progress in personal and social education is good across both key stages.

Attitudes, behaviour and personal development

27. Pupils' attitudes are generally good. They arrive promptly at lessons are quick to settle to their work and show an eagerness and enthusiasm to learn which is very impressive. Pupils listen carefully to, and follow instructions given by teachers. They are keen to take part in the activities offered and are able to concentrate for appropriate lengths of time. They have very good study skills in most subjects, setting out their work neatly and take a great deal of pride in the presentation of their work.

28. On the first morning of the inspection pupils returned to school after a mid-term break. Without exception they were able to settle quickly to work and in some cases remembered with great accuracy the work which had been done in the lessons prior to the holiday. Within each class there is an expectation on the part of the pupils that they are there to do the work. They accept the conventions of the classroom such as raising a hand before speaking out and listening attentively when other pupils make their point. The respect which they afford each other is considerable and genuine. In one example in year 5 a pupil quietly and without fuss, picked up an item which had been inadvertently dropped by the pupil next to him, and offered it back to this pupil. Equally without fuss the item was accepted and thanks were offered. It is the

routine nature of such incidents which indicates the regard many pupils have for one other.

29. Pupils work well in small groups, particularly as pairs. In such groupings there is a sharing of both talents and time. Pupils talk well to each other and ensure that the task is fully understood and there is a real enthusiasm to complete the task in the best possible way. In a geography lesson a pupil in year 7 offered to work with another pupil who was having difficulty identifying and locating symbols on an Ordnance Survey map. The level of co-operation ensured that the task was completed successfully by both pupils.

30. Pupils take pride in their written work and it is laid out neatly to a common format. It is not uncommon for pupils to refer to work which they have done previously and use it as a source for the work they are currently doing. As a working practice which is instrumental in raising standards in individual pupils this is commendable.

31. Pupils have relatively few opportunities to take responsibility or use their initiative, however where this is expected, such as serving at the tables in the dining room, the tasks are completed successfully.

32. Behaviour throughout the school is generally very good, although a small minority of pupils at Key Stage 3 are occasionally disruptive. Pupils respond well to the expectations which teachers have of them, such as listening to the points which others make and maintaining a sense of sporting behaviour within physical education lessons. Pupils understand the purpose of the behaviour management system in use across the range of school life and respond well to the system of rewards and sanctions which it incorporates. The points system has evolved over the years and enjoys the considerable benefit of input from the pupils, teachers and care staff who all recognise its value in modifying poor behaviour and celebrating achievement. It is entirely understandable that there have been no exclusions from the school within the last year.

33. There are very good relationships between pupils and between pupils and adults. The majority of pupils are responding well to the good role models which they see in the adults around them. Pupils are confident and keen to welcome visitors and share with them whatever it is they are doing.

Attendance

34. Attendance is satisfactory. Pupils arrive promptly for lessons and settle quickly to work maximising their opportunities for learning.

Quality of education provided

Teaching

35. Teaching throughout the school is of a consistently satisfactory or good standard and all staff are involved in providing good quality learning opportunities for their pupils. There is evidence however that the behaviour of one of the older classes at Key Stage 3 indicates a weakness in the group management skills used by a minority of teachers.

36. Overall, the teaching standard is satisfactory or better in nine out of ten lessons. At Key Stage 2 all of the lessons seen were at least satisfactory; of these almost three-quarters were good, very good or excellent. At Key Stage 3, four out of five lessons are at least satisfactory, with just over one third of these being good or very good.

37. Teachers are generally knowledgeable about their subjects and they teach from a position of confidence in their expertise and background. The most effective lessons are well planned and have clearly identified as well as attainable objectives. In such lessons teachers begin with summaries of previous lessons and check that pupils have understood the material before going on to the next stage. As the inspection began on the first day after a two-week holiday, this focuses the attention of the pupils on what they already know and prepares them effectively for the next stage of learning. A variety of teaching methods are used, such as that in year 4 where strips of paper as well as pipe cleaners are employed in lessons about estimating length; questions and demonstrations are used effectively. In this way the pace of lessons is maintained and the interest of pupils is retained. Teachers are fully aware of each pupil's particular needs and they focus their teaching accordingly. There are high expectations about the quality of work which pupils produce; it is neatly set out and always marked, although the value of the information which is given to pupils through this process is variable. Some teachers mark only with ticks while others give advice in the form of comments. More effective teaching occurs where teachers encourage the pupils to be more responsible for their own learning, such as in physical education (PE) lessons where they are encouraged to lead the warm-up sessions as well as engage in discussion as to why a rugby ball has evolved into its present shape.

38. Although end of lesson summaries are evident in only a few lessons, where this is done it is very effective. In this way pupils are taking greater part in the learning process as well as enabling teachers to ensure that pupils understand what is being taught. Those lessons where timing is not considered end abruptly, with the promise by the teacher that they 'will return to it next time'. This is unsatisfactory.

39. Planning within the medium term does not ensure progress across the range of subjects. Planning of individual lessons varies in quality, though activities are related to the appropriate programmes of study. Where this planning is good teachers clearly identify the objective of the lesson and itemise a variety of approaches which will help achieve this. Additionally, special support assistants (SSA's) are well briefed so that they are clear about their task. In this regard, the support offered by SSA's varies. At its best they work to very clear guidelines set by the teacher and are given specific tasks with individuals or small groups. Within these groups they use their own expertise to develop the task. Where their assistance is less effective they move from pupil to pupil with no clear objective, and their role appears to be one of behaviour control.

40. Where teaching is less effective the objectives for the lesson are not made clear to the class and tasks are not well targeted to pupil ability. In this regard some higher attaining pupils are not sufficiently challenged by the tasks they are asked to do, resulting in boredom and misbehaviour. At this point the focus of the lesson becomes control over the behaviour of individual pupils and the overall lesson objective is lost to all. Where teachers are less confident about the subjects they teach there is a tendency to over-direct the responses of pupils, often providing answers to questions before the pupils have time to consider a reply. This approach is also evident in activities such as using computers; staff in some classes switch on, load, and set-up the required programs with little or no pupil involvement or instruction.

41. The process of assessment is not integral to all lessons, nor is an end of lesson summary. This means that future planning will not focus on pupils' needs. There are exceptions to this such as that seen within year 4 and the learning support unit (LSU). Here the teachers are skilful in their questioning as well as testing of pupils, the result of which is clear information on how well the pupils understand each particular lesson.

42. Homework is provided by many teachers and arrangements are made by residential staff for this to be

an integral part of the activities on four evenings each week. The quality of the homework provided is such that it allows most pupils to consolidate what they learn in class and in some cases extension work is provided.

The curriculum and assessment

43. The school aims to promote each pupils' intellectual growth and academic progress. It achieves this aim through providing a broad and balanced curriculum based on the subjects of the National Curriculum and religious education. This curriculum is enriched by the personal, social and health education programme (PSHE) and a wide range of activities within the twenty four hour curriculum. The development of communication skills is given a high priority and additional time. This is relevant to the specific academic needs of the pupils and during their time in the school pupils become successful and motivated learners. All subjects of the curriculum, except information technology, are taught as discreet subjects and sex education and drugs awareness are taught within science and PSHE.

44. Each subject has a scheme of work which for Key Stage 2 is based on the programmes of study for that key stage. Many of the pupils in Year 7 have entered the school during the past two years and have not experienced a consistent curriculum during their time in Key Stage 2. Hence the Key Stage 3 schemes of work have been designed to be relevant to the needs of those pupils by incorporating knowledge and skills from both Key Stages 2 and 3 .

45. The school is committed to equal curriculum access for all pupils. A number of pupils have specific learning difficulties, many related to literacy and some to numeracy. All pupils take base line assessment tests in literacy and numeracy when they first enter the school. Needs identified from these tests are efficiently diagnosed and addressed through detailed targets in the pupil's individual education plan. Pupils' literacy is supported through individual work with the learning support teacher and reinforced with support in the classroom. This leads to good progress in literacy. Pupils with specific behavioural difficulties are also well supported by focused and achievable targets in their individual education plans reinforced by the school's system of awarding points for good behaviour.

46. Many subjects of the curriculum are enriched through educational visits to places of interest and the twenty four hour curriculum includes sport amongst its many activities. There are few opportunities for pupils to become involved on a regular basis in the performing arts, such as drama and music, and thus the arts generally are not yet an important consideration within the curriculum. The provision for music, currently done as an isolated activity, is a solid basis for further provision in this area.

47. The long term planning of the curriculum is in the form of schemes of work for each subject. These cover the content of the programmes of study of the national curriculum. The present medium term plans are inadequate and do not ensure continuity or progression of learning for pupils as they move through the school. They indicate the knowledge content of the programme of study to be covered during the year but do not combine this with planned and progressive development of the skills and concepts of that subject, nor with consideration of what learning has preceded and will follow the module. There is no planning for meeting the needs of pupils at differing levels of attainment and there are no suggested levels of attainment or learning objectives which can be used as criteria against which assessment and evaluation can be made.

48. There is much informal curriculum discussion and co-operation between class teachers and co-ordinators but no systematic way in which the delivery of the curriculum is monitored or evaluated and thus the continuity and progression of pupils' learning both within and across key stages is not secure.

49. Each pupil has an annual review of their statement of special educational need. This includes an accurate assessment of the pupil's level of attainment and progress since the previous review. Targets set from the review are focused on literacy, numeracy and behaviour and these are consistently addressed through the pupil's individual education plan.

50. Assessment of current academic work is subject specific and in most subjects teachers keep assessment records of pupils attainment against national curriculum levels. Teachers have an excellent knowledge and understanding of their pupils and many records are detailed. In science for instance all pupils write a test at the end of each module of work. The information gained from these assessments although detailed is not used consistently to inform curriculum planning or to adapt teaching on a daily basis. Hence progress is not maximised for some pupils.

Pupils' spiritual, moral, social and cultural development

51. The school successfully promotes the spiritual, moral and social development of the pupils reflecting the schools' aims, but the promotion of cultural development is less secure. There is a daily act of collective worship. There are strong links with the local Church and about a third of the pupils attend services regularly. Teaching embodies clear insight into values that are Christian based. The Christmas play demonstrates good teaching of Christian stories. A scientific experiment creates a sense of wonder in pupils when they see the visual evidence of how sound and vibration can cause movement. Poetry and art about the melting snowman create a sense of mystery. The school nurtures an appreciation of the natural world around them, and the school grounds, with drifts of flowers and woodland, make an inspiring contribution.

52. The school is very successful in teaching the principles which distinguish right from wrong. Central to the school's teaching is an emphasis on why something is right or wrong, and the consequences of both. This is well developed through the discussion of incidents, and pupils expressing a view on such incidents as well as the possible outcome. This is very effective in enabling the pupils to understand the wishes of others in their class or the wider school community. The moral and social development are carefully monitored. The points system helps children to internalise values, and the aim is to make them instinctive. The ethos of the school is very supportive. The staff work hard to develop empathy for others within pupils. As a result pupils can recognise that others are disadvantaged and there are numerous examples within the school where pupils have raised money for a variety of charitable causes. The school works very effectively to create a sense of a family to which each individual member belongs and to which they can make a valuable and valued contribution.

53. There is some work done within the teaching of religious education and art regarding multi-cultural issues. Generally there are few other opportunities for further development. The issue is not an integral part of the planned curriculum and consequently pupils are insufficiently well prepared for life in a multi-cultural society

Support, guidance and pupils' welfare

54. This is a very caring school with strong family values where children feel safe and secure, and this feeling is consistent throughout the residential and school environment. Procedures for monitoring academic progress are efficient, but not yet sufficiently effective for ensuring progress in higher attaining pupils. Procedures for monitoring and promoting personal development are very good, and supported through care-plans as well as each pupil's 'special person'. Weekly reports by teachers and residential staff to parents give an overview of performance and these include comments by the pupil.

55. Procedures for monitoring and promoting discipline and good behaviour are very effective and underpinned by the points and token system which is discussed daily in class. The ethos of the school creates a climate of good behaviour, high standards are rigorously promoted, and there are high expectations of good behaviour. Specific incidents of poor behaviour are discussed openly in assemblies and pupils feel secure in giving their honest opinions about these. While a few pupils have a tendency to bully, the effect of this is minimised as pupils know it will be dealt with firmly and effectively. Records are kept as appropriate.

56. Procedures for monitoring attendance are good, and the head teacher is conscientious about following up prolonged unauthorised absence. Requirements for recording attendance are met, but attendance is not comprehensively reported, and is not included in the child's annual report. There are few problems of non-attendance among boarding pupils as the majority state that they enjoy their time in the school. In at least one case a pupil expressed a wish to forego a weekend at home because the attraction of that weekend's activities had a greater pull.

57. Interaction of staff with pupils is of a high order and the quality of support given is impressive. Posters all over the school identify who children can talk to; from their special person, to the independent listener, their parents and Childline. The school is very open yet at the same time teaches pupils about appropriate confidentiality. The ethos of the school ensures there is always someone to help them and pupils cope extremely well with life in school as a consequence of all of these measures. Pupils with special educational needs are well provided for, and their particular needs are fully addressed. This is a strength of the school. Liaison with support agencies is very good and includes social services, educational psychologists, the psychiatric nurse and speech therapist.

58. Child protection procedures are very good and the school is vigilant about them. The policy is based on Department for Education guidelines. This has been scrutinised by social services, and is used as a model by other institutions. The headteacher is trained in child protection procedures and is responsible overall. In this capacity he meets regularly with local the social services department. In the event of the headteacher being absent from the school other senior staff deputise in this regard and they too are trained in this aspect of child care. Good work is done in personal and social education which teaches pupils different ways in which they might protect themselves as well as alert them to threats in such areas as drugs. The school provides good support for individuals in this regard. While the school is conscientious about health and safety issues, the lack of an individual member of staff with overall responsibility for risk assessment means there is no focus which would identify potential hazards such as the kiln, situated as it is in a working office. The school provides a range of nutritious meals and the arrangements for mealtimes make very good contributions to the pupils' welfare. Strict rules cover the conduct of educational visits made by pupils and these are adhered to. There are good arrangements for medical support as well as for first-aid and these are well managed by the matron. The school is successful in promoting the health, safety and general well-being of its pupils.

Partnership with parents and the community

59. The school makes positive efforts to include parents in the life of the school. In view of the distances involved between many of the pupils' homes and the school it is a credit to the efforts of the staff that parents express enthusiasm for the way in which they are kept informed of their child's progress. The information which the school provides is good and this is particularly so with the weekly letters home. Teachers provide parents with exemplary plans indicating the work which their son will do during the year. Annual reports to parents are satisfactory but do not include a report on the information technology

learned by pupils. There are very good opportunities for parents to raise concerns on many different occasions such as open days, annual reviews but more usually by telephone. No parent raised any concern at the parents' meeting which suggested that this is a problem. A few parents commented that should the staff member they wished to speak to not be available, then there is always someone else who is knowledgeable about their child. This was an area about which they expressed particular appreciation. The staff make great efforts to encourage parents to attend Parent Days, and in this they are largely successful. Boarders are encouraged to take work home but this is not formalised. All parents are invited to formal reviews and attendance is very good. Their contributions and concerns expressed at these meetings are valued and acted upon. The school encourages regular links between parents and their sons through use of the telephone. When incoming calls are received these are noted and a record made. This ensures that all pupils receive contact with their home. Overall the links which the school has with parents make a good contribution to pupils' learning.

60. Community links are good. Local football teams use the school facilities on some weekends, and a significant number of pupils choose to attend the local church as well as youth clubs. There is good use of the community to enhance the curriculum, and there are visits to places of interest, and good opportunities to appreciate the natural world. Liaison with other schools, local arrangements for reintegration, and familiarisation arrangements for children joining the school are good. The school's work is enriched by its links with the community. Pupils develop a greater understanding of citizenship through involvement in their own community, developing a sense of responsibility for themselves and others, which is reflected in their fund raising for charity.

The management and efficiency of the school

Leadership and management

61. The aims of the school are clear and included in the information for parents as well as the information supplied to local authorities. Overall planning takes account of these aims and the school is successful in overcoming the negative feelings which pupils have on arrival at the school and encouraging them to develop into confident individuals with a greater feeling of self-worth. The school is a community with clear educational aims and a shared sense of common purpose. There is a positive ethos within the school and good relationships that provide equality of opportunity for all pupils.

62. The full governing body has two sub-committees; a Steering Group, with responsibility for policy and planning and a Committee of Management which has regard to the everyday issues of running the school. The governing body is very supportive of the school and individual governors have retained this commitment over an extensive period of time. They have a well merited trust in the headteacher and are fully aware of their legal responsibilities. This level of trust which is shown does in effect mean that they devolve much of the policy making initiatives to the headteacher and his senior management team. A central task which they undertake is the monitoring of the school's financial management and this is done effectively, however there are insufficient formal systems in place to ensure monitoring and evaluation of the curriculum standards. Additionally the systems and indicators for proving value for money are not sufficiently well established.

63. The school is well led. The headteacher leads the school with commitment and purpose and he is central to the caring and positive ethos which runs through the school. Day to day management of the school is effective and appropriate procedures exist which mean that the routine communication within the school and the wider community is good. Senior staff have clearly defined roles and these they fulfil effectively. They share a clear vision and sense of purpose which is focused on the pupils and which guides

the work of all staff.

64. The school development plan (SDP) is well established. Targets are set and resourcing implications are identified. However in only in a few areas such as curriculum development in personal and social education, physical education (PE) and information technology (IT) are success indicators clearly established. More usually success is measured by outcome. This approach does not ensure a uniform development of whole school activity and areas such as staff appraisal and its links to staff development, are incomplete.

65. The school has a clear commitment to equality of opportunity in all areas of the school and the policies and procedures which are in place ensure that these commitments are upheld. There is excellent provision through the LSU for pupils with particular needs such as basic reading skills. Adults provide good role models for the pupils and the level of commitment which they demonstrate indicate to pupils that it is their interests which are paramount.

Staffing, accommodation and learning resources

66. The school is well served by an enthusiastic, hard working and dedicated staff. The number, qualifications and experience of the staff is well matched to the demands of the curriculum, however only a small number have an additional special educational needs qualification. There is an adequate number of support staff (SSA) who effectively help and support teachers with the teaching of the curriculum, the management of pupil behaviour and assist pupils in their learning. These SSA's have well developed skills and in most lessons they are effectively directed by teachers so as to provide positive learning experiences for the pupils. In a few lessons however they do not add to the quality of provision as they are insufficiently briefed by the teachers on the content of lessons and the expected learning outcomes for pupils.

67. The school is ably supported by the administrative, catering, caretaking and cleaning staff, who all make a significant contribution to the quality of life which the school offers. The nurse, visiting specialists and therapists add to the overall provision for pupils and ensure good welfare and medical support.

68. Although there is a policy for the induction of new teachers it is not yet fully implemented in a structured and systematic manner. Teacher appraisal, began in 1993, has not taken place since 1995. This omission does not allow teachers' professional needs to be fully considered within the overall development of the school.

69. The resources for learning in most subjects are good. There is a plentiful supply of up to date textbooks in classrooms and the recently established library and learning support area is a valuable resource. The provision of a dual purpose science and DT room is a particularly valuable resource. Resources for of design and technology lessons are inadequate and the absence of items such as construction kits as well as a wider range of tools means that the subject cannot adequately be taught nor meet the overall requirements of the programme of study. Good use is made of the attractive site in which the school stands to extend the range of learning opportunities for pupils. There is good provision for information technology with at least two computers in each classroom one of which has the facility to use CD ROM. All classrooms have a television and video recorder available for educational use.

70. The school's accommodation is good and presents a welcoming, comfortable and purposeful educational environment. It is very well looked after with a high standard of cleanliness and it generally allows the curriculum both academic and twenty four hour to be taught effectively. All classrooms are of a

good size enabling rooms to be divided for specific purposes, for example reading corners and computer areas. This benefits the pupils' learning and offers options in group management to teachers. The school has specialist rooms for science, design and technology and home economics as well as a separate building for recreational games and PE. There is an outdoor swimming pool, extensive playing fields and hard court areas as well as gardens and woodland with adventure play equipment. These facilities support the pupils' learning in formal PE, but as importantly are widely used for enriching the pupils' awareness of wildlife and as a safe place for fantasy and adventurous games. Pupils' work on display throughout the whole school very effectively celebrates their achievements as well as encouraging and stimulating their learning. The school makes very good use of local facilities to enrich the academic curriculum in PE, history and geography as well as developing social maturity within the twenty four hour curriculum.

Residential provision

71. The residential provision is very good, supports the pupils very well in their personal development and enables them to make progress in their academic work. Pupils are happy in the school and appreciate both the facilities and the personal support they receive from the staff who they see as helping them to become more mature and settled. Pupils have a good attitude to all the activities and participate well. Behaviour is generally very good both during supervised activities and during pupils' free time. All pupils know the school routines and follow them well. Relationships between staff and pupils are very supportive and understanding and this improves pupil's trust and confidence. Relationships between pupils are good with many examples seen of sharing with and caring about each other. There are not many opportunities for pupils to take responsibility and this is an aspect which needs consideration.

72. The range of activities offered each evening and at weekends is very wide. These include both physical games and sports as well as quieter activities such as nature walks, fantasy play, art and crafts. Cooking is a favourite with many! All of these activities are fully planned for each half term and the school has an effective system to ensure that each pupil experiences a balanced programme of activities during each week. Individual interests are encouraged; for example boys regularly attend cubs and scouts and one boy is playing and training regularly with the local town's football club. There are four sessions of supervised homework each week.

73. The pupils make good progress in their spiritual, moral, social and cultural development within the twenty four hour curriculum. A group of pupils regularly attend the local church and their presence is very much appreciated by the local community. The behaviour system offers clear guidance on right and wrong and enables pupils to become responsible for their own actions. Routines of the day are consistent and well established. These benefit pupils by decreasing anxiety because of their predictability. Mealtimes, playtimes and many activities are pleasant social occasions. Weekend visits to places of interest and occasional visits to the pantomime develop pupils appreciation of their own culture.

74. The school provides very good support and guidance for pupils within the residential provision. Pupils are very clear about expectations for good behaviour, and the points system supports them in achieving targets. Pupils' progress is thoroughly monitored and recorded by care staff and the targets for behaviour improvement, identified in annual reviews, are integrated and addressed through each pupil's care plan. The system of a 'special person' for each pupil is very supportive of their progress. There are thorough procedures to support health and well being and to deal with pupils' individual health needs. Procedures for child protection are secure. Meals are of good quality, attractively presented and pupils have sufficient food.

75. The residential provision is very well managed by the Head of Care with the oversight of the

headteacher. Clear leadership of the residential provision reinforces the aims and values of the school very effectively. The Head of Care and his staff maintain a strong ethos of care for each pupil as well as ensuring that the physical care is of the highest standard. Staff receive good support and training which ensures consistency of standards. The deployment of staff is effective and fully uses their expertise. Care staff provide good support during the course of the school day for additional supervision and the very close partnership and teamwork between care and teaching staff ensures the smoothest of transitions between school time and the rest of the day.

76. There are sufficient staff to meet the needs of the residential provision and there is a good gender balance among them. The accommodation is of good quality and facilities within the school and in the local community are well used in providing a range of appropriate activities. A good variety of resources are available to support these activities and the minibus is well used to take pupils to local events.

77. There are sufficient funds made available to support the range of activities provided and pupils receive additional money linked to the behaviour system. The pupils' positive attitudes and the very positive ethos combine to show that the residential provision provides good value for money.

The efficiency of the school

78. The governors financial policy provides a sound basis for the management of the school's finances. Procedures for the day to day financial control are good, but the practice of maintaining backup computer records alongside the working records is insecure. The headteacher's management of the budget is thorough and the systems and procedures employed enable the governing body to accurately monitor school spending.

79. The governing body is responsible for the drawing up of the whole forecast budget, with major contributions to this being made by the headteacher, bursar and senior management team. Fees are drawn up using a historical cost basis with increases being largely affected by external factors. Currently the annual budget is running at 3 per cent over actual cost but prudent management and budgetary control is reducing this overspend. The current pattern of spending should be viewed against the background of the recent re-structuring of the school admissions - the effect of which is working through the school.

80. The school development plan for 1997-8 is a detailed document which includes all the aspects of school life. While all items are appropriately costed and a time scale is given for their completion there are insufficient success indicators attached which would allow governors to judge the effectiveness of their decisions. For example the governors agreed to the setting up of a learning support unit and increasing staff costs in order to run it. There is no provision or system within the planning to ensure that such a major item of expenditure continues to be effective.

81. Staffing is adequate and they are generally well deployed. Teacher appraisal has not taken place since the 1995/6 school year. Consequently teachers' further training is not clearly linked to the overall development of the school. The proportion of budget spent on staffing is appropriate and the governing body responds well to areas of need, such as the setting up of the learning support unit. Accommodation throughout the school is suitably used to enhance the quality of the 24 hour curriculum and planning by governors through their committees ensures that the highest standards of provision are maintained. Most

areas of the curriculum are adequately equipped with good quality resources. The exception to this would be design and technology where the present resource level in both tools and consumable items are inadequate to fulfil the needs of the programmes of study.

82. Taking into account the satisfactory and often good progress made by pupils in their learning, the very good progress made in their behaviour, moral and spiritual development, the high standard of teaching in most lessons and the positive attitudes of pupils to their learning the school is judged to give good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

83. In English all pupils are making at least satisfactory progress. At Key stage 2 pupils make good progress. In the 1997 Standard Assessment Tests (SAT) 31 per cent of pupils were at level 4, compared to 5 per cent nationally. In the school only 54 per cent of pupils are working below level 3 compared to 73 per cent nationally. By the end of Key Stage 2 pupils are able to communicate using both spoken and written word. Work done within year 4 is of a particularly good standard, where pupils can talk with confidence and are developing an appropriate range of vocabulary - some of the higher attaining pupils in this group can appreciate that words such as 'light' have more than one meaning. Nearly all pupils can speak well about a range of familiar topics and many speak with confidence to a range of audiences, such as their own class group, reading their poetry within the school assembly or speaking to make a point at the school forum. Discussions on a range of interests occur on other occasions, most particularly at mealtimes, where pupils show an ability to listen well and respond to a different point of view. Older pupils at Key Stage 3 are able to talk with understanding and feeling about their work, for example in trying to understand the experiences of family life during the Second World War. Within lessons other than English most pupils question their teachers with an insight which indicates either an understanding of the issues or the need for further clarification. There is little doubt that the speaking and listening skills of most pupils are a particular strength of pupils' learning and they successfully use these to build on their knowledge across a range of other subjects.

84. Most pupils can read a range of texts with satisfactory fluency. Higher attaining pupils in both key stages demonstrate a good comprehension of a range of reading material appropriate to their age, such as reference books and dictionaries. Even among these higher attaining pupils few are developing the skill of intonation when reading aloud, but in general most pupils can explain the plot of what they read as well as predict what may happen next in the story. All pupils show a range of strategies when faced with a difficult or unfamiliar words; most commonly pupils use a 'sounding out' approach based on phonic knowledge. Some use contextual clues in identifying where in a passage they may have gone wrong; they know that what they have read 'does not sound right' and use this knowledge to self-correct. Most pupils are reading within the range of level 1-3 with the higher attaining pupils reading at level 4. Some pupils arrive at the school as non-readers or with inappropriately low reading ages. These pupils make good progress in their reading skills and by the time they leave the school the gap between their reading age and chronological age is significantly reduced, in some cases these pupils can read at a level appropriate to their age.

85. There are good examples of poetry writing throughout the school, where pupils are showing a command of the language which expresses their fears and feelings through this style. Particularly good examples are seen in year 6 where pupils have developed the theme of 'friendship' within their poetry writing. A poetry corner has developed in one of the common room areas which shows examples of pupils' work as well as that of established poets. Story writing is a developing skill and older pupils in year 7 demonstrate an ability to organise text and respond well to the title of their work. Key Stage 3 pupils are experimenting within a variety of styles, not only through poetry and story writing, but in the production of a good quality school newspaper aptly named 'News 4 You'. Past editions have included such diverse contributions as sports reports, interviews with a wide range of people both within and outside of the school, poetry competitions, health, finances and how to look after your hamster. Including as it does,

colour photographs which complement the text, it is a quality production which exemplifies the overall work which pupils do. All pupils use notebooks for the purpose of drafting and re-drafting stories and the evidence within these indicates at least satisfactory progress being made.

86. Pupils attitudes and responses to their work are generally satisfactory. In half of lessons seen their response is good. Only in the case of one difficult year 7 group is behaviour a noticeable issue, but even within this class some of the pupils managed to retain their concentration and complete the task. Most pupils are keen to talk about their work and communicate freely with teachers and other pupils, they ask appropriate questions which indicate that some pupils are beginning to take responsibility for their own learning. Many pupils remain concentrated on their task even when they may be encountering difficulty with it and can wait patiently if help is needed from the teacher. There are clear classroom protocols such as listening when others speak, and putting up a hand before being invited to speak - pupils readily accept these.

87. The quality of teaching is at least satisfactory in nine out of ten lessons. In two thirds of lessons teaching is good, very good or excellent. In these better lessons teachers outline the purpose of the lesson in great detail and ensure that pupils are aware of what they need to learn. The range of language used in these explanations is appropriate to the understanding of the pupils. The tasks which teachers include are well targeted to achieve the purpose of the lesson, this is particularly so at Key Stage 2 where these are clearly matched to challenge the pupils' abilities. Tasks for higher attaining pupils are included in the planning. Teachers select from a range of resources to extend pupils' knowledge in expressive writing, phonics and reading as well as handwriting. Some use is made of information technology to assist pupils in re-drafting of their work but in general it is not a commonly used facility and most pupils are unsure on how it is best used. Teachers use a positive approach when encouraging pupils and never succumb to expediency when dealing with behaviour issues in the classroom. Support staff make a most valuable contribution when they are well briefed by the teacher about the specific needs of the pupils and the manner in which these should be addressed. Less effective support is offered when there is no clear task given to these staff and they are left to merely be another pair of eyes, looking out for moments of misbehaviour from the pupils.

88. The curriculum policy for English addresses all attainment targets in a balanced way. The programmes of study are helpful in allowing teachers to plan in outline ways which will ensure progression for pupils. Longer term assessment procedures are satisfactory and these begin with a baseline assessment of every pupil on entry to the school. However assessment is not embedded within the lesson planning of most teachers, resulting in some lessons where pupils are unsure about what they may have learned. Marking of work is up to date but this lacks a consistent approach. Some teachers use ticks only, while others provide encouraging remarks which do not comment on the quality of the work done and indicate to the pupils what they need to do in order to progress. The policy document indicates that marking should be carried out in the presence of the pupil where possible, but in practice little of this was seen.

89. The school has a pleasant room, recently refurbished, which is used exclusively as a library. The book stock is up to date and there is a good balance of fiction and non-fiction material. Pupils have controlled access to the facility and sessions are included within the timetable during which pupils can develop their library skills.

Mathematics

90. Pupils' progress is good at Key Stage 2 and satisfactory at Key Stage 3. Results from the 1997 Key Stage 2 SAT's indicate that 54 per cent of the school's pupils attained level 3 in the subject, compared to

33 per cent nationally. 16 per cent attained levels 4 and 5 as against national figures of 13 per cent for the same levels.

91. At the end of Key Stage 2 pupils begin to use number with increasing confidence and the higher attaining pupils are able to use mental arithmetic well when completing addition and subtraction of money. They know how to order numbers up to 100 and are able to cope successfully with division of three figure numbers. Younger pupils are familiar with the concept of estimation and are able to distinguish between shortest and longest when estimating length. They are able to add and subtract in decimals up to two places. Although pupils use calculators competently in their basic number work they are encouraged to use mental arithmetic wherever possible in order to consolidate their acquisition of mathematical concepts. Pupils make use of these skills in science lessons when compiling bar charts and in French when learning to count up to twenty.

92. By the time pupils leave the school they have satisfactorily consolidated these skills and are able to interpret information from line graphs. They understand the concept of probability and can convert fractions to decimals.

93. At both key stages pupils make satisfactory use of information technology to support their learning, for example when using logo to create symmetrical patterns using common three dimensional shapes.

94. The response of pupils to learning is always good or better at Key Stage 2 and is generally satisfactory at Key Stage 3, although there are instances of unsatisfactory behaviour. In the best lessons pupils want to learn, they settle quickly to their work and are attentive throughout lessons. They listen carefully to instructions, volunteer answers and suggestions without much prompting and recognise when they need to ask for help from teachers. In a small minority of lessons, however, at Key Stage 3, where the tasks set by the teacher were not sufficiently challenging, pupils lose interest and behaviour is unsatisfactory. The pace of lessons suffers as a result and the majority of pupils are unable to sustain concentration.

95. Overall the quality of teaching is never less than satisfactory and is often very good. All lessons at Key Stage 2 are very good and at Key Stage 3 the teaching is satisfactory. Where teaching is at its best teachers plan well linking their lesson planning to the needs of the pupils. They have a secure command of the subject, a detailed knowledge of pupils' ability and transmit a high degree of enthusiasm to the pupils. Teachers set high expectations of good behaviour and praise as well as encouragement are used appropriately to motivate pupils.

96. Where teaching is less effective, there is insufficient challenge for higher attaining pupils and teachers spend too much time establishing good order.

97. There is a good subject policy which has the potential to ensure that the subject is taught well but as yet it is not supported by a detailed scheme of work which plans for continuity and progression. Planning at an individual level is satisfactory but the role of the co-ordinator has not evolved to the point where standards of teaching and attainment of pupils are monitored across classes or key stages. The curriculum offered is based on a number of commercially produced schemes and while the National Curriculum Programmes of Study are addressed, Attainment Target 1 (using and applying mathematics), is not sufficiently emphasised. Teaching and learning, therefore, are primarily classroom based with little real context in which pupils can practice their new found knowledge. A commercial assessment and recording scheme is used across the school that accurately identifies the levels of achievement for each pupil. There are sufficient resources to teach all aspects of the subject, they are of good quality, easily accessible and generally well used.

Science

98. Progress in science at Key Stage 2 is good and at Key Stage 3 is satisfactory. Levels attained in recent national tests at the end of Key Stage 2 are above national standards of pupils in schools serving similar special educational needs. The pupils' work in science is firmly based on investigative experiments. Younger pupils at Key Stage 2 are beginning to understand the properties of everyday materials such as paper and plastic. They are able to use their own personal experience in establishing a hypothesis and carrying out a 'fair test' to discover the strength of these materials. They can record their results verbally. By the end of Key Stage 2 pupils have a sound knowledge of many features of plant and animal systems. They show the ability to conduct more complex experiments testing out their hypotheses concerning liquids in solution and suspension. They use correct scientific vocabulary with precision and can observe and make accurate recordings of their findings and come to conclusions about the results. The quality of their written work is high. Pupils at Key Stage 3 are consolidating previous work. They know the differences between solids, liquids and gases and the effect heat has on these elements. They know the technique of using indicators to test acids and alkalis and are able to make and test their own indicators from natural materials. All pupils know about safe practices in the laboratory.

99. Pupils at Key Stage 2 make good progress in developing their knowledge and understanding, building upon past work. Pupils at Key Stage 3, many of whom have not had a consistent background in science are consolidating their knowledge and understanding in the subject and their progress is satisfactory.

100. Pupils response to their learning in science at Key Stage 2 is good or very good. Pupils are extremely enthusiastic and take a lively interest in their investigations and experiments while maintaining sensible and safe behaviour in the laboratory. They listen attentively and follow instructions carefully. They are very diligent in completing their written work. They also show the ability to work both independently and collaboratively in pairs. Pupils at Key Stage 3 while showing similar enthusiasm do not concentrate as well in the laboratory and time is wasted through unnecessary distractions and lack of attention to instructions. Although the majority are motivated to succeed few are able to work without considerable adult support.

101. The quality of teaching at Key Stage 2 is very good. Teaching at Key Stage 3 is overall satisfactory with some examples of unsatisfactory teaching. The subject is taught with enthusiasm and commitment in all classes and where teaching is very good work presented to pupils builds upon past knowledge developed through a secure scheme of work. A productive mix of practical and written tasks enable pupils to learn through investigation and consolidate that learning in the recording of experiments and writing notes on theory. Correct scientific vocabulary is used at all times and the lesson is firmly focused on scientific learning objectives. Practical work is organised safely and effectively. Teachers are skilful in using questions to challenge pupils to hypothesise and hence extend their understanding. In the small minority of unsatisfactory teaching observed disruptive behaviour by a minority of pupils is not managed effectively and this disruption is allowed to interfere with learning. All teachers have good informal understanding of the pupils' different levels of ability. However lesson plans do not adequately focus the teaching to match the specific needs of individual pupils including the more able.

102. The subject has a very useful scheme of work at Key Stage 2 which gives pupils a relevant and broad experience of the subject. Each module of work is well resourced, with a work book used for notes which enables pupils to build upon past work. Tests at the end of each module give teachers a clear indication of knowledge gained. A new scheme has recently been introduced for Key Stage 3 pupils which consolidates past work. All pupils work is appropriately assessed and while these identify attainment levels accurately they are not used to plan specific work or support individual pupils. The subject is well co-

ordinated at Key Stage 2 but there is no system to monitor delivery of science across the school to ensure progression within Key Stage 2 or between the two key stages.

Other subjects or courses

Art

103. Pupils' progress in art at both key stages is satisfactory. By the end of Key Stage 2 they have had variety of artistic experiences and are able to use paint and crayon in a controlled manner. They can work with lino, making attractive prints of patterns derived from the seashore. The use of bright and bold colours is very effective and the use of polystyrene to create large-scale reproductions of fish are very imaginative. The work of Rembrandt is used very effectively in the study of portraits as is the use of tone in paintings. The use of a scraffiti technique is used well to draw trees and link this work effectively to written work in poetry. At Key Stage 3 good use is made of authentic works to study the style of aboriginal artists. Throughout the school there is evidence of work linked to that of famous artists. For example Year 7 pupils are able to identify the work of Turner and describe details of his paintings, including the vortex in his work. They know that his work represents the dawning of a new era and that the 'Fighting Temeraire' is a classic example of this. The work of Claude Monet is used as source of imaginative paintings based on an impressionist theme. Younger pupils make pleasing attempts at reproducing the work of Van Gogh in their interpretations of sunflowers. Although pupils are developing their skills in painting and drawing there is a lack of opportunity to explore a range of experiences in three-dimensional work. Pupils of all ages and ability enjoy their art lessons. They take pride in the presentation of their work and derive much satisfaction from their artistic endeavours.

104. The quality of teaching is never less than satisfactory and is often good or very good. Lessons are very well prepared and teachers make good use of resources to assist learning. The school has the benefit of a fully qualified art teacher who works as a classroom assistant and this makes a positive impact on the teaching of the subject. Teachers make every effort to provide adequately for the whole range ability in their classes by careful attention to individual needs.

105. The subject is satisfactorily co-ordinated and the art curriculum meets the needs of the National Curriculum. Resources for two dimensional work are adequate and in plentiful supply, however, there is a lack of resources for three dimensional work and the location of the pottery kiln in the deputy headmaster's office is unsatisfactory. As yet pupils are not making full use of the available computers in each classroom to extend the range of their creative imagination.

Design and Technology

106. Because of timetable restrictions it was not possible to see design and technology at Key Stage 2 but evidence from displays as well as pupils' work suggests that they are working within the appropriate programmes of study. At Key Stage 2 pupils can use simple materials such as paper and card from which they make such things as masks and boxes while at Key Stage 3 they are beginning to develop skills in using simple hand tools. At Key Stage 3 pupils are introduced to working with more resistant materials such as wood and acrylics. In both key stages the skill of making is not matched by that of designing. There are few opportunities for pupils to bring their own ideas to the design process.

107. Pupils attitudes to learning are generally satisfactory. In one lesson observed the instructional phase of

the lesson was not well received and pupils were restive, talking amongst each other and not paying full attention to the teacher. However, the practical elements of lessons engage the pupils' interests and all remain focused on the task for the remainder of the session. Many gain much satisfaction from their effort and express pride in their achievement. It is impressive to see that when a piece of work breaks, on which a pupil has spent almost an hour, the pupil does not express outrage or undue frustration. Rather, the pupil selects another piece of material and expresses the view that he would have to modify the design. Examples of other work such as that on bridges indicate that the finished product is of good quality.

108. The quality of teaching is satisfactory. Lessons are well prepared and planning provides for a sequential skill development. Materials are readily to hand and the planning includes a reserve of materials which anticipate a small degree of waste or failure. Pupils with lower skill levels are provided for by additional support from other staff. The teacher explains the tasks well and ensures that the pupils understand its nature and purpose. Good use is made of short videos, showing the techniques about to be practiced by the pupils. It is however detrimental to the progress of the lesson to agree with pupils that the video is "boring" but that they will watch it anyway. Teaching is unsatisfactory where staff spend unnecessary time assisting individual pupils. There are several examples where the pupil is willing and able to continue the task, but the teacher insists on continuing with the demonstration.

109. The newly appointed co-ordinator has made a good start in the planning for the subject. In this regard he is starting from a low base of skills which pupils have and the fact that the subject does not appear to have been taught to any depth up to this point. There is no record of skills achieved or of work done by pupils on which he can draw. Long and medium term planning is appropriate and covers the requirements of the National Curriculum.

110. Resources are poor, consisting mainly of a small selection of poor quality hand-tools. A strength of the provision is the dual purpose room shared with science teaching. Pupils are at risk where workshop safety practices are not adhered to. There are several examples where pupils having finished with a scroll saw fail to switch it off as they walk away; and poor technique in using flimsy craft knives where pupils draw the knife towards their supporting hand. Additionally active cross curricular links are absent but the co-ordinator is aware of this and is including this in the planning.

Geography

111. Geography was observed at both key stages. Progress over time judged by pupils past work recorded in their notebooks and the quality of work in lessons is good. Younger pupils at Key Stage 2 have a clear understanding of the use of maps. Those of lower ability are able to accurately show the route of Red Riding Hood to Grandma's house on a picture map, giving explanations of the contrasting landscape through which she walks and they are able to use the map to locate the wolf!! More able pupils in the same class can use an atlas and a world map to locate Vermont USA as a preliminary to their work on an environment different from their own. They are able to consider the effect of severe winter weather on the lifestyle of the people living in that State. By the end of Key Stage 2 pupils are secure in their work using oblique maps and plans of an urban landscape. They are also able to come to conclusions about facilities available in an urban environment and the effect they have on that environment. Pupils at Key Stage 3 are able to use ordnance survey maps and can locate places using six figure references and standard symbols. In many classes pupils keep detailed daily weather records which they successfully compare with records kept in previous years.

112. Pupils response to their learning is consistently good. They are keen and well motivated and able to work both independently and collaboratively in pairs. The quality of written work is invariably neat and carefully executed. Even the youngest pupils concentrate for long periods of time with real determination to do their best.

113. The subject is taught with real enthusiasm and interest throughout the school. The quality of teaching is never less than satisfactory and more frequently good or very good. When teaching is good lessons are well planned and organised , building upon past work and challenging pupils to think for themselves. Pupils are skilfully supported through open questions and comments to help them extend their understanding. Expectations of both behaviour, attitude and quality of finished work are very high. When teaching is very good different groups are given work matched to their ability so that both high and low attaining pupils can maximise their progress. Lessons where teaching is satisfactory also have clear objectives but the level of challenge is moderate, pupils are less encouraged to work independently and the more able find the work too easy.

114. The subject scheme of work, although closely linked to texts, satisfactorily covers national curriculum requirements and gives pupils a broad experience of the subject. This is enhanced with educational visits to a variety of local places. The co-ordinator plans to integrate fieldwork into this scheme of work and this will widen the pupils' understanding. The present assessment arrangements gives the teacher accurate information on pupils' attainments but this information is not sufficiently used to plan for future progress.

History

115. History lessons were observed at both key stages. Progress is good both within lessons and as shown by pupils' work, over a period of time. This progress is encouraged by high expectations from teachers who urge pupils to use skills and knowledge gained in previous lessons. Younger pupils at Key Stage 2 have good knowledge of aspects of life in past times. Those studying the Saxon period are able to compare the justice systems of that time and compare them to that of today. By the end of Key Stage 2 pupils studying the Victorians are able to use videos, books and contemporary pictures to gain specific information of industrial processes of that time. Pupils at Key Stage 3 are skilled in using both primary and secondary sources in their research about events in this century. In one class pupils have successfully interviewed friends and relatives about their experiences in the 1930's and 1940's as a preliminary to this term's work on the Second World War. They are able to use a timeline to consider the chronology of developments leading up to this century.

116. Pupils' response to their history lessons is invariably good. They are keen and interested and eager to find out more through questions and research in books, pictures and the CD Rom. There are very good examples of collaborative work and sharing of ideas and details found from their research. The quality of pupils' notebooks is of a high standard.

117. The quality of teaching is never less than satisfactory and sometimes good or very good. All teachers plan work with care relating it to pupils' past experiences. Resources, for example video-tapes, stories, texts and photographs are well selected to generate interest and impart knowledge at a level the pupil can understand. When teaching is good pupils are really challenged to research information for themselves and the class is skilfully grouped so that pupils can also support each other with ideas and information. When teaching is very good expectations of good behaviour and quality of work are very high. Pupils' progress is maximised in lessons which combine factual knowledge and comparisons with a their experience of situations today.

118. The history scheme of work covers national curriculum requirements and is a useful tool to develop pupils knowledge and skills. Educational visits to museums and places of historical importance are well used to enrich the pupils' work. Teachers assess pupils' work regularly but the information gained is not used sufficiently in the planning of future work. There is no system to monitor the delivery of the scheme of work to ensure consistency in both key stages.

Information Technology

119. No teaching of information technology was seen during the course of the inspection, therefore judgements are based upon scrutiny of pupils' work as well as watching pupils at work on computers. All classrooms have at least two computers available for pupils and the ratio of computers to pupils at 4:1 is well above the national average for primary schools. These are up to date machines, though none are networked.

120. The use of computers varies across the school. In the younger classes, such as Year 4, word-processing skills are being developed where some pupils use the computer to write a weekly letter home. In Year 5 pupils are becoming confident in control technology by using 'turtle' to complete a required geometric figure. It is common to find pupils who are unsure about accessing information without the direct help of adults. In a few of those cases seen pupils rely on adults to turn on the computers for them as well as load and set up the required programs.

121. The co-ordinator has compiled a useful policy document and scheme of work which should be helpful to teachers. The requirements of the Programme of Study are clearly set out, although attainment levels are not identified. Resources are identified according to how they might be used within each Attainment Target. Where the use of information technology is an established part of classroom practice pupils make satisfactory progress but in general its use is not common to most subjects. The procedures for assessment take the form of a record of skills acquired but do not include any information which would determine future practice. The range of software available to pupils is satisfactory, covering as it does other areas of the curriculum such as mathematics, English, science, art, French and history.

Music

122. Pupils make satisfactory progress in music. They enjoy their lessons and develop their skills as they move through the school. By the end of Key Stage 2 pupils have developed a good sense of rhythm and are able to copy a beat by clapping. They have learned to play the recorder and can copy notes using the correct fingering and control of breathing. Most pupils are able to read notes from a musical score and more able pupils have written their own music to imitate the animal noises they have heard in the "Carnival of the Animals". At both key stages pupils can recall and join in simple songs. The annual Christmas production is now established as a popular event and is a valuable vehicle for pupils to demonstrate their musical talents.

123. Pupils have a very positive attitude to music and they clearly enjoy the opportunity to perform in front of an audience. They behave well, maintain concentration and persevere as they practice practical skills. They handle instruments with care and watch and listen to the performances of their peers with respect.

124. The quality of teaching is of a consistently high standard. The school has the benefit of a part time music specialist who has a very good command of the subject. Lessons are well planned and include a

balanced combination of listening and performing which has a significant affect on the good standards of behaviour and attainment which are achieved. When poor behaviour does occur it is handled in a firm and very sensitive manner resulting in pupils quickly giving their attention to the lesson once more. The enthusiasm and love of the subject which the teacher has, is infectious. This is picked up by the pupils and it has very positive affect on the standards which they achieve.

125. The subject is well resourced although the lack of a specialist music room does restrict the opportunities which pupils have to practice their skills. The co-ordinator has written a good policy accompanied by a well-planned scheme of work that effectively covers the required programmes of study.

Physical Education

126. Pupils at both key stages make satisfactory progress in all of their lessons. The majority of pupils, particularly in the older groups, know and understand the purpose of exercise and include these principles in their own performance.

127. Key Stage 2 pupils are developing skills which allow them to develop control over their own movements and are using these within a variety of games such as mini-rugby. This skill development continues through both key stages. Some pupils represent the school at football and in some individual cases attend clubs outside of the school and represent those teams. In rugby pupils are developing elementary handling skills and can explain why the rugby ball has developed into its present shape. They can throw the ball to a partner with some accuracy and catch the return pass successfully. Older pupils are developing the skill of picking up a rugby ball while on the run and can critically assess their own performance as well as suggest ways in which it might be improved. Pupils have a range of activities available to them throughout the twenty-four hour curriculum. By the time they leave the school all pupils can swim.

128. Pupils have a positive attitude to their learning and respond well to the opportunities they have. They listen attentively to instructions and try hard to improve their individual performance. Higher attaining pupils suggest ways in which they might improve their own rugby skills, such as 'Stop rushing' and 'Look before throwing'. They co-operate well within the small practice groups with some individuals showing sensitivity and concern to the less skilled amongst them.

129. The subject is taught by a specialist teacher and the quality of teaching is good or very good. Good group management skills are shown, such as ensuring that all pupils are listening and attentive, and the objectives of the lesson are explained in language appropriate to the groups' understanding. Small teaching points such as crouching down on the floor when speaking to seated pupils ensure that eye contact is maintained with the pupils. Some use is made of demonstration, whether done by the teacher or using one of the more skilled pupils, but this is not common. Good use is made of warm-up sessions and in lessons involving older pupils these are led by the pupils themselves. The planning is detailed and includes objectives in addition to skill development, such as sportsmanship and fairness. Poor technique is picked up on and corrected and where lower-attaining pupils are unsure of their skills different resources, such as smaller or softer balls, are used in order to encourage these pupils. Generally there is an insistence on a good quality of performance and combined with a positive approach and rapid changes of activity the interest of pupils is sustained throughout the lesson.

130. The subject is effectively co-ordinated although the current policy document and programme of study is sparse. It would not be helpful to other teachers should they be called upon to teach the subject. Assessment is judged solely by outcome and this is an area which requires further development. The range

of activities available to pupils is extensive, including as it does, adventure activities, horse-riding, cross-country running and swimming using the school's own heated pool. Resources are appropriate and effective use is made of facilities both within and away from the school. Provision for pupils with particular special needs is good and the teacher is aware of specific health problems which individual pupils have.

Modern Foreign Languages

131. Due to timetable arrangements, only one lesson was observed during the course of the inspection. However, scrutiny of pupils' work discussion with pupils and teachers and consideration of the subject policy, indicate that pupils are making satisfactory progress by the time they leave the school.

132. Pupils are able to repeat words and phrases in French, they join in singing simple songs, participate in a game of bingo with numbers up to 39, and ask and answer simple questions such as 'Je m'appelle' and 'tu t'appelle' with a well pronounced French accent. Most pupils are able to count up to twenty in French and can also recognise and name a range of school items, such as un crayon, un stylo, une regle, un cahier and un livre. They respond appropriately to a range of greetings such as 'bonjour', 'bon soir' and 'bonne nuit' and can tell the difference between 'a droit' and 'a gauche'.

133. Although most pupils enjoy using French there is a tendency for concentration to lapse and behaviour suffers as a consequence.

1. The subject is only taught to pupils at Key Stage 3. There is a sound policy document which should provide the basis for the development of a comprehensive scheme of work which presently lacks detail. The subject co-ordinator is well qualified in the subject and has made a good start in introducing the pupils to the joys of speaking another language. Resources are not yet fully developed and information technology does not play a significant role in the delivery of the subject.

Religious Education

135. Religious education is taught throughout the school and was observed at both key stages. Progress in religious education is good. Younger pupils are able to recall details of miracles performed by Jesus in New Testament stories and they understand the concept of a miracle. By the end of Key Stage 2 pupils have a wide knowledge concerning both the Old and New Testament and can compare the concept of creation as related by the Inca people, the Maoris and the account in Genesis. Pupils at Key Stage 3 know about the main features of the Buddhist faith and understand the importance of religious festivals and practices including Easter and Lent. Progress over a period of time as seen in pupils' notebooks is good.

136. Pupils response to their lessons at Key Stage 2 is good and at times excellent. Pupils are enthusiastic and keen to participate. They are able to listen attentively to the teacher and each other, joining in discussion very maturely. Some pupils use their notebooks to recall past work and the quality of those notebooks is consistently high. The response of some older pupils at Key Stage 3 was unsatisfactory with inappropriate shouting out and a lack of concentration.

137. The quality of teaching overall is at least satisfactory and more frequently very good. When teaching is very good lessons are planned with clear learning objectives which challenge all pupils to use past knowledge to understand a new concept. Teachers are secure in their subject knowledge and good behaviour by pupils and high quality work is consistently encouraged. Stories and accounts told by teachers are well matched to pupils' levels of understanding and learning is re-reinforced with work written into a notebook, which itself becomes a learning resource for pupils. Where teaching is less effective too

much lesson time is taken up managing disruptive behaviour.

138. The school has developed its own scheme of work for religious education which successfully gives all pupils a thorough and relevant foundation of knowledge in both the Old and New Testaments as well as other major religions. This work is extended to include discussion of moral and ethical issues. This satisfactorily gives a broad and balanced content for pupils of all ages.

PART C: INSPECTION DATA

Summary of inspection evidence

139. Time spent observing classes, sampling pupils' work and talking to pupils.

Key Stage	KS2	KS3	Total
Total hours	20.05	16.50	36.55

140. The inspection was undertaken by a team of four inspectors, including a lay inspector, over a period of four days. During that time 121 separate pieces of evidence were gathered. Of these 51 were observations of lessons. Discussions were held with the headteacher and senior management team, the chair of governors and other members of the governing body, subject co-ordinators and other visiting professionals. Further evidence was taken through scrutiny of pupils' work, discussions with pupils and observation of break times as well as arrival and departure routines. The annual review for one pupil was also attended. Residential arrangements for the whole twenty four hour period were sampled and discussions were held with individual residential staff. Prior to the inspection a meeting for parents was convened and 19 pupils were represented at this meeting. In addition a questionnaire was distributed to all parents and of these 24 were returned. The views expressed through these questionnaires as well as those stated at the meeting were considered.

141. Documentation provided by the school was analysed prior to the inspection and additional documents were examined during the course of the inspection. Pupils' records, including their Statements of Special Educational Need and reports of annual reviews were also scrutinised. Pupils were accompanied during their visit to an off-site facility.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y4 - Y7	37	37	37	n/a

TEACHERS AND CLASSES

Qualified teachers (Y4 - Y7)

Total number of qualified teachers (full-time equivalent)	7.60
Number of pupils per qualified teacher	4.8:1

Education support staff (Y4 - Y7)

Total number of education support staff	6.0
Total aggregate hours worked each week	209.0

[Primary and nursery school]

Average class size:	7.4
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Average teaching group size	KS2	7.0
	KS3	7.0
	KS4	n/a

FINANCIAL DATA

Financial year:

1997/8

	£
Total income	781362 . 00
Total expenditure	813602 . 00
Expenditure per pupils	18080 . 00
Balance brought forward from previous year	nil
Balance carried forward to next year	-32240

PARENTAL SURVEY

Number of questionnaires sent out:

36

Number of questionnaires returned:

23

(63.9%)

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	65	30	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	83	17	0	0	0
The school handles complaints from parents well	35	43	9	0	0
The school gives me a clear understanding of what is taught	52	43	4	0	0
The school keeps me well informed about my child(ren)'s progress	83	17	0	0	0
The school enables my child(ren) to achieve a good standard of work	83	17	0	0	0
The school encourages children to get involved in more than just their daily lessons	74	26	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	30	17	0	0
The school's values and attitudes have a positive effect on my child(ren)	70	22	4	4	0
The school achieves high standards of good behaviour	65	35	0	0	0
My child(ren) like(s) school	52	43	0	4	0

Other issues raised by parents

In addition to the formal agenda, one parent raised the issue of school security, specifically at the end of the day when day-pupils are picked up or at times when parents/guardians may call at the school in order to take their children for appointments out of school time. The inspection team could find no evidence that at the times identified the staff at the school would be unaware of pupils' whereabouts. The procedures for the reception and departure of pupils are satisfactory and at least two staff are available for the supervision of these arrangements. When pupils need to leave school for other appointments this is made known to the school and pupils are released from their groups as appropriate.