

INSPECTION REPORT

Grateley House School

Grateley

Hampshire

Unique Reference Number: 116588

Acting Headteacher: Mr Stuart Browne

Reporting inspector: Alastair Younger
T13295

Dates of inspection: 13 July – 16 July 1998

Under OFSTED contract number: 400602

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	11 to 17
Gender of pupils	Mixed
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Appropriate authority:	The Executive of the Hesley Group

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Main findings

1. *The characteristics of the pupils for whom the school caters make 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 both key stages. Judgements about progress and references to attainment take account of information contained in pupils' statements, and in annual reviews.*

2. Grateley House School is a good school.

3. Pupils make good progress overall. It is good in English, mathematics and science and also in design technology, history, religious education and information technology. It is satisfactory in art, geography and physical education, but it is unsatisfactory in French. Music is not taught and pupils consequently make no progress in the subject. Pupils tend to make greater academic progress at Key Stage 4 where they are slightly more settled in class and put to use their good work habits and study skills that have been promoted lower down the school.

4. Pupils have good attitudes and standards regarding schoolwork and social conduct. They show interest in the work they are asked to do and their study skills improve as they grow older. After initial suspicion, pupils are friendly towards visitors and eager to demonstrate their success, as when they read out their good work in celebration assemblies. Behaviour in and around the school is good. Pupils are made aware of the expected standard and try very hard to meet it. There are, however, a very few lessons, usually at Key Stage 3, when the behaviour of groups of pupils prevents progress being made. The fabric of the school is well cared for and there is very little damage to resources or property.

5. It is a characteristic of many of the pupils for whom the school caters that they have difficulty forming good relationships, but at Grateley, good progress has been made and relationships between pupils are often good. Relationships between pupils and adults are even better with pupils responding very well to the care and concern shown by all the adults in the school. Throughout the school, pupils personal development is very good.

6. The quality of teaching is good. Seventy percent of all lessons observed were graded good or better and 30% very good or better. Nine percent of all teaching is, however, unsatisfactory. Teaching is good in English, mathematics and science and in very nearly half of all lessons, in these subjects, it is very good. Design technology is very well taught and all other subjects are well taught, except French, where teaching is unsatisfactory overall.

7. Where the best teaching is observed, teachers demonstrate a thorough understanding of the pupils' needs and comprehensive subject knowledge and work well with support staff to ensure high standards of control, using constructive encouragement to motivate pupils. When teaching is less than satisfactory it is because teachers fail to use the very good back up systems available to them when they have difficulty in maintaining order with groups, which are either unusually unsettled or

manipulative.

8. Provision for pupils' spiritual and social development is very good. A broadly Christian ethos is evident and there are good, daily assemblies in which many pupils are actively involved. There are strong links with the local church and religious education contributes significantly to pupils' spiritual development. Pupils receive very good social guidance and are helped to form constructive relationships. They have many opportunities to mix with people of their own age from outside of the school.

9. There is a good framework within which pupils develop a sense of morality. Staff make clear the boundaries of what is considered to be acceptable or unacceptable behaviour and pupils are encouraged to consider the consequences of their own behaviour.

10. Although pupils have good opportunities to develop an awareness of their own culture, their understanding of, and involvement in, other cultures is limited to what they learn in studies of world religions. Studies in French and in art do not promote cultural or multi-cultural understanding sufficiently and the absence of music on the school timetable further weakens this important area of pupils' education.

11. There is a good 24-hour curriculum in the school, but it is weakened by the lack of National Curriculum music provision. The curriculum is still developing. Links between education and care are progressing well and are making a significant contribution to pupils' progress. Curriculum planning is of a good quality with schemes of work clearly relating to National Curriculum programmes of study. Short-term planning addresses individual needs well and is informed by excellent individual education and social plans which are themselves drawn from statements of special educational need and annual reviews. An excellent range of sporting and recreational activities further enriches the curriculum.

12. Assessment procedures are very thorough. The school quickly establishes the needs and abilities of new pupils and uses this information to inform future plans which have well focused targets against which pupils' progress can be effectively measured.

13. Grateley has created a good partnership with parents and the community. Relationships are valued and productive, and most parents appreciate the work of the school and the way it helps the children. Parents are kept well informed and have many opportunities to discuss their childrens' progress. The personal tutor system makes a significant contribution to this.

14. The local community provides opportunities where older pupils can gain work experience. Many pupils are welcomed by local organisations such as guides, scouts and cadets and also by judo and athletics clubs. Pupils are welcomed into the local parish church by the vicar, who also visits the school on a regular basis.

15. The leadership and management of the school is very good. The acting head instils confidence and commands respect, and there is a very good ethos in which pupils thrive. An active, dedicated and strong senior management team ensures that the

school successfully meets nearly all of its published aims, but the lack of music provision compromises its intention to provide an 'exemplary standard of education'.

16. Appropriate priorities for development have been identified and included in a good development plan that is nevertheless weakened by the fact that it only addresses shorter term (i.e.1 year) issues and the lack of clear criteria for measuring its degree of success.

17. Monitoring of performance in the school is generally good, but the important subject of English is not sufficiently monitored at Key Stage 3, where many different teachers teach it. It does not for instance meet the standard set, for instance by history, where the co-ordinator regularly supports teaching in other classes.

18. The staffing of the school is good and support staff, in particular, contribute significantly to the standards achieved. There is a very favourable ratio of staff to pupils and this allows teachers to meet individual needs and for care staff to give pupils the attention and support they need and contributes significantly to their personal development. The quality of teaching observed testifies to the good match of teachers to the demands of the curriculum, although the lack of a specialist musician is a weakness. The staffing of care provision, though of high quality, creates problems because of the high turnover of staff and the difficulty in recruiting appropriate male staff.

19. The accommodation is satisfactory. The school has many good features including warm and comfortable home bases appropriately sized classrooms and a spacious assembly hall but facilities for science and design technology are shared and the assembly hall is not ideally suited for use as a combined gymnasium and library.

20. Resources are unsatisfactory overall. There is a lack of artefacts to support teaching in religious education, history and French, the school has insufficient gymnastic equipment for physical education and there are limited information technology resources for less able pupils. Design and technology resources are lacking in heavier equipment such as lathes.

21. Grateley does not have full control over its budget. Responsibility is held by the group executive of the Hesley Group. Nevertheless, the school makes very good and efficient use of the funds for which it is responsible. Financial planning is very good. Money has been very carefully targeted in order to improve provision to meet the needs of a school that has reorganised its provision and resources in the light of a change in the type of pupils it admits. Staff are very well deployed and are productive, but the high turnover of care staff bring with it an inefficiency in that many are trained at the school's expense only to move on to other, better paid jobs, often before the school has benefited.

22. Pupils make good progress at the school because they are well taught and well cared for. Fees are substantial, but are used well to provide a high staffing ratio, which is efficiently deployed to help pupils learn and develop. The school provides good value for money.

Key issues for action

23. In order to raise standards and improve the quality of education further, the headteacher, staff and directors of the Hesley Group should:

reintroduce music to the curriculum;

raise pupils' cultural and multi-cultural awareness by programming more opportunities into the French, art and (eventually) music schemes of work, where pupils can experience the broad range of other peoples' cultures;

raise the standard of accommodation by introducing discrete areas for science and design and technology and improving library provision;

improve the level of resources by:

providing sufficient and appropriate information technology resources for low attaining pupils

providing suitable artefacts for French, history and religious education

making adequate provision for the teaching of gymnastics

produce a strategic development plan for the longer term to reflect the school's intentions over the period for which pupils may be expected to stay at the school.

Introduction

Characteristics of the school

24. Grateley is an independent special school for pupils who have complex learning and socialising problems. Until this year, most pupils attended the school because of their emotional and behavioural difficulties. This is no longer the case and, whilst a few of these mainly older pupils remain, new pupils display one or a combination of the following:

Pervasive Development disorder

- Attention deficit hyperactivity disorder
- Tourette's syndrome
- Dyspraxia
- Communication difficulties
- Specific learning difficulty
- Aspergers syndrome

25. Nearly all pupils are capable of functioning within the broad average band of ability. There are 34 pupils on roll at present, all of them boarders. Nine are girls and all pupils are white and English speaking. All pupils have a Statement of Special Educational Need. Whilst most pupils come from London or the south of England, a minority live further afield.

26. The acting head teacher has been in post for only one term. He was previously the head of education in the school and took on his new role as the school emerged from an unsettled spell during which it had changed its client group and lost its previous head.

27. Almost all pupils are in Years 7-11 which means they are be aged between 11 and 16. The one exception at present is an eleven-year-old girl who is in Year 6. Work for this pupil is mainly taken from Key Stage 3 programmes of study but is presented in an entirely appropriate manner for her age. Progress, response and teaching judgements for this Key Stage 2 pupil are the same as for the Key Stage 3 class in which she is included.

28. The inspection took place in the penultimate week of the summer term and after the statutory school leaving date for Year 11 pupils. Because of this, many judgements about attainment and progress refer to Year 10 pupils and not to pupils at the end of Key Stage 4.

29. The school is driven by a simple but all encompassing mission to:
"enable people with special needs to reach their full potential"

In the education curriculum it aims to achieve this by :

- developing each pupil's learning potential through access to the National Curriculum
- improving pupils' self esteem and feeling of self worth

- . improving each pupil's ability to co-operate and relate to others

and, in the care curriculum, by :

setting and following a structure to each day which provides predictability and routine to the environment

- . offering a wide choice of appropriate social situations in which individuals can learn and grow
- . focusing on individual needs and promoting an education for life that emphasises the positive

30. Key indicators

In the year ending July 1997, 12 pupils were in the final year of Key Stage 3. For those who sat statutory tests in English, mathematics and science the results were:

English 6 at level 4, 2 at level 3
Mathematics 2 at level 5, 4 at level 4, 2 at level 3
Science 1 at level 6, 1 at level 5, 3 at level 4, 3 at level 3, 1 at level 2

In the same year, 11 Key Stage 4 pupils sat a variety of Basic Skills Tests accredited by the Associated Examining Board

7 (from 8) gained the pass mark in Communication
5 (from 8) gained the pass mark in Science (one with merit)
0 (from 7) gained the pass mark in Numerical Skills
0 (from 3) gained the pass mark in Life Skills

In the same year, 4 pupils passed Certificate of Education passes in mathematics (2 with merit) and two of these pupils also gained passes in information technology.

1 pupil gained passes* in 4 GCSE examinations
2 pupils gained passes* in 3 GCSE examinations
7 pupils gained passes* in 1 GCSE examination

*Grades B-G

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year	%
Authorised absence	8.5
Unauthorised absence	0

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	6
Permanent	1

Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	29.7
Satisfactory or better	90.8
Less than satisfactory	9.2

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

31. All pupils, irrespective of gender, background or prior attainment make good progress at Grateley. Academic progress is more pronounced at Key Stage 4 when teachers build upon the good work habits that are instilled in pupils at Key Stage 3. As their response improves, the consistency of the good teaching pays greater academic dividends and results in Key Stage 4 pupils being able to follow a wide range of courses that lead to nationally recognised awards. The quality of coursework for these pupils suggests that many are on course to achieve respectable grades in these examinations in the coming year and this is especially so in mathematics and science.

32. In English, progress is good overall. At Key Stage 3, most pupils can talk confidently about books they have read. One higher-attaining pupil was able to make valid and detailed comparisons between his favourite book and others he has read and was also able to name the Poet Laureate and discuss some of his poetry. Many pupils are familiar with a good range of quality literature including 'Animal Farm' and 'The Hobbit'. They spell accurately and write well for a range of purposes including letters and menus. At Key Stage 4, many pupils speak confidently in class and assemblies and ask perceptive questions about the texts they study. Most pupils read with confidence and their handwriting improves, although in many cases it remains immature. They extend their writing to include surveys and reviews and their use of punctuation improves.

33. In mathematics, pupils make good progress. By the end of Key Stage 3, they understand place value, can multiply and divide with accuracy and convert metric and imperial units of measure. They are able to interpret graphs and understand simple laws of probability. By the end of Key Stage 4, pupils can use well known theorems to solve problems and can calculate lengths, volumes and areas of shapes. They combine distance and time to calculate speed and further develop their understanding of frequency and probability.

34. Good progress is also made in science. Key Stage 3 pupils understand life cycles of plants and can make predictions about how plants will grow under differing conditions. Pupils know that it is important to vary only one factor at a time when trying to make accurate scientific measurements. They develop a basic understanding of electrical current and know the importance of selecting an appropriate fuse for a plug. At Key Stage 4, pupils record and interpret results and can explain the importance of designing experiments that are guaranteed to measure what they set out to investigate.

35. Progress is good in religious education where a scheme has been developed which very specifically addresses the needs of the pupils. Progress is also good in all other subjects except in art, geography and in physical education where progress is satisfactory; and in French, where progress is unsatisfactory. Music is not taught and pupils consequently do not make progress in this subject.

Attitudes, behaviour and personal development

36. The pupils' attitudes to their work are generally good. Most show high levels of interest in their work, sustain concentration well and remain on task. Some pupils extend their capacity for personal study well and they respond well to encouragement to take personal responsibility for their work and welfare. Older pupils, for example, benefit through the comprehensive and well-structured work experience programme. The system of rewards, including merits, choice of activities and comments in their records of achievement, constantly reinforces the pupils' success.

37. Pupils were observed working on design and making tasks and in scientific experiments or computer programs, with very little supervision. Most pupils chat to adults and to each other in a very mature manner at mealtimes. They are polite and sociable to visitors and are able to direct them to different parts of the school building. Pupils take pleasure in reading their own work out, especially in celebration of achievement assemblies. They enjoy participating in a programme of personal, social and health education, which focuses especially in the areas of social skills and personal health and hygiene. Pupils respond well to the school's consultant clinical psychologist who helps them to come to terms with their difficulties and, occasionally, to overcome some of them.

38. Pupils' behaviour is usually good in lessons, around the school, in the residential accommodation and during trips out of school. Pupils are made aware of desirable behaviour at all times and in all situations and try to raise their standards accordingly. In the past year there have been seven exclusions, one of them permanent. This is a reduction on previous years. Nevertheless, most pupils are trustworthy and show a good respect for property and look after the school's resources and equipment and their own work well. In the few lessons where behaviour is unsatisfactory, or even poor, pupils are manipulative and uncooperative and this prevents progress from being made. Most such lessons are at Key Stage 3.

39. Bearing in mind the difficulties that many pupils face because of their condition, relationships between pupils are often good. They are usually courteous and considerate to each other and many are able to show concern and toleration of others when they are demonstrating inappropriate behaviour. The quality of the relationships between pupils and the adults in the school is very good and demonstrates staffs' high levels of care and concern. The staff's shared understanding of the pupils' difficulties and empathy for their needs is excellent and pupils recognise this and respond accordingly. Overall, the personal development of the pupils is very good. Pupils are encouraged to become involved in the life of the community by joining local youth organisations such as the scouts and cadets.

Attendance

40. Overall, the attendance rate is satisfactory at 91.5%. However in some classes

pupils' attendance falls below 90 per cent and, during two weeks out of the last 10, it was as low as 68%. The school is able to account for and satisfactorily explain these levels of attendance which are often attributable to just one or two pupils. Although there is no policy on punctuality the school is very strict about marking pupils who fail to arrive in class on time. Lessons begin on time and generally there is good timekeeping throughout the day.

Quality of education provided

Teaching

41. The standard of teaching is good. Only 9% of all teaching observed was unsatisfactory and almost one third of all teaching was very good and better. This contributes positively to the good academic progress that pupils make and to the high levels of interest that most pupils display in the classroom.

42. The quality of teaching is similar at both key stages. However, at Key Stage 3, teachers spend more time bringing pupils to order and instilling good work habits, and consequently, progress is often as great in social terms as in academic terms. At Key Stage 4 teachers capitalise on this and give pupils more opportunities for individual study. This is reflected in the fact that both response and progress improve slightly as pupils get older.

43. Teaching is good overall in English, mathematics and science. In very nearly half of all lessons in these subjects it is very good. Teaching is also good in all other subjects except design and technology where it is very good, art where it is satisfactory and French where it is unsatisfactory overall.

44. Teachers take great care to take into account the special educational needs of each pupil. Tasks are carefully chosen to ensure that all pupils can gain some degree of success and classroom support is deployed sensitively to support those pupils who most need it. In one very good religious education lesson the teacher held pupils together as a group for long enough to establish good social contact and then allowed pupils to disperse to their chosen work areas where they could best complete their tasks.

45. A good understanding of pupils' needs and the demands of the subject being taught underpins the best teaching. Where both of these are present and teachers use good control strategies, their teaching is generally good or better. The best teaching happens when, in addition to these, teachers set clear learning objectives, gain pupils' interest and use ongoing assessment of pupils' work to offer constructive encouragement as each lesson proceeds. In nearly all lessons the good teamwork between teachers and support staff makes a significant contribution to the quality of teaching. All teachers use homework well and in this they are strongly supported by the residential care staff who monitor its suitability and feed back constructively to teachers each day.

46. When teaching is unsatisfactory the main factor is the teacher's failure to either gain or maintain control of the class. No single group of pupils proves consistently more demanding than others and three different teachers share the unsatisfactory lessons observed. Nevertheless, the school has very good back up systems to help teachers to maintain control and any failure to do so reflects the failure to use these systems effectively.

The curriculum and assessment

47. The curriculum is broad, well-balanced and very relevant. With the exception of music, all subjects of the National Curriculum, together with religious education, are taught. Thorough planning and sensitive, focused special educational needs provision ensures full access and opportunity for all pupils.

48. A considerable amount of successful development work has been undertaken in the past year, resulting in the education and care curricula becoming increasingly integrated into an effective 24-hour curriculum. The provision for pupils' personal and social education is very well co-ordinated by personal tutors from the residential setting, who work very closely with class tutors. The school sees as a development priority the translation of this relatively informal arrangement into a much more formalised structure. Pupils receive appropriate sex education and learn about the uses and dangers of drugs. In the classroom, work is generally well matched to pupils' differing ages, difficulties and prior attainment. Very good arrangements are made for the setting of appropriate homework.

49. The Careers Service is properly involved with students, following the transitional reviews at Year 9. All students have two blocks of work experience. The first, in year 10, is thoughtfully designed to introduce students, many of whom will have varying degrees of socialising and communication difficulties, to community-based placements. The aim of these is to focus on individual needs and to take account of special interests. This experience carefully prepares students for a more work-orientated placement in year 11, by alleviating the stress and upset that might otherwise have accrued from a straight placement that year. The whole of the careers and work experience arrangements are very good and relate closely to the wider personal and social education programme. As students approach the end of their time at the school, they participate in a very imaginative and comprehensive leavers' programme. This is designed to prepare them for their future lives by facilitating the transition from the semi-independent living environment of a residential school into the next setting that they will experience. This 'outreach for independent living' is empathetically provided for students in their home environment by staff from their house base at school.

50. Curriculum documentation and planning is of a good quality and schemes of work clearly relate to National Curriculum programmes of study, the needs of the pupils and, at Key Stage 4, to examination syllabuses. These schemes of work provide detailed guidance on classroom management and the setting of appropriate tasks for individual pupils. Good short, medium and long-term plans are in place for most subjects and lesson planning is mostly thorough. The excellent individual education plans (IEPs) and corresponding individual social plans (ISPs) ensure individualised planning that fully reflects recommendations from the annual statement review. Regular half-termly interim reviews ensure that full account is taken of pupils' progress or particular difficulties and appropriate adjustments are accordingly made to their programmes of study. This continuous process secures steady progression in learning and relevant continuity of study and social development.

51. An excellent, very wide range of extra-curricular sporting and recreational activities enriches the curriculum. Sporting activities include sailing, canoeing, rock climbing, archery and riding. Recreational activities include music, drama, aerobics, St John's Ambulance, cadets and visits to cultural events such as ballet. All of these experiences significantly enhance pupils' overall personal, social and physical development

52. Assessment procedures are very thorough. The Special Educational Needs co-ordinator administers initial tests for English comprehension, spelling and mathematics competencies in order to write initial IEPs. These are then used extremely well to plan the next stage of pupils' learning and to inform teachers' planning in relation to the readability of texts and mathematics activities. All individual plans have very sharply focused targets and these enable teachers to evaluate pupils' performance against them extremely effectively. Each subject department keeps very detailed records of the work covered by individual pupils and their achievements. All pupils have personal files, which contain information about progress in all subjects. The school's comprehensive assessment, marking and recording policy successfully combines these processes and ensures that they are used.

53. The school offers a wide range of nationally recognised courses at Key Stage 4 and regularly reviews the suitability of the courses on offer for the school's changing population. In history, for example, this has resulted in a more appropriate syllabus being identified. Records of achievement are produced for pupils at Key Stage 4.

Pupils' spiritual, moral, social and cultural development

54. Provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual and social development is very good and a strength of the school. Moral development is good and the provision for cultural development is satisfactory. The well-planned, daily assembly is of high quality and of a broadly Christian nature and includes prayers and hymns. Pupils are often directly involved in assemblies as, for example, when they say a few words about different places of worship. Good links are made between assemblies and current religious education themes including feelings, the earth and ourselves. As well as bible stories, assemblies are based upon festivals, stories and legends from other religions and cultures. The religious education programme of study makes a significant contribution to pupils' spiritual development, as does English, where pupils write sensitive poetry on such topics as love and war.

55. The school provides a good framework for the development of pupils' sense of morality. Pupils are taught the difference between right and wrong. Teachers and care staff make expectations of behaviour clear and take time to explain the nature and purpose of rules. Pupils are involved in agreeing class rules. They are taught to respect other people and their own and others' property. Opportunities are provided for them to consider the consequences of their actions and they are encouraged to take responsibility for these actions and manage their own feelings. Adults in the school provide very good role models for pupils.

56. The school provides very good opportunities to celebrate pupils' achievements.

There is a house assembly most evenings to end the day on a positive note by celebrating those things pupils have done well. There is also a special assembly every Friday when pupils receive certificates for achievement, progress and good work.

57. Teachers and care staff give appropriate social guidance to pupils through the clear promotion of school expectations and each class has a set of rules to aid social development. The quality of relationships between pupils is good and between adults and pupils is very good. Many opportunities are provided for pupils to participate in games and club activities and also to mix with local people of their own age. Opportunities are provided for pupils to work and play together co-operatively, which encourages the development of inter personal skills.

58. Pupils are given satisfactory opportunities to appreciate aspects of their own cultural heritage. This is done through several areas of the curriculum, including history, geography, art and religious education. There are visits to the parish church and local visits to places of historical and geographical interest. These give the pupils a sound appreciation of their own local culture. However, beyond their studies of world religions, pupils are not provided with sufficient opportunity to explore the richness of our own multi-ethnic society. The study of French does not stimulate a suitable cultural awareness of that society, and art and music do not play a sufficient role in broadening multi-cultural horizons.

Support, guidance and pupils' welfare

59. The school's provision for the support, guidance and welfare of its pupils is very good. All the staff have a clear commitment to the pupils and their individual needs. Care and teaching staff co-operate well and show considerable patience and expertise in dealing with pupils who have many difficulties. The strength of the relationships between the staff and the pupils, good teaching and the high standard of care means that the school effectively provides a happy, safe and supportive environment for its pupils in which they make significant educational, personal and social progress.

60. The school's systems for the support and monitoring of the pupils' personal and behavioural development are excellent. Using the pupils' statements of special educational need, staff assess pupils on entry to the school. After detailed recording of their first six weeks in the school, and in conjunction with pupils and parents, staff devise plans that take into account the long-term needs of the pupils. Targets are set to improve behaviour and social awareness, and staff carefully monitor the pupils' progress against these targets. All staff carefully log behaviour that is causing particular concern and then take appropriate action. Hand-over meetings between teaching and care staff note all behaviour, health and other matters daily. Detailed records are carefully collected so that they properly inform annual reports, reviews and transitional reviews. Pupils are very aware of their targets and, at several points of the day, staff and pupils review progress together. All record keeping is of a very high quality.

61. The school's methods for monitoring and evaluating academic progress are also excellent. Long-term aims are identified and detailed short-term learning objectives are

developed to meet these needs. These form the basis for the very good individual education plans. Close monitoring and excellent support from teaching and care staff enable pupils to make good progress towards targets, which are appropriate and challenging. Pupils are involved in the planning of these academic targets and take part in evaluating the success of their efforts.

62. First aid and medical procedures are good and all staff receive basic first aid training as part of their induction. One member of staff is a registered nurse and, in addition, there are several members of staff who have received extra first aid training. Fire records are well kept and identify problems encountered when drills take place.

63. The school maintains regular contact with appropriate outside agencies and professionals, although it has not been able to recruit an occupational therapist. A clinical psychologist advises the school on a variety of matters, such as anger management, care staff development, and also works with pupils and parents. A speech therapist sees about ten of the pupils on a regular basis and gives advice to staff on work for other pupils. The school has effective arrangements for career advice and gives the pupils valuable experiences in the world of work.

64. Appropriate systems are in place to monitor attendance. The school has recognised that these could be simplified by the reintroduction of a whole school registration and the intention is to revert to this system next term.

65. Procedures for child protection are excellent. There are clearly established links with the local Social Services Department. Records are carefully and securely stored. These sensitive records are kept away from general files so that confidentiality is assured. Staff receive appropriate training in the recognition and prevention of child abuse as part of their induction and understand the need to report all concerns of possible child abuse to the designated person. The most recently appointed members of staff are waiting to attend local Social Services Department Child Protection courses.

66. Health and safety procedures are very good. The Hesley Group has recently employed outside consultants to help ensure full health and safety measures are identified in all of its schools. A final report for Grateley is pending. Clear routines exist to check on all aspects of the school including; for example, checks on electrical equipment, playground equipment as well as health and hygiene procedures in kitchens and in boarding accommodation.

67. The school's system for identifying risks associated with pupils' participation in activities is outstanding. Detailed assessments are made of activities such as swimming and horse riding or any use of facilities out of school such as youth clubs and scout groups. Besides these checks, there are very full risk assessments for the pupils which identify, for example, where a pupil's additional difficulties or special needs may pose problems in any situation or activity that he or she is likely to encounter.

Partnership with parents and the community

68. The school has established good partnerships with parents and with the community.

Grateley House values its partnership with parents. Carefully planned and implemented initiatives have resulted in a mutually respectful and supportive relationship. Most parents express their satisfaction with the school and appreciate the support given to their children.

69. The quality of information provided for parents is very good. Nearly all parents feel they are well informed about their child's progress, both from the education and the care side. The school gives them a clear understanding of what their children are taught and the progress they are making both educationally and socially. There are formal occasions for parents to discuss their children's progress through consultation and open evenings and, informally, when they collect their children from school and have the opportunity to speak with care staff. The personal tutors telephone parents at least weekly and aim to ensure that children phone home at least once a week. Reports to parents are of very good quality, meet statutory requirements and include forms for parents and pupils to comment. There is an informative prospectus and parents receive valuable information through regular newsletters and information booklets. Parents are involved in drafting individual education plans and care staff will occasionally make home visits to support parents. The long distance that parents have to travel to visit the school makes it almost impossible for them to play any fuller part in their children's learning.

70. There are good links with the local community. These work positively to encourage the personal development of pupils and support their attainment and progress. Pupils join organisations such as guides and cadets, and also clubs for judo and athletics. The vicar from the parish church is a frequent visitor to the school for assemblies and social occasions. Students and staff organise events, such as coffee mornings and car boot sales, and invite local people to attend. A few older students are involved in community service at the local primary school. Work experience for Year 11 pupils and the Year 10 community project involve links with many local businesses and industry. All of these make a valuable contribution to the quality of pupils education and their development as citizens.

The management and efficiency of the school

Leadership and management

71. The recently appointed acting-headteacher has introduced and developed a new educational direction for the school and, together with the group's directors, provides very good leadership which inspires confidence and respect in the staff. In this, he has been very ably supported by a strong senior management team. This has resulted in the establishment of a very good ethos in which pupils develop personally, socially and academically and through which the school's aims are being successfully met. The school's stated intention to provide an "exemplary standard of education" is currently limited by the need to improve provision substantially in the curriculum area of music, and to address the need for better resources in some subject areas.

72. The school development plan sets appropriate priorities and bases these on evaluation of the work of the previous year. However, the development plan is not yet closely enough linked to the school's aims and takes only an annual rather than a longer-term view. Additionally, the plan does not yet set sufficiently clear criteria for measuring its success against its stated objectives nor for measuring its progress towards meeting these objectives. Subject departments are funded through a "bidding process" and do not yet have a regular financial allocation that is clearly linked to the school development plan.

73. Teaching and learning in the school are successfully monitored by the acting headteacher in conjunction with consultants employed by the Hesley Group. However, most curriculum co-ordinators do not monitor their subjects sufficiently across the school. For example, the English co-ordinator teaches English to all pupils in Key Stage 4 but is unable to monitor the teaching of the subject at Key Stage 3 because it is taught by individual class teachers. An example of good monitoring can be found in history where the co-ordinator regularly supports teaching in other classes.

74. The school provides very good equality of access to the curriculum for all pupils because of its excellent procedures for monitoring their progress and personal development and its very good provision for pupils with special educational needs. However, the school does not provide sufficient opportunities for pupils to study music and in this respect it does not meet the statutory requirements of the National Curriculum. All other statutory requirements are successfully met.

Staffing, accommodation and learning resources

75. The staffing of the school is good. There is a favourable ratio of one teacher to every three pupils in classrooms. Members of the teaching staff are appropriately qualified and those who do not hold a teaching qualification have alternative qualifications in the subjects for which they are responsible. The high quality of teaching observed across the school reflects the good match between teachers and the demands of the curriculum. The major weakness is the lack of a specialist music teacher, which results in the subject not being taught.

76. Support staff constitute a strength of the school. In classrooms they perform the invaluable role of following pupils to different lessons and observing how they react to the different approaches used by individual teachers. Staff in the residential provision have created an ethos which positively addresses the aims of the care curriculum for children. There is generally one member of staff on duty for every three pupils at any one time and the staff play a pivotal role in promoting the 24-hour curriculum, supporting teachers in implementing the behaviour policy and supervising homework. A major weakness of this aspect of staffing is the high turnover and the difficulty of attracting appropriate male staff. Very nearly half of all care staff have less than six months current service and women outnumber men by 4:1. Another weakness is the lack of a technician to support the design technology and science curriculum.

77. Arrangements for the professional development of staff are very good. Induction

arrangements for all new staff are thorough and there is an excellent appraisal system in place for teachers. Training opportunities are carefully considered to meet individual needs and also those corporate needs identified in the school development plan. There is one important weakness in the training programme in that the identified need for training in music has been neglected.

78. The accommodation is satisfactory overall. It has many good features, but some significant inadequacies. The school is set in spacious and picturesque grounds and many imaginative and attractive adaptations have been made to the buildings, particularly to the residential home bases in the main building. The recent addition of a purpose built residential home base for six boys is very good. The central education block has appropriately sized classrooms. It incorporates an assembly hall that also serves as a gymnasium and includes a library in a recess. Neither of these two facilities is of adequate size and their co-location is not an ideal arrangement. The shared workshop facilities for design and technology and science, whilst adequate in their own right, are inappropriately sited together and pose some significant logistical and organisational difficulties. The temporary building in which these are sited, and a separate building for the special needs facility, are in need of repair or replacement. The management group does have ambitious plans for building a new education block that would overcome these inadequacies and improve the accommodation.

79. Resources are unsatisfactory overall. Mathematics is well resourced with a large number of appropriate textbooks and access to a wide range of IT software appropriate for the wide range of abilities found in the school. English resources are satisfactory overall although the library is inadequate. Science resources are satisfactory overall and the fume cupboard is a particularly useful recent addition. IT resources are good, but there is a weakness in the range of equipment for lower attaining pupils. Other weaknesses in resources are particularly evident in the lack of artefacts to support teaching in religious education, history and French and in the lack of gymnastics equipment for physical education; there are also weaknesses in design and technology with respect to larger equipment, such as the lack of a lathe. Resources outside of the school are well-used, particularly local sports facilities but also museums and places of historical interest.

The efficiency of the school

80. The overall responsibility for the financial management of the school is held by the group executive of the Hesley Group. The school itself does not have a delegated budget, but is responsible for the day-to-day administration of the funds which are made available to it, by the group executive, for various purposes.

81. Financial planning is very good and has allowed the school to reorganise its provision and resources to meet the varied needs of a new group of pupils. Money has been carefully targeted to improve the care facilities and the education provided for these pupils. This targeting has been within the overall strategic plan of the group, but there are insufficient links with the school's own development plan. However, the group has recently introduced a potentially effective process whereby representatives of the

executive and the school meet on a regular basis to identify ways in which these links can be more efficiently developed.

82. The deployment of all staff at the school is very good and contributes to the overall good progress made by pupils. There are a number of unqualified teachers, but they make a good contribution to the curriculum and the group executive is facilitating their access to qualified status. Qualified and experienced care staff are also used very effectively and they make a strong contribution to pupils' very good personal development. There is, however, an inefficiency in the high turnover of care staff, many of whom are trained at the school's expense, only to find more lucrative employment elsewhere. The lack of a technician also means that valuable teacher time is spent in preparing materials for design and technology.

83. The school makes generally good use of its accommodation and resources, although the good range of software for information technology is currently underused as are resources for music and art.

84. The day-to-day administration of the school is very efficient with careful monitoring of expenditure being undertaken by the group executive who also arranges for its accounts to be audited. All school routines are meticulously planned and observed.

85. The school achieves good academic and very good social outcomes for its pupils. Pupils' learning and personal needs are clearly identified and well met. The fees charged are used well to facilitate a high staffing ratio which is very efficiently deployed. The school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

English

86. Progress in English is good overall. At Key Stage 3, pupils' progress in lessons is very rarely unsatisfactory and in most cases it is good or better. Pupils discuss authors they have read and identify some components of a good detective story. They discuss, in some detail, homework they have been set on an imaginary crime scene and are prepared to revise their opinions in the light of their discussions. High attaining pupils in Year 8 discussed their favourite authors and books at some length, drawing valid and detailed comparisons between the book he was presently reading and 'Lord of the Rings' which he identified as his favourite book. In the isolated case where pupils' progress is unsatisfactory, it is because classroom management is poor and pupils' behaviour is not well managed. At Key Stage 4, many pupils speak confidently in class and in assembly. They ask perceptive questions on the texts they study and can explain why readers and the author can hold different views.

87. Pupils at Key Stage 3 distinguish between common and proper nouns and are generally confident readers. They extract information from text and diagrams and they respond well to humour in stories. They are familiar with a good range of quality literature. For example, one class is reading "Animal Farm" with the teacher. They are familiar with the story and individual characters and explain that the pigs are beginning to "cheat" the other animals out of food. At Key Stage 4, most pupils read confidently and a small number read fluently from a range of texts including book synopses. High attaining pupils read aloud from "The Hobbit" showing good inflexion and characterisation.

88. At Key Stage 3, pupils generally spell accurately or make good attempts based on the sound of the word. They spell synonyms such as "sore" and "saw" and "wood" and "would" correctly. They write for a range of purposes, including letters and menus. They write synopses of stories they have read such as "Kes" and also write biographies; for example, of Paul McCartney. Pupils' handwriting is generally irregular and letters are not always well formed. Most pupils do not yet join their letters. This is due for the most part to the nature of their special needs. However, good use is made of information technology to overcome these difficulties and there are many examples of work which has been word processed using a variety of font styles and sizes and a range of layouts. At Key Stage 4, pupils continue the good start made at Key Stage 3. Their handwriting improves, although it is still generally immature. Again, computers are used to good effect in this respect. Pupils write for a very wide range of purposes, including surveys and reviews, and they produce pertinent and detailed synopses of stories and novels such as "Wuthering Heights." Spelling and punctuation are generally secure. Pupils produce a good range and quantity of work, including very impressive "War" and "Love" poetry and studies of "Macbeth." Pupils are very confident at drafting and redrafting stories and use "brainstorming" and bullet points as techniques in story construction.

89. At both key stages, pupils respond well in lessons and at Key Stage 3, their response was very good in over half of the lessons observed. This good response is largely due to the good teaching they receive. In fact, in one class, a pupil remarked to a teacher; "We're getting better 'cos we're in your class." Most pupils work independently and many can work for sustained periods, although this is variable depending on the significant shifts in mood which they experience. They are less able to work collaboratively, although they do help each other, as for example when one pupil shows another how to "underline" on the computer and is thanked. When pupils' response is unsatisfactory, lessons are not well organised and pupils difficulties are not well managed. This is rare.

90. The teaching of English is good overall and there are many lessons at both key stages where it is very good. At Key Stage 3, the majority of teaching is at least satisfactory and almost half is very good. Lessons are well planned and resources are suited to the needs of the pupils and the lesson objectives. Pupils are well managed and their needs are understood thoroughly. Pupils are extended and work is challenging whilst remaining achievable. In the very small amount of unsatisfactory teaching, the opposite is true. At Key Stage 4, all teaching is good or very good. Again, pupils' needs are clearly understood and their work extends and challenges them. They are also given access to a range of courses leading to external awards including GCSE

91. The subject makes a good contribution to the spiritual, moral and social development of pupils. Their "War" and "Love" poetry shows empathy and insight and they learn how to co-operate and treat each other respectfully. Cross-curricular links have also been established with subjects such as history and religious education where pupils use the skills learnt in English to write about emotions and the treatment of others.

92. The curriculum is broad and balanced and assessment procedures are good. The subject is effectively managed by a co-ordinator who monitors and evaluates the planning and recording of the teachers at Key Stage 3. She does not at present, however, have the opportunity to monitor teaching at this key stage. She has produced a statement of outline suggestions for the subject covering the next five years for inclusion in the school development plan. This statement identifies the intention to review examination results and procedures and a number of resource issues.

93. Although resources for English are generally satisfactory, the school library is inadequate. It is located in the hall and is not always accessible. It is not yet properly catalogued or indexed, although the school is addressing this issue. The range of books and other materials such as posters is too small and there is no display space. The co-ordinator has also identified the need for computer software that is more appropriate for lower attaining pupils. Funding is not allocated on an annual "planned" basis, but rather on a "bidding" process which occurs annually in all subjects and the co-ordinator has sensibly reserved some of this year's funding pending the careful assessment of the needs of the changing pupil population.

Mathematics

94. Progress in mathematics is good overall. In only one lesson, at Key Stage 3, was less than satisfactory progress observed. At Key Stage 4, progress in lessons is often very good. In a few cases pupils are making exceptional progress, for example, a year eight pupil is following the GCSE course at intermediate level and is expected to take the examination in 1999, two years earlier than usual. A scrutiny of pupils' work at both key stages shows good progress and sometimes very good progress over longer periods of time. Pupils consolidate various skills in lessons and, over time, presentation and accuracy improve so that by Key Stage 4, work is attractively laid out, showing clear working and demonstrating understanding of the mathematical processes.

95. By the end of Key Stage 3, pupils understand place values and multiply and divide with accuracy. They can use negative numbers, fractions and decimals. They convert metric and imperial measures and construct models using set squares and protractors within one degree. They work on tessellations and can compare simple distributions and understand means, range and the uses of discrete data. They interpret graphs and diagrams well and understand the simpler laws of probability. By the end of Key Stage 4, all of this year's leavers have taken the GCSE examination courses and predictions for individual grades range from average to low. Pupils can use Pythagoras's theorem to solve problems in two dimensions and calculate lengths, volumes and areas in plane shapes. They calculate compound measures such as speed and understand uses of frequency and probability

96. In nearly all lessons, pupils behave well in class. Only in one lesson, at Key Stage 3, was pupils' behaviour unsatisfactory. At Key Stage 4, behaviour is at least good and mostly very good. Pupils enjoy lessons and expect to work throughout the duration. Pupils nearly always work quietly and sustain their concentration for long periods, although a few pupils tend to become distracted on occasions. Relationships with teachers and support assistants are very good. Pupils ask sensible questions when they do not understand and pay careful attention to their teachers. When they make mistakes, they listen carefully to explanations. Pupils are pleased with their efforts and take pleasure in other pupils' progress and successes; one boy, for instance, placing the teacher's stamp of "well done" on another pupil's work which he had marked.

97. The teaching of mathematics is good. Teachers plan well and involve all pupils in the lessons. The carefully prepared lesson plans match National Curriculum requirements and take into account the special needs of the pupils. In one case, well-planned extension courses have made exceptional arrangements for a very able pupil to follow the GCSE examination course two years early. The objectives of lessons are achieved and the tasks set for the pupils are realistic and offer a challenge to them. Teachers have good relationships with their pupils and are calm and patient with those who often need a great deal of reassurance and support. During lessons there is regular feedback to pupils and teachers constantly praise them for their efforts and successes so that pupils are well aware of their achievements. Teachers have a good command of the subject and convey an enthusiasm for mathematics. They manage the pupils well and handle the very occasional bouts of poor behaviour skilfully. Homework is set regularly and carefully marked and this makes a significant contribution to pupils'

progress.

98. Leadership and management of the subject is very good. The mathematics co-ordinator skilfully monitors the delivery of the subject including a review of teaching outcomes. The subject is very well resourced and adequately housed. Good use is made of information technology support and there are a good number of CD-ROM programmes to support lower-attaining pupils and also the very able pupils. Staff plan to put a new mathematics scheme into place in the autumn term. The decision to replace the existing scheme was taken after due consultation with staff and a review of the effectiveness of the current scheme. Planning for the subject is of a very high standard and it is very well managed. Clear learning objectives are in place for all pupils. Teachers write detailed individual learning plans, taking into account the additional needs of many of the pupils. This year, pupils in year 11 have followed a GCSE examination course. Next year's leavers will follow the same examination course or the Associated Examining Board Certificate of Education.

Science

99. Pupils make good progress overall in science but it is more sustained at Key Stage 4 than at Key Stage 3. Progress is particularly good in practical and investigative skills where, as they move through the school, pupils increase their knowledge and understanding of scientific ideas.

100. At Key Stage 3, pupils understand about cycles of life in plants and can make predictions; for example, whether particular plants will grow quicker under certain conditions. They suggest ways of carrying out an investigation to determine the different growth patterns of various seedlings and are beginning to understand the concept of a 'fair test' when watering the plants with a standard measure. Higher-attaining pupils know about electrical current and power. They understand about amperage and the purpose of a fuse in a plug, and can change a plug on a lead, inserting an appropriately rated fuse for a particular appliance. By the end of the key stage, pupils know that an electrical current produces heat and a magnetic field, understand the concept of electro-magnetism and can build simple electro-magnets to attract metal objects.

101. During Key Stage 4, pupils develop the ability to conduct complex investigations and consolidate their understanding of fair testing. They plan how to carry out experiments, solving design problems as they proceed. They record and interpret their results well and share their conclusions with the group. Higher attaining pupils articulate clearly how they have conducted a test that they can be sure measured what they set out to measure. Pupils know that energy comes in many forms and from many sources. They understand about the movement of heat energy through convection, conduction and radiation, and successfully conduct experiments to demonstrate this movement. By the end of the key stage, they can set up an investigation to research the effects of corrosion on metal under varying conditions and report comprehensively on their findings. Pupils use information technology confidently to produce graphical representations of their results whilst others use diagrams effectively to illustrate a

written or word processed report. Many pupils are following a GCSE course and higher-attaining pupils are expected to gain good pass grades next year.

102. Pupils' response in lessons is satisfactory overall at Key Stage 3, and good at Key Stage 4, where the highest attaining pupils demonstrate a high level of organisation and independence in investigative work. They use their files, worksheets and textbooks to help them when planning work. Younger pupils show a natural curiosity, ask and answer pertinent questions, make appropriate observations and spontaneously research the characteristics and effects of electricity. Older pupils work collaboratively in pairs, listening respectfully to each other's contributions in discussion and display considerable initiative when conducting and reporting on experiments. During lessons, pupils sustain good levels of concentration for significant periods, show willingness to solve problems themselves and to see tasks through to a sensible conclusion. Resources are used carefully by pupils who also have a good awareness of safety in the laboratory.

103. Teaching is good overall. It is never less than satisfactory and is often very good. It is particularly good at Key Stage 4. The very good teaching is characterised by detailed and thorough planning which supports each individual with carefully differentiated materials and personalised prompt sheets. Teachers have very good subject knowledge, which they communicate with zest and enthusiasm. There are high expectations of good behaviour, challenging tasks are set and good questioning encourages pupils to think scientifically. Pupils are managed very effectively and lessons of one-and-a-half hours are used to good effect, with a brisk pace being maintained throughout. Homework is used to good effect to consolidate progress. It is always very carefully marked and feedback at the beginning of lessons and summary at the end serve to remind pupils of what they have achieved. Resources are well selected and conscientiously prepared by the teachers. They use scientific language well and intervene to support, encourage and praise pupils. Assessment practice is ongoing and very good, appropriately informing planning and comprehensive recording and evaluation. There is very good teamwork between teachers and support staff.

104. The curriculum provided is good. It is broad and balanced, covers combined science fully and meets statutory requirements. Accreditation is provided at a suitable level for all pupils at Key Stage 4 and challenges them at the appropriate level of attainment. The new co-ordinator has collaborated very effectively with his colleague in a thorough re-write of the curriculum. Very detailed schemes of work ensure proper balance and compliance across the three elements of scientific study. Staffing in science is a strength, both teachers being science specialists. They are constrained in their work, however, by the lack of a technician and the shared use of the laboratory with the teaching of design and technology. Resources are adequate and fast improving, as relevant purchases are made to meet the needs of a developing curriculum. The recent acquisition of a fume cupboard will assist the further development of chemistry studies.

Other subjects or courses

Art

105. Portfolios of work show satisfactory progress over time for most pupils, whilst for a few progress is good. Within lessons, progress is satisfactory and pupils work to improve on initial work. Last year, four pupils passed GCSE Art and this year, the teacher expects six pupils to obtain passes in the average to low range. Pupils are able to paint in various styles, copying the techniques of the great artists such as Monet and Lowry. Some of this work is attractive and is a good feature of the school's work in art. Pupils have painted some very competent water-colours and many pupils can work with confidence in mediums such as pastel, papier-mâché, computer art, acrylics and ceramics. Higher-attaining pupils can draw accurately. They can also produce mature and imaginative pieces of work that show feelings or the variations brought on by the seasons or changing light.

106. Pupils' behaviour is satisfactory overall, but when lessons are poorly controlled they chatter constantly and quickly become distracted, often for long periods and this slows progress. In better-managed lessons, pupils work hard and sustain their concentration and therefore make better progress. Most of the pupils enjoy art and take delight in producing their own work. Many voluntarily attend extra art activities out of school and work hard in their own time. At these times, relationships with the teacher are more relaxed and pupils willingly comply with the normal classroom expectations for good behaviour. The self-esteem of the higher-attaining pupils is raised with successful work in art and many other pupils gain pleasure from their efforts.

107. The teaching of art is satisfactory overall but ranges from good to poor. When the teacher is well organised and lessons are well planned then teaching is good. However, when disruptive behaviour is allowed to continue, little effective teaching takes place. Lessons are not always planned effectively, for example, tools needed by the pupils are sometimes not readily available and this can mean that pupils become bored or lose interest. A suitable range of artistic experiences are provided in the classroom, and appropriate skills are used to encourage the pupils to persevere with exercises that are, for them, difficult.

108. The school's curriculum is satisfactory and is based on the National Curriculum and GCSE programmes of study. The teacher has appropriately adapted them for the wide range of the pupils' attainments. Last year, the art department developed a ceramics section with a small kiln and a potter's wheel. A computer supports some artwork and this helped the school's first pupil to pass GCSE Art. There are good links to English, where pupils illustrate stories or poems, to the humanities and to mathematics, where pupils are required to execute precise drawing especially for isometric or perspective work. There is insufficient information technology software to support the subject, especially for more sophisticated draw and paint program. The accommodation is unsatisfactory and hinders the development of the subject in terms of such activities as printing and textile work. There are storage problems and there is a

lack of a drying area. Resources are satisfactory overall. A weakness in the art curriculum is the lack of a programme of visiting artists and infrequent visits to galleries or art collections. The opportunities for art to broaden pupils' cultural and especially multi-cultural horizons are also unsatisfactory

Design and technology

109. All pupils are making good progress within lessons and as they move through the school. The projects which they undertake systematically develop their designing and making skills, and skills in graphics. There is a noticeable increase in the quality of finished projects as pupils move through the school.

110. At Key Stage 3, pupils design and make a variety of articles, such as ornamental spoons from brass and copper, model boats and wheeled toys. They can use a hacksaw, file, tin snips, and many other tools to work in wood and metal. They can prepare a summer fruit salad, healthy sandwiches, and vegetable soup, using knives, chopping boards and other utensils safely. They show good progress in the use of planning and evaluation sheets in their design work. At Key Stage 4, pupils are able to make items of their own choice, for example, plastic key fobs and razor holders. Their folders show evidence of good progress in understanding the properties of different materials. They are also making good progress in using a wider range of tools, for example, power drills and electric saws. Their graphics work is of a very high standard and demonstrates the whole sequence of the design process, for example, in the designing of a piece of jewellery. Food technology is an option for lower attaining pupils at Key Stage 4 and these pupils are showing good progress in making puddings, cakes and savoury foods and in understanding the importance of healthy eating and in methods of cooking.

111. Pupils' attitudes to learning, their behaviour in lessons and their development of study skills within design and technology are very good overall. The pupils settle quickly to work, listen carefully to the teachers and concentrate throughout most lessons. They respect the workshop and food technology room and take a pride in showing their work to visitors. The relationship between adults and pupils is very good and between pupils it is good. The pupils are able to work on their own, in pairs and in small groups with increasing confidence and responsibility. The pupils have a sensible regard for health and safety issues and they take care with the tools and equipment. The standard of presentation in their folders and files is very good. Overall, the pupils' behaviour is good and in a few lessons it is very good.

112. Teaching is very good overall and in one lesson was excellent. Excellent teaching was characterised by exceptional subject knowledge and very high expectations of the pupils' learning and behaviour. There is an insistence on high standards and the pupils achieve high standards. Planning is good at all levels with good attention paid to planning for the needs of each pupil. The way in which teachers make pupils aware of the objectives of each lesson and what is expected of them is very good, as is the mix of organisational strategies, coupled with a good pace to lessons which helps to keep the pupils involved. The boundaries of acceptable behaviour are made clear to the

pupils at all times and teachers have a pleasant, relaxed approach to behaviour management, which works mainly through the routines of teaching and learning, with plenty of interesting activities on offer at all times. Teachers make good use of the resources. Assessment is good at both key stages but marking relates more to pupils' attitudes and effort, rather than to what they know, understand and can do. The use of planning and assessment sheets, especially in the way they involve the pupils, is very good.

113. The co-ordinator is an experienced design and technology teacher who offers very good leadership in the subject and the ethos for the subject is very good. The breadth and balance of the curriculum is good throughout the school. Subject development planning is very good with clear, detailed objectives for taking the teaching of the subject forward. There is currently no technician to support preparation and this is limiting the efficiency of the subject. The accommodation is unsatisfactory overall because the workshop is shared with science, the floor is made of wood and there is insufficient storage space for materials and for pupils' ongoing work. The food technology room has a partition in the centre, which restricts movement and does not allow space for a demonstration table. Resources are unsatisfactory overall. There are sufficient hand-tools and utensils, but the level of equipment is unsatisfactory because there is no heavy machinery, such as a lathe, in the workshop. There are few books and little software for pupils to use in the design process.

French

114. Progress is unsatisfactory in French. Until two years ago, French was not taught as part of the school curriculum and this is clearly evident in the low attainment of pupils at Key Stage 4. Pupils learn new words by listening to the teacher or reading the worksheets or in books, but there is little opportunity to develop language skills by speaking and listening as pupils mainly work at grammar and vocabulary through written exercises.

115. By the end of Key Stage 3, pupils have developed a vocabulary that can be used to describe jobs, transport, personal details, colours, numbers and types of food and drink. They can describe what they will find on a visit to town and they know when to use words for 'more' or 'enough' when referring to quantities. Pupils can ask each other how they are and can explain where they live. Pupils in Year 10 can comment in French whether something is true or false, having first studied photographs and they can describe their likes and dislikes. Higher attaining pupils use possessive adjectives correctly and can form negative statements by the correct use of '*ne*' and '*pas*'.

116. Pupils' attitudes to learning are mainly unsatisfactory. Most pupils show little interest and a few describe the subject as boring. These pupils become restless because there is an insufficiently wide range of activities in lessons and a feeling that French is not something which they will find useful. Some pupils say they have no interest in French or in France and are reluctant to try out their vocabulary on the adults in the room. This is associated with the teachers' emphasis on grammar and vocabulary to the detriment of speaking and listening. They find difficulty in working on their own.

Overall though, behaviour is acceptable and pupils relate to each other satisfactorily. However, relationships with adults are unsatisfactory and this is related to the teachers' unsatisfactory management of classes and, in particular, inappropriate responses to the special needs of the pupils and to their behaviour.

117. Overall, the teaching is unsatisfactory at Key Stages 3 and 4, despite the teachers' good levels of knowledge and understanding of the subject. The teachers' expectations of the pupils' learning are satisfactory and this is reflected in the satisfactory progress pupils are making in acquiring a knowledge of vocabulary and grammar. However, the expectations of behaviour are unsatisfactory and this means that pupils are not trusted to practice their speaking and listening or to take part in anything other than heavily structured activities. These mainly consist of written exercises from good quality worksheets, which are appropriate to the needs of the pupils. There is insufficient use of artefacts, role-play, video and audio to give a wider range of activities within lessons. The teachers' planning and use of assessment, and the use of homework is satisfactory overall.

118. The co-ordinator's organisation of the subject, including development planning and curriculum development is satisfactory overall. The subject is well supported by the support assistants. The accommodation is satisfactory and, although the resourcing is satisfactory overall, there are insufficient books, artefacts, audio and video-tapes and software to widen the range of activities within lessons. Such resources as there are, are used appropriately. The ethos in which the subject is taught is unsatisfactory because the language is not taught as a living language within modern French culture.

Geography

119. Progress in geography is satisfactory overall at both key stages, and in many lessons it is good. By the end of Key Stage 3, pupils know about the school's locality and surrounding communities, they understand about farming and the countryside and have made town and country comparisons through field study work. When studying maps and their purposes they draw cross sections of terrain from an ordnance survey map.

120. By the end of Key Stage 4, many pupils achieve passes in GCSE and AEB accredited examinations. Pupils know about global locations, including continents, oceans, mountains, islands and rivers. They understand their characteristics and can make comparisons between these various features. In studying rivers, pupils demonstrate their knowledge and understanding of precipitation, the water cycle and how rivers are formed and adapt to varying terrain.

121. The response of pupils is mostly good. Pupils listen carefully and concentrate well, often working purposefully throughout lessons. Behaviour is generally good and there are good relationships between the pupils themselves when they tolerantly accept each other's idiosyncrasies. Relationships with staff are good. Pupils are respectful of teachers' care and commitment to their learning. They are interested in their work and mostly take part enthusiastically. They respond particularly well to practical tasks, ask

for help appropriately and are aware of, and able to learn from, their mistakes.

122. The quality of teaching is predominantly good. Lessons are generally well planned and organised and based on a good knowledge of and enthusiasm for the subject. There are, however, occasional difficulties when materials have not been varied appropriately to meet the full range of need in a class. All work is properly assessed and marked and records are detailed and thorough.

123. The very recently appointed co-ordinator has audited provision and resources for the subject, reorganised the room to more appropriately reflect the subject's range of interest and has clear plans for review, adaptation and improvement of the existing, adequate policy and schemes of work. He has a particular interest in further developing the curriculum for the highest attaining pupils. The current arrangements fulfil National Curriculum and accredited examination requirements. Recent resource acquisitions have ensured that provision is satisfactory. Good use is made of external resources, visits locally out of school and of field trips.

History

124. Progress in history is good at both key stages. By the end of Key Stage 3, pupils have developed a good sense of the passing of time and have gained many insights into the way people lived at other times and the causes of change. As an example of this, pupils study the nature of schools in Victorian times and compare this with their own school. They look at photographs of the Victorian classroom and notice that 'dipper' pens were used and not ball-point pens, that the desks were different and that pupils' and teachers' clothes had also changed. They also know that there were no cars in Victorian times and that most pupils walked to school. Key Stage 4 pupils follow GCSE programmes of study and use a variety of sources including texts, photographs, maps and pamphlets to provide them with information about Neolithic Man, his culture and beliefs. They are able to enter into a good quality discussion about the limitations of communication without written language.

125. Pupils' response is very good. They enjoy their history lessons and the high quality of the presentation of their work bears testament to this. They produce project work that is visually attractive, well organised and of a high quality. The length of some of their writing shows that they persevere with and refine it over periods of as long as a half term. In class discussions, they take their time, listen to what the teacher has to say and make sensible contributions which demonstrate their interest and they behave well.

126. The teaching of history is uniformly good. Teachers plan well, especially over the longer and medium terms, though in some lessons, learning objectives are not sufficiently clear. Teachers use a good range of visually stimulating resources and their subject knowledge is good, which enables them to explain and expand upon pupils' queries. When lessons appear to be losing pace, and pupils' interest, teachers have the skill to change their tone, for instance, by an injection of humour. This helps to ensure that control remains good. There is good attention to the needs of individuals and expectations are realistic and high.

127. History is very well co-ordinated. There is a good policy which identifies the importance of links with other subjects, especially English, art, drama and religious education. There is a comprehensive scheme of work which recognises and accommodates the mixed year groupings of Key Stage 3 classes. Weaknesses in a former GCSE programme of study have been identified and resulted in a change of syllabus, more suited to the needs of the pupils. Two teachers share the teaching of history with the co-ordinator acting as classroom support for the other teacher. This gives ideal opportunities to monitor and develop the subject. A programme of visits has been pursued, with visits to Avebury to look at the Neolithic site and to the Regimental Headquarters of the 1st Horse Artillery, the first regiment sent to Ireland at the start of 'the troubles'. Resources are adequate overall, but there are insufficient artefacts. History contributes significantly to the literacy skills of pupils as it provides them with good experience of reading non-fictional texts. The use of information technology in the subject is underdeveloped.

Information technology

127. Pupils make consistently good progress in information and communications technology (ICT) across both key stages. During Key Stage 3, pupils develop competence in accessing and using a wide range of computer programmes. They also learn to use their accruing skills across a number of subjects, most notably English, mathematics and science. Pupils can open appropriate folders to retrieve their own work and use the full potential of a word processing programme to edit their stories, trying out various type fonts, bold, underline and colour facilities to enhance their work. By the end of the key stage, most pupils have consolidated earlier learning and are word-processing their writing directly on screen or transferring hand-written pieces into good quality finished formats. They print copies of this work and save it to their own file discs. They are starting to use simple spread-sheets and databases to record and analyse information and are gaining in confidence all the time. Records show that the occasional pupil has, until very recently been "petrified of technology and unable to work on a computer without considerable support". In cases such as this, significant progress has been made and such pupils were observed working quietly, happily and independently whilst word-processing book reviews.

128. By the end of Key Stage 4, most pupils have developed a wide range of knowledge and skills. Some have reached a high level of sophistication and are predicted to gain good GCSE grades. Pupils are writing high quality accounts of science experiments, incorporating tables and graphs of results, analysing data in mathematics and word processing a wide range of creative writing. Some are editing and producing very imaginative and attractive brochures and project reports, utilising coloured images transferred from CD-ROMs and realising the full potential of desk top publishing programmes. Others use a digital camera to produce and work with their own images. All pupils are confident in their use of a range of tape and video recorders and a few use electronic keyboards competently. Most pupils have reached the point where they see ICT as a natural tool for facilitating their work across the whole curriculum.

129. Most pupils view the subject with excitement and enthusiasm, gaining obvious

satisfaction and enjoyment from presenting things well and solving practical problems. They are motivated by the technology and their attitudes in lessons are almost always good. They concentrate well, listen carefully to instructions and advice and apply themselves conscientiously to a challenge. They sustain their interest over long periods and understand when and how to ask appropriately for help when they need it. Most pupils develop particularly good independent study skills, using learning, data handling and reference programmes with increasing confidence and skill. Behaviour in the specific ICT lessons is generally good, pupils have respect for each other's sensitivities and there is always an atmosphere of purpose and highly concentrated effort.

130. The quality of teaching in specialist ICT lessons is consistently good and has some very good features, reflecting the teachers' very good subject knowledge. High expectations are clearly, but sensitively, communicated. Very effective, empathetic and differentiated support is offered to resistant, anxious or unwillingly pupils. Work is carefully planned in considerable detail to meet pupil's individual needs and imaginative techniques are employed to motivate and sustain their interest. There is very good assessment that successfully informs future planning. Pupils' work is thoroughly and formatively marked and detailed records and samples of work indicate good progress over time. Homework is well used. Teachers' enthusiasm is infectious and well communicated. General advice and guidance for higher-attaining pupils is subtle, but extremely effective.

131. Leadership of the subject is very good. The recently appointed co-ordinator is building successfully on past good practice in the school to develop a whole school approach to ICT across all subjects. The school policy appropriately highlights the need for strong, integrated links with other related subject policies to enhance communication and presentation skills. Although many staff are highly skilled, competent and experienced, there is a continuing training need across the school. There are developing, nearly completed, detailed schemes of work that incorporate GCSE course work. Resources are very good, both of standard computer and multi-media personal computers with colour printers, a flat bed scanner, a digital camera and extensive software packages. There are plans to purchase a range of keyboards (including concept keyboards), tracker balls and other access equipment to better serve the special access needs of some pupils. The valuable, recently established specialist ICT room suffered from the haste with which it was installed. Ergonomic considerations were not taken fully into account and the layout of cabling and work-stations is not ideal. The school is, however, aware of these shortcomings and has plans to remedy the situation.

Music

132. Music is not taught as a curriculum subject. This is a significant weakness because whilst there is no statutory obligation for independent schools to teach the subject, the school has a published commitment to do so.

133. Although it is not taught, music does play a part in the everyday life of the school. Some pupils have private lessons, and others play guitars and drums as a recreational

activity. Recorded music also features in assemblies. There is a good music policy and a good scheme of work for the school, dated October 1997. This policy clearly outlines the importance of music in a school of this type. It sets clear learning objectives, is closely linked to the National Curriculum Programmes of Study and identifies opportunities for assessment, recording and reporting.

134. Resources are satisfactory overall, but there are weaknesses in provision. There are six functional keyboards and a small range of other instruments including tambourines, castanets, triangles and Indian bells. The need for better resourcing is recognised in the policy document. It identifies a lack of songbooks and library resources as well as appropriate information technology programmes and also the provision of more live music for all pupils, either in school or on appropriate visits.

135. Music is not taught because the school does not have a subject specialist. The policy clearly identifies the need for staff development, but this has not been forthcoming. Pupils at the school are denied the benefits of being taught music and at least one parent has voiced considerable disquiet at the fact that her daughter, a talented musician, does not have sufficient access to a music curriculum.

Physical Education

136. Progress in physical education is satisfactory overall. Pupils at Key Stage 3 learn catching and throwing skills that they use in various games, such as cricket and rounders. Some pupils are only able to throw underhand and are unable to bowl with an over-arm action. They observe simplified rules and play fairly and competitively, but generally without sufficient determination. At Key Stage 4, pupils' progress is never less than satisfactory and in half the lessons observed it was good. Pupils continue to develop their skills in passing, catching and striking a ball and they play rounders with modified rules that they properly observe. A small number of pupils have good co-ordination and succeed in these activities. Pupils at Key Stage 4 also develop their abilities in athletics activities. They throw the discus and compete in the long jump using appropriate actions and observing rules of safety. They know the value and the reasons for warming up before undertaking physical activity. They participate in timing and measuring their performances and they often succeed in improving these in successive lessons.

137. Pupils generally enjoy physical education and try hard to succeed. They often smile as they play and one pupil invited the inspector to join in and said, "It's fun." A few pupils are reluctant to participate, but the teacher generally overcomes this reluctance through skilful management. Pupils generally play fairly and without aggression, although their awareness of tactics and teamwork is limited. Pupils respond particularly well to the very good range of extra-curricular sporting activities offered by the school. An example of this is the opportunity to go horse riding under the auspices of the "Riding for the Disabled" scheme. Their response to this is excellent and they achieve well above teacher expectations in the external grading they undertake.

138. The teaching of physical education is good overall and this contributes to the

satisfactory progress made by pupils. Teachers have very high expectations of pupils and they use external accreditation whenever possible to give pupils a rigorous and worthwhile grounding in activities. Very occasionally there is poor communication and organisation by teachers, which results in pupils making poor progress in isolated lessons.

139. There is a newly revised scheme of work for physical education and the subject co-ordinator is ensuring its implementation. The school uses its own assessment materials to measure pupils' progress supplemented by external schemes, such as the "Five Star" award scheme. Resources for the subject are generally satisfactory and good use is made of external facilities and staff. However, the school hall is small and there is no gymnastics' equipment which means that the curriculum lacks breadth. Additionally, groups are often very small which limits the opportunity for participation in team games and the development of appropriate tactical skills. The school is aware of this issue and is considering an alternative system of grouping for the subject.

Religious education

140. Pupils make good progress in religious education. Although they have only one lesson per week the content of a personal and social education lesson is often drawn from the religious education scheme of work and makes a significant contribution to progress in the subject. By the end of Key Stage 3, pupils have developed a good sense of self-awareness by looking at their own lives and that of their families and friends. They have studied a range of Old and New Testament stories and know about significant holy people, the religions they have founded and the places of worship that their followers have built. In one lesson, pupils drew Rangoli patterns, bearing in mind that these are often incorporated into Hindu welcome mats. They understand that if there is a nice welcome to a home then it is likely that its residents will also be friendly. These pupils also know that Hindus celebrate Diwali in October and November and can mime a Hindu welcome. At Key Stage 4, the focus of religious education teaching leans more towards personal development and understanding of life, but also includes studies of world religions, including Islam where they compare the Pillars of Islam with the Ten Commandments.

141. Pupils enjoy religious education and have very good attitudes to the subject. They try very hard and many produce work of a high standard. Some get frustrated when they are challenged but they respond well to help and encouragement. A few pupils are slow to start their work but, once started, they work hard to the end of the lesson and do not want to stop. There are many examples of work in portfolios which show that pupils have taken great interest in what they have been doing and have considerable pride in the presentation of their work. There are also pieces of extended writing that suggest that they can concentrate well and are considerate of others.

142. The teaching of religious education is good overall and, in half of the lessons, very good. In one such lesson there was an excellent summary of previous work and the teacher created a comforting and reassuring atmosphere within the class which settled pupils well. A very good subject knowledge was demonstrated by the confidence with

which the teacher was able to make comparisons between Hindu and Christian festivals and decorations and pupils were exceptionally well organised. Sensitivity was shown to the individual needs of pupils, allowing one to work in the comfort and security of his own work area, but only after first insisting on a short period of socialising with the rest of the class. The teacher's assured manner comforts pupils and has a very calming effect on the class.

143. The leadership of the subject is excellent. Rather than adopting the Hampshire Agreed Syllabus, the co-ordinator has developed a good scheme, more fitted to the individual needs of the pupils, and the Winchester Diocesan Board has approved this. As a licensed reader working in local churches, the co-ordinator is well positioned to ensure that religious studies are often in the context of the Christian faith. There are good links with other subjects, especially with English, history and art, and there is always a piece of religious education work in each edition of the school magazine. The subject makes a very valuable contribution to the spiritual, moral, social and cultural development of pupils and encourages and enables them to become better adjusted and more tolerant people.

PART C: INSPECTION DATA

Summary of inspection evidence

144. A team of six inspectors, one of whom was a lay inspector, carried out the inspection over a period of four days to a total of 21 days. Inspectors visited all classes and observed all teachers who have a teaching commitment. A total of 56 lessons were observed, amounting to over 36 hours in class. In addition, they spent over 20 hours looking at examples of pupils' work, talking to pupils and hearing them read. All staff with major areas of responsibility were interviewed, as were two directors of the Hesley group and consultants employed by them.

145. Pupils were observed in many situations outside of the classroom, including a visit to a centre run by 'Riding for the Disabled' and at a drama club. Mealtimes and recreational activities were observed, as were break-times, registrations and assemblies. Statements of Special Educational Need were examined, along with records of Annual Reviews and reports to parents. All of the school's available curricular and organisational documentation was read. A meeting to hear the views of parents was held and was attended by fourteen parents, representing ten pupils. Twenty-five replies to a questionnaire that was sent to every parent were received and analysed.

146. 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
Y6 - Y11	34	34	34	N/A

TEACHERS AND CLASSES

Qualified teachers

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

10
3.4

Education support staff

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

8
234

FINANCIAL DATA

The school does not have a fully delegated budget and, therefore, no financial data is reported here though a breakdown of income and expenditure was provided for the

purpose of the inspection.

PARENTAL SURVEY

Number of questionnaires sent out:

34

Number of questionnaires returned:

25

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	40	48	4	8	
I would find it easy to approach the school with questions or problems to do with my	52	36	4	4	4
The school handles complaints from parents well	31	36.4	18.2	9.1	4.5
The school gives me a clear understanding of what is taught	16.7	54.2	16.7	4.2	8.3
The school keeps me well informed about my child(ren)'s progress	44	40	8	4	4
The school enables my child(ren) to achieve a good standard of work	36	52	8	4	
The school encourages children to get involved in more than just their daily lessons	56	44			
I am satisfied with the work that my child(ren) is/are expected to do at home	13.6	45.5	31.8	9.1	
The school's values and attitudes have a positive effect on my child(ren)	48	40	12		
The school achieves high standards of good behaviour	32	52	16		
My child(ren) like(s) school	36	52	4	4	4