

INSPECTION REPORT

Oakwood Special School

Bexleyheath

LEA area: Bexley

Unique reference number: 131115

Headteacher: Rachel Lindsey

Lead inspector: Charles Hackett

Dates of inspection: 15th - 18th September 2003

Inspection number: 258962

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	11-16
Gender of pupils:	Mixed
Number on roll:	37
School address:	Woodside Road Bexleyheath
Postcode:	DA7 6LB
Telephone number:	01322 553787
Fax number:	01322 526754
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. J. Martin
Date of previous inspection:	15/06/1998

CHARACTERISTICS OF THE SCHOOL

Oakwood is the only secondary school in the borough of Bexley for pupils with emotional and behavioural difficulties. It takes up to 48 boys and girls from a variety of socio-economic backgrounds. As a result of missing a lot of their education pupils' standards of attainment when they join the school are well below average. Pupils are admitted throughout the school year. At present the school has vacancies in Year 7 for pupils who the LEA anticipates will fail in mainstream. Many pupils have additional special educational needs, which include specific learning difficulties and medical conditions. Currently there is only one pupil for whom English is an additional language. The school has suffered from staffing difficulties and within the last year been supported by the LEA because of concerns about the quality of education it was providing. There are no pupils integrated into secondary schools but pupils in years 10 and 11 attend a range of college link courses. The school does not provide an outreach service.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21081	Charles Hackett	Lead inspector	Special educational needs, modern foreign language, physical education and personal, social, health and citizenship education.
31754	Charlotte Roberson	Lay inspector	
18498	Denise Morris	Team inspector	English, English as an additional language, humanities including religious education.
19171	Robin Lee	Team inspector	Mathematics, art, design and technology.
20024	Paul Wright	Team Inspector	Science, music, ICT

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION, SUBJECTS AND COURSES	17
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and rapidly improving school. The pupils are now making good progress in their learning and their behaviour and attitudes to school are much improved. In recent years staffing difficulties caused a drop in standards but since the present headteacher has been in post she has ensured that teaching and learning are good. As a result of this the school is providing good value for money.

The school's main strengths and weaknesses are:

- Outstanding leadership of the headteacher, which as well as bringing improvements has ensured that the school is well placed to continue its good work and develop further.
- The planning of lessons and the quality of teaching are consistently good and because of this pupils have achieved well in GCSEs, particularly in art.
- Overall the curriculum is good but opportunities for pupils to take part in physical education and learn a modern foreign language are unsatisfactory.
- The high expectations of pupils' behaviour are applied consistently by all the staff and have successfully improved pupils' social skills and understanding and control of their behaviour.
- The commitment of the whole staff team to provide the best they can for pupils ensures that the quality of care is very effective.
- Whilst there are good systems to record pupils' achievements the marking of their work is inconsistent and often not helpful to them.
- Progress reports provided for parents fail to give sufficient detail of what their children have learnt.

The school has made a lot of improvements since its previous inspection in 1998. Over the last year the school has moved away from containing pupils to providing them with good opportunities to learn. All of the issues from the previous inspection have been addressed to at least a satisfactory standard.

STANDARDS ACHIEVED

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

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

Pupils throughout the school achieve well. This applies to the small number of girls, pupils with additional special needs and the pupil for whom English is his second language. Successes in GCSEs are improving and are better than those achieved by similar types of schools. Pupils' achievements in art and personal, social, health and citizenship education (PSHCE) are very good. They are good in mathematics, science, information and communication technology (ICT) and humanities including religious education. Pupils' progress is satisfactory in English; progress in speaking and listening is good. Achievements have recently improved and last year six out of seven Year 11 pupils passed GCSE. In other subjects, with the exception of physical education and French, achievements are satisfactory. Achievements in physical education and a modern foreign language are unsatisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are improved considerably by the work of the school. Their attitudes to learning and behaviour are now good and they have a better understanding of moral and social expectations. Their spiritual development is well supported and opportunities to extend their cultural development are

satisfactory. Attendance rates are close to the national average for schools of this type and are improving.

QUALITY OF EDUCATION

The school provides good quality education for its pupils.

Teaching and pupils' learning are good. The adoption of the National Strategy for teaching in Key Stage 3 ensures that there is a clear structure to each lesson. These now include what pupils will learn, good activities to develop skills and effective checks at the end of lessons to see how well they have learnt. Work in English and in developing literacy skills in other subjects is being developed well but as yet does not focus sufficiently on making it clear what each individual pupil needs to do to improve. In English and many other subjects better consistency in the marking of work would help with this. Although, because of the use of non-specialist teachers not all mathematics lessons seen during the inspection reached the same high standards, their overall quality is good and the development of mathematics skills are given appropriate attention in other subjects. Teachers use interactive whiteboards very effectively in many subject areas to present information and encourage pupils to participate in practical learning activities. However, ICT is not used well by all teachers. **The curriculum offered by the school is good** and is extended well by opportunities for older pupils to attend college courses. Only in physical education and French are there weaknesses. The school's relationship with the local community is good and helps secure work experience placements for older pupils. **The partnership with parents is satisfactory** but written reports on their child's progress fail to give parents a clear understanding of what they have learnt and the progress made. **The quality of care, guidance and support is very good.** The genuine concern for pupils shown by the whole staff team ensures that the school is a very safe and caring environment. This has a very positive impact on pupils being more settled and thus able to engage in learning and achieve more. The Breakfast club is very well attended and successfully helps set the tone of the day.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very effective; she has a clear sense of purpose and despite staffing absences has pulled the whole staff team together and raised the standard of their work. Her great ability to evaluate the school's strengths and weaknesses has enabled there to be a clear focus on improvement. It is because of this that pupils are now achieving as well as they are. **Management of the school is good.** Senior staff exercise their responsibilities well and ensure that the school day runs smoothly. **Governors, despite being short of members, provide satisfactory support.** The school manages its finances very well. Currently the school does not provide outreach support but there are plans for this in the future.

PARENTS' AND PUPILS' VIEWS

Most parents who responded to inspectors value the work of the school and recognise the improvements in the progress their children make. They appreciate the work of the headteacher and believe their children are treated fairly. The majority of pupils agree that Oakwood is a good school to attend and feel that the teachers try hard to make lessons interesting.

IMPROVEMENTS NEEDED

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

- Offer a fuller curriculum for physical education and more opportunities for pupils to take part in sport.
- Adopt and consistently apply a marking policy that clearly sets out what is good about pupils' work and what they need to do to improve.
- Improve the teaching and pupils' learning of a modern foreign language.
- Provide better reports to parents on their children's achievements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

The overall achievements of all pupils, including the small number of girls, the pupil for whom English is an additional language and pupils with additional special needs, are good. Although, overall standards are still below the national average, during their time at Oakwood pupils make good progress in almost all subjects.

- Pupils' progress has improved considerably in the last year and this is a direct result of the improvements to teaching.
 - The school has set targets for pupils' achievements and these have been challenging and successfully met.
 - Pupils have been successful in passing GCSEs; art has achieved the best results.
 - Pupils' progress throughout the school is satisfactory and improving in English, very good in personal, social, health and citizenship education (PSHCE), good in mathematics, science, information communication technology (ICT), religious education and humanities.
 - Progress in physical education and in learning a modern foreign language is unsatisfactory.
1. The number of GCSE passes has increased each year and this reflects the determination of the headteacher and her staff to provide pupils with opportunities to achieve examination success. Last year all eight Year 11 pupils passed at least one GCSE and five of them achieved five passes in the range of grades A*-G. The average points score from these results was 11, which is much higher than the national average for schools of this type. Last year all pupils passed art and achieved grades from C to G. GCSE passes have also been achieved in design and technology, science, ICT, English and mathematics.
 2. Achievements in English last year were much better than in previous years and illustrate the improvements in the quality of work in the subject. Although at this stage, pupils' achievements in English are satisfactory it is clear that with the support being provided for the new teacher responsible for the subject, pupils are beginning to make better progress than previously.
 3. Pupils enjoy the well-equipped and well-used science laboratory and make progress in the full range of activities covered in the subject. In mathematics warm up sessions at the start of each lesson allow pupils to develop their mental arithmetic skills. Work in PSHCE lessons is complemented by the overall quality of personal support staff provide and pupils gain an all round awareness in many areas, such as sex and drug education, that will benefit them later in life.
 4. In the short time the new teacher responsible for design and technology has been in the school, pupils' progress is beginning to improve. Progress in music is also satisfactory and is continuing to improve. The recently appointed teacher has generated an interest in the subject amongst the pupils and they are now beginning to make a greater level of progress than they were previously. Pupils' good progress in ICT is a significant improvement since the last inspection. The subject leader has developed a good range of resources and many of the teaching staff make very good use of interactive white boards as part of their teaching. However, pupils' progress could be improved further if they had greater opportunities to make use of computers in recording their work in other subject areas. For example, using word processing skills to improve the quality of the presentation of their work.
 5. In learning a modern foreign language pupils have not developed sufficiently their skills over the three years that the subject has been taught, despite the enthusiasm of the teacher. The restricted time on the timetable for the subject and the very limited resources have had a negative effect on them developing language skills. Progress in physical education is unsatisfactory. The school has not given this subject the same attention as other subjects, and as a result, pupils play games rather than develop skills that they can build up on as they move through the school.

6. The progress of the pupils identified by the school as having additional special educational needs is similar to all other pupils. They are well supported by staff and fully integrated into all lessons. The one pupil for whom English is an additional language makes similar progress to that of other pupils. Although, girls are often disadvantaged by there being only one in a class, there is no evidence that their achievements are lower than boys. The high level of support provided by learning support assistants ensures that girls make the same progress as boys. Opportunities for them to take courses in topics that interest them at College in years 10 and 11 are also helpful. For example, a year 10 girl was observed during the inspection making good progress as she began a College link course looking at health and beauty.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is improving and is now satisfactory. Pupils' personal qualities are being improved and their spiritual, moral and social development is good. Their cultural development is satisfactory.

- The majority of pupils respond well to the expectations of the school and now have good attitudes to learning.
 - Support to guide pupils' behaviour in and out of class has been effective and records show very good improvement over the last year.
 - The school provides many opportunities to help pupils develop confidence, the ability to reflect and show a sense of responsibility.
 - Relationships between staff and pupils are very good and pupils treat each other with respect.
 - The curriculum provides limited opportunities for the study of other cultures.
7. In lessons most pupils are motivated to learn as independently as they can and are encouraged to attempt new challenges. They respect their surroundings and develop improved personal qualities. The behaviour monitoring system effectively keeps them on task and helps them settle down to work. They know right from wrong and respond well to the high expectations that staff have of them. This represents very good improvement since the previous inspection. Staff encourage pupils to be more willing to accept responsibility for their own actions, have a good understanding of the need for rules and show respect for the views of others. Pupils report that they enjoy the expectations the school has of them and realise their learning has improved because they are better behaved.
 8. Considerable thought is given to the advice offered to pupils to improve their social skills and awareness of moral and cultural issues. All staff deal effectively and sensitively with difficult issues that arise during lessons. Pupils themselves report that other pupils are mostly well behaved and friendly. The school has a comprehensive system of reporting incidents of bullying and pupils comment that the school's handling of these is prompt and effective.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	42	62	0
Mixed – any other mixed background	1	2	0
Black or Black British – Caribbean	1	3	0
Black or Black British – any other Black background	2	5	0
Any other ethnic group	1	2	0

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

9. Although, there have been a high number of exclusions over the last two years these have been used to effectively support the school's promotion of good behaviour. Very detailed records of exclusions are kept and this sanction is only used for very serious breaches of the school's behaviour policy. However, the school is actively and effectively working to reduce the need for this sanction. Pupils are provided with a curriculum that promotes a good understanding of their local culture. However, the school is aware of the need to develop more awareness of living in a multi-cultural society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	79.95	School data:	5.5
National data:	81	National data:	7.3

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

10. Attendance is satisfactory and a significantly improving picture. Figures are now almost up to national norms for last year and for this current school term, have reached an impressive 91.75%. Although, at the time of the previous inspection levels were satisfactory they dropped significantly two years ago to unacceptable levels. Procedures to encourage and promote attendance are effective and most pupils are keen to attend school. Many show improving rates of attendance since starting at Oakwood.

THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is effective and is successfully ensuring that pupils who previously have failed in school are now making good progress.

Teaching and the high quality of care shown by all staff are key factors in this judgement.

Teaching and learning

The overall quality of teaching and learning is good. This represents a significant improvement from the previous inspection and since the LEA raised concerns about the quality of teaching in the school four terms ago.

- Lessons are well planned and ensure that work is linked to pupils' previously acquired skills. Time is set aside to check what pupils have learnt.
- Teachers have good subject knowledge, which is used effectively to engage pupils in learning.
- Pupils' behaviour in the classroom is managed well and this reduces disruptions to lessons.

- Learning support assistants provide valuable support in helping pupils in lessons.
- ICT, particularly the use of interactive whiteboards, is frequently used very effectively.
- Although the overall assessment of pupils' work is satisfactory the quality of teachers' marking varies and does not always help pupils improve their work.

11. The school has adopted the Key Stage 3 National Strategy for teaching all pupils. The headteacher has acted very effectively as the co-ordinator and has made use of the advice and support offered by Local Education Authority consultants. As a result the overall quality of teaching throughout the school has improved. Lessons are very well planned and link well with work pupils have undertaken previously. Most have three parts; pupils engage in warm up activities before moving on to longer sustained periods of group or individual work and at the end of each lesson there is a check to see what they have learnt. For example, in a Year 11 religious education lesson, the good focused starter activity in which pupils jotted down their own opinions about abortion effectively helped pupils to begin to learn about the differences between the Catholic and Muslim beliefs in regard to this issue. Answers to the questions at the end of the lesson showed pupils had learnt very well. This structure was seen in almost all lessons observed during the inspection and was an important factor in why over 70% of lessons were graded as good or better.

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	8 (26%)	13(42%)	8(26%)	1(3%)	0	0

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

12. Teachers are subject specialists in the majority of areas they have responsibility for and make good use of their expertise. The good progress pupils make in ICT lessons is an example of this as the teacher is able to respond quickly to the questions of pupils.
13. Senior staff have successfully encouraged teachers to set clear expectations for pupils' work and behaviour. The Year 7 group are responding well to this although they have only been in the school a short time. Teachers are constantly reminding them of what is expected in terms of their behaviour and how they can ask for staff support. These high expectations are helping pupils to understand what is required of them in lessons. As a result, they are beginning to learn and achieve in lessons.
14. The effective use of learning support assistants was typified in an art lesson for Year 11. The learning support assistant quietly moved around the room to support each individual pupil as and when necessary. This approach enables pupils to work individually yet be encouraged and supported if needed. Learning support assistants also act as instructors in teaching food technology. Although this is a relatively new venture, they have planned their work very well and the lessons observed during the inspection showed that pupils were enjoying them and gaining considerable knowledge as a result.
15. Teachers make effective use of the interactive whiteboards. They are used well to present the objectives of the lesson, to record pupils' achievement points throughout the lesson and refer to the topics being covered. In a Year 11 mathematics lesson the teacher's own use of the interactive board, coupled with the opportunities for pupils to go to the board and try to solve problems livened up the lesson and made learning interesting for the pupils.

Outstanding teaching was seen in a science lesson for Year 7 pupils.

The lesson grasped the attention of all the pupils. They engaged in experiments using Bunsen burners and were constantly seeking to explore what was happening to the materials they were working with. The teacher, as well as using her subject knowledge very well, made excellent use of an interactive whiteboard to alternate between showing a demonstration of the differences between the three states of matter, give pupils the chance to play a short game that tested what they had learnt and also record pupils' behaviour points. Pupils had the opportunity to try out their answers by writing with felt-tips on small individual wipeable boards. When it was clear they understood what they were learning they wrote the answers in their exercise books. This successfully allowed them to concentrate on their presentation skills. As a result of the variety of approaches and the very positive support the teacher and learning support assistant offered the pupils made excellent progress throughout the lesson.

16. Pupils are encouraged by effective planning and questioning in lessons to be involved in their learning. This was the case in a PSHCE media studies lessons when pupils were considering the different ways in which the media report incidents. They asked challenging questions, were able to engage in discussion and investigate further through accessing the Internet.
17. The school has developed good ways of recording and analysing pupils' achievements to show their progress at the end of each year. Tests on entry to the school and at other times identify pupils' areas of strengths and weaknesses and match work to individual need. However, this process does not yet satisfactorily ensure that teachers use assessment information to set targets for pupils that are appropriately demanding. Staff regularly let pupils know how well they are performing and, with parents and other professionals, examine progress at statutory reviews. Although pupils' books are regularly marked written comments do not always identify how pupils can improve their work. Not all teachers are secure at comparing accurately pupils' work against National Curriculum levels and the school is currently taking steps to address this issue.

The curriculum

The curriculum is good and opportunities to enrich it are satisfactory. The accommodation is also satisfactory, but resources for learning are good overall.

- The curriculum for PSHCE is strong and helps pupils to develop good personal skills and awareness of citizenship.
 - The physical education curriculum is poor and participation in sport is weak.
 - Learning opportunities for Key Stage 4 pupils are good, particularly the work experience placements and the college courses.
 - All pupils are included in the full range of learning opportunities provided by the school.
 - The Breakfast Club is a positive initiative and is very well attended.
 - Resources for learning are particularly good in ICT but unsatisfactory for French.
 - Extra-curricular activities are limited by transport restrictions.
18. Much thought has been given by senior staff to providing pupils with a suitable curriculum and they have succeeded in developing it to meet the needs of all pupils in a manner that ensures that all pupils are included. The additional support on the timetable for pupils with reading difficulties is an example of their determination to make learning opportunities relevant and maintaining pupils' interest.
 19. Planning for PSHCE is good. Pupils are based in tutorial groups so that they can form positive relationships with their tutor and peers. Effective activities are planned to develop personal awareness of the world around them. Pupils also benefit from visits by many outside speakers, such as the local clergy, the nurse, the Samaritans and the police liaison service. This has helped them to develop good awareness of issues related to drugs, sex

education and citizenship. These issues are also well promoted through subjects such as history, where pupils learn about past societies and through religious education, where they undertake discussions about the meaning and value of life.

20. The curriculum is very relevant for older pupils and keeps them engaged in learning. All have equal access to the opportunities available and the work experience and college placements are popular additions. The school works well in partnership with two mainstream schools to enhance its resources. Resources are particularly good in ICT where the good new suite is helping to raise achievements and keep pupils focused. However, unsatisfactory resources for French contribute to the low achievement in the subject.
21. Participation in sporting activities is unsatisfactory. The lack of a qualified physical education teacher is a weakness and too few activities are planned in this area. The curriculum for physical education is poor. This leads to unsatisfactory achievement and lack of progress in physical skills across the school.
22. The Breakfast Club is a real strength of the school. It is very well attended and serves a useful function in settling pupils before they go to class. However, transport arrangements have a negative impact on the number of after school activities the school can offer and as a result there are few extra-curricular activities.

Care, guidance and support

The quality of care, guidance and support is very good; boys and girls are given plenty of good advice and support, which helps them settle and begin to learn.

- Staff act as very good role models to the pupils.
 - Procedures for child protection are very effective and ensure that pupils are safe.
 - Staff are vigilant and alert and respond promptly and fairly to incidents. Inappropriate behaviour, including the use of foul language, is consistently tackled.
 - The school increasingly seeks pupils' views through the school council, their involvement with the careers service (*Connexions*) and by taking time to listen to them.
 - Each pupil has a very good and trusting relationship with at least one identified member of staff who will be available to support them throughout their time in the school.
 - There are flexible and very supportive arrangements for new pupils.
23. The headteacher has ensured that a range of sensible and manageable policies guides practice in the school. Sometimes these reflect specific local authority guidelines, for example, on ensuring the safe use of the Internet but the majority have been very carefully written to reflect school aims and values. There are several trained first-aiders, which was not the case in the previous inspection. The recent appointment of a Primary Health Care Worker is a very positive step in strengthening links with a range of professionals from multi agencies and in meeting the diverse needs of an increasingly significant group in the school.
 24. The involvement of pupils in the school's work is good. Personal development is very well assessed and managed and all staff at the school play a key role in ensuring standards of welfare, support and guidance are very good. Underpinning these high standards are the high expectations of the headteacher and the very good relationships within the school, which enable pupils to feel understood and cared for. Arrangements to support the more vulnerable pupils are particularly good and procedures for child protection are very effective and overseen by experienced members of staff.
 25. Targets to improve pupils' behaviour are identified and worked towards and over time standards of behaviour for the majority of pupils improve. The rate of exclusions is falling which is a measure of the school's success. Achievements are clearly recognised and recorded throughout the day. The structured system is well used and pupils are rewarded at

the end of the week with “*Friday Options*”. They know that if they conform and try then they will succeed. This has a positive impact on their rate of learning.

26. Procedures to promote good attendance are beginning to have a very positive impact on attendance levels and the relatively low level of unauthorised absences when compared to similar schools demonstrates that on the whole pupils want to be in the school. Pupils recognise and talk about the benefits in many areas and they know that this is in part due to the high standards of care and support they are given and there are many strengths which contribute to these high standards of care and support.

Partnership with parents, other schools and the community

The school is proactive in seeking to develop increasingly close working relationships and links with parents, other schools and with its community. **Currently these links are satisfactory.**

- Informal communication with parents is good.
 - Parents’ involvement in the life of the school is limited at present.
 - There is a greater trust and acceptance of the school within its community.
 - Links with other schools are beginning to develop purposefully.
 - Written reports to parents are inconsistent and often fail to give sufficient information on what pupils have learnt.
27. The school telephones parents to pass on information and sends out readable and relevant newsletters to parents every term. Parents are involved in annual review meetings but the targets written in academic reports are not specific because they often simply refer to what will be studied in that year group in the following term. The subject reports provided for parents often contain too little information on what their children have learnt. A very successful first Open Day was held last term, which was very well attended and which will be repeated every term.
28. There are real difficulties in recruiting parent representatives on the Governing Body and currently there are none. However, to balance this the school does always seek to talk with and involve parents when decisions however small have to be made. Their individual views and opinions are sought, although not yet formally as a group through questionnaires. Parents report they are increasingly more comfortable and confident that the headteacher is a willing listener and many approach her for advice. Very few complaints have been received since she took over, which is very different to the situation before she took up the headship. The few parents who responded to questionnaires and the single parent who attended the pre inspection meeting were positive in their praise for the new leadership within the school and for the fair and equal treatment given to all pupils.
29. Community involvement is satisfactory. This year the pupils displayed their artwork locally for the first time. They use nearby sports facilities and there is some involvement with the nearby church. Like many special schools there are difficulties in maintaining strong community links because pupils come from far and wide and some from different education authorities. The school is active in pursuing links and certainly does not want to be isolated from its community.
30. Links with schools are variable but two new partnerships have been successfully set up. Primary schools are more prompt at supplying assessments when pupils transfer but there are difficulties in getting quick responses from all secondary schools in the area. Links with colleges, though, are very good and have a positive impact on keeping older pupils interested in school.

LEADERSHIP AND MANAGEMENT

The headteacher provides strong leadership and since taking on the role, has had a significant impact on all aspects of the school’s work. The management of the school is very good and the work of the governors satisfactory.

- Senior staff are a strong unit and have developed an effective staff team.
 - Leadership and management have had a very positive impact on improving the achievements of pupils.
 - Despite being short of numbers, the governors provide a satisfactory oversight of the work of the school.
 - The school's assessment of its performance is comprehensive and used effectively to raise standards.
 - The deployment of staff is good; learning support staff offer very good support.
 - The financial management of the school is very good and ensures that expenditure is focussed well on improving standards.
31. The quality of leadership displayed by the headteacher has been outstanding. Her leadership skills have transformed the school.

The headteacher has a very clear sense of purpose and has demonstrated a commitment and a willingness to invest enormous time and effort to achieve her chosen aim of establishing an effective school for pupils with emotional and behavioural difficulties. It is a personal, and collective triumph that a school that was viewed critically by Local Education Authority inspectors at the start of the year, should now be performing so strongly. The headteacher has ensured that standards of behaviour have been improved considerably. She has built a close and focused staff team, which is dedicated to continually improving the achievement of all the pupils.

32. All the senior staff are committed to high standards. There is great attention to detail and the school has developed sound procedures for monitoring and assessing its practice. As a result of this all pupils, no matter their individual special needs, are fully included in all aspects of the school. All curriculum leaders conduct regular reviews of their subject areas and the results are used to plan future improvements designed to improve pupils' rate of learning. Performance management of all the teaching staff is conducted regularly in a rigorous manner and the assessments made are objective and honest and have contributed to improvements in teaching.
33. The governing body maintains a strong interest in the work of the school but, by being significantly under strength, its effectiveness is limited. Individual governors are fully committed and work hard to meet their responsibilities, but greater representation would bring a broader range of experience and perspective. For example, there has been no parent governors since the previous class of Year 11 pupils left in June. The school would benefit from the challenge that they could help provide. Committees have been established which meet regularly to monitor different aspects of the school's performance and all statutory duties are being fulfilled satisfactorily. The governing body now receives much more information and, even though governors are still only occasional visitors to the classroom, has a greater understanding of the school's strengths and weaknesses.
34. Attracting and retaining specialist teaching staff has proved to be a continuing difficulty. With the exception of physical education, an imaginative approach has been adopted to ensure a wide-ranging curriculum can be delivered. For example, two instructors who, for the rest of the week, are employed as teaching assistants, teach food technology. Teaching assistants are effectively deployed and make a valuable contribution to learning in the classroom.
35. The financial management of the school is very good. The school development plan is detailed and contains suitable priorities. A substantial unavoidable under-spend of the budget has been used widely to upgrade both the fabric of the school and introduce some of the latest technology to enhance teaching in the classroom and improve the efficiency of the secretarial staff. The school now maintains a more appropriate level of financial reserves.

The principals of best value are strictly adhered to and all costs and spending is closely monitored. The financial systems are all operating efficiently.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	872355
Total expenditure	799673
Expenditure per pupil	14279

Balances (£)	
Balance from previous year	127965
Balance carried forward to the next	72682

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

*Throughout the following commentary, overall judgements are made in relation to the **provision** for each subject. Within this context **provision** refers to the effectiveness of teaching and learning, the curriculum, the resources and accommodation and any other significant aspects.*

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Inspectors were able to see lessons taught to pupils in years 7,9,10 and 11 as well as looking at pupils' work.

The provision for English is satisfactory and improving. Pupils previously identified as having reading difficulties are now making good progress.

Main strengths and weaknesses.

- Activities are closely matched to pupils' abilities and are very relevant to their needs and interests.
- The reading programme has improved, and is now good.
- The National Literacy strategy has been implemented effectively and pupils use their literacy skills well in many other subjects.
- Opportunities to take examinations at Key Stage 4 are good. However, the time allocated on the timetable for English is too low.
- Although, resources for learning, in particular the library, are good, ICT is not used well and this inhibits presentation and research skills.
- Assessment of pupils' achievements is not used well enough to set specific targets for improvement and the marking of pupils' work is inconsistent, and does not always help pupils improve their work.

Commentary

36. Pupils achieve good standards in speaking and listening in almost all lessons. This is an improvement from the previous inspection. As they move through the school, they gain confidence and begin to talk about their work and discuss a wide range of issues. They comment on their reasons for enjoying certain texts, comparing them well with others they have read. In Year 11, pupils discussed the story of Romeo and Juliet sensibly and with interest. They compared it to a recent news story they had read and gave their own opinions of the outcomes, showing good knowledge of the story. In and around the school pupils are usually polite to adults and engage in conversation when spoken to. In lesson, they are encouraged by some good questioning and relevant activities to join in with discussions and comments. There is a lack of experiences in drama, however, which inhibits higher standards.

37. Achievements in reading are satisfactory. A good new reading programme has been implemented which is encouraging pupils to read daily. However, the time for this is too short and pupils have time to read only short extracts of their books. This limits their enjoyment and their ability to improve skills. Pupils choose their own personal reading materials, and are given opportunities to read a variety of texts with others in lessons. These include a good range of genre, such as plays, poetry, fiction and non-fiction. They study classic texts, such as those by Shakespeare, and have good access to books from other cultures. The contribution of learning support assistants plays a prominent part in the improvements made by weaker readers

38. Achievements in writing are improving and are satisfactory overall. Pupils write for many different purposes and audiences, and work hard to achieve their highest standard for GCSE coursework. They are given opportunities to write in many other subjects, particularly during humanities lessons, where they write historical accounts of different periods, and geographical information about many different countries. This helps to improve their literacy skills. The lack of the use of ICT is a weakness, and this reduces pupils' ability to express themselves in the written or printed form. New approaches to the teaching of spelling are being introduced with the aim of improving pupils' work.
39. The good implementation of the National Literacy Strategy at Key Stage 3 is beginning to have an impact on pupils' enjoyment of literature, and on their achievements. Teaching is satisfactory with particular strengths in subject knowledge, relationships and planning. This leads to successful lessons in which pupils are clearly focused on their tasks. The marking of pupils' work though is not always helpful, and assessment information is not used well enough to plan the next stage of teaching and learning.
40. The English co-ordinator has only been in post for a year. During that time some good new initiatives have been introduced. These are helping to improve achievements and encourage pupils to become literate. Staff have worked very hard to initiate the good range of relevant activities. Because of this, pupils enjoy English lessons and work hard to achieve. Not enough time is allocated to the teaching of English, particularly at Key Stage 3. Consequently, some topics are not studied as well as they could be.

Language and literacy across the curriculum

41. Staff give appropriate attention to these aspects in their teaching of other subjects. For example, Year 9 pupils were observed using their speaking skills well during history as they discussed the changes in the city of Leeds during the Industrial Revolution. They showed good use of subject specific vocabulary and good awareness of the rules of conversation. It is because of this level of support that pupils make good progress with their speaking and listening skills. Although the library has improved since the last inspection, and pupils make good use of the facilities provided, often choosing a book to take home, it is not used well enough to promote independent research skills, particularly for older pupils.

French

Only one lesson was seen during the inspection and there is only a limited amount of work in pupils' books.

The provision for pupils to learn a modern foreign language is unsatisfactory.

42. Pupils are given the opportunity to study a modern foreign language in years 7, 8 and 9. In Year 7 planning records show that the emphasis is on giving pupils an opportunity to be aware of Europe and the different cultures that exist in some of the countries. It is clear from the lesson observed that the teacher is enthusiastic and is well supported by the learning support assistant. The lesson seen encouraged pupils to be involved both in listening and speaking the language. However, the curriculum for the subject lacks a structure and lessons do not focus sufficiently on developing pupils' skills. As a result pupils in Year 9 are still trying to master basic greetings such as '*Bonjour*' and '*Bon nuit*'. By the end of the lesson observed pupils had demonstrated that they could greet each other and the majority enjoyed joining in a song based around simple greetings. There is, though, an insufficient range of approaches and resources used. The resources available are out of date and fail to stimulate pupils. Computers are not used in the teaching and the teacher relies too much on the use of worksheets. The achievements of pupils have declined since the previous inspection.

MATHEMATICS

Inspectors saw lessons taught to pupils in years 7, 8, 9 and 11 and were able to look at pupils' work.

The provision for mathematics is good.

Main strengths and weaknesses

- GCSE results have improved steadily over the past three years.
- An effective and regular emphasis on mental arithmetic develops pupils' mathematical confidence.
- The leadership and management of the subject have improved significantly and are now very good.
- The subject policy and planning are excellent.
- Marking does not give pupils sufficient help to improve their work.

Commentary

43. There has been a consistent rise in standards over the last three years. In 2003, five candidates achieved a GCSE pass in the subject. Although the number taking this exam remains fairly similar each year, there has been a steady improvement in the grades being achieved. There is a firm expectation that at the end of Year 11 all pupils will be entered for GCSE.
44. Pupils arrive at the school with little mathematical knowledge and lack confidence in their ability. In Years 7 and 8, achievement is typically low and there is an appropriate emphasis on increasing the pupils' proficiency with the basic skills. Oral and mental skills activities take place at the start of every lesson, with lively sessions reinforcing, for example, pupils' familiarity with times tables. Pupils study a variety of topics and most show confidence with co-ordinates, place value and simple fractions. Pupils in Year 9 have a wide range of ability. In one lesson observed the lower ability were working on the time and had not grasped that the hour hand on a clock face will move in relation to the minute hand. The more able pupils have an understanding of Pythagoras' Theory and can use π to calculate the circumference of a circle.
45. In Years 10 and 11, pupils focus on their examination work. They do prefer topics that they can explore practically and their coursework demonstrates a confidence in displaying data in different ways. They draw line graphs accurately and will illustrate different results using bar and pie charts. The more able can use a graph to find mean, median and modal scores, as well as identifying the upper, lower and inter-quartile ranges.
46. For most lessons there are very clear and understood expectations of both performance and behaviour; the lessons are well planned and pupils are involved in assessing their own learning. The teachers have a good knowledge of the pupils' varying abilities and are quick to intervene when they do not understand. Learning support assistants provide very good support and are quick to keep pupils on task. The use of interactive white boards is an excellent feature, which stimulates learning and enhances pupils' interest. At times the lowest achieving pupils find the hour-long lessons a challenge and lose motivation when they find it hard to understand.
47. Marking requires further development. It is inconsistent and is not used well to recognise success or to point the way to future achievement.
48. Despite more than one teacher teaching mathematics it is well led and managed. Much of the planning and subject documentation is excellent and reflects great energy and commitment to the subject. A baseline of performance is established soon after pupils arrive

and regular assessments carefully monitor their progress as they move through the school. The targets that have been set for achievement for Key Stage 3 SATs and GCSE reflect the high aspirations of the department. Achievements in the subject have improved since the previous inspection.

Mathematics across the curriculum

49. Teachers of other subjects give pupils appropriate opportunities to practice their mathematical skills. For example, in a design and technology lesson seen Year 7 pupils used their understanding of shape and their measuring skills to enhance their work in design.

SCIENCE

6 lessons of science were seen covering pupils in years 7, 9,10 and 11. Their work was also scrutinised.

Provision for science is good.

- Teaching and learning are consistently good across the school.
 - Teachers are enthusiastic about their subject and make lessons interesting and the high quality of relationships is a very important factor in the good progress made by pupils.
 - Facilities and resources for undertaking practical work are good and provide plenty of opportunities for pupils to learn through carrying out investigations.
 - The subject leader works effectively with her colleagues who also teach the subject to ensure that pupils throughout the school achieve at the same rate
50. Pupils' achievements in previous years, in knowledge, understanding and practical skills, have not been as good as might be expected because a high staff turnover in the science department has left many gaps in pupils' science education. Since September 2001, however, pupils' achievements have been good overall because of the stability in the department and the good leadership of the subject co-ordinator, the introduction of motivating practical work, and a very positive response from pupils. This judgement is reinforced by the steady improvement in GCSE results. This represents an improvement in pupils' achievements since the previous inspection.
51. Teachers have a good knowledge of their subject and this together with good understanding of the needs of the pupils enhances the work done in class. Teacher expectations are high and behaviour management is skilled. Staff use the correct scientific language and pupils respond well. Teachers use resources well and allow pupils to take responsibility for their own learning. For example, in a Year 9 class, when carrying out an experiment, pupils used hydrochloric acid, glass test tubes and Bunsen burners safely. They quickly learned to make correct predictions for non-metallic substances.
52. The planning of lessons is thorough, with clear objectives, carefully shared with the pupils at the start of the lesson, and activities, which are structured to enable pupils to achieve success. However, assessment procedures, whilst satisfactory overall, require further development to accurately match pupils' learning and to ensure that work is consistently marked. Opportunities for pupils to evaluate and comment on their own work are currently under developed. Health and safety considerations in the laboratory are frequently reiterated by the teacher and appreciated and obeyed by the pupils. Resources are good and carefully stored and maintained by a very supportive and efficient learning support assistant.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Lessons for pupils in years 8 and 10 were seen as well as work using computers in other subject areas. Pupils' work was also considered.

Provision for ICT is good.

- Pupils have the opportunity to take GCSE and Certificates of Achievement in ICT.
 - The subject has an increasingly high profile in the school that reflects the enthusiasm and hard work of the subject leader.
 - The teacher and support assistant work together effectively and ensure that lessons are prepared and planned well.
 - The school's network system gives pupils and staff easy access to their work.
 - The use of ICT in the teaching of other subjects is inconsistent.
53. All pupils are working towards the Certificate of Achievement in Year 9 or GCSE in Year 11. The subject as well as the quality of teaching motivate pupils in years 7 to 9. For example, in a good Year 7 lesson tracing the development of computers, the pupils showed increasing awareness of the important role that information technology plays in modern life. The learning support assistant circulated and provided good support in enabling all pupils to fully participate in the lesson.
54. Pupils in Years 10 and 11 find the range of work that they complete for accreditation to be interesting. They receive effective support from the teacher and support assistant to progress well in lessons. For example, in a good lesson for Year 10 pupils, the teacher's clear explanations and good relationships with the pupils aided progress. Pupils were able to give examples of the effective use of software and hardware. They are able to open a document and edit, amend, save and print. Pupils are developing the skills of typing, justifying text, spell checking and printing.
55. The subject leader and learning support assistant have worked hard to improve the profile of ICT in the school and there is a strong foundation for future progress of the subject. This represents an improvement since the previous inspection. The headteacher has supported the development of the subject very well; the use of interactive whiteboards is an example of the positive impact of expenditure for new ICT facilities. ICT is effectively used in a few subjects, such as mathematics, science and PSHCE, however, not all teachers throughout the school plan sufficient opportunities in lessons for pupils to use ICT.

HUMANITIES

It was only possible to observe history and religious education lessons taught to Year 7 and a religious education lesson for Year 11. However, a good range of work in all three subjects was available to consider.

Geography and history

Provision in geography and history is good.

- Planning of what will be taught is comprehensive and ensures that pupils cover a full range of topics.
 - The practical approach taken by the teacher is successful in generating pupils' interest in the topics being covered.
 - Teaching in the subject gives pupils good opportunities to develop their literacy and numeracy skills
 - There is insufficient use of ICT both for presentation and research.
56. Much thought has been given to the topics that are covered and as well as being relevant to pupils they ensure that the requirements of the National Curriculum are covered. The teacher's approach is successful at maintaining pupils' interest in their work. For example, pupils in a Year 9 history lesson achieved very well as they learned about the changes

brought about by the Industrial Revolution in England. Pupils talked knowledgeably about enclosures, factories and the growth of industry. Similarly, in a Year 9 geography lesson, pupils achieved well as they studied and interpreted population pyramids. They were able to identify the differences between the graphs of Afghanistan and Sweden, giving reasons for these differences. The higher attaining pupils in the class could explain what the population graphs tell us about the economic development in those countries. Achievement has improved since the previous inspection.

57. Effective opportunities are sought to encourage pupils to use their literacy and numeracy skills through humanities. However, despite good demonstrations by the teacher using an interactive whiteboard, pupils have too few opportunities to use ICT. They do not use computers well enough to search for information themselves and so improve their independence in learning.

RELIGIOUS EDUCATION

Provision for religious education is good.

- Teaching and the planning of lessons is well thought out.
- The contribution of the subject to pupils' personal development is good and links with work in citizenship are a strength of the school.

58. In a Year 11 lesson, pupils were encouraged to voice their opinions about the different religious beliefs linked to abortion. Because of the good teaching, provision of resources, and effective questioning, they were able to show good prior knowledge of different beliefs, using their speaking skills well. In Year 7, pupils used artefacts well to answer questions about Jesus. Because of the good resources used and the good explanations offered by the teacher, pupils responded very well and improved their knowledge.

59. Pupils in Year 10 learn about the sociological aspects of movement and migration, and about the moral issues linked to the preservation of the planet and the sanctity of life. These aspects promote good learning about citizenship, encouraging pupils to develop their own opinions and ideas about life in the modern world. Discussions on topics such as these help develop pupils' speaking and listening skills. Work in the subject has improved since the previous inspection.

DESIGN AND TECHNOLOGY

It is not possible to make an overall judgement on the provision in this subject. A limited number of design and technology lessons were observed. The present teacher has been in post for only one term and as a result there is a limited amount of pupils' completed work. The departmental planning documents are still being developed. Two lessons of food technology were observed during the inspection.

- The newly appointed teacher has made a good start to developing an effective department.
 - Teaching is now good.
 - Good opportunities to develop literacy and numeracy skills
 - Food technology makes an important contribution to the design and technology curriculum.
60. One pupil achieved a grade C at GCSE in 2003, but the study for this success was largely the result of a temporary part time teacher being appointed for a term. The work in the pupils' files over time is unsatisfactory and reflects a previous inconsistency of teaching and expectation.
61. The teaching of resistant materials in both the lessons seen during the inspection was good. The teacher has an extensive knowledge of his subject and guides pupils quietly and sympathetically. The use of the Internet for independent research and computers to word

process written contributions are good features. Resources are well prepared and a variety of projects are introduced to stimulate and motivate the pupils. Some lesson planning does not ensure that all the pupils, whatever their ability, are actively engaged in learning. Occasionally, pupils need to be given greater direction to compensate for the lack of continuity of teaching in the past.

62. Teaching plans have been developed, although a longer-term overview still needs to be considered. Food technology was introduced in January 2003. Two teaching assistants now teach the subject to pupils in years 7, 8 and 9. The teaching of food technology was good in both lessons seen and as a result pupils made good progress. There is an appropriate emphasis on all aspects of health and safety. An importance is given to supporting both literacy and numeracy through the subject. Key words are displayed and spoken contributions are carefully explored and, where possible, pupils are encouraged to extend their ideas as far as possible. Pupils are encouraged to think about language to describe the colour, texture, appearance and flavour for their analysis charts. One pupil's contribution was "unbearably delicious" for one of his favourites.

VISUAL AND PERFORMING ARTS

Art

Teaching was only observed in years 10 and 11. The judgements are largely derived from an analysis of the pupils' work in their portfolios and on display around the school, as well as the teacher's planning and subject documentation.

Provision for art is very good and a key strength of the work of the school.

- GCSE results are very good and pupils' work is displayed at a local theatre.
 - Pupils develop skills in a wide range of activities and make significant progress in their knowledge of well-known artists.
 - The teacher is a specialist and uses her very good subject knowledge effectively to encourage pupils in their learning.
 - ICT is used well to further develop pupils' work and there are good links to developing pupils' literacy skills.
63. The results gained at GCSE have increased steadily over the last three years, both in the numbers taking the exam and the results obtained. Eight pupils were successful in achieving an A*-G pass in 2003, in contrast to four pupils in both 2001 and 2002. There is a clear progression of skill from the youngest pupils in Year 7 to the school leavers in Year 11. An exhibition of pupil work is now held annually in a local theatre, which serves to highlight their achievements. This represents an improvement since the previous inspection.
64. Pupils entering the school at Year 7 are introduced to colour and work on a variety of projects designed to promote their familiarity and confidence in mixing and applying different hues and textures. They are encouraged to design mixed media collages and begin to appreciate that art has an application in different, cross-curricular themes. For example, they will design a stained glass window to support RE teaching. In Year 8, they come to understand through abstract and expressive work, that there is a close association of colour with feelings. In Year 9, close attention is given to higher design skills and they consider how graphics are used in advertising. They are encouraged to design a perfume bottle for modern fashion trends.
65. Work in years 10 and 11 prepares students for their GCSE accreditation. This covers three areas of study – Still life, colour/ line and graphics. It draws together the skills and techniques they have acquired during their time in the school. The work submitted for last year's exam is presently on display and the variety and depth of talent that is nurtured is impressive.
66. The use of technology to scan pupils' work and the Internet for research brings interest to the lessons. An important contribution to the whole-school approach to literacy is made by

encouraging pupils to write about their work and key words for the subject are prominently displayed.

67. The art specialist has an excellent depth of subject knowledge and a close familiarity with the GCSE art syllabus that helps pupils succeed. Planning is very detailed and carefully considered to give the pupils the widest possible experiences in the subject. There is also an appropriate emphasis on developing their own skills alongside gaining a good knowledge of the styles of leading artists.

MUSIC

2 music lessons for pupils in years 8 and 9 were observed.

Provision for music is now good. Music was not offered to pupils at the time of the last inspection.

- Enthusiastic specialist teaching helps generate pupils' interest in the subject.
 - Interesting activities are offered in lessons.
 - Access to and the use of computers to support pupils' learning is limited.
 - The subject is well led and managed
68. Since September 2002 pupils in years 7 to 9 have had a regular programme of planned teaching and now make satisfactory progress in a range of musical activities. They play keyboard and drums, composing and improving their listening skills. Pupils in Year 7 can identify different orchestral instruments and styles of music. They were able to pick out the parts played by the flute and oboe while listening to a recording of "Peer Gin".
69. The teacher's obvious enjoyment of music, and musical skills and knowledge are conveyed very well to pupils. In lessons pupils are quick to consider the work of others and show interest offering appropriate suggestions, politely, to help them improve. The variety of musical styles, and the pupils' interest in them, means that music contributes well to pupils' cultural and spiritual development
70. Music is well led. The teacher is enthusiastic and has good subject knowledge and skills. The school does not have enough recorded music resources and there is no suitable music computer software available to support learning. However, both these areas have already been identified for development by the school.

PHYSICAL EDUCATION

The school has had difficulties in recruiting a physical education specialist and currently there is no one with responsibility for the subject. During the inspection no formal observations of physical education lessons were made but lessons were briefly seen and records scrutinised.

Provision for physical education and sport is unsatisfactory.

- Insufficient attention is given to the subject by the school.
 - Links with the Charlton Athletic Community Sports Officer who provides football coaching for pupils are positive and appreciated by many pupils.
 - Pupils have very limited opportunities to take part in the National Curriculum recommended range of activities.
 - Limited indoor facilities are available within the school.
71. The school has not given this subject the consideration it has to other subjects and as a result there is no clear plan of what pupils will learn. This represents a decline in the quality of provision since the previous inspection. Pupils do have the opportunity to play football and be coached by the Charlton Athletic community officer. His enthusiastic approach, coupled with a good sense of humour, has been effective in encouraging many of the boys to take part in

the sessions. He ensures pupils understand the need for a warm-up and all take part. Pupils have the opportunity to play in small game situations. However, the sessions are not fully supported by school staff; for example they do not ensure pupils are suitably dressed to take part.

72. In addition to these sessions pupils also have the opportunity at lunchtime to make use of a small multi-gym, although appropriately, only the older boys can engage in lifting weights. Badminton is played in the hall and the school is negotiating for girls to join an aerobics group. However, the school has not given sufficient attention to ensuring that pupils are provided with a wide range of activities. They are not being coached in the techniques of games. They have no opportunities to engage in gymnastics or dance and there are no opportunities for them to participate in outdoor education activities. Many of the pupils are interested in these activities and this is a missed opportunity to provide them with interesting sessions that would successfully extend the curriculum offered in the school.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

Two lessons for pupils in years 8 and 9 were seen in the subject. Pupils' work was considered and a discussion was held with the PSHCE subject leader.

Provision for personal, social, health and citizenship education is a strength of the school.

- The work in lessons is complimented by the whole school ethos, which very effectively supports pupils' personal development.
 - There is a clear curriculum policy and programme, which ensures that a wide range of topics is covered. Staff give very effective encouragement for pupils to be involved in lessons.
 - The teacher uses a flexible approach that responds to whole school issues as they occur.
73. There is a very good range of relevant topics covered within the programme and pupils clearly gain a great deal from the formal programme and work that supports this outside the classroom. Citizenship topics have been integrated well into the programme. One of the strong features of personal, social, health and citizenship lessons observed was the way in which pupils were encouraged to think through concepts and to offer opinions. Pupils are able to listen to the views of others and make contributions. This was the case in a Year 8 lesson when pupils discussed aggressive and passive behaviour. All were prepared to engage in role-play situations where they had to try to look at appropriate ways of defusing an aggressive situation. Good questioning from the teacher helped pupils focus on different strategies they could employ.
74. Work in the subject has improved since the previous inspection. One of the strengths of the programme is the way in which the subject leader amends the programme in a flexible way to react to situations as they arise. For example, in the past when bullying has been an issue, the teacher has been able to move on to the bullying topic in formal lessons as part of a planned approach to reduce this problem.

*Inspection judgement**Grade*

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	5
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).