INSPECTION REPORT

DURANTS SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102066

Headteacher: Keith Bovair

Reporting inspector: Mary Henderson
19827

Dates of inspection: 5-8 June 2000

Inspection number: 188321

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	5-17 years
Gender of pupils:	Mixed
School address:	4 Pitfield Way Enfield Middlesex
Postcode:	EN3 5BY
Telephone number:	020 8804 1980
Fax number:	020 8804 0976
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jeanette Wright
Date of previous inspection:	7 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mary Henderson	Registered inspector	[subject 1]	[aspect 1]
			[aspect 2]
Geoffrey Humphrey	Lay inspector		[aspect 1]
			[aspect 2]
			[aspect 3]
Linda Rhead	Team inspector	Mathematics, Art	[aspect 1]
Kiran Campbell-Platt	Team inspector	English, French, Religious Education	[aspect 1]
Diane Pearson	Team inspector		[aspect 2]
Joseph Edge	Team inspector	Science, Design Technology, Information Technology	

The inspection contractor was:

> Capital Inspections
> Chaucer Building
> Canterbury Road
> Morden
> Surrey
> SM4 6PX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

> The Registrar
> Inspection Quality Division
> The Office for Standards in Education
> Alexandra House
> 33 Kingsway
> London WC2B 6SE

REPORT CONTENTS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

[Text: characteristics of the school - including at least a description of: type and nature of the school; number on roll; ethnic background of pupils; nature and extent of pupils' special educational needs; attainment on entry; and, where appropriate, nature and extent of pupils with English as an additional language.]

HOW GOOD THE SCHOOL IS

[Text: the overall effectiveness of the school, substantiated by reference to standards, teaching, leadership and management;
        the value for money provided by the school.]

What the school does well

[Bullet point]

What could be improved

[Bullet point]

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

[Text: if the school is judged to be underachieving, to have serious weaknesses or to be in need of special measures, this should be stated here, using the specified wording where it is necessary]

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

[Text: a statement of when the school was last inspected;
        the extent to which the school has improved, or not, since the last inspection]

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 5	by age 11	by age 16	by age 19
speaking and listening	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Mathematics	[ ]	[ ]	[ ]	[ ]
personal, social and health education	[ ]	[ ]	[ ]	[ ]
other personal targets set at annual reviews or in IEPs*	[ ]	[ ]	[ ]	[ ]

Key	
Very good	A
Good	B
Satisfactory	C
Unsatisfactory	D
Poor	E

IEPs are individual education plans for pupils with special educational needs.

[Text: the school's targets;
         particular strengths and weaknesses in the standards of work seen;
         how well pupils achieve.]

[If it is appropriate to summarise National Curriculum and GCSE results, use a suitable table based on the primary or secondary report templates]

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	[Text]
Behaviour, in and out of classrooms	[Text]
Personal development and relationships	[Text]
Attendance	[Text]

[Text: particular strengths and weaknesses in attitudes, behaviour, personal developments, relationships and attendance]

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	[Judgement]	[Judgement]	[Judgement]	[Judgement]

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

[Text: in *full inspections*, and where possible in short inspections, judgements about the quality of teaching in English, mathematics, science and personal, social and health education;

in *all inspections*, particular strengths and weaknesses in teaching;
a brief statement about how well the skills of communication, including literacy and numeracy are taught;
a brief statement about how well the school meets the needs of all pupils;
the percentages of satisfactory or better, very good or better and unsatisfactory or worse teaching;
particular strengths and weaknesses in pupils' learning.]

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	[Text]
Provision for pupils with English as an additional language	[Text] [This heading and text only appear in reports on schools which have pupils with English as an additional language]
Provision for pupils' personal, including spiritual, moral, social and cultural development	[Text]
How well the school cares for its pupils	[Text]

[Text: in *full inspections*, a summary judgement about how well the school works in partnership with parents;

in *all inspections*, particular strengths and weaknesses in the curricular and other opportunities offered to pupils;
areas of the curriculum which do not meet statutory requirements;
particular strengths and weaknesses in the way the school cares for its pupils.]

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and manage-ment by the headteacher and other key staff	[Text]
How well the appropriate authority fulfils its responsibilities	[Text]
The school's evaluation of its performance	[Text]
The strategic use of resources	[Text]

[Text: in *full inspections*, a summary judgement about the adequacy of staffing, accommodation and learning resources;

in *all inspections*, particular strengths and weaknesses in leadership and management;
a brief statement about the extent to which the school applies the principles of best value.]

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
[Bullet point]	[Bullet point]

[Text: an indication of the extent to which the inspection team agrees with parents' views;
comments about issues raised by parents.]

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Pupils with SEN make progress at least as good as other pupils in the school, because teachers take responsibility for their needs and deploy classroom assistants well to support their learning. Special arrangements for pupils in Year 9 in mathematics are particularly effective. IEPs are not precise enough to be a useful tool in measuring standards.

Pupils' attitudes, values and personal development

Pupils' attitudes to school are very good. A number of the younger pupils present challenging behaviour when they first join the school in Key Stage 1 but, as they develop self-control, social skills and confidence, they begin to understand the routines of school life and learn to pay attention in class and develop their listening skills. By the end of Key Stage 2 learning attitudes are at least satisfactory and generally good.

During Key Stage 3 pupils appear to enjoy their work and form excellent relationships with teachers and support staff. This contributes very positively to the good progress they make as their concentration and commitment continues to develop. Pupils in Key Stage 4 and in post sixteen courses have very mature learning attitudes, demonstrate enthusiasm and work hard to achieve their full potential. The very good results recently achieved in the GNVQ foundation courses provide clear evidence of this commitment.

Behaviour in lessons and around the school is good overall. Pupils are caring and supportive of each other, particularly when one of their peers is having difficulty or becomes upset. Several instances were observed where a pupil, who was momentarily upset, was physically comforted or offered a tissue or drink of water by a fellow pupil. These excellent relationships between pupils and with staff are strengths of the school.

Pupils are courteous and trustworthy and have very good respect for the values and beliefs of others. They develop a very good understanding of the impact of their actions on others. There is very good racial harmony and any incidents of oppressive or unsocial behaviour, including bullying, are discussed with teachers or support staff and they respond immediately and effectively.

From an early age pupils are encouraged to show initiative and take personal responsibility. They respond very well to the opportunities provided. They respect school property and handle expensive technology equipment with care. They also respect their environment and there is no litter in evidence at the end of the school day. Older pupils help younger ones with reading, pupils of all ages help prepare classrooms and set out furniture for Key Stage assemblies, and they co-operate well with each other particularly in subjects such as art, and PE. The quality of the role-play between pupils is a particular feature of Key Stage 3 French lessons. The school council has a positive influence in supporting the high expectations for behaviour and discipline.

Attendance is satisfactory and above the average for similar schools. Pupils are punctual in the morning and do their best to arrive on time for lessons throughout the day. Overall the personal development of pupils is excellent and has further developed and improved since the previous Ofsted report. The inspection confirmed the positive views of parents expressed at the pre-inspection meeting and through the returned questionnaires.

Pupils enjoy their successes and respond well to the praise they receive. Personal development is a strength of the school for pupils with SEN as for all pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Because teachers plan work specially for those pupils who have greater or more complex needs and organise groups accordingly, pupils with SEN learn effectively. Practical approaches are effective in mathematics in key stages 1 and 2, in art and in physical education.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

The school is making good efforts to respond to the changing population, with some recently admitted pupils having more complex needs than has previously been the case. A special arrangement in which four pupils from Year 9 have separate lessons in mathematics is exceptionally good provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

The school provides a caring, secure and effective learning environment where teachers and support staff get to know their pupils extremely well. There are good policies and procedures for maintaining high standards of health and safety practice. Regular risk assessments, termly evacuation drills, annual fire and electrical equipment checks are undertaken and the provision for first aid is good. The procedures for dealing with child protection issues are well established and there are good links to the relevant outside agencies.

There are very good procedures for promoting and monitoring good attendance and punctuality. This good practice has raised the level of attendance to just above the national average for similar schools and represents an improvement since the last inspection. There is a very close working relationship between the school and the local authority education welfare service.

The procedures for promoting and monitoring good behaviour and discipline are very good and skilfully implemented. These include very effective strategies for eliminating all forms of unacceptable and oppressive behaviour. Pupils who demonstrate challenging behaviour are well supported and managed with sensitively and determination. The provision for monitoring and supporting the personal development of pupils is one of the strengths of the school.

The emotional curriculum promotes a high quality of behaviour, social skills and learning, and underpins the whole ethos of the school. The teaching of life skills through the personal and social education programme, with its built in assessment and monitoring procedure, is an important provision for the pupils and another strength of the school.

Whole school assessment and monitoring procedures are satisfactory overall but there are weaknesses in some of the procedures used for monitoring and supporting pupils' academic progress. In English and maths there is some unsatisfactory assessment and monitoring practice for Key Stages 3and 4. For example literacy and numeracy targets are not clearly defined and accurate data is not available to help plan pupils individual learning targets. Assessment for religious education in Key Stages 1and 2 is also unsatisfactory.

In science there are good assessment procedures for Key Stages 1 and 2 and very good for Key Stages 3 and 4. In all other curriculum areas assessment and monitoring varies from satisfactory to very good with the best practice seen in art and French. The use of assessment to guide curriculum planning is satisfactory but not sufficiently developed to facilitate individual target setting for all pupils. Annual progress reports meet statutory requirements and with the consultation evening meet the needs of the majority of parents.

Overall the high standards of care and welfare have been maintained since the previous Ofsted inspection but there is a need to further develop assessment and monitoring practice, particularly in English and Maths.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents have a high regard for the work of the school, the professionalism of teachers and quality of support staff, and the leadership qualities of the headteacher. They consider that pupils make good progress, particularly in their personal development and in their capacity to understand and relate to others. Parents feel that teachers are approachable and deal with problems quickly and efficiently and that the behaviour of pupils is well managed.

The effectiveness of the school's links with parents is good. The school keeps parents well informed and is welcoming. For example the weekly coffee mornings for parents of primary children are well attended and afford an excellent opportunity for parents to talk informally to class teachers and support staff. The school and parents have shared views about the needs of their children and they work closely together at all levels.

Annual progress reports are focused on the individual and encourage pupils to achieve to their full potential. The reports meet statutory requirements. Regular consultation meetings also enable parents to monitor the progress of their children. The parents of pupils with special educational needs are kept well informed of their progress against agreed targets.

At the pre-inspection meeting, and through the returned questionnaires, a significant number of parents expressed a view that homework was not used consistently in all subjects. The inspectors found that in the majority of classes homework is given where appropriate to support learning, but agree that there is some inconsistency of practice across the whole school. Homework diaries are well used to record the setting of homework and to monitor its completion. Overall the contribution of parents to children's learning is good.

There is no formal parent teacher association but a number of social and fund raising events are organised by parent governors and others and these are generally well attended and successful. A number of parents help in the school, particularly with extra-curricular activities. The working partnership between the school and parents has developed considerably since the last Ofsted inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The school has a good provision of qualified and experienced teaching and support staff and this fully meets the requirements of the National Curriculum and the diverse personal needs of pupils. The provision for the professional development of all staff is good and linked to whole school initiatives, the school development plan and the needs of individuals. The induction procedures for newly qualified teachers, and new teachers who join the school, are good. There is a managed programme for both categories and this ensures that all teachers are aware of their role in the school and sensitive to the needs of the pupils. The school provides good facilities and support programmes for trainee teachers.

The accommodation, in relation to the needs of the National Curriculum, is satisfactory overall. In science and design technology the quality of accommodation is very good but in art it is poor, although the allocated space for art is very well utilised. There is no specialist accommodation for music and the small swimming pool is not efficiently utilised.

The school is cleaned and maintained to a good standard. There are good displays, particularly of artwork, which creates a stimulating environment and celebrates the work of pupils past and present. The well landscaped grounds provide a variety of different environments including a pond and nature study area, hard surface and grassed play and sports areas, suitable play equipment and quiet zones.

The adequacy of learning resources is satisfactory overall. In English there is some shortage of suitable reading materials to match the ability and age related needs of pupils. The literacy resource room is well equipped for all Key Stages but the school library is a poor provision with much out-of-date book stock that does not adequately support all areas of the National Curriculum. There is a lack of display to stimulate interest in literacy and investigative work for other subjects.

In maths the learning resources are adequate for Key Stages 1and 2 but limited and not age appropriate for Key Stages 3and 4. The physical education department is well resourced for small equipment for skills development in Key Stages 1 and 2 but there is a lack of gymnastics equipment for Key Stages 3 and 4. In modern foreign languages there is a need for more up to date information technology hardware and software and a wider range of French texts. The art department has no kiln for clay work and no information technology resource to support design. In the information and communications technology centre there is a good range of hardware and software and there is satisfactory provision in the school for accessing the Internet.

The school make good use of the available resources, with the exception of the swimming pool, and specific grants and other funds are managed well. The school is frugal with its finances and ensures that the value and quality of purchases and capital expenditure is appropriately assessed.

Senior management have positive attitudes to pupils with additional educational needs and are endeavouring to adjust the school's provision to meet the changing needs of the pupils being admitted to the school. However, there is no monitoring of individual education plan (IEP) targets or reviews by the senior management team.

Secondary tutors and primary class teachers are given the responsibility, but not given sufficient guidance or overseen. Some targets in IEPs are described as 'ongoing' or 'needs extending' a year after being set in the annual review.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27.	[introductory paragraph]

(1)	[first issue for improvement linked to first bullet point in *What could be improved* / heading 1]

(2)	[second issue for improvement linked to first bullet point in *What could be improved* / heading 2]

(3)	[third issue for improvement linked to first bullet point in *What could be improved* / heading 3]

	[etc . . . . . .]

[OTHER SPECIFIED FEATURES]

**28.	[PARAGRAPHS AND CUSTOMISED HEADING INCLUDED ONLY IF ADDITIONAL FEATURES SPECIFIED FOR INSPECTION]**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	[ ]
Number of discussions with staff, governors, other adults and pupils	[ ]

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	
Number of full-time pupils eligible for free school meals	

English as an additional language	No of pupils
Number of pupils with English as an additional language	

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	
Pupils who left the school other than at the usual time of leaving	

Attendance

Authorised absence

	%
School data	

Unauthorised absence

	%
School data	

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	[ ]	[ ]	[ ]	[ ]

National Curriculum Test/Task Results		**Reading**	**Writing**	**Mathematics**
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 2 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Teachers' Assessments		**English**	**Mathematics**	**Science**
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 2 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	[ ]	[ ]	[ ]	[ ]

National Curriculum Test/Task Results		**English**	**Mathematics**	**Science**
Numbers of pupils at NC level 4 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 4 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Teachers' Assessments		**English**	**Mathematics**	**Science**
Numbers of pupils at NC level 4 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 4 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	[ ]	[ ]	[ ]	[ ]

National Curriculum Test/Task Results		**English**	**Mathematics**	**Science**
Numbers of pupils at NC level 5 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 5 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
Percentage of pupils at NC level 6 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Teachers' Assessments		**English**	**Mathematics**	**Science**
Numbers of pupils at NC level 5 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils at NC level 5 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
Percentage of pupils at NC level 6 or above	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	[ ]	[ ]	[ ]	[ ]

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	[ ]	[ ]	[ ]
Percentage of pupils achieving the standard specified	School	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])
	National	[ ] ([ ])	[ ] ([ ])	[ ] ([ ])

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	[ ] ([ ])
	National	[ ] ([ ])

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and	School	[ ]	[ ]
the percentage of those pupils who achieved all those they studied	National		[ ]

Attainment at the end of the sixth form

	Year	Boys	Girls	Total
Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	[ ]	[ ]	[ ]	[ ]

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	[ ]	[ ]	[ ] ([ ])	[ ]	[ ]	[ ] ([ ])
National	[ ]	[ ]	[ ] ([ ])	[ ]	[ ]	[ ] ([ ])

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or	School	[ ]	[ ]
units and the percentage of those pupils who achieved all those they studied	National		[ ]

International Baccalaureate	Number	% success rate

Number entered for the International Baccalaureate Diploma and the	School	[ ]	[ ]
percentage of those pupils who achieved all they studied	National		[ ]

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y[ ] – Y[ ]

Total number of qualified teachers (FTE)	[ ]
Number of pupils per qualified teacher	[ ]
Average class size	[ ]

Education support staff: Y[ ] – Y[ ]

Total number of education support staff	[ ]
Total aggregate hours worked per week	[ ]

FTE means full-time equivalent.

Financial information

Financial year	[ ]

	£
Total income	[ ]
Total expenditure	[ ]
Expenditure per pupil	[ ]
Balance brought forward from previous year	[ ]
Balance carried forward to next year	[ ]

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	[ ]
Number of questionnaires returned	[ ]

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	[ ]	[ ]	[ ]	[ ]	[ ]
My child is making good progress in school.	[ ]	[ ]	[ ]	[ ]	[ ]
Behaviour in the school is good.	[ ]	[ ]	[ ]	[ ]	[ ]
My child gets the right amount of work to do at home.	[ ]	[ ]	[ ]	[ ]	[ ]
The teaching is good.	[ ]	[ ]	[ ]	[ ]	[ ]
I am kept well informed about how my child is getting on.	[ ]	[ ]	[ ]	[ ]	[ ]
I would feel comfortable about approaching the school with questions or a problem.	[ ]	[ ]	[ ]	[ ]	[ ]
The school expects my child to work hard and achieve his or her best.	[ ]	[ ]	[ ]	[ ]	[ ]
The school works closely with parents.	[ ]	[ ]	[ ]	[ ]	[ ]
The school is well led and managed.	[ ]	[ ]	[ ]	[ ]	[ ]
The school is helping my child become mature and responsible.	[ ]	[ ]	[ ]	[ ]	[ ]
The school provides an interesting range of activities outside lessons.	[ ]	[ ]	[ ]	[ ]	[ ]

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

Other issues raised by parents

[text] [a short comment should be included if applicable]

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

The quality of teaching in English is good overall stages with some unsatisfactory teaching at key Stage 3 in reading lessons. In the unsatisfactory lessons observed, teachers do not have a clear scheme of work to guide developmental learning of strategies for reading. Reading materials used in Key Stages 3, 4 and post-16 reading lessons are inappropriate for mature pupils whose interests, for example, pop magazines, are not reflected in the limited range available for free reading. In addition, in the unsatisfactory lessons, teachers had no clear shared assessment scheme to inform their lesson planning or to assess pupils' progress.

In the majority of the lessons observed, teachers manage pupil's behaviour firmly and consistently and in the main they are successful in meeting lesson objectives which are well focused and appropriate for pupils age and abilities. In a year Key Stage 1 literacy lesson, for example, teaching activities focused on reinforcing letter and sound association using a range of strategies which pupils responded to with interest. Teachers make good use of learning support assistants to refocus pupils' attention in class discussions and on individual tasks.

The temporary newly qualified specialist teacher of English at Key Stages 3 and 4, establishes a purposeful working atmosphere in the classroom which contributes to pupils making good progress over the key stages. For example, in a good Year 7 lesson observed, pupils listened carefully and responded confidently to a well-paced reading of an Anansi story where the teacher skilfully involved pupils in interpreting the text and making meaning of it. Pupils' attention was drawn to a range of more difficult vocabulary along with good re-inforcement of grammatical knowledge. However, in some lessons a limited range of strategies for teaching are used and when this is combined with inappropriately differentiated resources, progress of pupils at both ends of the ability range is limited.

Pupils' work is marked regularly and although teachers' comments are encouraging they do not always focus on how pupils can improve their work. There is no shared framework for assessment which teachers use for assessing pupils progress against attainment targets at Key Stages 3 and 4 and this has an impact on the rate of progress made by pupils in their reading and writing skills.

Pupils have positive attitudes to the subject and generally behave well. They put a lot of effort into their work, especially into written tasks which are often carried out with care and concentration. In some lessons, however, pupils with emotional and behavioural difficulties and complex learning difficulties find it difficult to stay on task. This is especially the case if alternative work appropriate to their abilities is not planned by the teacher.

Pupils make good progress in speaking and listening skills reflected in the end of key stage teacher assessments at all key stages with some pupils achieving Level 3 at the end of Key Stage 3. Overall, pupils' progress in reading, writing and spelling is limited by an unstructured scheme of work at Key Stages 3 and 4. At Key Stages 1 and 2, however, the scheme of work is based on the literacy strategy and enables sound learning of strategies for reading and spelling which are lacking at Key Stages 3 and 4. The limited range of age-appropriate reading materials for older, more mature pupils restricts pupils' interest in reading. However, the school has a good resource base for literacy development of Key Stages 1 and 2 pupils which are also used for the development, for example, of phonic skills, with Key Stage 3 pupils. The progress of pupils with English as a second language is satisfactory and for pupils identified as needing additional support, there is good in-class literacy support from the EMTAG funded support assistant.

Reading age test data collected annually for each year group at Key Stages 3 and 4 is not yet used for whole school target setting to raise pupils' achievements. Some pupils' poor handwriting skills limit their ability to express their thoughts and opinions in free writing especially at Key Stage 4 and in post 16, where tasks require pupils to evaluate texts. There is limited use of information technology as a part of the English curriculum across the school although pupils in post-16 have a good range of vocabulary associated with information technology.

The school uses a range of positive strategies to support the development of pupils' literacy skills, for example, in school support groups and reading lessons for Key Stage 3, 4 and post-16 pupils. However, the impact of the

different approaches and organisation is not evaluated or co-ordinated to ensure the extension of good practice and training and development to secure sound planning across the secondary and post-16 phases.

A significant factor which impacts on progress made by pupils in relation to all the attainment targets, but especially in reading is the lack of a framework for assessing literacy skills to set small, manageable targets for pupils learning. This is particularly relevant in view of the lack of continuity and progression between the Key Stages 2 and 3 schemes of work.

Progress since the last inspection is satisfactory and the full extent of progress is limited by the lack of subject co-ordination at Key Stages 3 and 4. There is now satisfactory support for pupils with English as a second language. There is an improvement in the teaching at Key Stage 2 with lessons having well-focused tasks. At Key Stages 3 and 4, pupils with delayed language development receive support from a Speech and Language therapist who works closely with the teacher. There has however been limited progress in pupils acquiring strategies for reading and spelling unfamiliar words: at Key Stages 1 and 2, good progress is linked to structured and developmental activities based on the Literacy Strategy; at Key Stages 3, 4 and post-16, however, a structured approach which would help pupils to develop a range of strategies progressively, is lacking in the scheme of work. The need to audit the curriculum for Key Stages 3 and 4 remains a priority.

MATHEMATICS

The standards achieved by the youngest pupils in the school (in Key Stage 1), whilst well below national standards, are very good in the context of their learning difficulties. They concentrate hard in trying to solve a problem posed by their teacher: how to share two peaches between the five children in the class. They can count confidently to ten, are able to recognise numbers and fill in the missing number in the sequence. They are able to listen attentively, take turns and make a contribution to the lesson in keeping with their mathematical understanding. The well designed learning opportunities and very good teaching contributes to their making very good progress in their lessons. Work carried out on sorting, matching, pattern making and counting shows that pupils make satisfactory progress over a period of time.

Pupils in Key Stage 2 are achieving good standards in counting, identifying odd and even numbers, recognising and exchanging coins, making patterns with pegs and cubes and naming and describing the properties of two and three dimensional shapes. Pupils are so keen to show what they know that they find it hard to allow others to answer the teacher's questions. Very good application of class rules means that lessons are orderly and all pupils are given the chance to make their contribution. By the end of Year 6, pupils develop a good knowledge of number, including addition and subtraction, carry out work on shapes and measuring, learn how to collect and organise information and apply their knowledge and skills in a range of circumstances. This represents good long-term progress.

All pupils in Key Stage 3 achieve satisfactory standards and the majority achieve good standards. They can identify unmarked numbers on a number line and fill in missing numbers in a sequence when the intervals are different, for example, twos, fives or tens. Some pupils in Year 8 found simple mathematical concepts such as 'x more than' and 'x less than' difficult. This group disrupted their lesson, making it difficult for other pupils to learn. This was unusual, as all other groups behaved very well, responding to the teacher, showing interest and involvement in their work. In a lesson on co-ordinates in Year 9, most pupils, collaborating in pairs, managed to devise a system to describe an individual square on a six by six square. Pupils moved rapidly from imprecise descriptions like side, middle, up and down, to labelling columns and rows either with numbers or with a combination of letters and numbers, so that square C,4 was unambiguously identifiable. Pupils for whom this was too hard were well supported in a task requiring them to place a series of objects in front, behind, to the right or left of a fixed point, developing their understanding of position and directionality. This small group of pupils was allowed to develop and extend their work in a separate lesson, offering them good opportunities to apply what they had learnt in situations relevant to their age and experience. By the end of Year 9, although the range of attainment is wide, some pupils are able to manipulate numbers up to thousands, understand simple decimals and fractions, measure using standard and non-standard units, carry out simple operations using a calculator and apply what they have learnt to relevant situations. Long-term progress for all pupils is at least satisfactory. For pupils with additional educational needs, it is good.

Pupils in Key Stage 4 follow accredited Certificate of Educational Achievement courses. Whilst continuing to consolidate their basic mathematical understanding, they use their knowledge to solve relevant problems.

They are able to use spreadsheets independently on the computer to analyse their projects. Some pupils in Year 11, keen to leave school and take up the jobs they have secured, showed some lack of interest in mathematics, especially when they were still having to work on some simple operations which they found hard. Working out simple averages became much more attractive when the teacher allocated imaginary jobs, some with large salaries, to the pupils and indicated that the final task would be to work out their average salary. By the end of Year 11, most pupils have a realistic working grasp of time, money, calculation, measuring and graphs. The progress they make in their time in the school is good.

Students staying on for an additional year after the age of sixteen follow mathematics as part of the National Skills Profile. They concentrate on consolidating their basic skills in the use of time, money, calculation, measuring and graphs. The work is well organised and carried through with a degree of independence. Students engage in lessons in a mature way, settling well to work, recalling previous knowledge and offering good answers to questions. They collaborate well and can explain what they are doing and why they have chosen to use a calculator to work out areas and perimeters. They can identify the appropriate operations, addition for perimeters and multiplication for areas. The progress students make in lessons is good. Although they consolidate their mathematical knowledge during this post-16 year, students make comparatively little progress over the year, due to the unchallenging nature of the course.

Teaching is highly effective in Key Stage 1, with planning closely linked to the National Numeracy Strategy, adapted to meet the pupils' needs. The teacher identifies what the pupils are intended to learn and presents this learning in a wide variety of ways, making it interesting but also challenging these young pupils to think hard to solve real problems. Despite the pupils' distractibility, the teacher keeps their attention by using a range of strategies which make learning fun. She provides an element of surprise, for example, by keeping resources for the next part of the lesson in a bag, so as to capture pupils' curiosity. Reward charts are used very purposefully, encouraging good behaviour but also offering pupils a fresh start when they have found working difficult.

In Key Stage 2, teaching is consistently good, with a good mixture of oral and practical work, offering a range of tasks suited to pupils' needs and taking account of what they already know. Class management is a strength of teaching in Key Stage 2, with good organisation and clear rules for behaviour, applied consistently. Interesting tasks in which all pupils can participate make learning effective. Classroom assistants offer good support and make a good contribution to learning. The awarding of points for correct answers is effective in motivating pupils to try hard.

There is some inconsistency in teaching in Key Stage 3. Overall teaching is good, with lessons evenly spread between excellent and very good teaching in Year 9, good teaching in Year 7 but unsatisfactory teaching in Year 8. In almost all lessons, relationships and rapport between staff and pupils is very good. Lesson planning is satisfactory, although, except in one lesson, learning outcomes are not identified clearly. Group work is well organised to allow for different levels of learning. In one lesson where pupils' behaviour was disruptive and led to unsatisfactory teaching and learning, strategies for managing behaviour were not effective. Although the work was appropriate for the pupils' levels of learning, it lacked intrinsic interest and failed to gain pupils' attention. Pupils' past work shows that some of the resources used are inappropriate for the age of the pupils, for example, workbooks clearly identifiable as intended for pupils between five and seven years of age. This is inappropriate for teenagers. In an excellent lesson in Year 9, the teacher's awareness of the pupils' needs was exemplary. Planning and preparation resulted in an interesting lesson which allowed pupils to show the best of what they knew and build on previous learning. Every aspect of learning was deliberately and skilfully built upon, with directionality and position consolidated in a real situation: price labels had to be placed 'in front of' the objects to which they referred. Coins were clearly related to the price labels. Pupils were asked to make an estimate of relative values of the items for sale in order to relate them to the prices on the labels. The work was challenging and varied but the teacher's style ensured that the pupils' success was guaranteed, building their self-esteem.

Teaching in Year 12 is good. Students are encouraged to operate independently, acknowledging their maturity. In a lesson, the teacher presented a well-balanced introduction, in which students were encouraged to recall previous learning. When students needed help, the teacher offered good explanations and asked questions which helped students to clarify their understanding. He reviewed with them what they had achieved at the end of the lesson. This supported students in consolidating their learning.

Since the last inspection, good progress has been made, particularly in pupils' attainments and the progress they make and in the resources available. Although computers are available and in use, they are not sufficiently integrated into the work being carried out to be effective in promoting learning. In Key Stages 3 and 4, a wider range of software is needed. The school is very well placed to continue to make progress, provided that the subject expertise available in the secondary department and the special educational needs experience in the primary department are successfully combined.

Changes of staff to teach mathematics has led to a need to review the mathematics policy and scheme of work. Currently, the policy and long-term planning lack detail and offer insufficient guidance to staff. Assessment of pupils' mathematical knowledge and understanding does not provide a baseline against which their progress can be measured. National Curriculum assessments do not provide enough detail to inform planning. The interesting work set in Key Stages 1 and 2 is not carried through into Key Stages 3 and 4, so that pupils do not experience a smooth transfer into Year 7. Monitoring is not carried out systematically. The school will need to ensure that there is greater liaison and continuity between the primary and secondary parts of the school.

The school provides good opportunities for mathematics to be used across the curriculum, particularly in design and technology, food technology, physical education and geography.

SCIENCE

The progress made in pupils' achievements is overall very good, being good by the end of Key Stages 1 and 2, and very good by the end of Key Stages 3 and 4. The difference is because of the very effective specialist teaching for secondary pupils. By the end of each Key Stage pupils progress equally well in each of the elements expected, broadly life processes, materials, physical processes and scientific investigation. The key strength is that they improve knowledge and understanding of any chosen topic with impressive detail. By the end of Key Stage 2 in recent years most pupils attained Level 2. Current attainment is equally good. For example, Year 6 pupils discussed a visit to be made to a bird sanctuary. They knew how to identify the main groups of living things they were to see, and most understood the main conditions which affect whether or not a plant or animal will thrive. Pupils now at the end of Key Stage 3 mostly attain Level 3 securely. Work in their folders includes harder work, such as understanding how the Earth's orbit and position influences the length of the day. At the end of Key Stage 4 pupils attain Certificates of Achievement, most with Merit and Distinction. Over recent years the proportion attaining higher levels in the Certificate has improved. The school has already identified how to improve further standards and achievement. Greater use is to be made of the authoritative guidelines about planning from the Qualifications and Curriculum Authority, and high-attaining pupils, pupils now in Years 9 and 10, are being targeted to seek tougher accreditation at GCSE at the end of Key Stage 4.

The current standards are an excellent improvement on those reported in the previous inspection report. The improvements mainly apply to leadership, standards and achievement, teaching, the greatly enhanced staffing and accommodation, and the time allocated by which to broaden the curriculum, . For example, scientific investigation, once hardly covered at all, is now a strength.

Teaching overall is very good. No teaching is less than good. Teaching of Key Stages 1 and 2 pupils is good, and that of pupils in Key Stages 3 and 4 is very good. An important strength of teaching of pupils in Key Stages 1 and 2 is the effective influence on pupils' behaviour and attitudes so that they can apply their minds to the science. Teachers and support staff apply clear targets, which are often different for each pupil. For example, Year 1 pupils included some who ceased to learn because they become distressed or acted very wilfully. Staff made it possible for these pupils to recognise and name body parts correctly, as well as learning vital personal and social skills. By the end of Key Stage 2 pupils' attitudes are more secure. Teaching of Key Stage 2 includes varied and interesting methods, and effective steps to make sure all pupils are clear about what to learn. Teaching of pupils of all ages provides good support for basic literacy and numeracy. Pupils learn even better during Key Stages 3 and 4 because of additional qualities in the teaching. The specialist teacher is very expert about science. Assessment systems are used very well to give detail about each pupil and termly overviews. Activities are planned which set and meet high expectations for pupils of all abilities. For example, Year 9 pupils looked at ecosystems, studying which plants grew in a damp and shaded part of the school grounds. Low-attaining pupils could not read the introductory text, but were supported so they understood the main points. By the end of the lesson these pupils understood why only moss grew in one spot but died elsewhere. At the same time high-attaining pupils developed a broad grasp of key features of the habitat, used sensors to measure moisture levels and temperature, and so began to learn how to explain what they saw quantitatively.

Many additional factors benefit pupils' progress. The very good resources and specialist accommodation help substantiate the ambitious targets for accreditation, benefitting both high- and low-attaining pupils. Many visits are made, such as to museums, areas of scientific interest, and local sites so that science is exciting. This inspires pupils to give of their best. For example, all pupils participated in the local Science Challenge competition, working alongside mainstream pupils. Their work on corrosion on the Forth Bridge includes some which is up to the level expected of mainstream pupils of the same age. The use of the internet on this project and in much other science is impressive. Science is very well led with clear targets for attainment and wise use of the external monitoring from LEA staff. There is a good basis to add more formal target setting and overall monitoring within the school.

ART

Pupils in Key Stages 1 and 2 have access to specialist teaching. They make very good progress in art during their time in the primary school, as a result of a very detailed scheme of work and carefully planned programme, which builds upon their skills, knowledge and creativity, week by week. No lessons were seen in Key Stage 1. In Key Stage 2, pupils achieve satisfactory standards, developing their awareness of shape, colour, pattern, texture and the properties of materials in making masks of cats in card and transparent fabrics. Pupils clearly enjoy their art work, put a lot of effort into it and show independence in making choices. By the end of Key Stage 2, pupils are able to develop their ideas and designs, using a range of skills. They have a good knowledge of the work of many artists. Their work shows evidence of care and control, with a pleasing use of colour.

At Key Stage 3, pupils' standards of work are good. They are developing confidence in expressing their ideas. They can use many different techniques, using contrasting textures to give depth to their work, and their visual awareness is mature. Because of the good teaching and high expectations, they develop their observational skills and make good progress. Relationships and behaviour are very good, with pupils settling well to their work even after having had a volatile series of disputes during their lunchtime break. As well as working on individual pieces, pupils collaborate in producing large pieces, demonstrating understanding of the styles and techniques but also showing some individuality in their interpretations. Pupils enjoy their work and co-operate very well. The level of concentration and engagement with the work is impressive and result in very individual interpretations within the same projects. They show awareness of the work of many artists, based on the planned and steady introduction of ideas and forms from a wide range of styles, times and cultures. They are given many opportunities to show and celebrate their work, in and out of school.

Pupils in Key Stage 4 follow Certificate of Educational Achievement courses. They produce work demonstrating a very good range of techniques to a high standard. They successfully apply the creative and practical skills they have developed. Pupils are able to explain what they are doing and why they have chosen particular styles, colours or techniques. They are very proud of the work they have produced, contributing to their sense of achievement and self-esteem.

Students in Year 12 complete GNVQ Foundation level n Art and Design. They achieve very high standards at this level, showing very good progress in the course of the year and producing very individual and impressive pieces of two and three-dimensional work. They show maturity and confidence in talking about their work to the external verifier. During their final year in school, students show excellent attitudes and approaches towards their art and their behaviour is excellent. Over their time in the school, pupils make very good progress.

Teaching is good overall. Well-designed projects, good attention to the development of colour, pattern, textures and a range of materials and media result in satisfactory teaching of primary pupils. The demands made are increasingly challenging as pupils move through the school and teaching is good in Key Stages 3 and 4. A particular strength of the teaching is the skilled demonstration of techniques by the teacher, increasing pupils' visual understanding and giving them practical examples of how they might tackle their projects. Expectations are high and pupils' responses are positive, resulting in high quality work which is bold and fresh. Assessment is thorough and pupils receive good feedback and intervention to help them improve on their efforts. COEA and GNVQ moderators praised the well-organised assessment and its impact on improving the next steps in learning.

Since the last inspection, good progress has been made. All pupils now have access to specialist teaching and the scheme of work plans effectively for a smooth progression of work for all pupils, from the youngest through to those who stay on beyond sixteen.

Art makes a positive contribution to the ethos of the school, with bold displays of a high standard throughout the school environment. Pupils' social and cultural development is well supported through art. The art accommodation is in poor condition, with inadequate lighting, limited space and storage facilities and a leaking roof. There is no access to information technology nor a kiln to facilitate work in clay. The school expects to have a new art building started within the year.

DESIGN AND TECHNOLOGY

The achievements of pupils improve well by the end of each Key Stage and by the end of Year 12. This is because of effective teaching, very good resources including specialist accommodation, and the drive to meet the standards set by the accreditation used with Years 11 and 12. Displays show that Year 6 pupils follow a given design well and make objects with care. Pupils in secondary and Year 12 work with food, textiles, and resistant materials such as wood, metal and plastic. A majority reached Level 3 by the end of Key Stage 3 both last year and in the recent past. Current work maintains these standards for both designing and making. Attainment during Key Stage 3 and 4 covers very well the required range of approaches. This means that pupils think about design when they make, take especial care to learn new skills, and learn by studying how well some existing object or technique works. Work of the current Year 11 shows good improvement over the standard they achieved in Year 10 with resistant materials. For example, Year 11 pupils use draft sketches and then add full detail about measurements and choices of materials. They think ahead as they make an object. The marking out and cutting are good enough to lead to attractive and functioning products. Year 11 pupils attain merit and distinction, very rarely just passing, in the Certificates of Achievement for both Food Studies and Resistant Materials. Food studies has especial strengths as a preparation for adult roles. For example, with a strong basis of skills learnt in Key Stage 4, the current Year 12 have achieved good standards on work experience and as they study Catering. They have prepared and served food to strangers, confidently and acceptably. They have attained up to Level 3 in the National Skills Profile with a good range of skills including communication, number work, and personal skills in addition to the accredited skills in providing meals for customers. Design and technology extends the scope of the subject by setting up challenging experiences as pupils run an enterprise company.

These standards are better than those reported in the previous inspection. The substantial strengths reported then are maintained. The improvements are that policies and schemes of work are updated to give a sounder basis for the broad design and technology curriculum now provided, and all pupils now have ample opportunity to attain accreditation. There have also been major improvements to accommodation.

Teaching and learning are both good in all Key Stages and Year 12. There is no unsatisfactory teaching and some is very good. Teachers provide suitable work for pupils in Key Stages 1 and 2, including good opportunities to promote pupils' literacy and numeracy. Teaching for Key Stages 3 and 4, and for Year 12 is by specialists. Basic skills, including the use of information and communications technology, are taught well. Resources, both support staff, materials and equipment, are used effectively. Overall the methods chosen suit the full range of pupils well, and give them plenty of chances to enjoy success. Pupils also learn well because teachers make it very clear what is required. For example, Year 10 in Food Studies produced finished meals of light hand-made pastry around tasty fillings, which they devised. They had to grade their own work and compare it with that of the others. The teacher made sure there was sufficient time for the evaluations. Pupils were rightly proud of their efforts, but even so could assess their work objectively. They liked the way the teacher used photo-evidence as part of the basis for assessing them for accreditation. The equally good teaching with resistant materials complements the experience given in food studies. The approach is more open-ended though just as effective in making sure both low- and high-attaining pupils learn well. For example, with Year 8 a rather lazy pupil had to justify at length to the teacher how he would decorate his product to achieve the effect he claimed he wanted. In the same lesson a pupil was steered though not directed so that he adapted a cam wheel with great care to make sure his model worked smoothly. At best, with Key Stage 4 and Year 12, teachers make sure pupils learn to solve problems and how to act in real situations.

The management of design and technology is in new hands. A good start has been made and the next steps are laid out clearly. The priorities are wise, such as to work with the new coordinator for the primary phase and to consider the extent of in-school monitoring to supplement the monitoring now provided by external advisers.

GEOGRAPHY

47.   [paragraph]

48.   [paragraph]

49.   [etc . . . . . .]

HISTORY

50.   [paragraph]

51.   [paragraph]

52.   [etc . . . . . .]

INFORMATION TECHNOLOGY

Pupils' achievements, that is the progress they make, are satisfactory by the end of each Key Stage and by the end of Year 12. At best during Key Stages 1 and 2 pupils achieve well. This is when their enthusiasm leads to good concentration and pupils overcome difficulties so that progress is good. At other times progress is unsatisfactory because pupils are not clear enough about how to use the software to be able to learn well. Pupils in Key Stage 1 are given 1:1 tuition in turn. This helps each keep a good focus on their first steps in learning. However, progress is restricted overall because each pupil has only a fifth share of each lesson when they are actively taught. Progress in Key Stages 3 and 4, and during Year 12, is steady and pupils' progress is directed well by the need to attain accreditation.

Standards of pupils' attainment at the end of the primary phase cover an appropriate range of the strands of work expected for information technology: pupils make a sound start in their initial use of information technology. The standards at the end of Key Stage 3 last year ranged from Level 1 to elements of Level 3. Current work show that this attainment is maintained. For example, Year 9 pupils can use information and communications technology to develop ideas, typically with short reports or pictures and many can use control devices purposefully. Year 11 pupils attain pass and merit awards in the appropriate Certificate of Achievement. By the end of Year 12 most pupils attain modules from the National Skills Profile for information technology. These standards are appropriate for the pupils at the school. The extent of accredited attainment at the end of Key Stage 4 and Year 12 is good.

Provision for information technology was a strength of the school at the time of the previous inspection. Most of the good features are maintained, though there is less evidence now of very good teaching and progress.

Teaching is satisfactory overall. Certain strengths apply to teaching to all Key Stages and to Year 12, including good subject expertise and the assessment systems used to track attainment and progress. Teaching for the primary phase has a balance of strengths and weaknesses. The teaching provides satisfactory opportunities for pupils to develop literacy and numeracy skills. The key weakness is that tasks are not always made sufficiently clear especially for the low- and middle-attaining pupils. At other times teaching is good because the choice of software and the tasks set for pupils meet the needs of all in the class. At these times support staff work confidently. For example, Year 5 and 6 pupils in a class started their lesson with great enthusiasm. The work set was accessible and interesting, and a good pace of work was established by the teacher. Low-attaining pupils made good progress as they made choices from a list of commands. High-attaining pupils remembered the rules by which to control the software and learnt how to build up sequences of commands. Pupils were paired off well. This shared learning improved social and personal skills and helped both to learn information technology better. The lessons observed did not include Key Stage 4 or Year 12. Work by these pupils showed satisfactory progress over time. The strengths of the teaching for these age

groups include good management of the chosen accreditation. For all ages the progress of girls and boys, and of pupils of different races, is equally good.

The subject is managed satisfactorily with important]i. The investment cycle, by the school is effective because it gives secure structure to improve staff training, and to increase the range and variety of the hardware and software. Though there is little formal monitoring the coordinator is very aware of what elements of provision already benefit pupils and what remains to be done. For example, pupils benefit from the good use of the specialist accommodation and resources, and the way that the schemes of work give such a sound basis for the broad curriculum provided. The assessment systems are being refined to measure pupils' progress even more precisely. At present the use of information and communications technology by some subjects, such as mathematics, is insufficient. However learning of science and of design and technology is very well enhanced by uses such as the internet and graphics.

MODERN FOREIGN LANGUAGE

French

The quality of teaching is very good in the lessons observed, ranging from excellent to good. The teacher has very good knowledge and understanding of the subject, curriculum requirements and of pupils needs. This results in well-paced and challenging lessons which strongly support pupils' social and cultural development. For example, in an excellent Year 10 lesson observed, pupils made excellent progress in speaking and responding in a lesson which had challenging outcomes and reflected the teacher's high expectations of pupils' behaviour and ability.

The teacher has developed a very good assessment framework linked to the scheme of work which guides lesson planning. However, target setting to enable planned, time referenced progress in the attainment targets is an area for development.

Resources used are age-appropriate and engage the interest of pupils in the wide range of ability in the classroom. The teacher was observed to use a range of resources creatively, for example, using the class computer with 2 pupils to design and produce ID disks of European countries. However, some ICT resources need up-dating and the text book resources for the full range of ability are as yet limited.

Pupils' response in lessons is generally enthusiastic and is a reflection of the wide range of strategies used by the specialist teacher to involve pupils and to motivate them in acquiring language skills and knowledge and understanding of the culture of the target language country. Strategies which pupils were observed to enjoy particularly include role-play to practice brief speaking and responding exercises, for example, ordering meals in a café which pupils were observed to demonstrate in a lively Year 10 lesson. Pupils' positive attitudes are linked to the teacher's use of authentic resources and planning for trips to France that all pupils have the opportunity to take during Key Stage 4.

Group work is used to provide a range of tasks appropriate for pupils of different abilities in the same classroom. The atmosphere established in the classroom promotes enjoyment of learning and good progress in the development of planning and co-operative learning skills. Some more able pupils, however, and those with emotional and behavioural difficulties find it difficult to take part in activities which involve whole class teaching. In some lessons, there was a lack of planned tasks to engage these pupils.

By the end of Key Stage 3, pupils have made good progress in all the attainment targets, especially in listening and responding and speaking. They make satisfactory progress in reading and responding and in writing with some pupils able to write two or three brief sentences correctly.

By the end of Key Stage 4, most pupils are able to understand instructions in the target language and to take part in brief exchanges confidently. In a Year 11 lesson, for example, a pupil was observed to greet the teacher spontaneously in appropriate language and to be able to continue with a brief exchange of pleasantries. More able pupils are able to express their preferences, for example, in relation to leisure activities in spoken and

written tasks. Pupils in the lower ability range understand and use a limited range of vocabulary in spoken tasks.

Progress since the last inspection is good overall. Pupils now make satisfactory progress in writing and responding although progress in reading remains limited by pupils lack of sound strategies for reading unfamiliar words in English and consequently in the target language. The subject is now time-tabled securely and free from disruption from other subject areas.

MUSIC

62.   [paragraph]

63.   [paragraph]

64.   [etc . . . . . .]

PHYSICAL EDUCATION

65.   [paragraph]

66.   [paragraph]

67.   [etc . . . . . .]

RELIGIOUS EDUCATION

Teaching is very good overall in the subject across all key stages in the limited number of lessons observed during the inspection week due to time-tabling constraints. Teaching and learning activities are well-paced and teachers plan well for pupils to be able to discuss spiritual concepts and moral concepts. Teachers use sound strategies to involve pupils in learning, for example, in a class 2 lesson with pupils from Key Stages 1 and 2, the teacher read the story of the prodigal son with very good expression and repetition so that many pupils were able to grasp the moral points made. In a Year 8 lesson, the teacher was observed to make good use of video resources to " bring alive" to pupils the meaning and purpose of the food laws in Judaism.

At Key Stages 3 and 4, the good planning allows very good breadth and depth of coverage in each of the main religions taught in each year group. The specialist teacher and co-ordinator for Key Stages 3 and 4 makes good use of resources to deepen pupils' knowledge and understanding of the subject. The range of strategies used for teaching is limited however and does not as yet extend to developing pupils skills in learning in groups, pairs and co-operatively.

At Key Stages 1 and 2, the planning of lessons is linked to cross-curricular topics without being informed by a subject scheme of work based on the locally agreed syllabus as required by the guidance. There are no clear procedures in place to identify areas of the curriculum covered or pupil's progress in learning. There are no procedures as yet for co-ordination of the subject across Key Stages 1 and 2 or between Key Stages 3 and 4 to ensure continuity and progression in learning and planned coverage of the agreed syllabus. At Key stages 3 and in Year 10 at Key Stage 4, however, the well-managed scheme of work contributes to the good progress made by pupils.

Pupils' attitudes are positive and they generally show a willingness to contribute to discussions which are led sensitively by teachers who manage discussions effectively while allowing all pupils to contribute. This is especially good at Key Stages 3 and 4, where the teacher's accepting attitude to the diversity of opinions in the classroom provides a good role model for pupils. Written work is well presented and illustrated reflecting the pride that pupils have in their work and the high expectations of the teacher.

Pupil's progress in the subject at Key Stages 1 and 2 is limited due to the lack of a scheme of work and the absence of planned curriculum coverage. This is a breach of the statutory requirements. The school does

however make an effort to raise pupils' awareness of the major faiths through assemblies focusing on celebrations. In Year 1, for example, assemblies celebrate festivals from Hinduism, Sikhism and Judaism. In Year 2, on Christianity, Buddhism and Islam.

At Key Stage 3, pupils make good progress in learning from and about religion. This is helped by the scheme of work, based on the locally agreed syllabus, which aims to cover one major world religion per year group. This allows an in-depth coverage of each religion so that pupils can, for example, in a Year 9 lesson on Islam, say which of the 4 pillars of Islam they were already familiar with. Pupils have the opportunity to discuss universal concepts such as the meaning and purpose of prayer and in a Year 8 lesson on Judaism, were observed to share their own experiences and understanding of the significance of prayers as a part of home and family life.

Year 10 pupils at Key Stage 4, cover moral and spiritual issues adequately as a part of their work for the Asdan award scheme which includes current and appropriate modules on beliefs and values and on the community. These allow a wider exploration of moral values related to social life, for example, concepts of conflict and inequality, and support through work on Oxfam. This extends pupils' knowledge and understanding of the connections between spiritual, moral and social reality and diversity.

Years 11 and 12 pupils do not have religious education as a part of their curriculum. This is a breach of the statutory requirements for the teaching of the subject.

Progress since the previous inspection is satisfactory in view of the formal teaching arrangements for the subject now at Key Stage 3. However, there is no policy in place as yet or co-ordination of the subject across the Key Stages to ensure that statutory teaching requirements are met. However, the co-ordinator for Key Stages 3 and 4 provides good leadership within the constraints of the context.

[VOCATIONAL COURSES IF INCLUDED IN THE INSPECTION]

71.   [paragraph]

72.   [paragraph]

73.   [etc . . . . . .]

[NAME OF OTHER SUBJECT INCLUDED IN THE INSPECTION]

74.   [paragraph]

75.   [paragraph]

76.   [etc . . . . . .]