

INSPECTION REPORT

PINEWOOD SCHOOL

Ware

LEA area: Hertfordshire

Unique reference number: 117664

Headteacher: Mr. G.R. Rodbard

Reporting inspector: Michael McDowell
1405

Dates of inspection: 8 – 11 May 2000

Inspection number: 190425

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special (Moderate learning difficulties)
School category:	Community Special
Age range of pupils:	11 – 16 years
Gender of pupils:	Mixed
School address:	Hoe Lane Ware Hertfordshire
Postcode:	SG12 9PB
Telephone number:	01920 412211
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. John Creasey
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6 - 9

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

10 - 12

It provides good opportunities for pupils to learn and to develop confidence as learners through a well-planned tutorial programme and curriculum and to have their learning accredited in their final years at the school.

The moral, spiritual, social and cultural development of pupils is good and is much enhanced by the well-taught and relevant programme of religious education.

Achievement is good in mathematics and science, and it is particularly good in art.

WHAT COULD BE IMPROVED

12 - 14

The teaching of literacy skills throughout the school is not sufficiently rigorous and there is a lack of particular expertise in teaching pupils with specific learning difficulties in literacy to read, write and spell

Target setting at annual reviews is unsatisfactory in a number of cases and the progress made by pupils towards the achievement of targets is not monitored with sufficient care and accuracy

The arrangements for teaching information technology do not ensure that pupils continue to develop their knowledge, skills and understanding across the key stages.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14

PART C: SCHOOL DATA AND INDICATORS

15 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pinewood is a community special school for pupils aged 11 - 16 who have moderate learning difficulties. Currently there are 151 pupils, 110 boys and 41 girls. Pupils are drawn from every area of Hertfordshire and almost all are from the white majority community. Currently, only one pupil has English as an additional language. On entry to the school pupils have low attainment in comparison to their age-peers. A significant number of pupils have additional learning difficulties, including emotional and behavioural difficulties and autistic spectrum disorder. A number of pupils have speech and language difficulties. All the pupils have statements of special educational needs. A relatively small proportion of pupils, 25%, claim free school meals, but amongst the rural population from which many pupils are drawn there are significant levels of poverty and economic disadvantage.

HOW GOOD THE SCHOOL IS

At its previous inspection, the school was identified as "good" with particular strengths in: the attitude and behaviour of pupils; the quality of relationships and the breadth and balance of its curriculum. Teaching was good overall. The school remains generally effective in meeting the educational needs of its pupils. To an extent greater than usually found in schools for pupils with similar special educational needs, those leaving the school do so with a broad range of qualifications. They are given well planned opportunities to experience the world of work and to sample courses provided in colleges of further education. Standards achieved across the curriculum are generally good. However, achievement in literacy, while satisfactory, is ripe for improvement and additional strategies that place greater emphasis on developing reading and writing across the age range are needed. Teaching remains good overall. Leadership and management is satisfactory and the school gives satisfactory value for money.

What the school does well

- It provides good opportunities for pupils to learn and to develop confidence as learners through a well-planned tutorial programme and curriculum and to have their learning accredited in their final years at the school.
- The moral, spiritual, social and cultural development of pupils is good and is much enhanced by the well-taught and relevant programme of religious education.
- Achievement is good in mathematics and science, and it is particularly good in art.

What could be improved

- The teaching of literacy skills throughout the school is not sufficiently rigorous and there is a lack of particular expertise in teaching pupils with specific learning difficulties in literacy to read, write and spell.
- Target setting at annual reviews is unsatisfactory in a number of cases and the progress made by pupils towards the achievement of targets is not monitored with sufficient care and accuracy.
- The arrangements for teaching information technology do not ensure that pupils continue to develop their knowledge, skills and understanding across the key stages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. . The inspection left the school with a number of issues to resolve. These concerned: the co-ordination and monitoring of the curriculum; improving the effectiveness of the reading programme; meeting statutory requirements in the teaching of information technology and governors carrying out their statutory duties. The school drew up a clear action plan to tackle these matters and has made some headway. However, within the past 18 months it has been blown off course by a series of developments that to an extent were beyond its control. Budget reductions have led to staff reductions, there is some long-term teacher absence through sickness and in addition for personal and professional reasons some experienced and successful teachers have moved on. The high cost of housing in the area has proved to be a major barrier to recruitment and at the time of the inspection there were four temporary teachers in the school. The school has, in addition, been required to admit pupils in Years 10 and 11 who have transferred from mainstream schools and who are in some cases not pleased to attend. These pupils are not committed to the school's values and can be challenging in their behaviour. All this has

acted to put a brake on the progress the school planned to make. Improvement since then has been satisfactory and all the issues identified have been addressed with additional resources being allocated to problem areas and beneficial changes in practice being put in place. The school does however need to give continued thought to the teaching of reading and the teaching of information technology.

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	Key	
speaking and listening			C		very good	A
reading			C		good	B
writing			C		satisfactory	C
mathematics			B		unsatisfactory	D
personal, social and health education			B		poor	E
other personal targets set at annual reviews or in IEPs*			B			

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

In addition to the progress summarised above, very good progress is made in art and religious education and good progress is made in science. While progress in English is satisfactory by age 16, this contrasts with good progress made in mathematics, science and other subjects, and there is room for improvement in pupils' reading and writing skills. The school conforms to the requirement to notify the proportion of pupils who will reach national standards at Key Stage 4. Additional departmental targets are set as a means of promoting school improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: the majority of pupils who have entered the school in Year 7 enjoy their lessons and what the school provides. However, a small minority who have transferred to the school in Years 10 or 11 have negative attitudes.
Behaviour, in and out of classrooms	Satisfactory: good behaviour in most lessons and in supervised sessions but occasionally challenging in the playground or when temporary teachers are taking lessons.
Personal development and relationships	Good: there are good relationships between pupils and adults. Most pupils who have benefited from being in the school from Year 7 make the most of the good opportunities for personal development provided.
Attendance	Satisfactory; a small but significant number of pupils most of whom entered in years 10 and 11 contribute to a rate of unauthorised absence higher than usual for schools of this type but there has been a slight improvement in this since the previous inspection.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall			Good	

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.

Teaching is good overall: In 17% of lessons teaching is very good and in a further 58% it is good. Only in a very small proportion of lessons, 4%, is the quality unsatisfactory. The quality of teaching does not vary significantly between key stages. The teaching of numeracy is never less than satisfactory and it is predominantly good and the teaching of science is good. In the teaching of English, however, there is wide variation with some teaching that is unsatisfactory and some that is very good. Overall the quality is satisfactory but, particularly in the teaching of literacy, there is inconsistency and a lack of expertise. It is least effective in the "reading group" sessions where there is insufficient knowledge of how to develop reading skills and the pace is too slow. It is also ineffective when pupils and teachers do not know each other and the behaviour of a few individual pupils becomes challenging. With the exception of such lessons the quality of learning is good. It is at its best in well-taught lessons in art or science where the pupils have an opportunity to organise their own tasks and can clearly see the intended outcomes. This is also a feature of teaching and learning in the lessons that supports pupils who are working towards the Youth Awards challenges.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the requirements of the National Curriculum are met and the curriculum is enhanced by visits, extra curricular activities and opportunities to learn outside of the context of lessons. At Key Stage 4 good college links and opportunities for work experience are provided. Learning is widely accredited.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the curriculum for personal social and health education is comprehensive and there is also a very good tutorial programme. The school rewards pupils' effort and commitment, and religious education makes a strong contribution to spiritual and moral development. There is, however, no opportunity provided for pupils to take part in a collective act of worship.
How well the school cares for its pupils	Satisfactory: While arrangements to ensure health and safety and child protection are good, some aspects of the monitoring of performance are weak, especially the setting of targets in literacy and numeracy and the monitoring of individual progress towards targets that are set.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory: the head teacher is clear about the educational direction the school should take and the necessity to review and raise standards. He is aware of the school's strengths and weaknesses. Good strategic planning has led to the development of features such as the tutorial programme and the extensive arrangements for accreditation of courses that are strengths of the school. However, recent staffing problems have played a part in slowing down development and the management of some aspects of the school's work now lacks sufficient rigour and assuredness.
How well the appropriate	Satisfactory: the governors now carry out the full range of statutory

authority fulfils its responsibilities	duties and they visit the school regularly to monitor its work. They have not, however, ensured that the school holds collective acts of worship as is required.
The school's evaluation of its performance	Satisfactory: the school generally monitors the outcomes of learning for its pupils and keeps records of these. It sets some departmental targets as a means of bringing about school improvement.
The strategic use of resources	Satisfactory: the school plans the use of its financial resources tightly. The principles of best value are applied in considering any substantial financial commitment. The deployment of staff is generally effective except in the case of support for the teaching of reading.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The approachability of the school and staff • Their child liking the school • The way the school is led and managed • The expectations the school has of their child • The quality of the teaching	• The quantity of homework • How well they are informed about their child's progress • The progress their child makes • How closely the school works with parents

Parents have concerns about homework. Inspectors agree with them and believe that the school should revise its policy to give more regular and structured homework. However, inspectors judge that the school generally makes appropriate efforts to work closely with parents and to involve them in their children's learning. In relation to the other matters raised, inspectors find that in most curriculum areas expectations are high but not in literacy. Reports on progress are combined with annual review procedures and conform to requirements; however there is on occasions some weakness in the monitoring and setting of targets at review. The quality of teaching is good overall and most pupils make good or satisfactory progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides good opportunities for pupils to learn, to develop confidence as learners and to have their learning accredited.

1. The school acknowledges that its pupils frequently lack confidence and are less well equipped to learn than their contemporaries in mainstream education. Through a carefully constructed and developed tutorial programme it works hard to enable the pupils to succeed as learners by actively teaching a broad range of social, personal and research skills.
2. From Year 7 the school's expectation of pupils is made clear and they contribute to the setting of their personal targets. They learn communication skills in the safe setting of group presentations in year assemblies and also the rudiments of research by, for example, scanning local newspapers for information on specific given topics.
3. In their first three years in school pupils are taught not only the subjects of the National Curriculum but also how to become a confident learner. They are given interesting opportunities to explore their environment, to develop friendships and to pursue personal interests. These developments do not arise incidentally but are planned for in a strong programme of personal, social and health education. This collates the pupils' work in developing communication skills, applying numeracy and solving problems. Pupils log their personal successes in Records of Achievement that show their growing capabilities and progress. Because it is given time to "take root" this systematic approach to personal and social development enables pupils to make good progress in reaching the personal targets set for them.
4. By the time they reach their final two years in school, pupils are well prepared to choose from the broad complimentary range of options offered and to confidently take up the chance to attend the practical work-related link courses that are offered at local colleges.
5. There is a wide range of accreditation. All the work the pupils do is evaluated and contributes towards the qualifications they gain in their final year.
6. In single subjects taken by all or as options the General Certificate of Secondary Education (GCSE) or the Certificate of Educational Achievement is offered. Pupils are also able to take the bronze and silver awards of the Youth Award Scheme. This poses challenges and validates the work experience placements and voluntary work done by the pupils. The Youth Award Scheme is particularly successful in enabling pupils to develop an analytical view of their own strengths and of areas where they wish to improve. Good results are gained in the Certificate of Educational Achievement in mathematics and science. This and the regular achievement of good GCSE grades in art show the success of the school's approach.
7. Across the age range and in many subjects additional features that promote learning are found. For example, in music, instrumental tuition is available at no additional cost. In history pupils in Year 8 who have been studying the First World War are given an opportunity to visit the battlefields of Flanders as part of a programme of residential visits. A range of clubs is offered which extend learning opportunities and promote social and academic progress and physical activity.
8. The organisation of this wide offer poses complex problems but these are very well dealt with. There is clear and accessible information about the full range of activities and responsibilities within the school. This reflects well on the management and administration of the school.

The moral, spiritual, social and cultural development of pupils is good and is much enhanced by the well-taught and relevant programme of religious education.

9. Pupils who have attended the school from Year 7 have many good opportunities to develop a sense of belonging to a group, such as their class, their year and their school. They respond well to these and look forward very much to the special events that mark and promote their inclusion. Amongst these are planned units of work on topics such as friendship, the chance to join clubs and develop interests and the residential visits that are offered. The idea of community is dealt with directly in a Year 9 tutorial topic in which pupils simulate the community in a "cruise ship". The focus is on developing self-awareness and coming to realise how others see them.
10. The school has a house system that promotes competition and rewards endeavour and achievement beyond normal expectations. Awards are celebrated at assemblies. Pupils gain a sense of belonging and of contributing to the good of the school. When asked what they enjoy about the school they cite the understanding shown by teachers and the chances they are given to succeed.
11. Some pupils who have joined the school at Years 10 and 11 have fewer opportunities to form positive social attitudes and their behaviour sometimes reflects their anger at being transferred to a special school at such a late stage. A small minority of these pupils does not make any commitment to the school and most of them take time to accept it. Ultimately if they relate to it at all, they do so on their own terms, choosing option groups or courses that they perceive as having value to them. The great majority of pupils, however, show their developing social competence by their successful completion of work experience placements and in their attendance at college courses where their behaviour is mature and appropriate.
12. The school has developed successful links with schools in other countries and these stimulate cultural awareness and understanding. Residential experiences, particularly the trips to France and Belgium, enable the pupils to broaden their horizons and increase their self-confidence. In addition, the well-planned religious education lessons give pupils a chance to visit places of worship of the major religions and to learn about customs and beliefs. Pupils enjoy their exploration of other cultures
13. In religious education lessons pupils are given the chance to reflect quietly and seriously on topics such as bereavement and death, and good and evil. They write sensitively of personal memories of departed loved ones such as grandparents, or they think about the general effects of good and bad things on the world they know. They do this in discussions with their teachers and in groups and they gain understanding of moral choices that all are obliged to make.

Achievement is good in mathematics and science, and it is particularly good in art.

14. Pupils make good progress in mathematics. In Key Stage 3 they are given a broad experience of the subject and they meet the targets in mathematics that are set for them. Work is provided in all the aspects of mathematics required by the National Curriculum programme of study and due weight is given to the social elements of mathematics such as telling the time and dealing with money. Mathematics is applied appropriately in a range of practical projects such as the design of a car park. In Key Stage 4 pupils continue to make good progress in all aspects of their mathematics. Where targets are clear they make good progress towards achieving them and they develop mathematical skills. There is, however, a weakness in target setting in a number of instances, with repetition of targets, in some cases, for several years. In addition there is sometimes reiteration of a target that has already been reported by the co-ordinator as having been achieved.
15. Pupils with greater or more complex learning difficulties make good progress in their lessons and they achieve well. They recall numbers to 50 and can count on from a given number. They recognise odd and even numbers and can use mental strategies to calculate simple addition and subtraction. They are able to solve problems; for example, in an investigation they discover that the numbers on opposite faces of dice always add up to seven.
16. Most pupils take the Certificate of Educational Achievement (CoEA) at Key Stage 4 and all those entered last year were successful. The pupils presently in Year 11 are expected to

achieve similar success.

17. Pupils make good progress in science lessons and over time. Their achievement is good. Higher attaining pupils at Key Stage 3 organise their own work and conduct investigations with due regard to the health and safety requirements. Lower attainers also complete investigations but they need more adult help. Their learning is good, particularly when it is derived from the outcomes of the simple experiments that they conduct. Lessons in Key Stage 4 also give opportunity for practical and investigative activity. Those currently in Year 11 are near to completing their assignments for the CoEA. The standards they achieve in these are good and they are expected to emulate the success of pupils in the previous year who were all awarded the certificate and gained a number of distinctions. For some pupils difficulties with literacy constitute a barrier to higher achievement in science. In these cases scientific knowledge and understanding and practical skill develop well but pupils cannot effectively record their findings and knowledge because of the writing and spelling difficulties. More generally, reading for information is insufficiently practised in Years 10 and 11 so that independent research and enquiry are less well developed than other elements in the science curriculum.
18. Standards in art are high; in relation to their previous attainment pupils achieve well and, over time they produce, individually and collectively, an interesting, varied and well-crafted body of work. Knowledge of the work of other artists develops and pupils become adept at looking critically at their own work and that of others. Art is offered as an option at Key Stage 4 and each year a number of pupils gain passes in the GCSE examination.
19. In each of these subjects where achievement is good the careful management of the subject by the co-ordinator, knowledgeable teaching of good quality and strong positive expectation that pupils can and will succeed are notable features.
20. Pupils enjoy their lessons in mathematics, science and art and they are proud of their achievements. Facilities and resources are good and appropriate to the level at which the subjects are taught. The work in art, for example, is greatly facilitated by the very good accommodation extending over two rooms and the good opportunities to use information and computer technology to develop pupils' ideas.

WHAT COULD BE IMPROVED

The teaching of literacy skills throughout the school is not sufficiently rigorous and there is a lack of particular expertise in teaching pupils with specific learning difficulties in literacy to read, write and spell

21. The previous inspection identified the promotion of the systematic teaching and the monitoring of progress in reading as an issue for action. This issue still remains partly unresolved. At present no single member of staff has an overview of pupils' attainment and progress in reading across the school. Teaching of reading is inconsistent and not all teachers who have charge of reading groups have a full grasp of the most effective practice. In Key Stage 3 pupils' reading attainment is measured using a proprietary test at the beginning of the school year and data is collected which shows individual gains. However, no analysis is made of pupils' reading performance during the year. An individually tailored approach to pupils' needs is not made. Reading tests are used to allocate pupils in Key Stage 3 to reading groups. None of the techniques in the National Literacy Strategy, which have been proved to be effective, such as a sound emphasis on phonics, are in regular use and movement between groups during the year is minimal.
22. In Key Stage 4 there are no reading lessons. When asked when she last read a book a pupil in Year 11 replied "In Year 9". The school reasons that de-emphasising reading "as a problem" in Key Stage 4 liberates the pupils to concentrate on matters where they can more readily succeed. While it is sensible not to emphasise reading as a problem, neglecting to actively promote and teach it is a mistake.
23. There is no consistent whole school approach to the teaching of grammar, punctuation, handwriting and spelling. Pupils at Key Stage 3 frequently are unaware of common punctuation conventions and marks, and handwriting is in a consistent joined up style in a minority of cases. This contributes to the very low number of pupils who reach level 3 at this Key Stage and go on to take the standard attainment tests. It is acknowledged that there is a

considerable leap in standards between level 2 and level 3 in the English National Curriculum but unless systematic aspects of the technical aspects of writing and the formation of handwriting is provided pupils who might make that leap are prevented from doing so.

24. Contributing to the comparative weakness of pupils' performance in English are weak co-ordination and management of the teaching of literacy, insufficient knowledge about effective practices in the teaching of reading, and expectations that are significantly lower than those in other areas. That pupils have the potential to achieve more is shown in the school's own reading records data. Forty five per cent of pupils in Year 9, 59% in Year 10 and 57% in Year 11 are performing above or well above level 2.
25. More than ten per cent in years 9 and 10 and twenty-three per cent in Year 11 are performing at or above level 3. These levels have been achieved without systematic well-informed teaching.
26. A substantial minority of pupils across the age range has specific literacy difficulties. The school is aware of this and has introduced a proprietary reading programme for some of these. This programme is taught by learning support assistants to pupils identified as making very little progress in reading. Initially, the programme was introduced as an experiment but the outcomes have not been systematically evaluated and the practice does not closely follow the specific methods required by the programme. Generally it is not successful. The teaching of pupils with specific difficulties in literacy is generally held to be a specialist task for skilled teachers. Teachers at the school have not undertaken training for this. To meet the needs of a significant minority of pupils, trained teachers should work with them on a daily basis. If this cannot be arranged then, at review, the school should state clearly that it is unable to meet the needs of such pupils.

Target setting at annual reviews is unsatisfactory in a number of cases and the progress made by pupils towards the achievement of targets is not monitored with sufficient care and accuracy

27. Targets set in literacy and numeracy at annual reviews are unsatisfactory in a number of instances. In some cases the same targets are set year after year and the same evaluative comment on the pupil's progress is added. This is wholly unacceptable and renders the process of setting targets at reviews meaningless. The connection between the targets set and the planned programmes within the subjects is not clear and the process by which progress is monitored and recorded is evidently inadequate. In one case a target is re-set at review when reports indicate that it has already been achieved. Information presented by the school at the annual review must accurately reflect the progress made by pupils to enable those present to judge the effectiveness of the education being provided. Where the information is inaccurate, or, as in this case, apparently ignored, the interests of the pupil cannot be best judged. That this should occur points to a weakness in management, especially in monitoring the school's procedures.

The arrangements for teaching information technology do not ensure that pupils continue to develop their knowledge, skills and understanding across the key stages.

28. The provision for the teaching of information technology was a key issue in the previous report. The school has gone some way to address this. However, the coverage of the National Curriculum in information technology is patchy across the school. Although there has been a considerable increase in the number of computers throughout the school and pupils in Key Stage 4 can follow an accredited course in the subject, insufficient time is allowed on the timetable for pupils to learn to communicate and handle information effectively. The current practice is to offer dedicated teaching of information technology (IT) as a subject for two terms in Year 7 and then to enable pupils' to develop their skills through the planned opportunities

provided in other subjects. While classrooms are very well equipped to enable this, in reality staff have a range of competency, not all are confident in teaching and promoting IT skills and planned opportunities are not always well taken.

29. In science and mathematics pupils have opportunities to handle data through spreadsheets,

and in design and technology (DT) the control aspects of IT are introduced. Nevertheless, pupils' overall experience remains sporadic and insufficient to ensure that their levels of competence and knowledge as users of IT increase, as they should.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to improve the quality of education it offers and ensure that it meets the needs of all its pupils the school should:
- (1) Place greater emphasis on the teaching of literacy to all pupils and ensure the effectiveness of such teaching by improving the knowledge and skills of the teachers. In particular it should make sure that the needs of pupils with specific difficulties are met by teachers who have specialist knowledge and training.
 - (2) Ensure that pupils' progress towards targets set for them at review is accurately monitored and that targets are specific, measurable, appropriate and time related.
 - (3) Improve arrangements for teaching information technology to ensure that all pupils across the age range make continuous progress in developing their skills in handling information.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	58	21	4	0	0

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	151
Number of full-time pupils eligible for free school meals	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.04	School data	4.4

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	148
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	15	
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: Y7 - Y11

Total number of qualified teachers (FTE)	17.1
Number of pupils per qualified teacher	8.8
Average class size	11

FTE means full-time equivalent.

Education support staff: Y7 - Y11

Total number of education support staff	8
Total aggregate hours worked per week	240

Financial information

Financial year	1998 - 1999
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	£
Total income	1,128,319
Total expenditure	1,065,856
Expenditure per pupil	7,059
Balance brought forward from previous year	14,776
Balance carried forward to next year	77,239

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	36	12	2	0
My child is making good progress in school.	36	44	12	4	4
Behaviour in the school is good.	40	42	8	0	10
My child gets the right amount of work to do at home.	12	32	32	14	10
The teaching is good.	42	46	6	4	2
I am kept well informed about how my child is getting on.	40	36	10	12	2
I would feel comfortable about approaching the school with questions or a problem.	60	32	0	6	2
The school expects my child to work hard and achieve his or her best.	50	40	2	4	4
The school works closely with parents.	38	42	10	6	4
The school is well led and managed.	50	36	2	8	4
The school is helping my child become mature and responsible.	38	44	4	8	6
The school provides an interesting range of activities outside lessons.	30	50	12	4	4

Parents were concerned about the frequent staff changes. They would like to know the reason for this. It was felt that supply teachers unsettle the pupils. Three teachers left recently, all at the same time.