

INSPECTION REPORT

AYLANDS SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102068

Headteacher: Mr D. Feeley

Reporting inspector: Ian Naylor
20906

Dates of inspection: 26–29 March 2001

Inspection number: 188470

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Maintained - Community Special
Age range of pupils:	7 – 16 years
Gender of pupils:	Mixed
School address:	Keswick Drive Enfield Middlesex
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Appropriate authority:	Enfield
Name of chair of governors:	Mrs V Hayes
Date of previous inspection:	July 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21899	Gill Lawson	<i>Team inspector</i>	English, Religious education, Design and technology.	English as an additional language; Spiritual, moral, social and cultural.
10668	David Walker	<i>Team inspector</i>	Science, Mathematics, Music.	Curriculum.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aylands is an Enfield LEA mixed day school for pupils with emotional and behavioural difficulties. There are currently 33 pupils on roll age 7-16. There are three pupils of non-white ethnic group. There are four girls. One pupil has English as a foreign language. Sixteen pupils have free school meals. Attainment on entry to the school is varied, but usually very low. Many pupils have very poor records of attendance in their previous school. Most of the pupils enter the school with low levels of attainment, low self-esteem as learners and poor attitudes towards learning. Since 1996 there had been a change of headteacher and several changes of staff. The school was inspected by HMI in July 1998 (Section 3).

HOW GOOD THE SCHOOL IS

This is now a very effectively led and well-managed school. Standards of achievement are good. Pupils make very good progress in their social and emotional relationships through very good teaching. The general climate and ethos for learning in the school has improved very significantly and is now very good. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- There is very good teaching with excellent strategies for managing behaviour.
- The headteacher provides inspirational leadership, and there is very good commitment from all staff to high standards.
- There are very good relationships with pupils showing very good attitudes to school, good behaviour and personal development. These qualities are particularly well supported by the very good links with parents.
- Pupils' spiritual, moral, social and cultural development is very good, and very well supported by a relevant curriculum and in particular by very good extra-curricular activities.
- There are very good procedures for monitoring academic and social achievements.
- As a result of improved behaviour and performance, many pupils gain grades at GCSE, and pupils achieve very well in art, physical education and music.

WHAT COULD BE IMPROVED

- The co-ordination of information technology and design and technology across the school
- Facilities for art, design and technology, physical education, pupil changing rooms, toilets.

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 has made very significant improvements in all areas: the curriculum, teaching, and in facilities since the inspection of 1996 when special measures were required. It has made further improvements since the HMI Inspection in 1998. In particular teaching and learning has improved from being poor in 1996, to very good now. Attainment has increased with pupils now making good achievement and progress overall, with many attaining GCSE passes. The curriculum has been improved and is now satisfactory overall with some very good features, such as extra-curricular opportunities. Facilities have been considerably enhanced and classroom resources improved.

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 11	by age 16	Key	
speaking and listening	B	B	<i>very good</i>	A
reading	B	B	<i>good</i>	B
writing	C	C	<i>satisfactory</i>	C
mathematics	B	B	<i>unsatisfactory</i>	
personal, social and health education	B	B	<i>D</i>	
other personal targets set at annual reviews or in IEPs*	B	A	<i>poor</i>	E

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

The emotional, behavioural and learning difficulties of the pupils for whom the school caters make it inappropriate to judge attainments against age related national expectations.

Since the inspection of 1996, when standards and progress were reported as being poor across all age groups, there has been a total reversal. By the time of the inspection of 1998, improvement had been made to standards and this has continued to the present time. Pupils on admission to the school have very low levels of achievement mainly due to poor attendance, low self-esteem and emotional difficulties. Achievement is now good at each key stage and progress over time is also good. The numbers of pupils gaining grades at GCSE has increased. In the GCSE examinations for 2000, pupils gained A to C grades in art; D to G grades in English, mathematics and science, expressive arts, and French. Achievement and progress is very good overall in art and design, physical education and music. It is good overall in English, mathematics, science, humanities, French, and religious education. It is satisfactory in food technology, and information and communication technology. Progress is unsatisfactory in design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are now very good. Pupils are keen to come to school and they are enthusiastic participants in lessons, sustaining interest and motivation. They listen carefully and follow instructions well. There are numerous examples of collaborative work. Pupils show respect to staff.
Behaviour, in and out of classrooms	Good overall. In 80 per cent of lessons behaviour was good, very good or excellent. Pupils play together well in their free time. They learn to improve their self control. When on visits to the local community, behaviour is exemplary.
Personal development and relationships	Relationships are very good, characterised by trust and respect. Pupils get on with one another and the adults around them very well. They develop a sense of personal responsibility and are proud of their achievements. By the time they leave school, they behave as mature young people, ready to move to the next stage of their education.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged 8-11	aged 11-16
Lessons seen overall	Good	Very 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.

Fifty lessons were observed. Teaching was excellent in 12 per cent of lessons, very good in 38 per cent, good in 38 per cent and satisfactory in 12 per cent. No unsatisfactory teaching was seen. Teaching is therefore very good overall. Teaching is excellent in physical education, very good in music and art and design. It is good overall in English, mathematics, science, humanities, French, food technology, personal and social education and religious education. Teaching of communication skills is good. Teaching of literacy and numeracy is never less than satisfactory across the school and is often good. Teachers' planning is good, and relevant activities are provided which stimulate pupils' interest. Behaviour management is exceptionally good and consistently applied across the school; it involves close collaboration between teachers and learning support assistants. Adults' relationships with pupils are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. Good provision for English, maths and science, French and art, including GCSE accreditation at Key Stage 4. The literacy and numeracy strategies are being introduced imaginatively. There are very good extra-curricular opportunities including residential visits and a daily breakfast club. Good use is made of the local community to support the curriculum. The school is successful in ensuring that girls and boys have equal opportunities to learn and make progress. The provision for work related education is satisfactory, but could be extended further. The time for pupils in Key Stage 3 and 4 is still significantly below national guidelines and this reduces the time available for teaching some foundation subjects. All statutory requirements are not yet met in design and technology, information and communications technology and physical education.
How well the school works with parents	Parents are kept well informed and staff involve them well to help their child to make progress. Very good support is given to parents. Annual reviews and reports give detailed information about achievements and progress. Overall the information provided to parents is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. In particular, teaching focuses extremely well on promoting moral and social development through the use of the behaviour reward scheme. Teachers create a wealth of opportunities to foster spiritual and cultural development.
How well the school cares for its pupils	There are excellent arrangements for improving behaviour. Staff provide high quality personal support and academic guidance. Procedures for assessment are good. Pupils' progress is reviewed daily by parents and teachers through a very good system of home-school books. Arrangements for child protection are satisfactory. Monitoring of attendance is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has exceptional qualities of personal leadership, and these give very clear direction for the school. The headteacher is very well supported by a committed staff team. He has motivated staff and pupils alike, restoring confidence in the school as a successful place of learning. The ethos of the school is now very positive.
How well the appropriate authority fulfils its responsibilities	The governors give very good support to the headteacher and staff. They have a sound committee structure. The chair of governors visits the school regularly and is very well informed. The requirements for performance management are being implemented.
The school's evaluation of its performance	The headteacher and the governors have a very good knowledge of the school's strengths and weaknesses, and have demonstrated that they can set and secure targets for significant improvement. There is a very strong commitment by staff and governors to school improvement and they have demonstrated a very good capacity to succeed.
The strategic use of resources	There are good procedures for managing the school's finances. Clear priorities and good planning mean that money is spent where it is most needed.
Accommodation and resources	Resources have been considerably improved since the 1996 inspection and are now at least good in each subject area. A great deal has also been done to improve facilities. Further developments are planned to enhance the food technology room, and external maintenance. There is no design and technology workshop or gymnasium, which restricts the range of learning opportunities that can be provided, and remains unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teachers are approachable, meet parents promptly and difficulties are resolved swiftly. Good targets are set, and met, for behaviour. Staff are very receptive to parents views. Annual reviews are efficient and well managed. Home-school diaries are particularly useful. 	<ul style="list-style-type: none"> A small minority of parents want more information and involvement.

The inspectors agree with the very positive comments of parents. The amount of information given to parents is good, and involvement through the use of home-school books is impressive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The emotional, behavioural and learning difficulties of the pupils for whom the school caters make it inappropriate to judge attainments against age related national expectations. Judgements are therefore made in relation to their achievement, progress and capabilities.

2. Since the inspection of 1996, when standards and progress were reported as being poor across all age groups, there has been a total reversal. By the inspection of 1998, improvement had been made to standards, and this has continued to the present time. On admission to the school, pupils have very low levels of achievement, mainly due to poor attendance, low self-esteem and emotional difficulties. Analysis of pupil's work, individual education plans (IEPs), annual reviews and reports, teachers' records and evidence from lesson observations shows that the achievement of pupils is now good at each key stage and progress over time is good, with good progress against targets set. There are no differences in achievement between the majority of pupils and the two minority groups; girls, or the one pupil with English as a foreign language. Very good teaching helps most pupils to make dramatic increases in their learning by improvements to their behaviour, raising self-esteem and confidence. Thus, pupils are better able to concentrate better on their academic attainments.

3. There has been a dramatic increase in the numbers of pupils gaining grades at GCSE. In the GCSE examinations for 2000 under the AQA/NEAB (Assessment and Qualification Alliance, and Northern Examinations and Assessment board), pupils gained A to C grades in art, D to G grades in English, mathematics and science, expressive arts, and French.

4. Achievement and progress is very good overall in art and design, physical education and music. It is good overall in English, mathematics, science, humanities, French, and religious education. It is satisfactory in food technology, and information and communication technology. Progress is unsatisfactory in design and technology.

5. In English, by age 11, most pupils use speaking and listening skills well, listen attentively and follow instructions. Many are good readers and know that books have a title and author. Handwriting skills tend to lag behind and some pupils have difficulty with letter formation. Writing skills are improving, and higher attaining pupils understand simple rules of grammar. At age 14, pupils are able to discuss and give opinions on topics and take part in role-play. They answer questions confidently. Reading skills continue to improve in accuracy and fluency and pupils have a sound understanding of the books they have read. They produce thoughtful and imaginative responses to the literature they have read, although punctuation and grammar are still weak. By age 16, pupils use language appropriately to suit different audiences, and produce more varied forms of writing for both formal and informal occasions. Most are fluent readers. They use word processing well.

6. In mathematics, by age 11, pupils know the times tables and the principles of multiplication and division. They solve problems using length, weight and volume, and understand equivalent fractions. Some lower attaining pupils remain unsure of number bonds. By 14, pupils calculate areas and plot graphs. At 16, most pupils calculate using percentages, recognise and name two and three dimension shapes, and understand the properties of isosceles triangles. They understand and use simple algebra and investigate probability.

7. In science, by age 11, pupils undertake observations and experiments and understand what is meant by a fair test. They name parts of plants and know what is needed for plants to grow. They understand the principles of gravity. By 14, pupils know that an organism is a living thing. They make predictions and set up experiments to test them. They understand the differences between soluble and insoluble materials. At 16, pupils analyse and draw conclusions from their experiments, presenting them in scientific language and in graphical form.

8. Pupils make spectacular progress in art and design, with achievements up to A grade at GCSE. They work in a range of mediums, and use information and communication technology to produce an excellent range of paintings, drawings, computer-generated pictures and animations. They compare the work of famous artists, and copy and adapt their styles to create their own art work. They co-operate with one another, and with staff, to produce large-scale pieces of collective work, many of which are on display around the school.

9. In physical education pupils achieve well and make very good progress during swimming lessons, with many achieving water skills and distance swimming awards. In Judo they quickly achieve good levels of skill to pass grades and demonstrate sufficient confidence to take part in external competitions. However, progress in gymnastics is thwarted by the lack of suitable facilities.

10. During music lessons pupils make very good progress in singing with good diction and a sense of pitch. They improve in their understanding of rhythm.

11. All pupils make good progress in their literacy and numeracy skills. Lower attaining pupils make good progress in their reading skills, often from a very low base level when they arrive in school. Realistic, yet challenging targets are set for numeracy and literacy in pupils' individual education plans (IEPs).

12. All pupils in Year 11 take part in and sustain work experience placements with local employers.

Pupils' attitudes, values and personal development

13. Attitudes and behaviour have been transformed since the inspection in 1996, when very serious problems both in classrooms and around school were reported. There has been further improvement since the HMI inspection in 1998 when behaviour was reported as being always satisfactory and frequently good. Attitudes to school are now very good, and behaviour is

good. In eight per cent of lessons seen, attitudes and behaviour were judged to be excellent, in 34 per cent they were very good, in 40 per cent good, in 16 per cent satisfactory and in two per cent unsatisfactory. Therefore, in 80 per cent of lessons behaviour was good, very good or excellent.

14. From the moment they arrive in the minibuses, pupils show their enthusiasm for the school and what it offers them. They spontaneously tell visitors their high opinion of their school, and are courteous and helpful. At breakfast club they exhibit good manners and engage in pleasant social conversation.

15. Pupils respect the staff. Pupils know that they are there to learn and that staff are there to teach: bad behaviour or other problems are not allowed to get in the way of this central purpose of the school, and pupils recognise and respect this. The personal interest taken in every pupil, by the headteacher and staff, is a strong motivating force for pupils to improve. Pupils are proud of their achievements, whatever these may be.

16. Every opportunity is used to help pupils improve their behaviour, social adeptness and learning skills. In activities where trust, fair play or the ability to accept unwelcome decisions are required, such as football, pupils show that they are learning the self-control required to work productively within a group. Relationships between staff and pupils are of very high quality. With their peers, pupils show an increasing ability to resolve conflicts in a fair and peaceable manner, by using a game of Ching Chang Chong to settle a dispute, for example.

17. Pupils are eager to settle to work at the start of lessons. They are keen to learn: their interest and motivation is high and usually sustained through the long lessons. They listen carefully and follow instructions well. In some instances their behaviour is excellent, as in an English lesson where the whole class was totally involved in a farcical scene from Twelfth Night. Examples of good collaborative work were seen in art and design and judo. Even when pupils are excitable, this can often be channelled into productive work, as in a Key Stage 2 English lesson, where pupils were constructing an argument for or against school uniform. When there are lapses in behaviour, pupils' response to a very short period in the internal exclusion room is impressive. Most pupils return to class quickly, apologise for disrupting the lesson, and settle to productive work. During off-site activities, at a swimming lesson for example, pupils behave well. There was no discernible difference between the management needed for Aylands pupils and that for a mainstream group of similar age.

18. Pupils make good progress in personal development as they move through the school. They become confident participants and performers in many spheres of activity. They are well supported by the frequent opportunities for self-evaluation, which they accept readily. They respond well to the critical evaluation of their behaviour at the end of each lesson by staff. By the time they reach the senior class, pupils are capable of behaving as mature young people, ready to move to the next stage of their education. They give each other good support. The personal statements, in their records of achievement, show reflection on their experiences, and pride in their successes.

19. Permanent exclusions are infrequent. Fixed period exclusions are still quite high, but records show that they are falling this year. There is good involvement of parents where exclusion is used. Incidents are fully recorded, and there is good monitoring by governors of

the use of exclusions. Most exclusions are related to a small number of pupils. There has been satisfactory progress on this key issue since the inspection of 1998, but there is still further progress to be made. The school has nearly reached its own target of 'one exclusion or less per week'.

20. Attendance is satisfactory. Overall attendance is 83 per cent, which is very slightly above the average for similar schools nationally. In the last year, attendance has improved, with a fall in both authorised and unauthorised absence. The figures are still affected by three long-term absentees. The school has set itself a target of 90 per cent attendance, which should be achievable once problems surrounding these pupils have been resolved. There has been satisfactory progress on this key issue since the 1998 report, and substantial improvement since 1996 when attendance was reported as poor. There is now no evidence of internal truancy, and registers are well kept and annotated, fully supporting the school's attendance figures.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Since the inspection of 1998 there has been sustained improvement in the quality of teaching. During the present inspection fifty lessons were observed. Teaching was very good overall. In 12 per cent of lessons teaching was excellent; very good in 38 per cent; good in 38 per cent and satisfactory in 12 per cent. There was no unsatisfactory teaching.

22. Teaching is excellent in physical education and very good in music and art and design. It is good overall in English, mathematics, science, humanities, French, food technology, personal and social education and religious education. Teaching is satisfactory in separate lessons of information and communication technology (ICT), but good when ICT is taught through the subjects.

23. Teaching is very effective because it possesses many strong features with rarely any weaknesses. The strongest feature is the behaviour management of pupils which is exceptionally good. This determines whether pupils are going to be receptive to learning and in a position to make progress and improve their achievements. All teachers follow the school's behaviour policy very closely and consistently. They have very high expectations of good behaviour and performance. They use the system of tokens and rewards very effectively to reduce unacceptable behaviour and to emphasise required behaviour. At the start of lessons teachers tell pupils what the targets for the lesson are and how they may achieve them. During a lesson reminders are given to pupils of the expectations for participation and performance. Clear warnings are given when behaviour deteriorates, and individual support is provided to bring pupils back on to task. If poor behaviour continues, it is recorded by a learning support assistant, and leads swiftly to a temporary exclusion from the lesson to the withdrawal room. Here, a teacher supports the work of the class room teacher, and the aim is to return the pupil to the lesson as soon as he or she is prepared to continue learning. Good behaviour earns tokens that may be spent at the school tuck shop or certain retail outlets. At the end of each lesson, teachers give an evaluation to each pupil of their behaviour and achievement, and this often includes pupils making their own self- evaluations or evaluating others. Pupils understand and accept the behaviour management system and respond to it very favourably, rarely allowing the disruptive behaviour of another pupil to distract them from their task.

24. An example of many of these qualities of teaching was seen in a very good mathematics lesson on mental arithmetic at Key Stage 2. A very good question and answer session allowed pupils to test their knowledge, learning from their own mistakes and those of others. The teacher directed questions well to lower and higher attaining pupils. Pupils were challenged to perform well and progress to a good degree of accuracy. A learning support assistant supported the behaviour of one pupil closely, deducting points for behaviour that was not on target. She also recorded homework marks, and removed another disruptive pupil to cool off. Other pupils did not let this incident interrupt their own learning. Within five minutes the disruptive pupil had returned to lesson, apologised and settled to work. Throughout the lesson very good relationships were maintained between staff and pupils. The teacher responded to pupils' keenness to reply to questions but maintained constant control, allowing time for pupil self-evaluation at the end of the lesson.

25. Teachers operate the behaviour management system very effectively, thereby creating a more positive learning environment in lessons. They do so with enthusiasm, good humour, and a great deal of patience. They know and understand pupils' needs very well, and establish very good relationships with them. Teachers also create a climate of success in lessons and foster self-confidence and self-esteem amongst pupils, which breaks down many barriers to learning. Very good one-to-one support is given, according to need. Teaching involves close collaboration between teachers and learning support assistants, who provide excellent support to pupils. Learning support assistants also maintain pupils' records and keep home link books up to date very conscientiously. This provides an invaluable source of information for parents.

26. Teachers have good and sometimes very good subject knowledge. Planning is good, and includes short, medium and long term planning focussed on ensuring that pupils' needs are met as set out in their IEPs. Preparation is good, with a range of relevant activities, which stimulate pupils' interest. Work set is challenging but realistic in its demands on pupils. Homework is a regular feature of teaching, and is frequently followed up in lessons and used by teachers to gauge knowledge and understanding gained by pupils in lessons. Recording and assessment is used well to inform IEPs and annual reports.

27. These features of teaching were seen in an excellent art and design lesson. The lesson was on 'animation' and used a special information technology art program. The lesson was very well prepared and effectively planned to build on previous work. The teacher's subject expertise was evident, and learning support assistants were very familiar with the program and the computer system. The teacher's enthusiasm was infectious and there was a buzz of activity from pupils, totally immersed in working individually on computers. In the lesson observed most pupils had already created 2 part animations and were then adding more effects to extend their animation to multiple images, and including moving backgrounds. There were very high expectations of participation and behaviour, and excellent relationships between all those in the room. Pupils had very positive attitudes, from the moment they entered the information technology room. The teacher and staff had created a climate of success that inspired confidence of pupils in their own abilities. He encouraged discussion of what they were doing, and self and group evaluation. Homework was set on continuing the project. Learning was excellent.

28. The teaching of literacy and numeracy across the subjects is never less than satisfactory and is often good. In most subjects teachers plan for the use of literacy and numeracy and there is good

emphasis on this during their lessons. In science, for example, there is good use of number work for making graphs and in information technology, for sequencing animated pictures. Writing skills are encouraged in humanities and religious education with good progress made in the use of different styles of writing. In expressive arts, very good use is made of poetry.

29. Teachers make good use of resources, visitors to school, and visits to the local community as well as residential visits to support their teaching.

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

30. Overall the curriculum is satisfactory and includes the study of all the subjects of the National Curriculum and religious education. The emphasis is appropriately placed on the core subjects of English, mathematics, science and personal and social education. Subject planning in English, mathematics and science is particularly good. Improvement since the 1998 are good. Schemes of work are not yet fully in place for all subjects, notably information and communication technology and design and technology, so that pupils do not yet receive their full entitlement; the absence of co-ordinators in these subjects compounds the weakness. Within subjects, pupils are offered a suitable and relevant range of opportunities and experiences, though breadth and balance in design and technology is affected insufficient opportunity for work on resistant materials, and in physical education gymnastics is not taught, primarily as a result of inadequate facilities. The school provides good opportunities for pupils at Key Stage 4 to obtain accreditation in the General Certificate of Secondary Education in English, mathematics, science, art, expressive arts, religious education and French. Although improvement in the length of the taught week has taken place since the last inspection, the time for pupils in Key Stage 3 and 4 is still significantly below national guidelines and in comparison with the majority of similar schools. This reduces the time available for music and food technology, in particular at Key Stage 3.

31. The National Literacy and Numeracy Strategies have been well adapted to the needs of the pupils in Key Stage 2 and are enhancing the curriculum and improving pupils' achievements in English and mathematics. They are both suitably and imaginatively extended to pupils in the secondary phase of the school. Further work is being continued by teachers to increase the quality and impact of these sessions across the school.

32. Good provision is made for pupils with specific special needs, with a planned programme of support on a one-to-one basis. For example, separate lessons in reading and literacy skills. Also a pupil, who is a school refuser, receives a planned programme of lessons in literacy off-site taught by a member of staff.

33. Extra-curricular activities are curtailed by the transport requirements of the pupils. However, the school has a good number and variety of activities, as well as opportunities for pupils who have difficulty completing their homework tasks to have assistance from staff. The school is open from before eight till after four for pupils to make use of its facilities. The computer suite, where pupils have access to the internet, is most popular. At 8.30 a breakfast club is in session, where pupils may exchange good behaviour tokens for toast and jam and drinks. There are several visits,

including annual trips to the opera or ballet, and residential opportunities, such as outdoor pursuits in Scotland. Sport and physical activities are encouraged by lunch-time pursuits.

34. Although there are only four girls on roll, the school is very aware of equal opportunities for all and meets this aspect of curriculum entitlement satisfactorily. Girls take part in all activities and subjects. A good example is to be seen in the Judo lessons during physical education where, both girls and boys take part in lessons together and compete against each other.

35. Personal, social and health education is a daily part of the life of the school and includes sex education and drugs awareness. Overall provision for this aspect of the curriculum is good.

36. The provision for work related education is satisfactory. Pupils are provided with appropriate opportunities for work experience in a variety of settings. There is a satisfactory programme of careers education. There are good links with the careers service who support both pupils and their parents when the time comes to transfer from school. Regular links with colleges of further education could be increased to better prepare pupils for the transition to further education.

37. The local community plays an important part in the learning opportunities of the pupils. There are good links with the Variety Club, local churches, some local businesses and the local professional association and rugby football clubs. There are satisfactory links with partner institutions. Pupils attend a nearby college for a short course in an aspect of design and technology and participate in the various group events organised by the Area Special Schools Sports Association. Two Advanced Skills Teachers visit other schools to support mainstream teachers.

38. The curriculum provides very good opportunities for extending pupils' spiritual, moral, social and cultural awareness. This area is central to the work in the school and the school has made significant improvements in its provision since the last inspection.

39. Spiritual development has been strengthened by the high profile of religious education in the school and the strong policy and planned programme for collective worship. These, and the recent development in subject areas, ensure pupils are given time for reflection and for prayer.

40. In lessons, pupils are encouraged to express their reactions and feelings to art, music and literature and to the beauty around them in the natural world. Teachers express spirituality in simple direct terms. They also help pupils to know and value themselves, and each other, so that they can celebrate their own achievements and uniqueness, and appreciate these qualities in others. Regular assemblies also celebrate achievements, big and small, of individual pupils, classes and the whole school. Pupils gain a real understanding of other peoples' lives and beliefs through visits to places of worship.

41. Moral development is strongly supported by an effective behaviour policy and pastoral system. Teachers promote moral and social development very effectively through the use of the behaviour reward scheme. Pupils understand right from wrong and the consequences of their actions. They are encouraged to admit wrongdoing and are given useful opportunities to apologise and make amends. They learn to value each other and respect property. The staff are quick to acknowledge good behaviour and attitudes and do so consistently, providing very good personal examples of the respect to be shown to all.

42. Pupils develop teamwork and leadership qualities through regular residential trips where they have the opportunity to develop social skills by living in a small community, away from home. In school, there are many social activities in which the pupils can participate, both during the school day, and as extra curricular activities.

43. The strong connections with local churches and religious communities ensure a range of visitors to the school and visits to religious and charitable centres. These links provide regular opportunities to develop the social skills necessary to be able to mix successfully with a variety of people. Pupils collect regularly for a number of charities, and they give careful consideration to the best way to collect the most money, and which charity they will support.

44. The school council provides pupils with a genuine voice in their school and they use this well to make positive changes. Members also run a breakfast and tuck club, with staff support, and these are very pleasant occasions with a family atmosphere. There are many opportunities for pupils to work in pairs or in small groups in lessons. This helps them to co-operate with others and to learn the team skills needed for working in a group. Senior pupils successfully complete work experience.

45. Pupils learn about the work of artists and musicians from a range of continents and there are regular visits to the theatre, the ballet, and the opera. Pupils talk about past visits, recalling the plot or lines from a production with great enthusiasm. The school welcomes musicians, dance and theatre groups and artists on a regular basis. Pupils also learn about other beliefs, cultures, and ceremonies in religious education, and celebrate festivals such as Diwali, Harvest and Easter. Representatives from different cultural groups come into the school to run workshops and support celebrations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Staff provide high quality personal support and academic guidance for pupils. The management of behaviour is excellent, and ensures that pupils improve in this vital area.
47. Monitoring of attendance is good, with thorough follow-up of absence. Registers are well kept, totalled and annotated. There are clear plans to re-integrate long-term absentees, and good support for them while they are not in school. There is satisfactory liaison with the Education Welfare Service.
48. The rewards system motivates pupils right across the age range. Tokens are very well used to support behaviour management, and linked to a critical evaluation of pupils' behaviour at the end of each lesson. Learning support assistants play a very valuable role in monitoring and improving behaviour, including promoting constructive activity at lunchtimes.
49. The headteacher and staff manage pupils skilfully, both through positive encouragement and interest, and also through calm and reasoned approaches when behaviour is disruptive or aggressive. The arrival and departure routines, with a personal interest taken in each pupil, give a secure framework to the transition between home and school, as well as increasing pupils' self-esteem.
50. Clear expectations of work and behaviour are set throughout the day, and pupils know what they have to do. Follow-up, for example on homework, ensures that pupils meet these expectations successfully. Staff put the responsibility on pupils for managing themselves, and they respond positively. Activities, such as breakfast club and football, encourage pupils to behave in a self-disciplined and mature manner. The time-out room, called the '*front room*' by pupils, has a CD player, and soft furnishings, and is constantly supervised by a member of staff. Its use is particularly effective, with pupils returning to lessons within a very short time, and in a productive frame of mind.
51. Procedures for assessment are good. They are particularly good in English, mathematics and science. Student self-evaluation is a strong feature of assessment, both in lessons and in written reports. An assessment process to evaluate pupils' portfolios of work has recently been introduced.
52. The monitoring of progress, both academic and in personal development, is very good. Governors monitor attendance and behaviour, and have close involvement with individual exclusions. Class teachers' records and pupils' link books show daily monitoring of targets, lesson by lesson. Individual education plans have good quality targets for behaviour, literacy and numeracy. The quality of behaviour targets has improved in the past year; they are now more specific and broken down into smaller steps.

53. Educational and personal support and guidance is very good. Pupils are extremely well supported by staff to reach the targets in their individual education plans, with regular detailed review. Senior pupils have good preparation for interviews in their careers lessons. The school receives good support from the educational psychologist, both at strategic and individual case level. However, there is no speech and language therapy available, even when pupils have such needs, which are sometimes identified on their statements in Section 5 (non-educational needs). At present, this lack affects two pupils in the school.

54. Procedures for health and safety are satisfactory. Risk assessments are carried out for trips, including residential visits. A recent health and safety audit showed suitable practice and procedures, with first aid and accident reporting well covered.

55. Arrangements for child protection are also satisfactory. There is good awareness within the school, and suitable arrangements for attending case conferences. However, the training of the named person needs updating, to meet requirements. In the week of the inspection, a presentation about Childline was held in school, which supported pupils' own awareness of how to keep themselves safe.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school gives very good support to parents and involves them closely in its work. The majority of parents feel well satisfied with the school, and believe it benefits their children significantly. Pupils who have previously been disaffected and disinterested at their previous school, soon begin to improve their behaviour and want to learn.

57. Parents praised the approachability of staff, the useful targets set for behaviour and the good quality information received about their child's progress. The regular information in the daily home-school diary, and the helpfulness of annual reviews, were particularly appreciated. Inspection evidence supported these very positive comments.

58. The school works very hard to create and sustain a productive partnership with parents. It is very successful in doing so. Links are forged through positive contact, by phoning home when a pupil achieves well or improves, and through reporting positively, yet realistically, in home-school books. There is good involvement of parents when behaviour is causing concern, especially when exclusion is involved. Learning support staff make an important contribution to parental links through the contact they have. One member of the learning support team has recently begun to work in a more structured way as a parent-liaison person, and this is a valuable development. Parents find the school very approachable and, if there are concerns, the response is thorough.

59. As well as the excellent daily contact through home-school dairies, parents attend consultation meetings, each term, where progress is discussed. They are well involved in the review of individual education plans, and in annual reviews. Parents who may not attend consultation evenings do maintain contact with the school through social events. If they cannot attend a review meeting they receive information on the changes to the individual education plan.

60. Annual reports are detailed, cover each subject area, and give parents good information, the highest quality reporting being in core subjects, especially English and mathematics. The prospectus and governors' annual report are accessible and informative. Overall the information provided to parents is good, with real excellence in the use of home-school dairies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The excellent leadership qualities of the headteacher have been instrumental in moving the school forward, first to take it out of special measures and then to further improved standards in most areas. He has motivated staff and pupils alike, restoring confidence in the school as a successful place of learning, increasing the whole ethos of the school immeasurably. He has enhanced the learning environment by securing better facilities, improved teaching and learning by setting out the criteria for the management of pupil behaviour, and raised expectations of pupils' behaviour and performance. In these tasks, the headteacher has been very well supported by the staff team, the governors, and by the Local Education Authority (LEA).

62. Senior staff each have well defined delegated responsibilities, and carry these out diligently and conscientiously, providing further support to staff and pupils. The roles of subject co-ordinators are also well established. However, it has proved difficult to recruit teachers to co-ordinate information and communications technology and also design and technology. The headteacher has had to lead in these areas, as well as carrying out all his other responsibilities. As a result, these subjects have not been co-ordinated as well as others. However, he has consistently sought to improve the facilities for design and technology, by providing a food technology room, for example, and has been instrumental in providing basic training in information and communications technology for all staff.

63. The key issues from the 1998 inspection have been systematically and carefully addressed. Most, but not all have been fully resolved. However, the school development plan (SDP) provides a clear indication that further developments to premises and the curriculum are planned for with realistic targets for success within spending limitations. Strategic planning is now good.

64. The governing body has changed in composition several times since the earlier inspection. Whilst in special measures, the number of governors was increased to give extra support to the school, and this proved very effective. Now the numbers have assumed their proper proportions and recruitment of parent governors has proved problematic. There are a core of governors, including the chair of governors who have given unstintingly of their time and efforts to ensure that the headteacher, staff and pupils have the support needed to effect improvements. The chair is a very knowledgeable about the day-to-day running of the school and makes frequent visits, during which informal monitoring and evaluation of the curriculum, and of teaching, is undertaken.

65. The requirements for performance management are being implemented. There is a policy in place, members of the senior management team have been appointed as team leaders and objectives have been set for individual teachers. The headteacher has had his objectives set by the governors, with the guidance of an external advisor. The inspection has interrupted the current phase, which is the lesson observations to monitor teaching, but these are now set to take place after Easter.

66. The headteacher and the governors have a very good knowledge of the school's strengths and weaknesses and have demonstrated that they can set and secure targets for significant improvement. There is a very strong commitment by staff and governors to school improvement, and they have demonstrated a very good capacity to succeed.

67. The number of teachers and learning support assistants is slightly higher than average for similar schools, and they are effectively deployed. For example, there are sufficient teachers to allow senior managers opportunities to support other colleagues with behaviour management, by staffing the 'front room'. A non class-based teacher is able to give additional support to literacy for lower attaining pupils, and also to give part-time individual tuition, off the school site, to a school-refusing pupil, in the hope that he may be enabled to return to full time attendance. Two Advanced Skills Teachers are allocated time to share their expertise with other teachers at the school, and also with colleagues in mainstream schools.

68. There is a thriving programme of in-service training for teachers, which is successfully co-ordinated by the second deputy head teacher. This aims to meet the training needs of all staff, but especially to meet the development of specific skills linked to the key issues, such as improving teaching in literacy and numeracy. There are sound informal procedures for the induction of staff.

69. Resources have been considerably improved since the 1996 inspection and are now at least good in each subject area. A great deal has also been done to improve facilities, with two new teaching bases, a science laboratory, art room, food technology and information and technology rooms, added to facilities. The school offices and staff room have also been improved.

70. Considerable care has been taken to enhance the internal environment of the school, and this is enhanced by the many excellent displays of pupils' work. Further developments are planned, including improvements to the food technology room and external maintenance. The lack of a design and technology workshop, and a gymnasium, restricts the range of learning opportunities that can be provided in these subjects, and was a criticism at the last inspection. Some toilet arrangements for pupils are unsatisfactory; they are too few in number with some that compromise pupil's privacy and dignity, because they open directly on to the school hall.

71. The school makes good use of its financial resources. Specific grants, including those received for Advanced Skills Teachers, make a significant, positive impact on the quality of teaching and learning. There is a clear rationale for the use of resources, focussed on improvement. There are effective financial systems. The minor recommendations of the last audit report have been addressed. Strategic planning is good. The school has prudently planned to reserve money to be used for premises, repairs and improvements. The governors' finance committee monitors expenditure carefully, and reviews services to ensure that they meet the required standard. The school buys into a service for monitoring energy prices and obtaining bulk purchase discounts. Procedures for obtaining competitive quotes and tenders are in place.

72. The school applies the principles of best value well. The headteacher is challenging in his thinking about how resources are to be targeted. Comparisons are made with national data as far as possible, and GCSE results are compared with other similar schools. Exclusions and attendance are

compared with national benchmarks, and targets set for improvement. Pupils are consulted through a school council, and parents are consulted informally through regular contact on matters such as behaviour management. Specific projects, such as the breakfast club, are evaluated against relevant criteria. When services are purchased, they are monitored to ensure that they give best value. The school is active in obtaining value from suppliers. For example, when the catering contract needed to be re-negotiated, the school was instrumental in negotiating a better service.

73. Unit costs are higher than average, but this is partly due to the school's success in obtaining grants, for Advanced Skills Teachers for instance. The quality of teaching is very good, leading to pupils' achievements being good. The school is very successful at improving pupils' attitudes and behaviour. The provision for spiritual, moral, social and cultural development is very good, and the school is very well led and managed. Taking all these factors into account, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The following items should be included in the school's action plan for improvement:

- Appoint co-ordinators for design and technology and information and communications technology, and extend the study of resistant materials in design and technology.
(Paragraph 112)
- Provide facilities for design and technology and gymnastics, and improve facilities for art and the standard and number of toilets for pupils.
(Paragraph 70)

The following are minor areas of weakness that the school might consider for inclusion in its action plan:

- Ensure that all pupils at Key Stages 2 and 3 get their entitlement to music and food technology.
(Paragraph 30)
- The number of exclusions should be further reduced to meet the target set in the school development plan of one per week or less.
(Paragraph 19)
- Extend opportunities for vocational education.
(Paragraph 36)
- Introduce schemes of work for physical education, design and technology, and information and communications technology, and include gymnastics in the programmes of study for physical education.
(Paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	38	38	12	0	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	33
Number of full-time pupils known to be eligible for free school meals	16

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	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	9.6	School data	7.4

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

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	29
Any other minority ethnic group	0

	Fixed period	Permanent
Black – Caribbean heritage	11	1
Black – African heritage	0	0
Black – other	5	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	42	0
Other minority ethnic groups	2	0

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

GCSE EXAMINATIONS 2000

Pupils eligible = 5

SUBJECT	GRADES
ART	1 A*
	3 B
ENGLISH	4 F
	1 G
MATHEMATICS	2 F
	2 G
SCIENCE	1 D
	2 E
	1 F
	1 G
EXPRESSIVE ARTS	2 D
	2 E
	1 F
FRENCH	1 F

Teachers and classes

Qualified teachers and classes:

Y4 – Y11

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	3.8
Average class size	6

Education support staff:

Y4 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	198

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	546,887.00
Total expenditure	517,949.00
Expenditure per pupil	12948.00
Balance brought forward from previous year	27,428.00
Balance carried forward to next year	53,140.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	32
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	30	15	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	25	60	10	0	5
My child gets the right amount of work to do at home.	67	28	6	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	75	20	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	10	5	5	5
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	60	25	10	5	0
The school is well led and managed.	74	16	5	0	5
The school is helping my child become mature and responsible.	70	30	0	0	5
The school provides an interesting range of activities outside lessons.	70	30	0	0	0

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

ENGLISH

74. Standards of achievement in English are good overall. They are very good in Key Stage 3, where the imaginative introduction of Shakespeare and the implementation of aspects of the National Literacy Strategy (NLS) is very successful. Since the last inspection, there has been good improvement in teaching, in particular the establishment of good planning. This, together with the adoption and implementation of the NLS, is having a positive impact on standards, and should increase future prospects for pupils gaining A-C Grades, and improve on the current F and G grades, at GCSE.

75. Most pupils enter the school with a very low level of literacy, and make rapid and sustained progress in both reading and speaking and listening skills. They make slower but steady progress in writing, and achieve sound results. Pupils' achievement in reading is good because teachers give specific and detailed instruction and make literacy lessons exciting experiences. Resources are attractive, and pupils want to use them. Pupils also make good gains in their speaking and listening skills through formally structured sessions where they learn to speak in a variety of different situations, for different audiences, and to present their opinions and justify them. Pupils make slower progress in their writing skills. Although there are examples of good progress in writing in all key stages, many pupils have difficulty in producing writing of any length that is accurate and fluent.

76. By the time they are 11, most pupils speak with confidence in a range of situations and listen attentively to the teacher. They follow instructions carefully, and have learnt to co-operate within small groups and pairs, although for a few this remains difficult. Higher attaining pupils are fluent and accurate readers. Many pupils have an extensive sight vocabulary and are steadily building phonic skills. They can use these skills to decode new words. Most pupils know about title, author and illustrator of books. They use joined writing but a significant minority has difficulty in managing the size and shape of some letters. Similarly, although most pupils spell common words correctly and have a good sense of sentence punctuation, a few have difficulty in using capital letters and redrafting work after correcting errors. Some higher attaining pupils know how to use speech marks, and write extensively and accurately.

77. At age 14, pupils construct arguments and clearly state reasons, advantages and disadvantages for their opinions. For example, in one lesson pupils were asked to name the suspects in the shooting of a popular television soap opera character. They warmed to the task and showed a good awareness of audience in using convincing and persuasive language to present their theories. Higher attaining pupils show, in their role-play and improvised drama, their understanding of theatrical devices. For example, they used language and actions clearly associated with farce when learning about its importance in 'Twelfth Night'. Pupils listen with good concentration and respond to each other with maturity and confidence in conversational activities. Younger pupils are clear and concise when giving instructions or descriptions, and they answer questions confidently and at length. Pupils continue to build up phonic skills and to develop accuracy and fluency in reading. Most are confident and keen readers and take to new books with great delight.

78. Pupils' enthusiasm is fired by the sensitivity and imaginative way that teachers present classical literature, and they take to the language and stories in Shakespeare and Dickens with great delight. Pupils extend the range and depth of their reading and have a sound understanding of the books they read. Higher attaining pupils talk about their reading with clarity and excitement, often urging others to read their favourite books. Pupils' writing, in response to literature, is thoughtful and imaginative. Some good examples were seen in response to Macbeth, where pupils rewrote famous soliloquies in every day language, showing a good understanding of both plot and character. Pupils are aware of their audience, and begin to understand literary devices used to gain the desired effects. For example, in devising beginnings and endings of stories they use short sentences and rhetorical questions to engage their audience and make their stories exciting. However, many still write with inaccuracies in spelling, grammar and punctuation, particularly confusing the use of capital letters, which spoils their work. Pupils use word processing well to present work attractively.

79. At age 16, pupils discuss topics clearly and confidently using accurate terminology. They use language suited to their audience and respond well in both formal and informal situations. Higher attaining pupils use more extensive vocabulary and use language well. For example, one pupil described a personal, mystical experience, using words like 'awe' and 'sensation' accurately. The majority are fluent readers with a good understanding of what they read. Pupils with specific reading difficulties make good progress in learning strategies to manage their reading, and in using the techniques they have been taught to develop good reading skills. In preparation for their forthcoming examination, pupils produce more varied writing, focusing on style and purpose. All pupils need support to spot and correct grammatical errors such as mixed tenses and punctuation. Their writing is persuasive, and they use questions well as a device to engage the reader, but most have difficulty in extended writing.

80. Teaching is good overall. It was good in all lessons seen at Key Stage 2, good in one and very good in three lessons at Key Stage 3, and good in lessons seen at Key Stage 4. A feature of the best teaching is the very good planning that supports highly imaginative and stimulating lessons. Teachers and learning support assistants work very effectively to bring lessons to life with role-play, language games, and exciting resources. Pupils are usually totally absorbed and highly motivated, and so behaviour and their attitudes to work are good. Teachers have clear goals for learning and provide good models of work so pupils know exactly what they have to do to achieve good results. This raises their self-esteem, and they work hard to produce the best work they can. Work is well matched to pupils' abilities, and detailed, expert individual teaching enables even those pupils with the most severe difficulties with reading to access and enjoy texts at all levels, including Shakespeare and Dickens.

81. Teachers use time well. Lessons move at the right pace to keep up interest and assure good concentration. They use high quality questioning techniques that challenge pupils to think for themselves. They encourage pupils to put forward ideas about how to do things, such as how to set scenes, or create atmosphere. Pupils are asked what might happen in a story, or to recall a story line. Pupils respond with enthusiasm, and in voicing their ideas and listening to others, they develop confidence in their oral skills and a good understanding of their own learning.

82. Teachers provide good opportunities for pupils' spiritual, moral social and cultural development through a range of activities designed to enable pupils to work together to see the beauty and excitement in a range of texts from different cultures.

83. The good progress made in English since the last inspection is partly due to the good joint planning and collaborative work of the two co-ordinators. They have implemented a suitably adapted form of the NLS in Key Stages 2 and 3, which has had a positive impact on standards of achievement and progress. Work has begun on monitoring teaching, and an imaginative use of staffing has enabled team teaching and collaborative work among staff to take place. This encourages the sharing of good practice and is effective in producing good standards of teaching and learning. Development planning is good, with literacy suitably emphasised. Future priorities are in line with current educational thinking and government directives.

84. Resources are now good, with a wide range of texts of high quality providing a good balance of stimulating fiction, non-fiction and multicultural books. Literacy in subject areas is at an early stage of development. Although some subjects give a great deal of attention to literacy development, practice is inconsistent overall. The school is aware of this and is beginning to plan staff training to develop a coherent whole school approach to literacy in subject areas.

MATHEMATICS

85. Standards of achievement and progress are good in all key stages. The much improved progress since the previous inspection is a reflection of the frequently very enthusiastic and imaginative teaching that the pupils now receive throughout the school. This, together with the introduction of a suitably adapted National Numeracy Framework in Key Stages 2 and 3, and accreditation through the General Certificate of Secondary Education at Key Stage 4, means that since the last inspection in 1998 there has been further improvement in this subject.

86. By the time they are 11, higher attaining pupils are sure of most of the times tables and begin to use mathematical language correctly. They know that division is the inverse of multiplication and have a good awareness of place value for thousands, hundreds, tens and units. They generally work very quickly and confidently. They solve problems involving measurement of length, weight and volume. They understand equivalent fractions as far as tenths, and tell the time to at least the nearest five minutes. They use tally charts, and can show their results in the form of a pictogram. Lower attaining pupils are unsure of the number bonds and use their fingers for more accurate counting, but make clear progress in working accurately.

87. By age 14, higher attaining pupils know how to calculate area by counting squares, and by the multiplication of width and length, giving the answer in square centimetres. Pupils understand co-ordinates. They know that know difference between the horizontal and the vertical axis, and that graphs have four quadrants. They are accurate and perceptive when plotting graphs from co-ordinates derived from an equation. Pupils recognise patterns and use these to help them work more quickly. Lower attaining pupils complete similar tasks, but are slower and need much support.

88. By age 16, most pupils are able to calculate ten per cent and 20 per cent of a whole number correctly without the aid of a calculator. They know the difference between two-dimensional and

three-dimensional shapes and can recognise and name the cube, cuboids, sphere, and cylinder. They know that the four faces are shaped in the form of isosceles triangles in a square based pyramid. They also name accurately the triangular based pyramid, cone, hexagonal pyramid, triangular prism and pentagonal prism. They understand the general rules for naming three-dimensional solids. Higher attaining pupils discover the rule about 'faces' and 'vertices' when investigating solids. All pupils complete work involving algebraic equations. They can calculate a mean, and higher attaining pupils understand what is meant by a quartile. They investigate probability, and calculate the circumference and area of circles and the volume of cuboids. They can use Pythagoras' theorem to calculate the length of a side in a right-angled triangle. In last year's examinations pupils achieved F and G grades.

89. The school provides satisfactorily for mathematics throughout the school day. For example, in science pupils practice their measuring skills and use graphical representation; in both science and food technology they measure weight, volume and temperature. In French they count to twenty and tell the time. More examples of mathematics in other subjects were observed in history, geography and design and technology.

90. Overall, the quality of teaching and learning is good. It is often very good and never less than satisfactory. Of the seven lessons observed, one was satisfactory, two were good and four were very good. Teaching is good at Key Stages 2 and 3, and very good at Key Stage 4. In the best lessons, teachers are enthusiastic and there is a lively, prompt start with a well planned and executed mental exercise to focus the pupils on the subject. In the main body of the lesson, activities are included which interest and help all pupils in the class to learn. Learning is reinforced at the end of the lesson by a plenary session, where pupils are praised and rewarded for their efforts. An important part of the plenary is the review of behaviour and effort, which encourages the pupils to participate with positive attitudes, and actively involves the learning support staff.

91. Learning support staff make a very positive contribution: they know the pupils very well, and often pre-empt situations arising, thus avoiding confrontations or problems in class. Very occasionally a lesson is slow and not well timed, so that the plenary session is either too short or missing all together. In all lessons there is very good teamwork between teachers and learning support staff. There are good relationships between pupils and adults and pupils display good attitudes to their tasks. Pupils are well managed, and resources used effectively to raise the pupils' self-esteem. Changes from class to individual or group work are well timed, resulting in highly motivated pupils, participating fully in their tasks.

92. Pupils have the opportunity to explore their mathematical skills using the computer suite both through published software and as a tool to describe their own investigations. Through the very good role models of staff, and the many activities which demand working together by co-operating and collaborating, mathematics contributes well to the moral and social development of pupils.

93. The co-ordinating team are dynamic and forward-looking. They fulfil their roles effectively. Since the last inspection, the development of the subject has been managed well. A new scheme of work has been introduced and is being effectively used. Resources have been considerably improved and are now good. Teachers have been supported effectively with the introduction of the Numeracy Hour through monitored teaching and training. Teachers keep accurate records of

pupils' attainment against National Curriculum Levels, and use this information when planning future work, and to recognise progress over time. Pupils' progress in mathematics is reported clearly to parents in the pupils' annual review reports, which show clearly what pupils understand, know and can do.

SCIENCE

94. Standards of achievement and progress in science are good overall and in each key stage. There is very good improvement since the previous inspection. Pupils have good opportunities for investigative skills, which effectively enhances their knowledge and understanding of science, and they make good progress. The subject is taught in modular form with a test, assessed against National Curriculum Levels, which enables progress to be evaluated effectively. There is accreditation through the General Certificate of Secondary Education at Key Stage 4, which motivates pupils to achieve standards that approach national averages.

95. By the age of 11, pupils undertake the scientific observation of decay. From an experiment begun two weeks earlier, they remember how they set up a 'fair test' and use terms such as natural, man-made and biodegradable to describe matter such as leaf, twig, metal and plastic. From their observations of the changes, they draw a conclusion that natural matter decays much more quickly than man-made materials. They know that roots take in water and nutrients and anchor plants firmly in the soil. They name the main parts of a plant such as, stem, flower and root. They know that plants need air, sun, water and nutrients to grow well. They recognise the forces of push, pull and turn and know that gravity pulls down, and friction makes it harder to pull an object over a carpet than a wooden floor.

96. By the age of 14, pupils know that an organism is a living thing. They understand why the same species of organism may differ in several ways, citing differences in weather, food, genes and disease as some of the possible reasons. They make predictions, with reasoning, about how quickly evaporation may occur and then plan and set up an experiment to test them. They know that a healthy diet contains protein, fat, carbohydrate, vitamins and minerals. They understand the difference between soluble and insoluble. They classify vertebrates and invertebrates.

97. By the time they are 16, pupils know most of the important body organs. They redraft and carefully construct an analysis and conclusion to a previous investigation. As part of their examination coursework they conduct an investigation to answer the question 'how does length affect resistance?' They draw relevant circuit diagrams using the correct symbols and present their analysis and conclusion using scientific language, and with graphical representations. In last year's examinations pupils achieved grades in the range D to G.

98. During their study of science pupils improve their writing of English in scientific form, and use and improve their understanding of mathematics by measuring length, weight and volume and drawing and interpreting graphs.

99. Teaching is good overall. During the inspection, four lessons were observed, and of these, three were judged to be good and one to be very good. Subject knowledge is very good. The

teacher makes effective use of questioning to promote the pupils' speaking and listening skills, and to encourage the pupils to estimate, measure and weigh in order to develop their numeracy skills. Skilful questioning also enables the pupils to recall what they already know, particularly when reviewing what they had already discovered and learnt in previous lessons. Planning is clear, and lessons set learning outcomes that are well-structured for each pupil. Lessons are very well prepared, with a range of activities that stimulate the pupils.

100. As a consequence of the good teaching, pupils display positive attitudes. They are keen to learn and the behaviour of most pupils is usually good, and occasionally very good in lessons. They maintain their interest well and remain occupied throughout. In all lessons, the teacher has high expectations of the pupils by using scientific terms, such as biodegradable, when investigating and talking about the decay of matter. Praise and encouragement are used well, and the management of the groups is very good. In particular, the management of inappropriate behaviour is effective in ensuring that all the pupils join in the activities.

101. Learning support assistants are used well to support individual pupils, both to encourage good behaviour, and to ensure that pupils are able to do the work. Relationships between adults and pupils are good. Resources are carefully chosen to reinforce learning. For example, a lesson on variation was made exciting because the pupils were given a wide variety of species to investigate, from whitebait and shrimps, to mushrooms, leeks and carrots. Each pupil had to decide upon, justify and use the best form of measurement to show differences and then the group collated all the results and drew conclusions. Assessment is effectively used to inform the pupils of the progress they are making and to plan for the next lesson. In all investigative lessons there is a good balance between what the pupils are expected to plan and do, and the support that is offered by the staff.

102. Leadership of the subject is good. There is a suitable scheme of work, carefully linked to the National Curriculum and the requirements of the preferred examination board, which is taught as a series of modules. Assessment and recording in science is very good. The curriculum is well planned and enables all pupils to enter the General Certificate of Secondary Education with the high likelihood of success. Resources are good and carefully stored. Accommodation is good, with the science laboratory, added since the inspection of 1996, well used. However, not enough use is made of the information and communication technology facilities to assist and further motivate pupils in learning science.

ART AND DESIGN

103. Art and design is taught extremely well across the school and has a strong influence on the spiritual and cultural development of pupils, as well as very actively promoting an ethos of success and excellence. This leads to a high standard in art with most pupils gaining a good grade at GCSE and some pupils achieving up to A* Grade. There has been a continuing improvement in the quality of teaching, and of pupil learning and performance since the previous inspection.

104. By age 11, achievement and progress is good. Pupils recognise and name the differences between fired and unfired clay and understand the function of a kiln. They model animals and patterned tiles in clay and understanding that they can create a reverse image when they make casts

in plaster. They use sketch-books very well to plan their drawings and designs. They draw on photographs and pictures to generate ideas, successfully transferring these ideas accurately to their work, when making a collage using textiles, for example. They show an awareness of proportion and colour, when they cut and glue shapes.

105. By the age of 14, achievement and progress is very good. Pupils use information technology to create a project on animation, with a theme of 'By myself'. They very confidently and successfully use the *Adobe Photoshop* program to create two-part and multi-frame animated stories with moving backgrounds. They demonstrate an understanding of how ICT can be used in art, but in its use, they also demonstrate skilful use of form, repeating patterns, perspective, and colour. There is excellent use of sketchbooks, often for homework, in which pupils plan and prepare a design brief for work to be completed in the classroom. This supports work in investigating, making and evaluating. Pupils work in a variety of mediums and materials. In a project on 'Change of Style,' inspired by a catalogue on sport, a pupil designed a soccer strip, tracing various designs on A3 paper and enlarged them using an overhead projector. Another pupil worked with a variety of textile fabrics, stitching, cutting and gluing them to create a landscape.

106. By age 16, pupils are well prepared for their GCSE examination, and achievement and progress is very good. They prepare coursework of a high standard on the theme 'Inside Spaces'. They consider, compare and evaluate the work of famous artists such as Van Gogh, Hockney, and O'Keefe, and discuss how these artists got their own ideas for their work. They conduct research using art books and draw on their visits to art galleries as sources for their own inspiration.

107. At each key stage, pupils' portfolios of work are extensive and of a good quality, giving a clear indication of the good progress that is made over time across a range of mediums and techniques. Similarly, the art displayed throughout the school shows a high standard of work and effort, and is testament to the success of the subject in promoting pupils' self-confidence and self-esteem. Some of this work is spectacular!

108. Teaching was very good in four of the lessons seen and excellent in the fifth. The art co-ordinator has excellent subject knowledge and he is very supportive of other non-specialist colleagues. Teaching is well planned and prepared. The teachers' enthusiasm and positive approach, combined with a challenging range of interesting activities, relevant to pupils' needs, keeps pupils interested and motivated. Management of behaviour is very good. The teacher carries out good evaluation of pupils' achievements, effort and behaviour at the end of each lesson, which encourages pupils to evaluate their own work and performance.

109. Pupils show a good attitude to their learning, particularly at Key Stages 3 and 4, and behaviour is generally good. They understand the rules and routines of the art room. They know what they have to do to succeed, and they work hard, and sustain a good rate of work and concentration for long periods. They work collaboratively and cooperate well with each other and with staff.

110. The subject is very well co-ordinated and managed. There is a sound scheme of work and detailed assessment and recording procedures.

DESIGN AND TECHNOLOGY

111. Design and technology is not taught as a discrete subject. Resources and provision overall remain unsatisfactory. This is principally because there is no workshop. Progress in the resistant materials aspect of the subject is therefore unsatisfactory. Despite great efforts, the school has been unsuccessful in its attempts to appoint a specialist teacher for design technology and it does not have the facilities to teach those aspects of the subject which use resistant materials in a workshop setting. However, the provision and teaching for food technology has improved. Some further aspects are taught in other subject areas. For example, in expressive arts at Key Stage 4, pupils use design to support their course work. They design and produce sets and costumes for theatre productions, working from a design brief and evaluating their work carefully. In art and design, pupils make models and drawings and test out their ideas. In working with a range of materials, such as ceramics, wood and textiles pupils learn the characteristics of these materials, how to use the most suitable tools, and to evaluate their finished products. Older pupils attend the college for a short course in design technology. Some pupils learn to maintain and re-build the schools computers.

112. At present there is no co-ordinator for design co-ordinator although the headteacher has general oversight of the area. The school is aware of the need to appoint a subject specialist and to provide adequate accommodation and resources for all aspects of the subject. This is a high priority in the school development plan.

Food technology

113. There has been sound improvement and satisfactory progress since the last inspection. The school has appointed a specialist to co-ordinate food technology in the school and there are schemes of work and sound planning to underpin teaching. Resources have improved, and pupils in Key Stage 4 take a GCSE examination course.

114. Although only limited evidence was seen in the subject, pupils' work and a range of photographic evidence shows that standards of achievement and progress in food technology are sound in all key stages.

115. By age 11, pupils know the main ingredients of a healthy diet. They are aware of the different forms of nutrients required for healthy living and how they can be used to prepare meals for healthy living. They also recognise that healthy fast food snacks or meals can be prepared easily at home. They improve their skills in using a range of kitchen tools, both electric and manual, including graters, knives and food processors. They perfect skills in blending, rubbing and rolling techniques. They compare their finished product with similar shop bought foods for taste, texture, fat content and nutrients, recording their findings carefully. A good example of this was seen when Year 5 and 6 pupils prepared vegetarian burgers with vegetables, nuts, herbs and spices. They prepared and cooked them at the same time as some frozen Soya burgers, and then compared both products, evaluating the results in terms of food for healthy living. Higher attaining pupils plan their work well, and talk about the sequence of their activity. They evaluate a given plan and, with some support,

give sensible ideas for improvement. Pupils pay good attention to the rules of hygiene, and work safely in the kitchen.

116. At age 14, pupils use and write menus for meals for a variety of occasions, and research for recipes and food combinations, linking this with their lessons in other subjects. On one project, 'Dig for Victory', pupils researched wartime cooking and eating, producing food using several recipes from the last war. Their written work is attractively presented, and often word-processed. It shows a good understanding of the processes they have used, and includes evaluation of the finished product. Pupils learn how to make a roux to form the basis of a variety of sauces and understand the changes that take place in various ingredients when they are combined.

117. By age 16, when preparing for their GCSE course, pupils know about the various chemical reactions that occur in food when it is cooked, and the natural chemical raising agents that are used in preparing certain foods such as bread and cakes. Pupils make good progress in whisking, mixing, cutting and folding, when making cakes. They also become skilled in kneading and rolling techniques when making different kinds of bread. Precise and interesting teaching, tailored to meet the individual needs of pupils, leads to significant success in the classroom.

118. Only two lessons were seen in food technology. Teaching was good in one and very good in the other. Teaching is characterised by very good subject knowledge and skilled demonstrations of the processes being taught in the lesson. The teacher provides a good range of materials and resources, and pupils soon develop an understanding of the materials and tools they work with. She works particularly well with classroom support assistants, who are well briefed and competent. They manage pupils' learning and behaviour well. Pupils learn to listen to instructions and follow them carefully. The teacher uses praise well to encourage and appreciate each individual's work, and pupils learn from this good example. When they work in pairs, they value each other's work, and they are respectful to the teacher. They help clear away carefully after the session and they share materials sensibly. Lower attaining pupils are very enthusiastic and co-operative.

Humanities

119. History and geography are taught in the school as a combined course in the humanities. The curriculum is written to emphasise the strong links between subjects, and this helps pupils' learning. Neither subject is taught in Key Stage 4, so that opportunities are lost for pupils to develop their learning further or to acquire externally recognised accreditation before they leave school. Since the last inspection, there has been a good level of improvement in the subject. Achievement and progress over time are now good.

120. By age 11, pupils have looked at the changes in the area in which they live. As part of a well-planned lesson, they have looked at a video emphasising recent changes in a Welsh town, a farming area, and the centre of a large city. Some pupils were able to take notes as they watched, but others were unable to do this effectively. Pupils were able to discuss the issues raised by the video clip and comment on open spaces being used for housing. They could say what effects an out of town shopping mall would have on the traders in the town centre. In another lesson, pupils designed a playground area. They discussed the problems of where to locate it and explored the possibilities

of a playground being developed as an adventure area, a picnic area, or a skating rink. When planning their playground, pupils worked well together. Their standard of speaking and listening to each other in small groups is a strong feature of their learning.

121. By age 14, pupils have studied weather and climate, comparing Britain's climate with those of other lands and presenting their findings in the form of graphs which show variations to temperature and rainfall. In history lessons, pupils have studied family life in England and Germany during the first years of the century, and use simple research skills to conclude that a German family was better off than its English counterpart. In their study of Edwardian family life, they have learned the names of common household items, such as coal-scuttles and aspidistras. Pupils contrast the lives of wealthy people of the Edwardian era with the lives of their servants. An excellent feature of pupils' learning at this key stage is pupils' strong and empathetic understanding of life in the trenches in the First World War. This is reflected in well-constructed pieces of writing.

122. Teaching and learning is good overall. Pupils make good progress at Key Stages 2 and 3 because they are well taught. Lessons are carefully planned so that interesting activities gradually build on previous learning. For example, the lesson on environmental change in Key Stage 2, began with an opportunity for pupils to recall previous work. This formed the basis for some productive discussion of the new, associated problem, which they had to solve. Learning was supported by prompts, worksheets, and the well-directed activities of support assistants, which allowed all pupils to succeed. Skilful questioning by the teacher elicited an articulate and helpful oral response from pupils. Pupils were interested, well motivated and prepared to work hard and concentrate for comparatively long periods of time. As a result, they were able to make good progress.

123. In a Key Stage 3 lesson on trench warfare, a brisk initial question and answer session allowed the teacher to see how much the pupils had retained from a previous lesson. Learning was supported by an imaginative board game in which the dice decided the fate of the players. Pupils came to a greater realisation of the tragedy and suffering of the soldiers when the teacher channelled enthusiasm for the game into sober reflection on what losing a leg, or losing all one's friends, actually meant. This lesson was further supported by a good writing frame that helped pupils complete a regimental diary, 'My life in the trenches'. This developed pupils' strong feelings for the different peoples who fought in the war, and the dangers and deprivations they suffered. In this lesson, good learning was assured by the well-managed behaviour of the pupils and their largely self-motivated attitudes to work.

124. The subject is well managed and literacy initiatives have improved standards and made the teachers more aware of the literacy needs of some pupils. As a result, pupils are better able to read the simple learning materials put before them in lessons and this has improved their basic research skills. Teachers have provided word frames and other aids, and now give additional help to pupils to generate and structure ambitious pieces of descriptive, and at times, analytical writing. This is strength of pupils' attainment. Assessment is good and leaves pupils in no doubt as to what they must do to succeed. Schemes of work are now satisfactory. Cross-curricular links with such subjects as food technology improves pupils'

understanding of history as they cook authentic recipes in use during the First World War. In art and performing arts, there are further opportunities for pupils to empathise with those who suffered in the war. The curriculum is further supported by a strong programme of visits to places of interest, and visits from local historians.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Information communication technology is taught as a separate subject to pupils in Key Stages 2 and 3. Standards of achievement are good at Key Stage 2 and satisfactory at Key Stage 3. Achievement is good in Key Stage 4, where information and communications technology is taught across the subjects, in art for example.

126. The subject is also taught in all key stages in a range of subjects. Here progress is satisfactory and sometimes good. Planning exists in some subjects but not in all. There has been no recent audit of what is being taught in the curriculum as a whole. Teachers have done their best to organise the subject in a coherent fashion, but there is no co-ordinator at present. Plans are well advanced for the provision of data logging, monitoring, modelling and control technology, but the requirements of the National Curriculum in the subject are not yet met. All teachers will begin specialised training in September. The school sees this as crucial to further development of the subject.

127. By age 11, pupils open, close and save files. They have a good understanding of how to use the mouse. They use programs successfully to assist with their learning in English and mathematics. By age 14, pupils are familiar with computers. With varying degrees of help, they log on and off, access their files, save their work and print it. In lessons, with help, they were able, using software, to select an image from a given folder, create a page of text and insert a photographic image. They designed new pages of appropriate size, adding photographs to text. Pupils were encouraged to be critical of the pages they made. They evaluated their work effectively to improve their design. Pupils were not able to work independently at this activity.

128. By age 16, pupils have used the word processor to present their work in a range of subjects. In English they have used cut and paste to design the front page of a newspaper. In mathematics, they have learned about spreadsheets. They have produced graphs in geography and mathematics. Pupils use the internet to look up facts in a range of subjects, in the study of volcanoes in geography, for example. Pupils look up types of insects in science. They have studied examples of art nouveau in art. In technology and food technology they use digital cameras to record finished work. In art, pupils produce surreal animations as part of their work for GCSE. Pupils look up authors as part of their study of English. They are familiar with and use Email. Information from the internet plays a useful part as pupils begin to decide on their future careers.

129. Teaching in the information and communication technology lessons is satisfactory. Teachers know the programs they are teaching well, and take the trouble to train their support assistants so as they can make a positive and confident contribution to the lessons. Attitudes are frequently, but not universally positive. When pupils experience success, their behaviour improves. Assessment and recording in the subject are not yet centralised. There is not yet a coherent scheme of work. Co-ordination of the subject is, at present, unsatisfactory.

130. Since the previous inspection there has been some improvement, particularly in resources which are now very good. Attitudes to the subject are now more positive, with some good examples of self-motivation seen during the week of the inspection. Pupils' confidence in their ability to tackle information communication technology work in a range of subjects has improved greatly. All the teaching of the subject seen was at least satisfactory. Accommodation is now pleasant and functional, and it is planned to improve this further. Since the last inspection, important targets in the school development plan, to ensure that all staff and pupils can email and use the internet, have been met.

MODERN FOREIGN LANGUAGES

French

131. Pupils make good progress in spoken and written French. Pupils now have good opportunities to study for GCSE during Key Stage 4. Last year, one pupil achieved a GCSE grade F. It is likely that two pupils will achieve GCSE grades this year. Since the last inspection, there has been a good level of improvement. Statutory requirements are now fully met. Progress has improved from satisfactory to good.

132. By age 14, pupils, with prompting, tell the time using correct French. They know how to describe some of the times of the day in French such as morning, after lunch and afternoon. They know vocabulary and basic French constructions for ordering food in a cafe and paying the bill. Pupils write simple dialogue, using good French. They have conducted simple surveys amongst their friends, using French, to find out their preferences and opinions. They present their findings using hand drawn graphs. Pupils use a word processor to present their writing to a high standard, but other opportunities to do this are sometimes missed, such as using information communication technology to present their graphs, for example.

133. By age 16, pupils read and can say the simple words and phrases that enable them to describe, in French, weekend activities typical of a teenager. They listen to a recorded conversation between native French speakers about what they do at the weekend. They understand the dialogue at least at a basic level, and can answer questions on it, using very simple French. Heavily prompted, pupils enter into simple but productive dialogue about their weekend activities and are able to present some of the major features confidently to the class, using the correct French words and very simple phrases. Pupils know terms such as first, second and third person, and understand fully what singular and plural is. This helps all pupils to make progress, particularly those studying for GCSE. By the time they leave school, all can use a glossary to translate French words into English and English words into French.

134. Pupils make good progress because they are well taught, and teaching is good overall. The teacher speaks good French, and much of the lessons are conducted in the target language. As a result, pupils become used to listening carefully to good French, and are able to respond using French in their turn. Lessons contain frequent opportunities for pupils to listen to recordings of French people speaking the language and this trains their ear and improves their accent. Lessons

are well planned. This enables pupils to remember previous work, and then build new knowledge systematically on previous attainment. Lessons hold pupils' interest and attention because they contain a variety of activities, including educational games, which are highly motivating. For example, a game of noughts and crosses, played in French, formed the basis of an activity in which pupils were able to improve their ability to tell the time in French. Through hard work and determination, higher attaining pupils were able to extend their knowledge to include what people did at certain times of day, such as, 'I go home from school,' or, 'I have my dinner,' using good French. Pupils usually behave well and relationships are excellent.

135. Co-ordination of the subject is very good. The scheme of work shows good and systematic attention to pupils' progress. A well-chosen textbook and recordings of native French speakers support learning. However, opportunities to provide pupils with authentic French texts and artefacts are missed. An annual opportunity to shop in France, in company with pupils from other Enfield schools, is highly valued by pupils.

MUSIC

136. Music is only taught in Key Stages 2 and 3. In these key stages pupils' achievement and progress in music is very good. This is largely due to the high quality of specialist teaching. There has been steady improvement since the 1998 inspection.

137. By age 11, pupils can copy rhythmic patterns. They sing tunefully and unselfconsciously. They understand the musical term 'ostinato' and recognise how a crotchet and a quaver are written. They know their notational value: that is that two quavers are equal in time to a crotchet. They quickly learn the sign for a crotchet rest.

138. By age 14, pupils recognise a ten beat pulse and perform this rhythm on drums and shakers, although they require support to keep going for a long time in unison. Most can copy rhythmic patterns, and a few pupils have a strong rhythmic sense. They have good diction and some have an accurate sense of pitch when singing, with the exception of some of the higher notes.

139. Overall, the teaching of music is very good. Of the two lessons observed one was very good and the other excellent. The teacher's very good preparation and planning ensures that pupils learn and practise musical skills systematically, building on previous learning. The teacher's energy and enthusiasm spreads to the pupils, with the result that a good amount of work is covered in lessons and they are inspired to work hard and react to a wide range of musical experiences. Pupils maintain a high level of interest and concentration. They respond very well to these high expectations, showing very good behaviour and attention.

140. The very effective methods used in teaching ensure that all the pupils have opportunities to improve their skills of listening, playing, turn taking, and expressing preferences and feelings. There is a very effective use of a range of methods and strategies, together with careful planning and management of resources to ensure that pupils have the best possible chances to do their best. When pupils create musical pieces of their own they are encouraged to evaluate their performance

and suggest possible alterations and improvements. Pupils' efforts are praised and careful questions are asked to extend learning.

141. Clear assessment, including self-evaluation, is part of each session. The teacher makes very good use of time and staff resources. Learning support staff help manage behaviour well, through structured approaches and a very good knowledge of the pupils. Pupils respond appropriately to the teaching they receive and to the music they create and listen to, sometimes with spontaneous body movements and obvious pleasure while singing, and at other times with a reflective quietness, which shows considerable maturity.

142. The subject is well co-ordinated, and good forward planning is in place, including schemes of work with medium and short-term goals. The employment of a specialist teacher ensures that the quality of subject knowledge is very high. Assessment is good, and it is used effectively to build on pupils learning experiences. The performing arts syllabus has a satisfactory element of dance. Pupils are involved in music workshops, sometimes with mainstream peers, and occasionally have visits to the opera and ballet. The resources for music are good. However, there is no a dedicated music room and this places restrictions on teaching.

PHYSICAL EDUCATION

143. The significant improvement in pupils' achievements and the teaching of physical education has been sustained since the last inspection. Achievement and progress over time is now very good at each key stage. This is the result of better organisation and a more positive approach to the subject to make it more relevant to pupils needs. Consequently pupils' attitudes to the subject are very good, which is in marked contrast to that recorded in the earlier report. However, gymnastics is not taught due to lack of suitable facilities.

144. Only three lessons were available to be observed. These included one session of swimming for pupils at Key Stage 2, at the local pool taught by local authority swimming instructors, and two sessions of judo for Key Stage 3 pupils, taught at the school by a specialist judo instructor. The instruction was excellent in each case and very ably supported by close supervision from school staff, who contributed particularly well to the management of pupils' behaviour. No lessons were seen at Key Stage 4.

145. By age 11, all pupils can swim. They make very good progress in lessons and over time. They have achieved a great measure of water confidence. They work towards a series of water skills awards in the Local Education Authority's swimming award scheme. All can enter and climb out of the pool safely and swim at least fifteen metres. Higher attaining pupils swim using correct style for front and back crawl. They can tread water and swim underwater to complete a handstand. They practice and refine parts of their strokes using floatation aids and make progress with certain skills, such as learning to keep fingers closed whilst using the front crawl. Lower attaining pupils also make good progress by practicing stroke skills, such as swimming on their backs using a float for buoyancy, and regulating breathing for the breast-stroke.

146. Pupils are enthusiastic swimmers. They change clothing with minimum delay, ready for the lesson. They approach the lesson with a good attitude and behaviour. Learning is very good, characterised by good concentration, hard work and the ability to follow instructions very well.

147. By age 14, most pupils are proficient in the basic skills and throws of judo. They make excellent progress in lessons and over time. They know and understand the routines and rules, following instructions very well. Some use and recognise Japanese names for movements and routines. They practice skills and secure improvements according to their grade of belt, with several pupils having attained an orange belt. They respond well to the excellent tuition from the judo instructor. They learn to co-operate with one another in order not to cause injury. They work extremely hard and there is evident enjoyment. Pupils take part in an annual martial arts week, and enter local competitions.

148. There is sound management of the subject, although the joint co-ordinators are non-specialists. There are programmes of study, but no scheme of work that covers all key stages, or formalised assessment and recording system. Opportunities for games activities are good, with touch rugby, short tennis, badminton and soccer all taught on a regular basis. Athletics is taught in the summer term. Dance is offered to all Key Stage 2 and 3 pupils in the performing arts curriculum. All activities are equally available to boys and girls. The absence of a suitable gymnasium and specialist teacher, means that gymnastics is not available to pupils; thus National Curriculum requirements are not fully met. However, progress in gymnastics is thwarted by the lack of suitable facilities and is unsatisfactory.

149. An excellent range of adventurous activities is organised with annual residential trips to special outdoor centres in Scotland. These include, climbing, abseiling, canoeing, kayaking, sailing, gorge walking, mountain biking, and orienteering. There are good sporting connections with several local soccer and sports clubs.

RELIGIOUS EDUCATION

150. Improvement since the last inspection has been good. Religious education is now taught as a discrete subject at all key stages and schemes of work are in place, which meet the requirements of the Enfield Agreed Syllabus. Lessons are well structured and teaching has improved. The school has introduced a GCSE short course for pupils in Key Stage 4. These changes are having a positive impact on pupils' standards of achievement. Statutory requirements are now being met.

151. Pupils of all abilities achieve well and make good progress in religious education. They make particularly good progress in Key Stage 4, where pupils prepare for public examinations. They receive very effective, thought provoking teaching which stimulates holds their interest, and they produce good work.

152. By age 11, pupils recognise a pattern and order in established religions. They understand the forms and times of prayer that Muslims undertake and can understand and use some of the language of Islam. They learn about the traditions of Christianity and Hinduism. All pupils touch and look at artefacts, hear stories, and explore the sights and sounds of different faiths. They know the importance of Ramadan and how and when it takes place. Higher attaining pupils link the idea of fasting, sacrifice and giving alms to similar events in other religions, such as Lent in Christianity. Older pupils in the key stage connect the ideas of personal sacrifice with the theme of fairness, and

know about groups of people who work across the world to combat unfairness. For example, they learn about Christian Aid activities and help to raise money to support them. Pupils hear Bible stories and know characters of the Old Testament such as Abraham, Isaac and David. They learn about the life of Jesus, and know that the Bible is a special book. They have many opportunities to share in special times, and they enjoy birthdays, Christmas and Easter celebrations. They experience times of quiet and reflection in the classroom. They understand about people who help others less fortunate in today's world, and can relate this to parables in the Bible. They begin to understand how we make the decisions on how we live, and how the choices we make are based on our own beliefs and values.

153. By the time they are 14, pupils study a wider range of religions and deepen their knowledge of Islam and Christianity. They know that Judaism and Christianity share a belief in one God. They know each religion has its own holy book and treat holy books with respect. They have a good understanding of the work of such people as the Gideons, in spreading knowledge of the Bible.

154. At 16, pupils begin to look more deeply at those issues, which are central to human experience, such as wealth and poverty and the way the major world religions respond to them. In their GCSE course work, 'Believing in God,' they give reasons for their own personal beliefs, and describe with perception and clarity religious or mystical experiences they may have had, or know about. Pupils know and can explain the various theories for belief in God, and higher attaining pupils can give reasons why some people do not believe in God. Pupils understand both Christian and Islamic responses to evil and suffering. They continue to study different world faiths.

155. Teaching is very good overall. In the four lessons seen it was very good in two, good in one and satisfactory in one lesson. Teaching is particularly good in the senior class where expert questioning and secure knowledge enables pupils to share and reinforce previous learning. This kind of questioning also promotes the use of good communication skills as teachers encourage the pupils to engage in discussion. Higher attaining pupils are led to a deeper understanding of religious concepts by effective prompts. Teachers have good understanding of what is to be taught, and of the needs and abilities of the pupils. Lessons are well organised, with learning support assistants playing a positive role in the pupils' learning and ensuring that pupils enjoy their work. All staff are aware of the desired outcomes of the lessons and work together to enable success. Pupils respond well with attitudes and behaviour that are usually good and occasionally very good. Some younger pupils find reflective activities difficult and occasionally lose focus and misbehave. Most pupils are interested in the subject, and a feature of much of the work for older pupils is their ability to share relevant experiences and respect the ideas of others.

156. The co-ordinator has played a major part in the good improvement in religious education since the last inspection. She is an efficient and enthusiastic manager and has a good overview of the achievements and future needs of the subject. She worked promptly to put policy and schemes of work in accord with the new local Agreed Syllabus into place after the last inspection. This is now being restructured in the light of present practice and to ensure the content selected and taught at Key Stage 3 provides a good basis for pupils to undertake the examination course in Key Stage 4. She has developed very good educational links with local faith communities, which have led to effective experiences for pupils in the

school. Good examples of this are the links with the local church which led to pupils preparing and serving food at a local 'drop in' centre for the homeless. This helps pupils get a real view of how Christians put their beliefs into practice. There is a sound assessment checklist in place for recording pupils' attainment, which is being linked to national standards.

157. Religious education now has a high and visible status in the school and strongly supports pupils' spiritual, moral, social and cultural development. Resources are particularly good and of a high quality. There are very effective displays including projects in which pupils have been involved in every classroom. Artefacts are displayed sensitively and used with respect.

EXPRESSIVE ARTS

158. This subject is only offered at Key Stage 4. Only one lesson was observed. Teaching was excellent with very good preparation and infectious enthusiasm. Pupils make very good progress over time and achievement is good. They prepared for a controlled test in the GCSE Expressive Arts course, with the theme of the 'the environment'. One pupil prepared, and delivered with confidence, a monologue she had written, which also contained her own poem. She had memorised the piece and was almost word perfect in her recall, and the delivery was very good, with appropriate mannerisms. She discussed her work and could evaluate it. Another pupil was working to create a large scale model of a coke tin, using recycled paper as the props for a video film that he was making on recycling.

159. Pupils are very aware of the criteria for the course work and understand what they have to do. Analysis of pupils' work in both Years 10 and 11 shows some very good achievements, and exciting work either completed or in progress. Some work is displayed in the classroom, such as the collaborative collage using recycled paper on the theme 'New York, New York'. Pupils have made very imaginative short video films, using storyboards, themselves as actors, and also by creating animations. They visited a local newspaper for the day and made up their own 'front-page' successfully using desk-top publishing. Their work is on target to produce good grades at GCSE.