

INSPECTION REPORT

FALCONER SCHOOL

Bushey, Hertfordshire

LEA area: Hertfordshire

Unique reference number: 117686

Headteacher: John Page

Reporting inspector: Dr D. Alan Dobbins

Dates of inspection: 5th – 8th November 2001

Inspection number: 191215

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 (Emotional and behavioural difficulties)

School category: Community

Age range of pupils: 11 – 16 years

Gender of pupils: Boys

School address: Falconer Road
Bushey
Herts

Postcode: WD23 3AT

Telephone number: 020 8950 2505

Fax number: 020 8421 8107

Appropriate authority: The Governing Body

Name of chair of governors: Barbara Lamb

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27424	Dr D. Alan Dobbins	Registered inspector	Information and communication technology Physical education Equal opportunities	The school's results and achievements How well are pupils taught? How well is the school led and managed?
8941	J. Fletcher	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
22821	L. Wolstencroft	Team inspector	English Art French	
13101	M. Kell	Team inspector	Mathematics Design and technology Music	The school's residential provision
22178	K. Robertson	Team inspector	Geography History Religious education	
17546	C. Wonfor	Team inspector	Science	

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
BN21 3YB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Falconer School is a county weekly residential school for boys with emotional and behavioural difficulties. The school provides for 55 full-time boys from age 11 to 16 years. The registered admission number is 60. Four pupils are residential. All pupils have statements of special educational need. No pupil is disapplied from any National Curriculum (NC) requirement. Two pupils are from black ethnic minorities and one is from Pakistan. All pupils are proficient in English. Eighteen pupils are eligible for free school meals. This represents a higher than average percentage. Pupils are admitted from the southern half of Hertfordshire. This requires that some pupils travel for more than one hour to and from school. Pupils' attainment on entry is below that expected for their age.

HOW GOOD THE SCHOOL IS

Falconer School is an effective school. The standards pupils achieve and the progress they are making are satisfactory overall. Since the last inspection, the good work of the headteacher, well supported by the deputy headteacher and the senior management team, has resulted in an improved curriculum, but one that still does not fully meet NC requirements. The quality of teaching and learning is satisfactory, although many good or better lessons are taught. The cost per pupil is marginally higher than for many similar schools. It offers satisfactory value for money.

What the school does well

- Is well led and managed.
- Promotes good behaviour.
- Monitors pupils' personal, social and academic gains well.
- Has very good procedures for improving the quality of teaching.
- Has very good procedures for monitoring attendance.
- Links well with parents and provides them with good information on their son's progress in school.

What could be improved

- Attendance, especially for pupils at Key Stage 4.
- The strategy for improving literacy and numeracy at Key Stage 3.
- The curriculum, so that statutory requirements for design and technology, music and religious education are met, and pupils at Key Stage 4:
 - spend more time learning English, mathematics and science;
 - gain a wider range of work experience;
 - have more opportunities to learn at other schools and colleges; and
 - are more responsible for their own learning.
- The accommodation, as expressed in the last inspection report.
- The provision for residential pupils.

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 satisfactory improvement since the last inspection (January, 1997). Most of the Key Issues for Action identified then have been met in full. Some have been met only in part.

- National Curriculum requirements have been met in information and communication technology (ICT) and French. National Curriculum requirements for the food technology element of design and technology are not met.
- The requirements of DfEE circular 3/94 regarding the qualifications and experience of the head of care are met.
- The requirements of Circular 11/91 regarding the registering of attendance are met. Regular attendance is now rewarded by a number of incentives.
- The quality of teaching has improved.
- The provision for teaching physical education has not been developed since the last inspection. The facilities for science, design and technology and music have barely improved.
- Pupils are given more opportunities to develop their skills of speaking, listening, reading and writing and in using ICT. The Key Stage 3 strategy for improving literacy is not fully effective because it is inconsistently applied in lessons.
- Pupils have learning objectives for subjects.
- The provision for moral development is very good. The provision for cultural development is good. Both have considerably improved.
- The co-ordination of religious education continues to be unsatisfactory.
- Pupils still need to take more responsibility for their learning and personal development.

In other areas, pupils are behaving better and they are better at their learning because the quality of teaching has improved. Pupils' are achieving better grades in the general certificate of secondary education (GCSE) examination in an increasing number of subjects.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year	by Year	Key
	9	11	
Speaking and listening	C	C	Very good A
Reading	C	C	Good B
Writing	C	C	Satisfactory C
Mathematics	B	C	Unsatisfactory D
Personal, social and health education	C	C	Poor E
Other personal targets set at annual reviews or in IEPs*	B	B	

* IEPs are individual education plans.

The school's statutory targets are appropriate. Pupils' individual targets, set at their annual review, represent good challenges for their work for the next year. Individual educational plans and the learning targets written for subjects provide good help in the planning of many

lessons, but are not well used in some lessons. For pupils at Key Stage 4, the increasing range of accredited qualifications acts as a good target against which pupils demonstrate their learning over their time at school. The standards achieved in speaking and listening, reading and writing are satisfactory. Younger pupils achieve good standards in mathematics. In other subjects, pupils are making good progress in science, art, ICT, French and in physical education. They are making satisfactory progress in geography and history. In design and technology, pupils are making satisfactory progress up to 14 years of age in resistant materials and good progress thereafter. Progress in music, religious education and food technology is unsatisfactory because pupils have too few opportunities to learn about these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils have developed good attitudes to their learning, although these are not always seen. When they are interested in their work and appropriately challenged, pupils produce work of good or better quality and are proud of it.
Behaviour, in and out of classrooms	Good. In one lesson in three pupils behave very well and fully commit themselves to their work. In most of the other lessons, they behave well enough to make satisfactory progress in their learning. Behaviour around the school is good.
Personal development and relationships	Satisfactory. The relationships between staff and pupils is good, but pupils take time to develop real friendships with each other.
Attendance	Even though the school is making a committed effort and operates a number of different procedures to ensure that pupils attend regularly, attendance is unsatisfactory.

Within the constraints imposed by their learning difficulties, pupils most often behave well. The good relationships they have with all staff help them become confident as learners and make good progress in improving their behaviour. Despite the best efforts of the school, the irregular attendance of too many pupils limits the standards they achieve and the progress they are making.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Satisfactory	Satisfactory

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.

The quality of teaching is satisfactory overall, but teaching in a significant number of lessons is good or better. It has substantially improved since the last inspection. At that time 25% of teaching was unsatisfactory. The very good procedures for monitoring and evaluating teaching that now operate have made an important contribution to improving the quality of teaching overall. The Key Stage 3 strategies for literacy and numeracy are being inconsistently applied. They are not yet fully effective in promoting better standards. The use of IEPs and learning targets for subjects helps teachers ensure that, in most lessons, all pupils are fully included in all the work of the school. In a small number of lessons, pupils' learning is unsatisfactory. Invariably, this is because they find difficulty in controlling their emotions and behaviour. When this is the case, teachers act quickly and effectively within the behavioural management procedures either to return the pupils to their learning, or to

remove them from the lesson, so that the others can continue with their learning. In the best lessons pupils make a considerable intellectual effort. In lessons in physical education they make a considerable physical effort, to do their best for themselves and their teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum for Key Stage 3 pupils does not meet NC requirements. The curriculum for Key Stage 4 pupils provides too few opportunities for pupils to be best prepared for life after school or the next stage of their education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral development is very good. It is good for social and cultural development. Pupils are provided with satisfactory opportunities for the development of their spiritual awareness.
How well the school cares for its pupils	The support provided for pupils' academic and social development is good. The procedures for promoting better behaviour and for recognising the progress pupils are making in their social development and in their learning are good. The procedures for promoting better attendance are varied and wide-ranging and greater than those found in many similar schools.

The curriculum has improved since the last inspection, but needs to improve more. At Key Stage 3 it does not meet NC requirements for music, food technology and religious education. In science and physical education, because of the lack of specialist teaching facilities, teachers have real difficulty in presenting curricular experiences over the full range of the Programmes of Study. The curriculum for pupils at Key Stage 4 is too narrow. Pupils spend too little time studying English, mathematics and science. They have too few opportunities to take lessons in other schools or colleges, gain a good knowledge of the world of work, or take responsibility for their own learning. The effectiveness of the home-school liaison officer ensures that parents are well informed of the work of the school and of the progress made by their sons. Most parents support the work of the school. Some do actively, by ensuring that homework is completed on time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides firm and visible leadership. He is very well supported by the deputy headteacher and the senior management team.
How well the appropriate authority fulfils its responsibilities	Satisfactorily. The governing body provides good support to the headteacher, especially in managing finances. They do not oversee an appropriate curriculum.
The school's evaluation of its performance	Satisfactory, over all the work of the school. The very good procedures for monitoring, evaluating and improving the quality of teaching act as a model for judging the effectiveness of the work in other areas.
The strategic use of resources	Good. Good use is made of local facilities to support teaching and learning in physical education, in developing the extended day and in organising and operating the transport arrangements. The extra funds gained are appropriately spent.

There are sufficient teachers for the delivery of the curriculum. Learning support assistants (LSAs) have considerable experience. They work well with their teachers and make a significant contribution to the standards pupils achieve and the progress they are making.

The accommodation is unsatisfactory. Little has changed since the last inspection. The facilities for teaching physical education remain inadequate, the science room is small in size and only minor improvements have been made to the teaching rooms for design and technology and music. The accommodation for residential pupils is poor. Although good procedures operate to ensure that money is properly spent, they do not include judging the effectiveness of expenditure on pupil outcomes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations for learning and behaviour. • That they feel comfortable in approaching the school when they have a question or a problem. • That the school is well led and managed. • That they are well informed about the progress their son is making. 	

In general, inspectors agree with parents' positive views of the school. The leadership and management of the school are good and sets high standards for learning and behaviour.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment and achievement take account of information contained in pupils' statements and annual reviews.

2. Overall, the standards pupils are achieving are satisfactory. Since the last inspection, the better quality teaching has promoted better learning and a consequent improvement in the standards pupils are achieving in some subjects. The high rate of absence of many pupils, especially those aged 14 to 16 years, limits the standards they achieve and the progress they are making.

3. When pupils enter school at age 11 years, the lowest attaining pupils have poorly developed language skills that are more typical of the average 7 year old. When they leave school all pupils are functionally literate. In speaking and listening, pupils make satisfactory contributions to lessons. Their speaking skills develop well and most, when they choose to speak, do so appropriately when they play, in lessons and in more formal situations, such as when they talk to inspectors. However, too often inappropriate behaviour results in the use of inappropriate language. Also, many pupils have a tendency to interrupt proceedings whenever they think of something to say or when they have a problem. Not all pupils are enthusiastic readers, but all read satisfactorily well. Younger pupils especially are encouraged to use dictionaries and reference books to better understand their reading. Older pupils know how language can be presented to help advertise, for example holidays. Writing is most often practised through word-processing. Because of high absence rates, including being absent for the examination, out of the eight pupils who left last year only three gained a GCSE grade in English.

4. In mathematics, the standards pupils aged 11 to 14 years achieve have improved since the last inspection. Over this age range, pupils attend lessons regularly and the better quality of teaching has resulted in improved learning habits and better standards and progress, which are now good. This is not the case for older pupils. The time allocation for the subject is less than that found normally in similar schools and many pupils do not attend regularly. Both contribute to limiting the effect of the good start pupils' gain up to the age of 14 years on their work thereafter. Their standards and progress are satisfactory. This is reflected in the examination results for the last year. Four out of eight pupils took the GCSE examination and the highest grade achieved was 'D'. Three other pupils achieved a respectable grade on the certificate of educational achievement. However, if the progress pupils are making up to 14 years of age were to be continued up to 16 years of age, the highest attaining mathematicians would be gaining better than the 'D' grade.

5. In science, over all the school, pupils achieve good standards in lessons and make good progress. The science laboratory is small and the time allocated to teaching science for pupils older than 14 years of age is low. These disadvantages are overcome, in part, by the good quality of teaching by committed and knowledgeable teachers who have high expectations of learning and behaviour. Of the eight pupils who left last year, the highest attaining pupils gained the 'C' grade on the GCSE single science course and five others left with either a pass grade on the GCSE or on the certificate of achievement.

6. Considerably improved facilities, good quality teaching and good co-ordination are promoting good standards in ICT. In art, the commendably good standards achieved in the past are maintained. Six of last year's leavers gained a GCSE grade, the highest two grades being 'A' and 'B'. French has developed rapidly since the last inspection. The very good quality of teaching is helping pupils achieve good standards and is promoting good results. Pupils achieve good standards in physical education, but over a curriculum that is restricted by the absence of specialist teaching facilities. In geography and history pupils are achieving satisfactory standards. The absence of appropriate teaching arrangements results in progress in music and religious education being unsatisfactory.

7. Those who attend regularly demonstrate good progress over their time at school and achieve creditable results in the GCSE examination. The improved quality of teaching is helping to promote better learning and better standards. Examination opportunities are increasing and provide a satisfactorily wide base on which pupils can demonstrate their learning. Next year's range of GCSE subjects is being beneficially extended by the addition of French, history and design and technology. However, to make best use of these opportunities, pupils between 14 and 16 years of age need to make more of a contribution to their own learning by attending school more often. When they do this they will achieve at levels closer to their ability.

Pupils' attitudes, values and personal development

8. Within the context of their emotional and behavioural difficulties, pupils' attitudes to the school and to their learning are satisfactory. Most arrive in a positive frame of mind. They greet teachers and friends with smiles and friendly exchanges. All pupils require, and demand, close attention and support. In many lessons, teachers and LSAs provide this and pupils' resultant good attitudes help promote their good or better progress. In a third of lessons, pupils' attitudes are very good or better. In another third, they are good. In 5% of lessons they are unsatisfactory and progress is limited because of this. In the best lessons, pupils are appropriately challenged and supported. When the lesson tasks capture their imagination, they persevere and become genuinely involved in the learning. When this occurs they are sometimes excited by the extent of the progress they are making. Pupils react with obvious pleasure when they are complimented on their work and when they are singled out for praise in front of others. Generally, pupils are proud of their good work. For example, a Year 10 pupil was visibly filled with pride when he read a poem he had written to the whole school assembly. In other lessons, they can easily be pre-occupied with their own thoughts, lose concentration, show poor attitudes and eventually disrupt the lessons for themselves and others. When this occurs, teachers and LSAs act quickly, within the behaviour management procedures, either to return the pupil to his learning or to remove him from the lesson so that the learning of others is not compromised.

9. Pupils' behaviour in lessons and around the school at breaks and lunchtime is good. All pupils on entry to school demonstrate emotional and behavioural difficulties, which are serious enough to have caused them to be excluded from mainstream schools. Against this background, they respond well and quickly develop good behaviour. Fixed term exclusions from the school have reduced over the last two years and this reflects the effectiveness of the procedures for monitoring and improving behaviour. Interchanges between pupils and staff are generally courteous, civilised and often involve the positive use of humour. Pupils understand and respect the behaviour code. They value the points and level schemes, and the privileges linked to the schemes. Around the school pupils exchange pleasantries with all adults in a polite manner. In discussions with inspectors they are happy to exchange views and opinions in a mature and responsible fashion. Incident records show examples of harassment and bullying. Over the time of the inspection none was seen.

10. The relationships between pupils and all adults in the school are good. Staff work hard to establish the trust of pupils and to raise their level of self-esteem and self-confidence. That they have achieved this is clear from the ease with which pupils turn to them when they need support. Pupils' good relationships with the staff help them make progress in their personal and social development as they move through the school. The majority respond well to the routine of deciding their own daily targets, maintaining their personal record files and discussing their performance and their future targets with form tutors and mentors. Pupils keenly volunteer for tasks, for example making sweets for the Diwali assembly. When asked, they willingly take responsibility for jobs and chores around the school, such as putting up and taking away the football posts at lunchtime. In general, too few opportunities are available for pupils to take an active part in the day-to-day life and organisation of the school and there are too few initiatives to encourage pupils to take control of their own learning and development. For example, there is no school council through which pupils can suggest and debate procedural issues and others to do with their role as pupils. Pupils cannot take part in national initiatives such as the Duke of Edinburgh scheme, the youth enterprise scheme, or take lessons at colleges or mainstream schools. They gain from representing the school at football, through visits to the local community, residential visits and through the limited work experience programme. Increasing the opportunity for pupils to take more responsibility for their own learning and their personal development could promote the development of self-esteem and self-confidence.

11. Overall attendance is unsatisfactory and has deteriorated since the last inspection. It is a significant weakness. Attendance declines as pupils move through the school. In Years 7, 8 and 9 it is satisfactory and in Years 10 and 11, it is poor. Over the last school year, at least a third of pupils in Years 10 and 11 were absent on any day. On some days this figure was nearer a half. The leadership and management have worked hard to increase attendance. The procedures that operate to improve attendance through award and voucher schemes are greater than those found in many similar schools. However, they are not effective for pupils in Years 10 and 11. Many of these pupils cannot be motivated by the school's provision because they choose not to attend.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. At the time of the last inspection, the quality of teaching was very good or better in 5% of lessons. It was satisfactory or better in 75% of lessons and unsatisfactory in the other 25%. Now, it is very good or better in 22% of lessons and satisfactory or better in all of the others. This represents a considerable improvement in the quality of teaching since the last inspection.

13. Even though class sizes are small at six or fewer pupils, the range of pupils' needs and abilities can be substantial. The challenge to teachers is to meet the wide range of behavioural and learning needs with appropriate lesson tasks that match the objectives for learning over the full duration of each lesson. Generally, teachers achieve this well for all pupils including those with the most complex of emotional and behavioural needs. However, in a small number of lessons, otherwise seen as satisfactory, this is not the case. Teachers and their LSAs have a very good knowledge of their pupils. They know them very well as individuals and this helps in selecting lesson tasks appropriate to their needs and abilities. This is especially so in the best lessons in mathematics, but less so in lessons in English, where the principles of the national strategy for literacy are inconsistently applied. Generally, teachers select pupils to work with each other who are compatible and place pupils in seats with sufficient distance between so that it is difficult to disturb each other's learning. Planning for lessons is good over all the school. Generally, teachers deploy their LSAs very well. They are very effective in helping pupils sustain concentration so they can attend to their lesson tasks and make progress. Teachers also work well with other teachers when they jointly

take lessons. For example, when classes are combined for lessons in physical education, whether they take place in the local swimming pool or sports hall, the very good deployment of teachers helps create small size teaching groups. Pupils gain the attention of teachers very regularly, work very hard and make very good progress.

14. Increasingly, ICT is providing good support for teaching and learning. All teachers have been trained through the national programme. They regularly use ICT to support learning. For example, in science computers are used for word-processing, the development of spreadsheets, making visual presentations, looking at simulations with CDROMS and gaining information through the Internet. Art makes good use of digital cameras to create images that are manipulated well by pupils into finished forms.

15. In the best lessons, the very good quality of teaching motivates pupils to do well as learners. In 20% of lessons learning is very good or excellent. In 56% of lessons it is good or better and is satisfactory or better in 95% of all lessons. In most lessons pupils make a considerable intellectual effort to learn. In lessons in physical education, either when they swim or when they are learning the skills of football, they make a considerable physical effort. In the small number of lessons when learning does not proceed at a satisfactory or better rate, the very great difficulty that pupils have in fully attending to their work, or in controlling their behaviour, results in them being unable to sustain their learning. When this occurs, teachers and learning support staff act quickly and appropriately according to the behaviour management plan for the pupils, most often with little or no disruption to the learning of others in the class.

16. For most subjects, the procedures for assessing the attainment of pupils are good and pay due regard to the assessment procedures of the NC. Individual education plans identify targets for learning in the subjects. In many lessons these work well. However, sometimes the targets constitute too large a jump in learning to be useful in the planning of future lessons or are stated in a fashion that does not allow the easy recognition of success. While the recording of pupils' attainment is good, in general, too little use is made of assessment information to guide lesson planning. As a result, in some lessons the match between lesson tasks and pupils' needs is not always well made. Pupils are sometimes required to undertake tasks that are too difficult for them and in other lessons required to complete tasks that they have learned before, and can easily do. For example, in a lesson in ICT with a number of good elements, one pupil was required to create a questionnaire on a computer without having sufficient knowledge of how this might best be done. His difficulties in meeting the demands of the task led to unacceptable behaviour and this limited his learning. In the best lessons, for example in a lesson in the swimming pool, the teacher's detailed planning, his very good knowledge of the subject and of the pupils' levels of attainment, and the very good deployment of the LSA, resulted in lesson tasks being very well matched to pupils' needs. All pupils were fully included in all aspects of the lesson, worked very hard and made very good progress in refining their breast- stroke technique.

17. A good homework policy operates. For many pupils this is effective in promoting their learning. A minority of pupils regularly do not complete their homework.

18. In many lessons, the good quality of teaching results in pupils wanting to do their best and very often achieving it. Since the last inspection, the improved quality of teaching has led to improvements in pupils' attitudes to their work, their better behaviour in lessons and the better progress they are making in many subjects.

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

19. The curriculum is unsatisfactory. The curriculum for pupils aged 11 to 14 years does not meet statutory requirements for music, food technology and religious education. The Key Stage 3 strategies for literacy and numeracy are not being implemented consistently. They are not promoting gains in literacy and numeracy as they are designed to do. Only in lessons in a small number of subjects, such as design and technology and science, do teachers reinforce basic skills through activities that identify key vocabulary, use number and encourage pupils' speaking and listening skills.

20. The curriculum for pupils aged 14 to 16 years does not best prepare them for further study or for work. Statutory requirements that relate to religious education are not met. The taught curriculum for the oldest pupils combines the study of academic subjects with elements of vocational education that lead to a general national vocational qualification (GNVQ) in art and design and qualifications in car maintenance. Linking vocational and academic courses in the curriculum for the older pupils is designed to provide them with a broad range of relevant learning experiences. It is not working. It results in a curriculum that is not balanced, provides too little teaching time for English, mathematics and science and limits the number of subjects pupils are able to take for examination. It pays too little regard to linking with mainstream schools and colleges to extend the curricular experiences for some pupils. It gives too little emphasis to introducing pupils to the world of work through regular experience of work placements.

21. The provision for extra-curricular activities is very good. Structured lunchtime activities include supervised football, opportunity to play various board games and a computer club. In addition, about half of the pupils take part in the extended day activities that are programmed up to 6:00 p.m. each Monday to Wednesday. One activity is provided each evening and the activities are changed each half term. The current activity is motorcycle maintenance, which takes place in the workshop. Weekly boarders are encouraged to continue participation in activities they may have attended prior to becoming boarders, such as the Army Cadets.

22. The links with the local community satisfactorily extend pupils' curricular experiences. Very good use is made of local facilities to provide experiences in physical education not otherwise available at the school. The work in other subjects is rarely supported by visits to the locality. Visitors from the community have provided pupils with opportunities to see a display of Ghanaian music and dancing. A theatre group has presented on safety on the railways. Pupils participate in activities such as football and swimming with other schools. Each provides good opportunities to promote pupils personal and social skills. Links with other institutions are satisfactory. The school has a range of staffing links with higher education colleges and acts as a base for the training of LSAs. At a national level, one teacher as part of a school exchange initiative, has participated in conferences in mathematics in Japan and Ghana.

23. The provision for careers and work related education is satisfactory. Discrete careers lessons are offered from Year 9 onwards. A very good Year 10 lesson involved the analysis of destination patterns of pupils leaving the school and contrasting these with the patterns for other schools in the county. The local careers adviser, in accordance with the contract with the school, ensures that all pupils gain formal interviews. Increased involvement in the school's careers programme would provide additional benefit to pupils. All Year 10 pupils have an experience of work. However, they would be better prepared for the world of work if they experienced an increased range of placements and a programme that extended into Year 11.

24. The provision for personal, social and health education (PSHE) is good. The subject continues to have a high priority. Due attention is given to sex education and to drug awareness. Citizenship has been recently introduced into the curriculum for older pupils. Modules on democracy and law are taught within geography as part of the Hertfordshire Schools' Humanities Certificate. Lessons in the subjects give good emphasis to personal, social and health matters and these are effectively supported in the tutorial and mentoring sessions and by the work of the home-school liaison officer.

25. The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for increasing pupils' spiritual awareness is satisfactory. Lessons are planned to emphasise spiritual values whenever possible. However, the absence of lessons in music and religious education, two subjects that can best emphasise spiritual values, limits the effect of this strategy over the whole timetable. Collective worship is well planned and contains themes of both a spiritual and moral nature. It includes a prayer and time for quiet reflection. For example, in one assembly, whilst hearing of the gunpowder plot pupils were encouraged to consider the feelings of those who found the need to attempt the destruction of parliament. Statutory requirements are met.

26. The provision for moral development is very good. Within the ethos of the school, the moral climate is strong. This is underpinned by a number of procedures. Those for improving pupils' behaviour provide very clear guidelines as to what is right and wrong, acceptable and unacceptable. Pupils understand these, and they are meaningful to them. For example, most value gaining Level II status of the levels scheme and the privileges this accords. Lessons in personal, social and health education and the tutorial periods are effective in helping pupils gain a good understanding of how their behaviour can affect others, as well as themselves. Targets written in IEPs to help improve behaviour are carefully drawn up by staff, in consultation with pupils. Pupils take pride in achieving their targets. All staff are very good role models. Each makes a significant contribution to the very good provision that is effective in providing a frame of reference against which pupils can make decisions.

27. The provision for social development is good. Much is done to build pupils' confidence and self-esteem and to give them a greater understanding of themselves and of others. The consistent routines, visits to local facilities and the planned opportunities in lessons for pupils to work co-operatively all help develop social skills, such as consideration for others, turn taking and sharing. Lunchtimes, especially in the Level II dining area, are pleasant social occasions where good manners are fostered. Pupils enjoy celebrating their achievements and those of others through the presentation of certificates in assemblies. The good provision helps pupils be comfortable and confident in school. They are friendly and welcoming to visitors to whom they will readily talk about their school. Pupils are developing a good understanding of what is required to exist successfully in, and contribute to, a community.

28. Provision for pupils' cultural development is good. Pupils learn about different cultures in lessons, for example, when they study other countries in geography they are given the opportunity to experience work as Indian children, making 10 paper bags for one rupee. They are given good opportunities to appreciate the natural world through lessons in art. A good range of visits and visitors to school helps broaden pupils' cultural horizons. Visiting theatre groups such as Railtrack Productions and visits to local adventure centres enable them to understand more about local and national identities. The Sandema, Ghana project also is deepening pupils' understanding of other cultures. These activities and others help enrich the curriculum and allow pupils to gain a good understanding of the lifestyles of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The procedures for pupils' support and welfare are good. They have been maintained at that level since the last inspection. Staff are vigilant and sensitive in exercising their responsibilities to their pupils. They and the pupils know who is the designated teacher for child protection. Child protection procedures are clear. They meet statutory requirements, are well known to and are consistently followed by all staff. The policy for dealing with absconding pupils works satisfactorily well. The educational psychology service provides good quality, but limited support. The school has established a viable working relationship with the social services section of the local authority.

30. Pupils are safe and secure. Regular formal risk assessments ensure that the buildings and sites are safe for pupils. Risk assessments also ensure the safety of pupils when they are off-site pursuing their learning. Emergency evacuation is regularly practised. Fire prevention and electrical equipment inspections are appropriately recorded. All medicines are safely stored. Appropriate medical procedures are followed and records are accurately maintained. First aid supplies are available around the site. The nominated first aiders are currently accredited. All staff have received basic first aid training. The guidelines on the use of restraint are clear and staff have been appropriately trained. Very good records are kept of any incidents.

31. The procedures for monitoring and promoting attendance are good. Registers are correctly completed at the start of the morning and afternoon sessions. Unexplained absence is quickly followed up. Attendance data is rigorously analysed to identify patterns of absence for individual pupils, for form, year and key stage groups, and for the school as a whole. Good award schemes operate which, through assemblies, publicly recognise and reward significantly improved and high levels of attendance. The educational welfare officer works very closely with the school in encouraging families to ensure their sons attend. Gradual reintroduction packages are developed for poor attenders and school refusers. Nevertheless, despite all the efforts to improve attendance, successes are limited to a few pupils in the lower school. The attendance in Years 10 and 11 is poor. It is a significant weakness of the school.

32. Procedures for monitoring and improving behaviour are good. The acceptance of the procedures as meaningful by pupils and their consistent implementation by staff are important contributors to making the school an orderly community, and in helping pupils to make progress in controlling their behaviour. Pupils' targets in their IEPs, the daily points scheme and the levels scheme also work well as incentives for pupils to improve their behaviour. They also provide a wealth of data for monitoring and evaluating behaviour. Pupils' targets are reviewed effectively at least half termly using this data, which is supported by information gained at the mentoring interviews. Clear procedures operate to deal with bullying and oppressive behaviour, which have benefited from the input of parents.

33. The arrangements for assessing pupils' attainment and progress are good and result in a wealth of good quality information on pupils' attainment. The policy document gives good guidance on implementing the procedures. Subject teachers assess each module of work and the information gathered feeds into the overall assessment profile for each pupil. End of year assessments have recently been introduced in all subjects. Progress in reading is very effectively monitored. The standardised assessment tasks of the NC are given as required to pupils in Year 9. Pupils aged 14 to 16 years have their work assessed in accordance with the requirements of their accredited courses.

34. The use of the information gained by the assessment procedures varies over the subjects. No baseline assessment is undertaken, other than that for assessing reading age.

Staff need to rely on information from previous schools to match work to pupils' needs when they enter school. This is rarely comprehensive or has sufficient detail to help in the preparation of lessons to best meet the needs of new pupils. In some classes, assessment information is used to set pupils according to their ability. Where pupils have identified reading difficulties they receive appropriate individual support to help them improve. The mentoring system is well used to review the learning targets set for pupils in the subjects. However, these targets are not always specific enough to enable staff to track pupils' progress across the subject with good accuracy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. Parents are positive about the work of the school. Communication with them is good, but only a few parents make a significant contribution to pupils' learning. Parents are well informed about the academic gains and the personal and social development made by their sons. The school operates an open door policy and actively encourages dialogue through frequent telephone contact and through the well-established programme of home visits. A small number of parents is beginning to use the school for help with day-to-day issues and as a source of advice and guidance on all aspects of caring for, and bringing up, children with emotional and behavioural difficulties. Parents are appropriately informed about personal and academic progress through the annual report, at formal parents' evenings, at annual reviews and at any time when there is cause for concern. Seven out of ten parents attend annual reviews and parents' evenings. They take a full part in agreeing appropriate targets. Although, annual reports give a good summary of pupils' progress, clear statements of what pupils know, understand and can do are not yet consistently reported across all curriculum subjects. The school is quick to involve parents and carers whenever there is cause for concern about any aspect of progress.

36. At the time of the last inspection the prospectus and governors' annual report were unsatisfactory. These documents are now comprehensive, user friendly and contain all the required information. No parent-school group currently operates, although one has done to the benefit of the school in the past.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The leadership and management of the headteacher are good. He is very well supported by the deputy headteacher and the senior management team. They have a clear direction for the work of the school, especially as this relates to improving pupils' behaviour.

38. The school's aims are precise and detailed. They are clearly identified in the development plan. The procedures and success criteria linked with these aims are reasonable and appropriate. The improvement seen since the last inspection reflects the shared commitment of all staff to succeed. Day-to-day this is seen through the high standards they aspire to, the organisation and leadership skills of the headteacher and those on the senior management team. The capacity of the headteacher and the senior management team to further develop the work of the school is good.

39. The delegation of duties by the headteacher is designed to empower staff and to improve the effectiveness of the school. In this he is successful in part. Aspects of the curriculum need further development. In many subjects the co-ordinators operate very well in promoting learning. This is not the case for design and technology, in which too little attention is given to food technology, for music and religious education. Also, the implementation of the Key Stage 3 strategies for literacy and numeracy is not benefiting pupils' learning as much as they should. The curriculum for pupils aged 14 to 16 years provides a range of learning experiences that are too limited to best prepare them for life after school. Too little

time is allocated to learning in the core subjects. Opportunities to take lessons in mainstream schools and colleges are too few, as are the opportunities to gain a good experience of the world of work

40. The governing body is supportive of the school. It is effective in its work, especially as this relates to monitoring the spending of the school's money. The chairperson of the governing body is committed to the success of the school and wholehearted in her support of the work of the headteacher and senior management team. Nevertheless, the governing body is overseeing a curriculum that does not accord with pupils' entitlement. Operating more formal procedures for monitoring all the work of the school, especially the range and detail of the curriculum, will allow the governing body to be better informed, better placed to advise and be better able to support future developments; also, in meeting their statutory responsibilities.

41. The procedures for monitoring and evaluating the quality of teaching and learning are very good. Introduced immediately after the last inspection, they are now well established and have made a significant contribution to improving the quality of teaching. The better standards pupils are achieving and the better progress they are making in many subjects is a direct result of this. Teaching and learning is judged according to the OFSTED model. At least twice a year, teachers are observed by the headteacher or members of the senior management team. They receive a formal report, which identifies the strong elements in the lesson and those that require further development. They may also be seen by the local authority link advisor. Analysis of the monitoring reports sometimes results in whole school in-service training (INSET), for example when teachers followed the nationally accredited course on the use of ICT. They may take part in INSET activities offered by outside providers or by the local authority. In this way the procedure not only monitors and evaluates the quality of teaching and learning, but also provides directions for further developing the skills and competencies of individual teachers.

42. The strategy for appraisal and performance management is very good. The headteacher's targets have been set. All members of the senior management team have undertaken a three-day course on school self-evaluation, the effect of which is beginning to be seen in the work of the school. The principles, especially those that relate to target setting, are being implemented into the school's routines and procedures. Each teacher has annual targets, which most often are linked with the areas for further development that have been identified through the procedures for monitoring teaching and learning. These work very well. They provide a focus for improvement for all who teach in the school. They are reviewed annually. This information is available to support any performance management decision.

43. The school's statutory targets have been appropriately set. Targets for individual pupils, written in their IEPs, work satisfactorily well in informing the planning of lessons, although in some lessons this is not the case. They are well presented at annual reviews and form the basis for the targets for the following year.

Staffing, accommodation and learning resources

44. Teachers are appropriately qualified to meet the needs of pupils and have a good knowledge of their subjects. They are generally well supported by the contributions made by LSAs. A comprehensive and well-planned induction programme enables all new staff to become familiar with the school's aims quickly so that they are able to promote these through their day-to-day work. School improvement is well linked with the training needs of staff in the development plan.

45. The overall quality of the accommodation remains unsatisfactory and continues to restrict the curriculum that can be offered. Since the last inspection, nothing has occurred to change the accommodation for teaching and learning in science. This remains remain inadequate. The lack of facilities for physical education severely restricts the range of activities that can be offered. The condition and layout of the design and technology workshop reduces the effective delivery of the subject. The residential accommodation is poor.

46. The overall quality, quantity and accessibility of learning resources are satisfactory. They are good in ICT, which reflects the commitment to develop the subject since the last inspection. They are unsatisfactory in religious education where there is a lack of artefacts, and in the resistant materials element of design and technology.

The efficiency of the school

47. The previous inspection judged financial planning to be sound. It has improved. The school's administrative staff deal with day-to-day administration of the budget very efficiently. All budget holders have a monthly expenditure report sheet to keep them fully informed of their spending. Procedures and systems for the purchase of new learning resources and the use of additional grants are also very well managed. Additional grants are effectively used to support the work of the school, but little attention is given to the impact of training on pupils' learning across the curriculum. This is especially so for the courses in vocational education for pupils between 14 and 16 years of age. The last auditors report (January 2000) identified a small number of areas for improvement. These have been appropriately addressed. Good subject development plans feed into the development plan and this contributes to the headteacher and finance committee being able to effectively manage the budget. The finance committee is fully involved in the setting and monitoring of the budget, including identifying money for building maintenance and contingency plans. The carry forward amount for the last financial year was about 10%. This high percentage was due to savings being made on residential staffing and these monies have now been incorporated into plans for the current financial year. Suitable attention is given to the principles of best value, such as when purchasing new equipment, or when operating the home-school transport service. However, little or no attention is given to the impact of resources, including the effective use of staff, on pupils' learning and their standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The governing body and headteacher should:

Raise standards through improving the learning opportunities for all pupils by:

- increasing attendance, especially for pupils at Key Stage 4; (Paras 2, 7, 11)
- implementing consistently Key Stage 3 strategies for literacy and numeracy; (Paras 13, 19, 57, 60)
- meeting NC statutory requirements for music, religious education and food technology at Key Stage 3 and for RE at Key Stage 4; (Paras 6, 19, 75, 96, 102)
- increasing time allocated to English, mathematics and science at Key Stage 4. (Para 4, 5, 20)

Develop a philosophy for the Key Stage 4 curriculum that better prepares pupils for life after school by:

- creating and implementing more opportunities for pupils, as appropriate, to be included in the work of mainstream schools and local colleges;
- extending the work experience programme to give pupils a wider range of opportunities to sample the world of work.
- increasing the opportunities for pupils to take more responsibility for their learning and personal development. (Paras 20, 39)

49. The governing body in conjunction with the local authority should:

Meet the requirements relating to the school's accommodation which were identified in the last inspection report, specifically:

- to make provision at the school for proper facilities to teach physical education and continue to improve the existing facilities for design and technology, science and music. (Paras 70, 78, 96, 97)

Determine the role and purpose of the residential provision and ensure that it meets National Care Standards.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	14	18	0	0	0
Percentage	5	17	34	44	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	55
Number of full-time pupils known to be eligible for free school meals	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	8.0

Unauthorised absence

	%
School data	11.0

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

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	N/A	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 5 or above	School	0.0	33.0	8.0
	National	7.0	12.0	10.0
Percentage of pupils at NC level 6 or above	School	0	0	8.0
	National	1.0	2.0	2.0

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	N/A	10

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	3	6
	Girls	N/A	N/A	N/A
	Total	0	3	6
Percentage of pupils achieving the standard specified	School	0	30.0	60.0
	National	0.3	8.8	49.0

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

GCSE results		GCSE point score
Average point score per pupil	School	7.4
	National	4.1

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	6
	National	

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	53
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	23	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	4.4
Average class size	6

Education support staff: Y7 – Y11

Total number of education support staff	11
Total aggregate hours worked per week	252

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	967699
Total expenditure	890376
Expenditure per pupil	13462
Balance brought forward from previous year	29390
Balance carried forward to next year	77323

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	10

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	40	10	0	10
My child is making good progress in school.	50	40	0	0	10
Behaviour in the school is good.	30	40	30	0	0
My child gets the right amount of work to do at home.	30	40	20	0	10
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
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.	70	30	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	50	40	10	0	0

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

RESIDENTIAL PROVISION

50. The residential provision takes up to six pupils as weekly boarders. Four were boarding over the time of the inspection. The Planning Division of the Local Authority audited the residential provision in September of this year (September 2001) against the draft standards of the National Care Standards. Inspectors agree fully with the main finding of the audit that described the accommodation as being of very low standard with an impoverished, institutional feel to it. It is very likely that the accommodation will not meet Standards 25.2, 26.1, 26.3 and 27.1 of the National Care Standards when the final version is implemented in April 2002.

51. Furthermore, the supervision and supervisory backup arrangements that operate at night-time to ensure pupils' safety, care and welfare are unclear to staff. This is unacceptable as it needlessly increases the risk to pupils who are in residence.

52. The residential provision focuses almost totally on meeting pupils' personal needs. The links with the day curriculum to enrich and extend pupils' academic learning need to be developed further. The experiences gained by pupils who board will be more valuable in promoting their social, physical and academic development when the role and purpose of the residential provision is clear.

ENGLISH

53. The standards pupils achieve in English and the progress they are making are satisfactory. This represents a satisfactory improvement since the last inspection.

54. Throughout the school, pupils have satisfactory listening skills and many are confident speakers. In most cases pupils listen to one another. On occasions, their views are not accepted by others. The resulting language and behaviour can become inappropriate. Pupils aged 11 to 14 years, contribute well in lessons. They answer questions about the roots of words and remember vocabulary they have been taught, such as the word neologisms. Pupils aged 14 years discuss the relative qualities of two characters in a text they are studying. Pupils aged 14 to 16 years study *Lord of the Flies* by William Golding and contribute their views on two of the main characters in the story. By the age of 16 years, they are studying Chaucer and listen appropriately to one another reading and contribute to a discussion on the meaning of words used in the text. Speaking and listening skills are satisfactorily developed across the curriculum and in some areas the focus on this is good. In lessons in French, pupils are encouraged to make verbal contributions and do so with confidence. They listen to and respect one another's efforts. In art and design lessons pupils of all ages confidently give their opinions and views of the work of a range of artists.

55. Pupils' achievements in reading are satisfactory. Not all pupils are enthusiastic about reading and many enter the school having experienced little success as readers. However, the school focuses appropriately on this skill and regular testing demonstrates satisfactory progress. Pupils aged 11 to 14 years study a range of texts. Younger pupils use dictionaries and reference books well to look up the meanings of words. Older pupils use commercial material to identify how language is used in persuading people to buy holidays from travel companies. Fourteen year olds are studying the text by Willie Russell, which tells the story of a school trip. Pupils aged 14 to 16 years continue to develop skills through the study of a range of modern and classic texts. Many are not fluent readers but are confident enough to

read aloud in class. The poorest readers receive special help from LSAs in individual reading sessions, which beneficially focuses on specific targets for each pupil.

56. The standards achieved and the progress pupils are making in writing are satisfactory. Texts being studied are well used to develop writing skills as are writing frames. As they progress through the school, pupils experience a wide range of writing styles through tasks, which require they write for a variety of audiences. Older pupils, for example extend their free writing skills by creating a ghost story for Halloween. Word-processing packages are well used to help draft, re-draft and present written work.

57. Teaching in English is satisfactory over all the school. Teachers have good subject knowledge and this is well used to select and develop appropriate texts for pupils to study. The Key Stage 3 strategy is being implemented, but as yet is not fully effective. Some lessons are planned to incorporate the principles of the strategy, but many do not. When planning is good it is detailed and clearly identifies what pupils are to learn. Learning support staff are well deployed, often to support the learning of individual pupils, and they make a valuable contribution to the standards pupils achieve. When lessons are not planned as well, their role is less effective in promoting learning. In these lessons, they act passively and, most often, attend only to the inappropriate behaviour of pupils. Pupils aged 11 to 14 years have their work appropriately assessed. Targets are set for each pupil, but these are not always specific enough for teachers to clearly track pupils' progress. Assessment for pupils aged 14 to 16 years is guided by the requirements of the externally accredited courses.

58. Schemes of work satisfactorily help guide short-term planning. The co-ordinator is knowledgeable about, and enthusiastic for, the subject but is relatively new to the post and to the relevant statutory orders. Monitoring the work in English is just beginning. Resources are satisfactory. The small library has an appropriate range of material.

MATHEMATICS

59. Since the last inspection, the improved quality of teaching has realised improved standards and progress. Those achieved by pupils between 11 and 14 years are now good. The standards pupils between 14 and 16 years achieve and the progress they are making are limited because they spend too little time studying the subject and many attend too infrequently. They are satisfactory.

60. Planning is effective and this promotes a good and progressive approach to developing mathematical skills over a broad and balanced curriculum. However, this is not always evident in practice because not all staff have embraced fully the format, content and principles of the National Strategy for Numeracy. Even so, pupils between 11 and 14 years of age develop good knowledge of number and space, shape and measurement and they are able to display their understanding because planning places a good emphasis on applying mathematics and using and handling data. By the age of 14 years, the highest attaining pupils manipulate positive and negative numbers and are confident with sums involving the four basic processes. They name and know the properties of many 2 and 3-dimensional shapes and understand the concept of angles and how to calculate them. They estimate and measure length and mass using appropriate units and read different scales competently. Pupils use their mathematical skills in tasks such as calculating the surface area of skin on the body and they show their ability to handle data in their work on tables and graphs. They produce tally charts and frequency tables based on information such as the most popular television programmes, and draw line graphs and pie charts from which they accurately extract information.

61. Pupils take either certificate of educational achievement or the GCSE examinations during Year 11. Following these courses, they undertake projects that promote investigative and problem solving skills, including many from real life situations. For example, they design equipment for an adventure playground using a range of 2 and 3-dimensional shapes that has to fit in with a design brief. They use the Internet well to obtain additional information. They have learned to sequence events, present ideas, take detailed measurements and make accurate calculations as they work out the amount needed and the cost of paint and carpet to redecorate the mathematics room.

62. Overall, the teaching of mathematics is satisfactory, although in a good percentage of lessons it is good. In these lessons, activities match well with pupils' needs and they work with interest and understanding. Pupils are well managed and teachers feel confident in presenting challenges that extend pupils' learning. Lessons are brisk events that are helped by the good work of LSAs in quickly meeting the learning needs of pupils. In these lessons pupils make good progress. This was the case, for example for 12-year-olds who worked hard to reinforce their understanding of area and perimeter and at the same time started to appreciate the idea of mathematical patterns and number progression in sequences. The good lesson introduction linked well with previous work and allowed pupils to build on their knowledge of mathematics. The main activity was described clearly so that pupils knew what was required of them. As a result, they showed good attitudes to their learning and most were able to work independently. The plenary session was effective in reinforcing their learning because the teacher recorded the results and helpfully challenged pupils to identify the sequence and determine the pattern. All pupils were fully included in all lesson tasks. The learning of the highest attaining pupils was extended well. They were required to predict the next numbers in the sequence and some were able to do this. In some other lessons, learning is less effective. This is especially so when pupils behave inappropriately, sometimes because the activities lack variety and do not always make a good match with their needs and abilities. As a result learning opportunities are missed, such as in a lesson aimed at increasing pupils' number skills which began with an introductory session involving worksheets rather than a sharp mental warm-up that would have involved pupils and focused their attention. The plenary was an unproductive session because pupils could not completely share in it given that they had been working on different tasks. They had little understanding of the questions directed at other pupils. Teachers are beginning to use ICT well in supporting teaching and learning.

63. Mathematics is well managed by an enthusiastic subject co-ordinator who is keen to fully implement the national numeracy strategy. At this time, the principles and recommendations are being inconsistently applied and the overall effectiveness of teaching and learning disadvantaged. Other subjects of the curriculum make a satisfactory contribution to developing pupils' numeracy skills. These are encouraged well in some subjects, such as science lessons that reinforce pupils' skills in reading scales and meters, and design and technology lessons that consolidate pupils' use of number, shape and measurement. In other subjects teachers miss good opportunities to develop mathematical skills.

SCIENCE

64. By the age of 16, some pupils are achieving a pass grade on the single science GCSE examination or a good grade on the certificate of achievement. In two of the last three years, a small number of pupils has gained grades equivalent to the national average. Pupils' progress is good over all the school, especially when consideration is made of their limited knowledge of science on entry.

65. By the age of 14 years, pupils of all abilities have an understanding of reproduction and how the genes of parents are passed to their children, such as eye colour. They understand the role of the skeleton as a support, many name the body's major organs and they understand how the digestive system works. Most pupils name and explain how the ear and eye work, for example how the cochlea changes sound into nerve impulses and that the iris controls the amount of light entering the eye. By Year 9, the highest attaining pupils make some scientific predictions before they begin work, and then make comparisons with what they find out. Many have a basic understanding of how to conduct a fair test although this is not as secure with younger pupils in Years 7 and 8. Pupils in Year 7 conduct experiments to separate mixtures such as ink and dye, for example how many colours are in the dye of a sweet. In Year 8, pupils learn how to observe and record the elements of four different metals into categories of appearance, properties and use. More able pupils conduct these experiments, including the use of electrical circuits, and record their work with little support from the teacher or LSA. The lowest attaining pupils often require considerable help to observe changes and record their findings.

66. By the age of 16 years, those who remain in school and show the motivation to succeed have the opportunity to transfer from the certificate of achievement course to the GCSE course. For some pupils this is a significant achievement, completing the syllabus in one year rather than two. Pupils extend their learning by developing the ability to question and test through forming hypotheses. They carry out experiments, such as how to find out what factors affect rates of reaction using marble and hydrochloric acid, to test their hypothesis. Most understand what constitutes a fair test and how this can be modified to incorporate new requirements. They are adept at using computers to help in their learning, for example in using spreadsheets to record, sort and present their data. They also use computer probes and sensors to record their findings and display the results in graphical form. For example, in one experiment on the effect of the length and type of wire such as copper on the flow of electricity, pupils used measures of volts and amps to compare and contrast their findings. They collated all their data on a spreadsheet before producing a graph to represent their findings.

67. Many pupils find recording their work difficult and good use is made of commercial and teacher devised worksheets to aid pupils' recording skills. These worksheets differ according to pupils' abilities and the amount of help they receive from staff. Wherever possible lessons include practical tasks, which pupils find motivating and enjoyable. The quality of the written work of some pupils' aged 14 to 16 years is impressive. For example, the highest attaining pupils produce detailed written accounts of coursework for their GCSE, which includes a prediction and hypothesis, and how to test, record and interpret their findings, using appropriate scientific vocabulary.

68. Teaching and learning are good overall. In some lessons, both are very good. In these lessons, the pace and challenge captures pupils attention and they learn very well. The teacher makes very good use of discussion to ensure they understand their work. The good relationship between teacher and pupils makes them feel secure and supported. In one lesson, the teacher introduced the key words by writing them on the board together with a discussion of previous work. This enabled pupils to quickly become involved in the lesson by asking questions and making suggestions. Lessons provide good opportunities for pupils to consolidate their learning and record their work. Planning, and the choice of strategies for teaching are generally good. Most often, pupils are involved in appropriate activities, which hold their attention. For example, in a lesson on chromatography pupils completed one experiment using a coloured sweet then asked to do it again with a different coloured sweet to compare their results. In the lessons that are less successful, even though satisfactory overall, the pace sometimes slows, pupils become less interested, behaviour can deteriorate, and this results in less learning taking place. Occasionally, teachers'

expectations are not as high as they could be. For example, in lessons with Year 7 and Year 8 pupils, the teacher missed an opportunity to reinforce the importance of a hypothesis within an experiment. Similarly, in a Year 11 class, the teacher did not use correct scientific language to describe the strength of an acid, despite telling pupils how important it is to use the correct vocabulary. ICT is well used to present information as well as a source of information to help in teaching and learning.

69. Teachers and LSAs work very well together and have established good relationships with their pupils. This results in good behaviour from pupils in many lessons. In the lessons when pupils behaviour becomes a problem, staff adopt a consistent approach, reminding pupils of their obligations as well as their rights, and pupils most often settle quickly. The quality of teachers' marking especially for pupils aged 14 to 16 years is very good. Pupils' work is graded accurately and detailed comments clearly let pupils' know if their work is good enough and what they need to do to improve further. Pupils are also set individual learning and behaviour targets. Generally, these work well, helped by both teacher and pupils being able to comment on the outcome. Assessment is effectively used from the time pupils enter the school. Initial assessment makes good use of the results of Standardised Assessment Tests carried out when pupils were 10 years of age to give the co-ordinator a baseline understanding of pupils' abilities. Standardised assessment taken when pupils are 14 years of age provides information on those who will try GCSE examination and those who will take the certificate of achievement.

70. The good standards reported at the last inspection have been maintained, despite continuing difficulties with the size of the science laboratory. The subject is co-ordinated very well and closely monitored to ensure that pupils are making appropriate progress throughout the school. Effective use is made of a commercial scheme to support teachers' planning and a subject development plan complete with costings effectively highlights future requirements.

ART AND DESIGN

71. Pupils' level of achievement in art is good throughout the school. The best artists produce work of excellent quality and achieve considerable success on the GCSE examination when they gain superior grades. Pupils demonstrate a growing maturity in their work and the way in which they develop their ideas. They enjoy the subject, concentrate well and many become increasingly absorbed in their work. Improvement since the last inspection is satisfactory. The elements that were highlighted as strengths at that time, have been maintained and issues for development have been appropriately addressed.

72. Pupils of all ages use a range of media in their work. Those between 11 and 14 years of age develop their understanding of colour. All can identify primary colours and can combine them to make secondary colours. In making 'whizzers', they begin to see how colours mix together and are interested in how their designs appear when the 'whizzer' is spun. Older pupils at this stage are learning about packaging and how boxes are designed. They work with good concentration on designs based on their own initials. Pupils between 14 and 16 years of age, use a basic design to develop individual work for the GCSE examination. From an observational drawing of a natural object, pupils have produced pieces of work using a wide variety of media. Some have translated designs into foodstuffs, others have used metal to produce a 3-dimensional structure. They take pride in their work and talk about it with enthusiasm. Displays of the good quality work of pupils demonstrate the progress pupils make from their first days at the school through to work submitted for the GCSE examination.

73. The quality of teaching in art is good. Lessons are well planned and individual pupils needs are addressed in each session. As a result pupils are clear about what is expected of

them and almost all settle quickly to work. The structure of lessons contributes to the good use that is made of lesson time. Where teachers work together introductions to activities are clear and purposeful. Each teacher contributes well to the information provided. Relationships between staff and pupils are good and although relaxed and good-humoured pupils are clear about how they are expected to behave. Pupils are encouraged to be independent. Pupils work confidently because they know that teachers value their work and their ideas.

74. The subject co-ordinator is enthusiastic and knowledgeable. The very good knowledge and understanding that is brought to the subject ensures that planning is effective and well-matched to the needs of the pupils. Staff work well together ensuring that pupils build on what they have already learned as they move through the school. Work is assessed at regular intervals and targets are set for individuals as part of the school's mentoring procedures. However, these targets are not always specific enough to provide useful information on progress or to guide the planning of future lessons. An appropriate focus on the work of a range of artists ensures that the subject makes a good contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

75. The subject has made limited progress in meeting the concerns identified during the previous inspection. Since the recent appointment of a subject specialist the standards pupils achieve and the progress they are making are better. In graphic activities and resistant materials pupils achieve good standards and are making good progress. However, the curriculum remains too narrow for pupils aged 11 to 14 years as it contains no opportunities to learn about food technology or textiles. For these pupils, it does not meet statutory requirements. Last year, pupils were able to take an accredited examination in the subject for the first time. This is good.

76. Pupils use commercial kits well to establish a good understanding of robots and aspects of control systems. By the time they are 14 years of age, they are able to use their knowledge of light sensors and their understanding of computer software to operate programs that drive models through obstacle courses. They also develop a number of practical skills. They utilise these well in a range of projects. In tasks such as designing a mobile telephone and a logo for a tracksuit, they demonstrate their competence in line drawing and their understanding of scale. Pupils gain a good knowledge of stable structures and their characteristics through constructing paper towers and bridges. The highest attaining pupils follow the design-to-make brief well. They are able to design and make the component parts, assemble them in the correct sequence, evaluate the design and the structure and then test it. These higher skills are encouraged well for pupils between 14 and 16 years of age. When given a design brief, such as the packaging for cosmetics, they gain good success at researching and evaluating current designs and develop flow charts for design and construction. Many also have the skills to analyse their work critically and to make suggestions for improvement.

77. Teaching is good, although in a small number of lessons opportunities to reinforce skills and understanding through practical demonstrations are not always taken. The teacher has high expectations for the learning and behaviour of pupils and a good knowledge of the subject. Teaching strategies are a good mix of whole class and individual work. Tasks are well selected to meet pupils' needs and abilities. Pupils are encouraged to take responsibility for their own learning. Generally, they respond well and some are able to work independently. The good quality of pupils' work reflects the care and pride they take in its production. Each of these characteristics of good teaching and learning was displayed in a lesson when 15-year-old pupils designed the assembly instruction sheet for a flat-pack bird table. The good

introductory session linked previous work well to the new task. Pupils were given good ideas because they were able to look at small items of other furniture that could be flat-packed. This was a double lesson, but even so all pupils maintained a very good attitude throughout because the lesson tasks were suitably challenging and relevant to them.

78. Accommodation for work with resistant materials remains unsatisfactory. Most of the machinery is outdated or needs maintenance. The extractor unit in the workshop does not work acceptably well and the curriculum has had to be adjusted for this. In addition, the school lacks resources such as heat treatment equipment and does not have facilities for using new technology in design and manufacture. Management of the subject is effective. The co-ordinator has identified the shortcomings in the subjects and in the resources to support teaching and learning over the full range of the subject. Links with the community are not well used to reinforce learning. For example, no visits take place to see technology being used in the workplace.

GEOGRAPHY

79. Pupils 11 to 14 years of age make satisfactory progress. In Year 7, pupils identify countries within the United Kingdom. They know where to locate them using the points of the compass. They are becoming aware of the global context within which places are set. Their use of geographical language is developing well. For example, they are good at recognising and naming symbols on maps. Year 8 pupils have learned of the nature, causes and effects of volcanic eruptions. They are able to explain why volcanoes exist and why they erupt. Year 9 pupils recognise differences between their own culture and that of Japan. Over age 14 to 16 years, pupils make satisfactory progress as they follow the syllabus of the certificate of achievement. Year 10, during their study of social geography, show some knowledge of apartheid and its effects on the development of South Africa. They have learned of homelands and have a satisfactory knowledge of their social and economic problems.

80. Overall teaching is satisfactory. The subject teacher has a good knowledge of the subject. Lessons are characterised by the good use of questioning to check pupils' knowledge and understanding. Teaching, however, is generally unchallenging. In too many lessons the match between lesson tasks and pupils' needs and abilities is not well made. Lesson activities are largely limited to comprehension exercises with little opportunity for extended work. Too few teaching strategies are used. This limits the standards pupils can achieve by lowering their interest in the subject and their motivation to do well. Lessons begin with an introduction and most lessons end with pupils being drawn together to negotiate points for behaviour. In the lessons observed the learning objectives were not clear to pupils. As a result, there was confusion about what should be learned. Pupils' attitudes and behaviour are usually good. They show an interest in their work and listen carefully to teachers' explanations, although some have difficulty maintaining concentration for the whole of a double period and become restless. The supportive ethos of the classroom enables pupils to have the confidence to ask questions, and sometimes give relevant factual answers. Pupils tend to work as individuals. Opportunities for group work remain limited.

81. Lessons in geography make a good contribution to literacy development through the regular opportunities afforded pupils to read and write. Fewer opportunities are provided for pupils to develop their numeracy skills, although pupils do construct graphs.

82. The progress made by pupils between the ages of 11 and 14 years is not assessed against NC procedures, a situation that has remained unchanged since the last inspection. No records state what each pupil knows, understands and can do. For pupils aged 14 to 16 years, assessment is closely linked to the syllabus they follow for the certificate of achievement. The policy for geography has recently been reviewed and updated. The

curriculum is satisfactory and attention is currently being given to the inclusion within the curriculum of citizenship. Pupils' learning is not well supported by field trips and practical work, both of which can be usefully used to link theory with practice. Resources are adequate and are used effectively.

HISTORY

83. Only a small number of lessons could be observed. These, an analysis of pupils' work, displays, teachers' plans, records and discussions, indicate that pupils achieve satisfactory standards and make satisfactory progress.

84. Year 7 pupils broaden their knowledge of the Romans by studying their empire, especially the invasion of Britain. They demonstrate a limited knowledge and understanding of aspects of the recent past by comparing life in Roman times with today. Learning is well consolidated by the regular presentation of tests and good questioning in lessons. Year 8 pupils study the Tudors and Stuarts. They reinforce their learning by writing newspaper articles about the rebels and Watt Tyler. The good use of role-play helps their understanding of the demands of the rebels when they list them as a scroll. Year 9 pupils build on their historical vocabulary whilst studying the First World War. They learn about the causes and consider the difference between 'alliance' and 'détente'. Pupils aged 14 to 16 years follow the syllabus of the certificate of achievement. They concentrate well when they revise tasks. For example, the highest attaining pupils talk about the main protagonists and the causes of the First World War in a clear way that shows a good understanding. Workbooks are kept neatly and past work is well presented.

85. Since the last inspection progress in history has been limited. The quality of teaching is satisfactory. Lesson planning is satisfactory, but as was the case at the last inspection, provides too few opportunities for pupils to develop their skills of enquiry and interpretation. Lessons generally consolidate previous learning, questions explore and extend pupils' learning and positive reinforcement ensures good participation. Firm and clear outlines and good guidance from the teacher help pupils who are unsure to focus on their learning. The marking of work is consistent but provides too little constructive or evaluative comment to support learning. The assessment of work does not take sufficient regard of the NC assessment procedures. It is not possible to reference pupils against the levels of these procedures, nor is it easy to recognise what pupils know, understand and can do as a first step to recognising the progress they are making.

86. Resources are sufficient to support teaching and learning. Computers are not well used to help pupils learn in history, being too often used as an end of lesson activity and not in support of the attainment of specific learning objectives.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. The standards pupils achieve and the progress they are making are good. This represents a very good improvement since the last inspection. Since that time, the subject has undergone considerable development. Now, it is timetabled as a discrete subject. A co-ordinator has been appointed and is working very effectively. Two computer suites have been created with sufficient hardware and associated software to meet the examination needs of all pupils. Teachers have been trained on the nationally accredited course and are teaching better. Learning support assistants are currently undergoing similar training. Pupils aged 11 to 14 years take the certificate of competence of the International Curriculum and Assessment Agency (ICAA). Those who are 14 to 16 years demonstrate their achievement through GCSE short course and long course examinations. Each has contributed to improved standards that pupils now achieve and the better progress they are making.

88. When pupils enter school they have little knowledge, or skills in using, computers. Most are at Level 1 of the NC assessment procedures. By the time they are 14 years of age, they have progressed to Level 4. This good progress continues for pupils over the ages 14 and 16 years. When they leave school, most achieve a good pass on the GCSE examination.

89. Between the ages of 11 and 14 years, pupils develop their keyboard skills as a first step to gaining control of the computer. By this time, the highest attaining pupils are good at using word-processing, publishing and spreadsheet programs to present information in written and visual forms. They use this knowledge well to become quickly familiar with new software, for example when they use software to produce artwork. They have learned how computers work, including knowing about, for example the different forms of memory and how to estimate the power of computers. Pupils between 14 and 16 years of age, follow the syllabus of the Oxford, Cambridge and Royal Society (OCR) examination board. They make good progress in using computers to support, for example all of the work of a small enterprise, including the development of advertising material, the use of power point to make presentations and spreadsheets for invoicing and accounts. They simulate events and have learned to use computers for control purposes. They are efficient users of the Internet, especially for gaining information. Their ability to transfer, download, re-position and re-size word and graphic files is good. By the time they are 16 years of age, pupils are computer literate and the highest attaining pupils gain 'C' grades on the GCSE. The very good development in ICT over the last three years has resulted in the younger pupils being better prepared when they enter Key Stage, 4 and this is impacting on the standards the pupils are achieving over the key stage. The predicted results for the current cohort of examination pupils include 'B' grades for the highest attaining pupils which, if achieved, will reflect the improvement in all aspects of the subject since the last inspection.

90. Pupils' learning in other subjects benefits from the good progress they are making in ICT. Routinely, they word process their work to produce good quality reports. In mathematics, for example they reinforce learning well through rehearsing their skills on packages such as Microsmile and the DLK software. In other subjects, especially geography CDROM simulation programmes beneficially extend pupils' learning opportunities beyond those available without computers. Teachers are expected to record their use of ICT in their subjects. The ICT co-ordinator uses this as audit information to guide the purchase of equipment, CDROMS, or other software to maximise the effect of ICT on teaching and learning. This is working well.

91. The subject is very well led. The better standards and progress pupils are achieving is a direct result of the good thinking and considerable expertise that has contributed to the very good development of all aspects of the subject since the last inspection. This includes the very good quality of teaching, which is characterised by teachers' very good knowledge of the subject, their high expectations for pupils' learning and for their behaviour, and their shared commitment to the continued development of the subject. Information and communication technology is now a strong element of the school's curriculum.

FRENCH

92. Pupils achieve good standards and make good progress in French. Both have improved since the last inspection. Pupils use French to describe everyday events such as the weather and they know, and use well, a range of vocabulary associated with themselves and their lives. They speak French confidently. When they are uncertain about the correct word they attempt to answer questions using more familiar vocabulary. They enjoy lessons in French and concentrate well. Their enthusiasm for the subject reflects that of their teacher.

93. Pupils between 11 and 14 years of age begin the subject by learning vocabulary associated with the classroom. They say pen and pencil in French and learn that all nouns are either masculine or feminine. They have learned to sing the alphabet in French. Older pupils learn the vocabulary for the months of the year and how to say and write the date. By the time they are 14 years of age, they translate holiday activities and weather from French to English and from English to French. Pupils aged 14 to 16 years, identify the rooms in a house or flat and can discuss estate agent's details written in French.

94. Teaching is very good overall and in one lesson observed it was excellent. Lessons are very well planned and proceed at a brisk pace. The teacher's enthusiasm and high expectations are reflected in the response from the pupils. Routines are well established and pupils are very clear about what is expected of them. Persistent prompting by the teacher and the very good relationship she has with pupils allows them to be confident when responding to questions and when they contribute to discussion. Opportunities to reinforce pupils' understanding through classroom instructions are well taken at every opportunity. The focus is on speaking French and this is well supported when pupils work individually with the foreign language assistant to improve pronunciation.

95. The co-ordinator has developed an effective programme, which clearly builds on what pupils have learned from year to year. Work is assessed regularly and clear targets are set for each pupil. Pupils are now able to take the subject for examination at GCSE. Homework is set regularly. Pupils understand some of the ways in which French life is different from that in England through opportunities to participate in French breakfasts and for some pupils through a residential visit to Euro Disney.

MUSIC

96. There is no provision for teaching music. The statutory requirements for the subject are not met for pupils aged 11 to 14 years. The provision has deteriorated since the last inspection.

PHYSICAL EDUCATION

97. The deficiencies in the accommodation identified in the last inspection report remain. They continue to limit what can be offered in lessons, the standards pupils achieve and the progress they are making. Nevertheless, very good quality teaching promotes very good learning but over a curriculum breadth that is restricted by the deficiencies of the accommodation.

98. Pupils enjoy lessons in physical education. Most delight in being active. Routinely, they work hard, for example in lessons in swimming and in gaining the skills of football. They behave well. In swimming, by the time they are 14 years of age, the best swimmers show good style on each of the four strokes. Their performance increases rapidly. This is because of teachers' high expectations, the substantial knowledge they have of the

techniques of the different strokes and the very good physical effort that pupils make to learn. All pupils are water-confident. They know and adhere to the safety rules of the swimming area in the local leisure centre. In football, the highest attaining pupils have sufficient ball control to keep a ball in the air using feet, thighs and head for more than a minute. All pupils one-touch and two-touch pass well and do so with good regard to the importance of ball speed. These lessons are characterised by a high level of activity, the expert knowledge of the teachers and the good standards achieved by all pupils, even those with the lowest skill levels. In the summer term pupils learn about orienteering and make good progress in cricket and in the running and field events of athletics. By the time they are 16 years of age, their increased strength and co-ordination and improved technique result in the fastest swimmers reaching age-equivalent levels. The best footballers display an impressive range of skills and a good awareness of tactics. Pupils make equivalent progress in cricket, athletics, tennis, basketball and volleyball.

99. In each of the sports pupils learn, their progress is limited by inadequacies of the accommodation. For example, the absence of a gymnasium, of an adequate grassed surface and the small size of the outside play area severely restricts pupils' opportunities to practise team games and athletics. The programme is built on the regular use of local facilities. This approach allows lessons in physical education to occur. But it also requires that teaching time is shortened by the duration of the journey to and from the local facility. For example, when pupils aged 11 to 14 years learn to play football, their journey time of 20 minutes to a good facility and 20 minutes back to school limits the teaching time of the lesson to two thirds of what it would be if the lesson were to be taught at school.

100. The quality of teaching is very good. Lessons are well planned. The combining of classes to make groups of about twelve pupils is effective because it allows pupils to play team games and take part in activities not possible for single classes of six or fewer. Teachers know their pupils very well. They use this information to encourage, praise and motivate all pupils regardless of their level of skill. For example, in a lesson when pupils were learning to control a football the greatest praise was directed to the pupil who kept the ball in the air for three touches for the first time, even though those around him were keeping the ball in the air for much longer.

101. The co-ordinator has a specialist qualification in physical education. He is leading the subject well. Although the curriculum is narrow, it is as wide ranging as is possible given the need to conduct most of the teaching off-site. Record keeping is precise. The progress pupils are making is easily and accurately recognised over a year, the duration of a key stage or longer. Resources are satisfactory.

RELIGIOUS EDUCATION

102. Religious education is not taught as a discrete subject, although there is a policy document linked to the Hertfordshire Agreed Syllabus. Statutory requirements relating to the subject are not met for pupils aged 11 to 14 years, or for those aged 14 to 16 years. The subject has no co-ordinator and resources are insufficient to support teaching and learning over the agreed syllabus. The school recognises this deficiency and is committed to rectifying the situation