

INSPECTION REPORT

**WESTCROFT SCHOOL AND SPORTS
COLLEGE**

Greenacres Avenue, Underhills, Wolverhampton

LEA area: WOLVERHAMPTON

Unique reference number: 104413

Headteacher: A M Chilvers

Reporting inspector: Alan Lemon
20165

Dates of inspection: 4th – 6th June 2001

Inspection number: 192664

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Special School – Moderate Learning Difficulties

School category: Community

Age range of pupils: 4 - 16

Gender of pupils: Mixed

School address: Greenacres Avenue
Underhill
Wolverhampton

Postcode: WV10 8NZ

Telephone number: 01902 558350

Fax number: 01902 558342

Appropriate authority: The Governing Body

Name of chair of governors: Alan Pentecost

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20165	Alan Lemon	Registered inspector
19567	Mary Malin	Lay inspector
19386	Trevor Watts	Team inspector
30065	Jenny Andrews	Team inspector

The inspection contractor was:

PENTA International
Upperton House
The Avenue
Eastbourne
BN21 3YB

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

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westcroft School is a special school with places for 180 pupils with moderate learning difficulties. It is a day school catering for boys and girls in the age range of 4 to 16. There are nearly three times as many boys as girls. Pupils come from all over Wolverhampton and occasionally further afield. All of the pupils have Statements of Special Educational Needs and a few of them have additional needs arising from medical problems, behaviour, sensory impairments or autism. The majority of pupils are white and a small number who are black or Asian. English is not the first language of five pupils and the school has additional funds to support these pupils. Approximately a half of all pupils are eligible for free school meals. In September 2000, the school became a Sports College and it is part of the Wolverhampton Educational Action Zone. The attainment on entry of the youngest pupils is well below the first level of National Curriculum and, generally, it remains below that expected for their age because of their special educational needs. The lower school contains primary age pupils; the middle school caters for pupils between the age of 11 and 14 and the upper school has pupils between the age of 14 and 16.

HOW GOOD THE SCHOOL IS

Westcroft is a good school. It has a strong ethos, which the staff has maintained for many years. Teaching is good and pupils are making good progress in their education and personal development. Their attitudes to school and to learning are very good and they behave well. While much of the work of the school is well led and managed there are important aspects of leadership and management that need to improve. The school provides good value for money.

What the school does well

- Provides good opportunities for pupils' physical and personal development through physical education and the Sports College resources.
- The quality of teaching is good, particularly in literacy and numeracy.
- A strong ethos in which pupils' personal development is promoted well.

What could be improved

- The leadership and management provided by the governors and headteacher in order that teaching and curriculum are better supported, especially by regular, systematic monitoring and evaluation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in March 1997 and since then the extent of improvements is satisfactory. The most significant and good improvement has been in the introduction of literacy and numeracy strategies using the national guidelines. The success of their implementation has led to a satisfactory rise in the standards of reading, writing and using number. The effective teaching of science has been maintained and has built a good improvement in pupils' achievements so that higher attaining pupils are, for the first time, aiming for GCSE. This progress is supported by a good improvement to the specialist

facilities for science teaching, which had previously been unsatisfactory. Good improvements have been made to the accommodation for information and communication technology and physical education, which in both cases has led to pupils achieving higher standards. In gaining Sports College status, the school has increased its funds and created the impetus to build on its strengths in physical education, sports and outdoor education. The appointment of a home/school liaison officer, funded through the Wolverhampton Educational Action Zone, has led to a good improvement in pupils' overall attendance rates.

In relation to the key issues for action from the last inspection, there has been satisfactory improvement in school development planning, although as an instrument for school improvement it is not fully embedded in leadership and management processes. The new assistant headteacher is beginning effectively to sharpen the planning and review of the school's work. However, the improvement in the amount of monitoring and evaluation of the school's work, which was insufficient at the time of the last inspection, is unsatisfactory. The curriculum for pupils in the upper school has been improved satisfactorily but, in relation to developing accredited courses, improvement has been too slow. As a result of the progress in teaching literacy, there has been a satisfactory improvement in the opportunities for pupils to read and write, although the profile of reading and writing is not sufficiently high beyond English lessons.

STANDARDS

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

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

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

The school is developing its target-setting for pupils' attainment by responding to recent national guidelines relating to targets for pupils with special educational needs. There have been targets set in some subjects, for example, for higher attaining pupils in English in 2000. Against these, pupils made satisfactory progress and a few made good progress in speaking and listening and reading.

Overall, pupils in the lower school and in the middle school are achieving well and pupils in the upper school are achieving satisfactorily. Pupils of all ages are achieving very well in physical education. In the lower school they become confident swimmers and all pupils are good team players. Pupils in the lower school are achieving well in English. Achievement is satisfactory in the middle and upper school. Reading and writing are emphasised strongly in literacy lessons. Pupils of all ages make good progress in reading; they are familiar with books and use effectively the sounds each letter makes to read and spell unfamiliar words.

By the age of 11, higher attaining pupils are writing at length, re-drafting their work and using punctuation well. Older pupils continue to develop writing skills and handwriting but, outside of literacy lessons, they have too few opportunities for challenging writing tasks. Overall, pupils are achieving well in mathematics, although, in the upper school, lower attaining pupils progress more slowly because teachers' expectations are too low and they are not assessing well what pupils have learnt. Higher attaining pupils achieve good examination results in mathematics. The practical, investigative approach used in science contributes to pupils achieving well and pupils gain good results in the Certificate of Achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They feel valued by all of the staff and respond very positively to the opportunities the school provides in lessons and in the many out-of-school activities. They are capable of concentrating well and working hard and do so impressively when teaching is of a high quality.
Behaviour, in and out of classrooms	Behaviour is good. Pupils show a good regard for others. The strong ethos of the school sets the tone for pupils to be courteous and considerate.
Personal development and relationships	The relationships pupils have with staff and each other are very good. They grow in confidence and by the age of 16, pupils reach very good levels of maturity, managing their learning and independence well.
Attendance	Attendance rates are satisfactory and have improved considerably.

TEACHING AND LEARNING

Teaching of pupils:	Aged 5 - 11	Aged 11-16
Lessons seen overall	Good	Good

In nearly 16 per cent of the lessons observed, teaching was very good. It was satisfactory or better in 97 per cent and unsatisfactory in one lesson of the 38 observed. Teaching in mathematics is very good. It is good in English, science and personal, social and health education. Overall, the needs of most pupils are being met through well planned lessons, although in some instances the needs of older, lower attaining pupils are not well planned for. The best teaching results from a good knowledge of what is being taught, for example, teachers know and very often use good strategies for teaching literacy and numeracy. The youngest pupils learn systematically the sounds letters make in order to read words. They learn the basic rules of number and the correct mathematical language. There is some very good expertise with computers, which is used well. Teachers divide the lesson effectively giving a clear introduction of learning objectives followed by well-organised work, then finish with an assessment of how well pupils achieved their objectives. Pupils are managed very well and learn to listen and respond thoughtfully. They are set high expectations; in mathematics, for example, pupils have to explain their calculations. The enthusiasm teachers generate in the best lessons creates a lively atmosphere, which helps pupils respond well to challenges. Teachers and classroom assistants support each other very effectively.

Occasionally, teaching literacy and numeracy is less successful because the knowledge of pupils' needs is lacking and leads to unrealistic demands being made. Also, inadequate

plans for some lessons means learning objectives are not made clear, resulting in pupils losing their concentration and interest. In addition, pupils' concentration is often undermined when two or three separate groups are taught simultaneously by different adults in one classroom.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils in the lower and middle school have a good curriculum. Thereafter the curriculum is satisfactory. There is a very good range of extra activities for all pupils including sports, visits and residential experiences including trips abroad.
Provision for pupils' personal development	There is a long established and strong ethos that effectively promotes pupils' personal development including good provision for their spiritual, moral, social and cultural development.
How well the school cares for its pupils	All pupils are valued and good care is taken to ensure their total welfare.

While opportunities for pupils to gain accreditation have increased there are still important areas of study for which accredited courses have been too slow to materialise. The alternative curriculum provided for about twelve disaffected pupils is succeeding in keeping them attending school. However, they are missing literacy and numeracy lessons as a consequence, which is unacceptable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, leadership and management are satisfactory. While senior staff have clear areas of responsibility, which they often manage well, they do not always work effectively as a team.
How well the appropriate authority fulfils its responsibilities	The governing body functions well in fulfilling most of its responsibilities. Governors have considerable experience and expertise and are highly committed. In order to support the school better, they need to play a more critical role in judging the school's overall effectiveness.
The school's evaluation of its performance	The extent of monitoring and evaluation of the school's work is unsatisfactory. There is no formal, systematic monitoring of teaching.
The strategic use of resources	Overall, satisfactory use is made of school funds, although good use is made of its additional grants for specific purposes. The efficiency with which pupils are grouped and staff deployed is unsatisfactory.

The plans made by the school for improvements are limited in their success because the work of improvement is uncoordinated. The headteacher is not ensuring there is good teamwork to give a coherent direction for school improvement. Some essential priorities are being overlooked, for example, the monitoring of teaching. The school is largely in the dark on the strengths and weaknesses of teaching and therefore hindered from taking action on, for example, the inefficient grouping of pupils and use of staff. In its expenditure, the school takes satisfactory steps to ensure it gets best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That they are valued as partners and kept well informed by the school.• They are very comfortable raising issues and talking to the school.• Their children like the school, they are taught well and make good progress• The school is managed and led well. It has improved, particularly in sports and in information and communication technology.	<ul style="list-style-type: none">• The opportunity for their children to stay on beyond the age of 16.

Inspectors agree that the strengths identified by parents are good qualities clearly found in the school. The inspectors hold some reservations on the quality of leadership and management, where they believe improvement is required.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Provides good opportunities for pupils' personal and physical development through physical education and the Sports College resources.**

1. The strengths identified at the time of the last inspection in physical education have been maintained and are now being actively built upon as a consequence of the school having gained Sports College status in September 2000. Pupils achieve well in a wide range of physical activities and, in tune with one of the school's main aims, benefit from the boost to their self-confidence and self-esteem from the progress and successes they experience.

2. The school is equipped very well with the staff and facilities to provide a good range of physical education. It has, for example, its own swimming pool and instructor. These resources support the good planning of lessons leading to some very good learning in relation to safety in water and the techniques of swimming. Pupils have targets based on their level of skill; thus the lowest attaining pupils can work on exercises to build confidence in the pool while the more experienced pupils practise and improve their swimming strokes. In the course of one very good lesson, for example, a higher attaining pupil learned to dive from the side of the pool and swim a short distance underwater.

3. The successful bid to be a Sports College is an acknowledgement that the school offers something special in this field. Also, it provides the impetus and resources for the school to go on, excel and give a lead to others in this aspect of education. It has met the challenge of raising substantial capital to qualify for accreditation as a Sports College. This achievement in itself is a significant measure of the high quality of links with local businesses. As a consequence, the facilities for gymnastics have been upgraded, which is part of an ambitious development plan that is seeing the creation of sports links with many other schools, the development of clubs for sports during the school day and extending the school day to give more time to physical education and outdoor activities.

4. The school has gone on to achieve accreditation to operate as an outdoor activities centre offering experiences such as sailing, land yachting, canoeing and rock-climbing; initiatives involving cricket, gymnastics and table-tennis are also underway. Pupils are learning a good many useful skills in orienteering activities. In Year 7 and 8, pupils worked well as small teams learning to understand and read compass directions. This was a good opportunity to practice their mental calculation skills, for example, having to count out 50 paces north. New and unexpected opportunities have been opened up for pupils; six have gained the Junior Sports Leader Award and, as a result, two pupils, since leaving the school, have gone on to a Community Sports Leader Course at the local further education college. Overall, there has been an increase in the numbers of pupils taking part in physical activities during the school day and in after school hours.

5. The Sports College project has its own senior management team, which is a partnership between the local education authority and itself. An ambitious development plan with tight timescales has been produced to ensure all of the provision envisaged is quickly in place and the team are moving ahead well with this. An extra teacher has been funded to cover for the additional time several teachers give to managing the Sports College programme. However, the impact of embarking on this initiative has not been weighed carefully in relation to all of the school's priorities. It has had the effect of

distracting the school's leadership from achieving other planned developments such as creating the capacity to monitor the school's work.

- **The quality of teaching is good, particularly in literacy and numeracy.**

6. Overall, teaching and the quality of pupils' learning are good and lead to pupils achieving well. Since the last inspection the school has developed good programmes for teaching literacy and numeracy. As part of implementing the programmes, both co-ordinators had some time to observe how staff taught literacy and numeracy, which has enabled the staff to reflect to an extent on what they do well and not so well. Teachers and classroom support assistants have been trained to use the best methods for helping pupils learn and they also apply the school's teaching and learning policy well, which assists considerably in there being many good lessons. As a consequence of the training and evaluations of their lessons, teachers and support assistants have acquired a good knowledge of the literacy and numeracy strategies and use it to approach teaching in a manner which is lively and engaging to pupils.

7. Both literacy and numeracy lessons are planned thoroughly to match pupils' different levels of attainment, which ensures that their special educational needs are being met effectively. For example, each pupil's individual education plan contains clearly written literacy and numeracy targets and their progress towards these targets is assessed regularly. Pupils' learning is also assessed well in the course of most lessons by, for example, the teacher or support assistants using questioning effectively to test developments in knowledge and understanding. Time is also set aside before the end of each lesson to go over with pupils what they have learnt. The major plan of what to teach in literacy lessons throughout the school is highly structured and very detailed. This has helped build confidence, particularly that of the unqualified teacher and the classroom support staff, by giving them a clear sense of direction in the specific plans for each lesson. Similar good plans exist for numeracy.

8. In accordance with the teaching and learning policy, both literacy and numeracy lessons are divided into interesting chunks of different work and, by following this, staff set a good pace for pupils' work. Equally, pupils are motivated and interested by the challenges lessons produce. Lessons start well and for the most part remain tightly managed to the end. At the beginning of numeracy lessons, for example, pupils are posed quick mental arithmetic problems, doubling and halving numbers or totalling coins of different values, which they enjoy doing. They have a sense of achievement in getting their sums right and in terms of learning they are consolidating well their understanding of number. Similar good approaches happen in literacy where pupils read aloud individually or as a group and answer questions that help them in their skills of recognising new words or to build an increasingly detailed understanding of story text. There is a sharp awareness of learning objectives permeating the interactions between staff and pupils, which is a benefit of the quality of planning and guarantees that each question asked is clear and well focused on taking each pupil through a coherent learning experience. In a very good Year 11 literacy lesson, where pupils were embarking on a writing task, they started in a tight circle with their teacher discussing what was to be achieved. In answer to the teachers' questions, pupils built a mental picture of the plot and characters and took on board how the use of adjectives helps make their writing more lively. As a consequence, pupils wrote independently and used what they had learnt at the start of the lesson.

9. Teachers and their classroom support staff generally employ a good range of approaches. In most subjects, the ways a lesson is divided up creates the necessary variety of activities to keep pupils working and concentrating well. However, in literacy and

numeracy, where several small groups are being taught in the same classroom and following separate lesson plans it diminishes pupils' concentration and severely restricts the scope of teaching methods.

10. Relationships with pupils are consistently very good and they receive continual praise and encouragement, which helps them strive to achieve their best. The manner in which the older pupils are taught is very age-appropriate, which both recognises and expects a good degree of maturity from them. The pupils respond very well to this and as a consequence they are prepared well to go onto further education and training.

11. There are good resources, easily accessible, which are used well and contribute to enjoyable learning. In particular, there has been a good improvement to the resources for literacy since the last inspection as a result of improved management of the English curriculum overall. In numeracy the youngest pupils are moved into small groups to practise what they had learnt as a whole group about numbers up to 10. Each group is led effectively by an adult and uses many pieces of equipment or games to develop knowledge and understanding. In the best lessons the equipment and materials to be used are thought out well. The stories used in reading are well known by staff and they invest life and expression into the reading, which encourages pupils' interest and willingness to join in reading.

12. The school has good resources for information and communication technology and has improved the extent to which they are being used to support a wide range of learning. In a Year 11 literacy lesson, a good computer programme provides pupils with a well structured approach to writing moving through note-taking to writing in sentences and onto drafting paragraphs. Using an electronic application means pupils work at a good pace to achieve the objective of completing a written account. There is support staff on hand with good expertise in using new technology, which leads to pupils increasing their skills in using equipment and software programmes. Pupils in Year 8 have learnt to use the Internet and electronic mail; by Year 11, they have learnt to select and transfer an image from one file to another in order to combine images with their writing and go on to simple multi-media presentations.

- **A strong ethos in which pupils' personal development is promoted well.**

13. The positive ethos and stimulating learning environment permeating the school at the time of the last inspection have been maintained and remain strengths readily perceived and appreciated by parents. Very good relationships exist throughout the school, which grow from an enduring belief, held by all staff, in actively valuing and supporting all pupils. This very evident ethos has the effect of raising pupils confidence, their regard for themselves and, because it is such a value of the school, their regard for each other.

14. The school is strident in promoting an awareness of and respect for cultural and ethnic diversity. This is modelled in the make-up of the whole staff and shared by them through holding a common sense of purpose in their work. Ideas of harmony are advanced well through assembly themes.

15. As an all age school, the difficulties in meeting the distinct needs of different age groups have been addressed well. The increased opportunities for choice and independence for older pupils has been addressed thoughtfully, for example, through quite different lunchtime regimes for the lower and upper schools. In addition, the way in which the leavers centre in the upper school is set out and managed sets a clear expectation for

pupils to act maturely and take greater personal responsibility. While girls have always been in a small minority, care is taken to see that they are fully included in all of the opportunities provided by the school and also to ensure that opportunities attractive to girls are available. In particular, they have good access to the growing range of sports and outdoor education activities.

16. Overall, the quality of inclusion within the school is good. However, inclusive relationships with other schools, while growing in relation to Sports College aims, are not sufficiently developed to provide the opportunities for pupils to interact and integrate with pupils in mainstream schools.

WHAT COULD BE IMPROVED

- **The leadership and management provided by the governors and headteacher in order that teaching and curriculum are better supported, especially by regular, systematic monitoring and evaluation.**

17. The overall picture of leadership and management is a satisfactory one. Teachers, classroom support assistants and ancillary staff work together with a common sense of purpose in providing continuous and good support to all pupils. The governors and senior staff have a firm commitment to, and contribute towards, achieving their mission of nurturing and supporting all pupils within the ethos of the school.

18. There are examples of good leadership in what the school has achieved since the last inspection in 1997. While the pursuit and achievement of Sports College status has caused some unanticipated problems, it recognises and complements the well-established strengths in the school's provision for physical education. The initiative is managed well and works to a clearly detailed development plan. Equally, the considerable work carried by the English and mathematics co-ordinators in developing literacy and numeracy programmes has led in both cases to good strategies for teaching pupils the basics of English and mathematics. School development planning was limited in its effectiveness in 1997. By the drive and good leadership of the newly appointed assistant headteacher the school development plan has become a shared enterprise throughout the school. Continual improvement is now very much part of teachers' thinking especially because they have started making comprehensive improvement plans for their subjects. These they review critically and their reports could provide a firm basis for consistently improving the school, although the key issues they identify are not being acted upon.

19. A strong message coming from teachers' reviews of the most recent development plans is the failure to implement regular and systematic monitoring of teaching and the curriculum. Largely, organising the time and resources to carry out these tasks is a major problem for the school. The absence of a system for monitoring the whole curriculum was highlighted in the inspection of 1997 and made a key issue for action then. Over the time since then it has not been addressed adequately. In contrast, the pursuit and achievement of Sports College status was adopted as a major project and came late into the cycle of school improvement plans. However, because the teamwork of the headteacher and his senior managers is ineffective, there was insufficient consideration given to how this new initiative could be achieved while still achieving all the school's other plans for improvements. This has meant that establishing regular monitoring of the curriculum and teaching has been over-ridden by the pursuit of Sports College status.

20. The senior managers do not work as a well-knit team. The headteacher lacks the clear, well-informed overview of the school that would ensure those in management roles

are co-ordinated as a team, operate coherently and are held to account on their responsibilities. The headteacher acts without sufficient decisiveness and direction on the everyday work of the school to ensure it remains on course to achieve its agreed improvement objectives. While each of the senior managers has clearly defined areas of responsibility, they are too isolated from each other in pursuing their objectives. The drawing together of the work of the team to gain an essential focus, for which the headteacher is responsible, is not taking place with sufficient effect.

21. The governors, while they are a strong and committed body of experienced people, are not in a good position to gauge the strengths and weaknesses of the school and in particular those in its leadership and management. More searching questions needed to be asked concerning the messages emanating from teachers reviews of their subject development plans; not doing so restricts governors from taking effective action to ensure there are consistently high standards of achievement and quality of provision in the school.

22. While the school remains unable to make a systematic audit and evaluation of its work it remains largely in the dark about its overall effectiveness and ultimately lacking the decisiveness for making essential improvements. For example, in relation to the curriculum, its relevance to the needs of pupils in the upper school has not increased sufficiently since the last inspection, when it was made a key issue for action. Since then, while there has been some increase in the opportunities for pupils to gain accreditation for their work, improvement has been remarkably slow. Several courses, which now lead to qualifications, are in their first year of operation. For example, the Certificate of Achievement courses in English and in information and communication technology. Equally, this is the first year for the ASDAN, Transition Challenge. While more such courses are being planned, for example, a GCSE in science and courses in art and French, overall, the opportunities are much less than in many similar schools.

23. The possibility of making effective evaluations is also hindered by the absence of a detailed statement on the aims of the curriculum, against which its success could be measured. It has meant, for example, that a policy has not developed satisfactorily for making educational links with other schools, although through the Sports College, new relationships are beginning. In particular, there have been few contacts with mainstream primary and secondary schools, whereby pupils can work in lessons alongside the pupils from such schools and, where appropriate, rejoin a mainstream school. Equally, the introduction of the Alternative Curriculum for a group of disaffected Year 9, 10 and 11 pupils, while well intentioned and in key respects succeeding, lacks an overall rationale. The fact that the Year 10 and 11 pupils involved need to miss essential literacy and numeracy lessons to follow a construction course does not find the best balance for all that they should be studying.

24. Similarly, the inadequacy in monitoring the school's work leaves it short in its evaluation of how it groups pupils and deploys teachers and classroom support staff. There is the strong possibility of economies here that would release some teachers to contribute towards supporting a regular monitoring process. Overall, long standing practice has meant the way pupils are grouped is over-elaborate and places a particularly heavy demand on the school's staffing and accommodation. The entire population of pupils is finely divided into many different groups for English and mathematics based on the results of tests of ability. There are over 20 groups in English and nearly as many for mathematics, whereas there is not that number of teachers or classrooms. This results in up to three groups being taught separately in one classroom, which affects adversely the quality of pupils learning. These arrangements also mean that classroom support assistants are put in the position of working as frontline teachers to an extent that is more than usual.

25. In addition, the deployment of teachers is not efficient. Sometimes it happens that there are two teachers in one classroom during literacy and numeracy lessons and in other subjects, for example, in a Year 10 lesson based on an ASDAN vocational course.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The governors, headteacher and senior staff should, as a matter of urgency, ensure that leadership, management and school improvement planning operate consistently so that all of the work in raising standards progresses systematically.

To do this the governors should see that:-

- (1) the headteacher takes a more direct role in:-
 - making senior managers and subject coordinators more effective team workers
 - ensuring agreed improvement plans are expedited
 - pursuing the above by monitoring closely how the work of the school meets these aims
- (2) the headteacher and senior staff implements a regular and systematic process of monitoring and evaluating the work of the school and pupils' performance so that:-
 - the strengths and weaknesses of the school will always be made apparent
 - improvement planning will draw upon this knowledge and lead onto effective action
- (3) the headteacher and senior staff ensures the organisation of pupils, the deployment of staff and the use of accommodation are always the most effective and efficient in terms of the quality of teaching and learning
- (4) there are sufficient, appropriate and good quality opportunities for all pupils to interact and integrate with pupils in mainstream schools

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15.8	50.0	31.6	2.6	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	180
Number of full-time pupils known to be eligible for free school meals	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.61

Unauthorised absence

	%
School data	2.88

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	1
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	4

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	8	0
Other minority ethnic groups	1	0

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

School Results

Mathematics: SMP Graduated Assessment

Numbers in brackets are the percentage of the total number of pupils entered

Stage	1998	1999	2000
1	19 (40%)	21 (56%)	23 (62%)
2	0	5 (13%)	10 (27%)

Science: Certificate of Educational Achievement

Level	1998	1999	2000	2001
Pass	9	19	6	0
Merit	0	5	10	8
Distinction	0	0	0	6

Physical Education: Junior Sports Leader Award

6 pupils achieved the award in July 2000

Teachers and classes

Qualified teachers and classes: YR – Y11

Total number of qualified teachers (FTE)	18.6
Number of pupils per qualified teacher	11.5
Average class size	18

FTE means full-time equivalent.

Education support staff: YR – Y11

Total number of education support staff	16
Total aggregate hours worked per week	442

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	1167868
Total expenditure	1236196
Expenditure per pupil	6868
Balance brought forward from previous year	175292
Balance carried forward to next year	106964

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	15	5	2	2
My child is making good progress in school.	68	27	3	0	2
Behaviour in the school is good.	47	47	0	0	7
My child gets the right amount of work to do at home.	40	40	12	5	3
The teaching is good.	76	20	2	0	2
I am kept well informed about how my child is getting on.	73	24	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	88	10	0	0	2
The school expects my child to work hard and achieve his or her best.	86	12	2	0	2
The school works closely with parents.	71	25	2	0	2
The school is well led and managed.	81	15	0	0	3
The school is helping my child become mature and responsible.	78	19	0	2	2
The school provides an interesting range of activities outside lessons.	79	12	3	3	2

Summary of parents' and carers' responses

Parents are strongly of the view that the school is very effective in supporting and developing their children. They see the school clearly as caring about each child's needs and setting the high expectations that leads to their children making good progress. For parents, teachers are good at their job and the school is well run. In particular, parents feel consulted and valued by the school.

Other issues raised by parents

Parents, attending the meeting, are so pleased with the benefits had by their children they would like to see provision at the school extending beyond the age of 16.