

INSPECTION REPORT

TUKE SCHOOL

Peckham

LEA area: Southwark

Unique reference number: 100880

Headteacher: Ms. Heidi Tully

Reporting inspector: Tom Smith
21044

Dates of inspection: 4-6 December 2000

Inspection number: 223596
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	11-19 years
Gender of pupils:	Mixed
School address:	Tuke School Woods Road Peckham London
Postcode:	SE15 2PX
Telephone number:	0207 639 5584
Fax number:	0207 635 8937
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Maggs
Date of previous inspection:	3 rd February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr Tom Smith 21044	Registered inspector
Mrs Shirley Watts 9957	Lay inspector
Mrs Mary Last 17171	Team inspector
Mr J Phillips 16227	Team inspector

The inspection contractor was:

Baker-Phillips Inspection Services

The Croft
Brierley Way
Lydney
Glos.

GL15 4NE

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The Office for Standards in Education
Alexandra House
33 Kingsway
London

WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tuke School is a secondary, mixed gender school for pupils aged between 11-19 years, with severe and profound learning difficulties. Some of the pupils also have autistic spectrum disorders. The school is situated in an area of high unemployment and social deprivation. The school mainly serves the London Borough of Southwark, but pupils and students are brought to the school from other boroughs, such as Lewisham, Bexley and Bromley. Currently there are 44 pupils at the school. The pupils come from a mix of backgrounds, reflecting the multi-faith and multi-ethnic characteristics of the borough in which it is situated. While the majority of these are of white European origin, some 25 per cent of pupils come from black African backgrounds and a further 15 per cent represent black Caribbean origins. Forty three per cent of pupils do not speak English as their first language. This is far in excess of national mean comparisons, where only 10 per cent of such pupils have English as an additional language. Nineteen pupils receive direct language support. Approximately half of pupils are entitled to take free school meals. This figure represents a small increase since the last inspection. On entry to the school pupils have very low attainment. Since 1997 the number of boys attending the school has increased. They now outnumber girls by about 3:1. All pupils have a Statement of Special Education Need. A central aim of the school is "To provide a broad and balanced curriculum that is accessible to all and meets the needs of individuals in preparing them for life."

HOW GOOD THE SCHOOL IS

Tuke School is a very good school that has continued to improve since it was last inspected. This improvement is the result of very good leadership and management that enables the school to move forward with a clear vision and purpose. This leadership, provided by both headteacher and governors, is translated into practice by a talented senior management team and the considerable expertise of all staff. The relationships between the school, the community and specifically the parents, are very strong and account for the unity of purpose that the school enjoys. These links add considerably to the quality of education provided for both pupils and students. The overall quality of the teaching is very good, with examples of excellent teaching seen throughout the school. The outcomes of this teaching are further enhanced by the skills and endeavour of learning support assistants (LSA). The headteacher, senior managers and governors work well together and are united in providing an environment of high quality opportunity for both pupils and students. Pupils and students take full advantage of the opportunities made available to them and consequently make excellent progress in their personal development. In this the school fulfils one of its central aims. Good standards are achieved throughout the school and, although the expenditure per pupil is higher than the national mean, this finance is well directed and managed to optimise opportunities for pupils and students. The school has also made very good improvement since the last inspection; it therefore provides very good value for money.

What the school does well

- The well-planned curriculum enables good academic and personal development of pupils and students.
- Teaching and support staff provide high quality expertise that enables pupils and students to make good progress both in lessons as well as over time.
- The headteacher, governors and senior management provide very good quality of leadership that enables the work of all staff to be both focused and effective.
- The partnership with parents is very strong because the school encourages joint participation in the personal development of pupils and students.

What could be improved

- A more effective system to ensure that what is taught within the curriculum is learned by all pupils and students.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997 and was judged to be a good school with many very good or excellent features. Since that time the school has made further improvement. High standards

have been maintained in the attitudes and behaviour of the pupils and students. The school now provides a good range and quality of learning opportunities that represent a significant improvement. These are under-pinned by effective schemes of work for all subjects. The governors and school management have responded well to the key issues contained within the last report and, as a result, have made improvements in areas such as reviewing policies and practices relating to pupils' and students' personal development. They have also enhanced the provision for staff training. The result of this initiative is that they have raised the levels of staff expertise who have become more effective practitioners. This enhances the provision for all pupils and students across the whole range of school activities.

STANDARDS

Standards in speaking and listening are very good. For some pupils these standards are enhanced through the use of alternative systems of communication. Standards of reading and writing were good. Pupils use books appropriately and some higher attaining pupils predict possible outcomes to stories. The use of core reading books throughout the school is very effective in raising standards. Progress in number skills is also good and where possible these are used within real contexts. Personal and social skills are very well developed because staff encourage pupils and students to be as independent as circumstances will allow. Individual education plans (IEP) are used regularly and effectively to focus the work of all staff. By the time students leave the school they achieve the following standards:

Progress in:	by age 19	Key	
speaking and listening	A	very good	A
reading	B	good	B
writing	B	satisfactory	C
mathematics	B	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	A		

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: it is evident that pupils enjoy being at the school.
Behaviour, in and out of classrooms	Very good: the majority of pupils fulfil the high expectations of teachers and other staff.
Personal development and relationships	Excellent: pupils and students use many planned opportunities to the full and they are developing into mature young adults.
Attendance	Satisfactory: any absence is affected by the medical conditions of pupils and students.

Tuke School is a welcoming and purposeful community that encourages hope for the future of its pupils and students. The positive attitudes, which pupils and students have to their work, are an influential factor in their achievement of good standards.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-16	aged over 16
Lessons seen overall	Very good	Very good

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

The quality of teaching throughout the school is very good and represents a strong feature of provision that results in effective learning by pupils and students. Teaching was at least good in all lessons but more usually it was judged as very good or excellent. The teaching of students in the Post-16 unit was very good or excellent in more than half of lessons observed. For pupils in the remainder of the school the percentage of such teaching was slightly higher, at 68 per cent. The quality of teaching was enhanced by the expertise of support staff. Because of this good quality teaching pupils and students have developed effective learning skills. They understand clearly what is expected of them because teachers communicate the requirements very clearly. Pupils and students are consistently challenged at levels appropriate to their attainment and the expectation placed upon them by teachers enhances the quality of work that results. The enthusiasm with which lessons are taught results in pupils and students working very hard. They retain concentration for long periods and the pace at which they work enables them to achieve high standards. Literacy and numeracy are well taught across the school and these aspects are also effectively included in other lessons. Teachers structure their lessons very well and sustain the interest of pupils because of the good relationships they have with them. Group management skills are very good and these result in lessons that are calm and purposeful. Students in the Post-16 unit represent the best advertisement for the teaching and learning that has taken place in other Years at the school. They are keen and interested in what they do and take full responsibility for their own learning. The degree of independence shown by these students should enable a good start to their life on leaving school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum is effective in meeting the personal and academic needs of pupils and students.
Provision for pupils with English as an additional language	Good: the needs of these pupils are fully provided and, where appropriate, additional support is supplied
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: there are particular strengths in the provision for pupils' and students' social development. This accounts for the mature attitudes seen within the Post-16 unit.
How well the school cares for its pupils	Very well: there is a strong ethos of concerned care by staff. Child protection procedures are secure and work effectively.

The school provides a broad and relevant curriculum that effectively considers the academic attainment of pupils and students and provides for their personal development. As a result, pupils and students make good progress. Many opportunities, throughout the day, are used to enhance the social skills of pupils and students. Lunchtimes as well as break times are used effectively as learning opportunities. In these, pupils and students relate well to each other and rehearse skills that will be of value in later life. Arrangements for child protection, as well as procedures that ensure the welfare of pupils and students, are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the headteacher leads the school with clear vision and purpose. She is very well supported by a talented senior management team who share her vision to provide the highest standards.
How well the appropriate authority fulfils its responsibilities	Very well: the governors make a significantly good contribution to the work of the school through their consistent monitoring of outcomes and support they offer to the work of the staff.
The school's evaluation of its performance	Very good: there is constant evaluation of this and where improvement might be made the response is quick.
The strategic use of all resources	Excellent: human, financial and physical resources are deployed to those areas of maximum benefit to the pupils and students.

There is a high quality of debate and challenge between the senior management and governing body that results in the principles of best value being consistently applied. The governing body is particularly rigorous in ensuring that the resources available to the school are effectively used. The expertise and knowledge of the school bursar enables up-to-date information to be readily available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most
<ul style="list-style-type: none"> • They can see the progress in their children. • The way in which the staff include them fully in any debate. • The behaviour management system as used by the school. • Much of the homework that is provided. This is purposeful and adds to their children's progress. • Issues of concern are dealt with appropriately and immediately. • They feel very welcome at the school even if they have not made appointments. • The wide range of activities outside of the school time. • The level and frequency of available therapies, such as speech therapy. • The displays of children's work. • The positive attitude shown by all the school staff. • The manner in which the school sustains any help that it offers to them as parents.
What parents would like to see improved
<ul style="list-style-type: none"> • Parents offered no suggestions as to what they would like to see improved.

The findings of the inspection team endorse the views held by parents that Tuke School is both a caring and effective community that works very well on behalf of its pupils and students. The school is deserving of their support and appreciation. At the pre-inspection meeting parents were effusive in their praise for teachers and support staff. As evidence of this they made many references to the progress they see in their children – particularly in personal development.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The well-planned curriculum enables good academic and personal development of pupils and students.

1. The school has put in place a broad curriculum that not only fulfils statutory requirements but also provides fully for the personal and particular needs of pupils. Since the last inspection the school has responded positively to a key issue that required it to develop schemes of work for all subjects. These are now all in place and they provide an effective framework in which pupils and students make good progress towards targets in their individual education plans (IEP). The schemes of work also enhance the quality of work done by teachers. The curriculum is effectively co-ordinated by the deputy headteacher who ensures that each pupil and student receives their full entitlement. Since the last inspection the teaching day has been extended and now fully meets requirements. The needs of profound and multiple learning difficulty (PMLD) pupils are well included in the curriculum but there are isolated examples of inconsistent practice throughout the school. Occasionally teachers do not ensure that these pupils are fully involved in lessons.
2. For pupils between the ages of 11-16 years the curriculum appropriately focuses on the provision of the National Curriculum. With the exception of art, where the standards, although satisfactory are not as high, the whole range of subjects is available to all pupils. Pupils develop their skills of speaking and listening very well. Some higher attaining pupils confidently speak about their work in front of classmates. For example, in a Year 9 history lesson, some pupils related their experiences when they visited the Tower of London. These skills are also put to good use when representatives from each class attend meetings of the school council. The standard of pupils' writing is good. The content of this indicates good understanding of the subject matter and whenever possible pupils are encouraged to commit their thoughts to paper. Reading skill is very well taught and learned throughout the school. The school has opted for a system of core reading books, appropriately chosen to sustain the interest and challenge to pupils. These are very effective in raising standards in reading.
3. The personal development of pupils is carefully planned and the provision is equally well targeted at the individual needs of pupils and students, according to their age and maturity. Strengths in this include The Globe Shakespeare Drama, where pupils work alongside professional actors. Productions that resulted from this involvement have been performed in public. Visits abroad have included Tunisia, Turkey, Spain, Belgium and France. In these, as in other initiatives, the pupils and students are expected to provide for themselves wherever possible. For example in the visits, both in this country and abroad, pupils are expected to do their own shopping and be involved in the initial planning of each visit.
4. Pupils and students are encouraged to speak up for themselves and wherever possible be fully involved in choices that affect them. For example, the student council is composed of representatives elected from each class in the school. The responsibility of this group is to receive suggestions from other pupils within the school and debate them in open forum. This they do with great effect and, having made decisions, these are then communicated to their own class. Although a member of staff chairs the meeting the contents of the agenda are wholly provided by pupils and students. Where an item may require further investigation the responsibility for this is then delegated to a pupil.
5. The availability of accreditation opportunities is good. According to age, pupils can gain accreditation in the Youth Award Scheme, Health and Hygiene, First Aid training,

Transition Challenge, Towards Independence, the latter two are part of the ASDAN accreditation (Award Scheme Development and Accreditation Network). Further development of this range is being considered, particularly for pupils aged 16 years.

6. Students in the Post-16 department have a full curriculum appropriate to their needs. It is very effectively planned to ensure that on leaving the school students are well prepared for their next stage of learning. They have very good opportunities, which are well used, for vocational training. These are made more effective by a thriving link with local colleges. These links are aimed at familiarising students with a college environment as well as acquiring skills, such as those used in the building trade. A very attractive garden area is the result of student's studies at college. The curriculum provided for students is appropriately different and enables them to develop their roles as young adults. The teaching of basic skills in both English and mathematics are appropriately set in practical contexts. For example, in a mathematics lesson students handle real money and are required to make decisions about the value and cost of various drinks. In their 'mini-enterprise' they follow a chain of production from raw material to finished article and in so doing fully understand how goods are available in shops, and more importantly, why they cost what they do. Those students who played the part of 'traders' earned money, while the 'shopper' spent all that he had. Through such simple techniques the students gain good insights into wider practice within the community in which they will live. The Post-16 motto "I try - I can" pervades everything they do and creates a good and purposeful ethos.
7. The provision of the curriculum is well co-ordinated, resulting in good entitlement for all pupils and students. Co-ordinators are developing their roles to include monitoring of their subject but only in mathematics, English and personal and social education is there an expectation that judgements will be made about how the quality of teaching contributes to the standards within the subject. The challenge for the school now is to construct a system whereby they can monitor the effectiveness of all provision. As yet there is no whole-school strategy through which this can be achieved. The school already has other good systems, for example monitoring behaviour of individuals, but as yet similar provision is not available to monitor the outcomes of learning.
8. There is very good provision for pupils' and student's spiritual, moral, social and cultural development. The provision for cultural and social development is particularly effective and results in mature attitudes being shown by a significant number of pupils throughout the school. In addition to the work done by the student council, all pupils are given opportunities through visits at both home and abroad to develop their social skills. Younger pupils have recently visited the Tower of London, as part of their humanities studies. This proved to be a most effective visit, evidenced in the way that pupils were able to discuss in detail about what they saw and how they felt. Consideration for others was exemplified in an assembly theme of 'What can we share today?' Throughout the day pupils and students kept the theme in mind and many put this into practice in simple ways, such as sharing biscuits at break time.
9. Staff support after-school sessions that enable pupils and students to take part in social activities. These extend the range and opportunity for social interaction and are a valuable contribution to the personal development of all pupils and students. The success of these is to be judged by the fact that they are to be extended from the current four sessions per week to five.

Teaching and support staff provide high quality expertise that enables pupils to make good progress in lessons as well as over time.

10. The quality of teaching throughout the school is very good. All of the lessons observed were at least good but significantly high percentages of these lessons were either very good or excellent. Teaching of pupils in Years 7 -9 was very good or excellent in 70 per cent of lessons. For pupils in Years 10 -11 teaching was very good or excellent in 67 per cent of lessons and for pupils in Years 12 -13 it was very good or excellent in 56 per cent. The difference in percentage figures is statistically insignificant because of the relatively small sample. Pupils in all Years receive high quality teaching.
11. The teaching is characterised by well-planned lessons that are derived from the good curriculum already referred to. The lessons include many activities very well matched to both what should be learned as well as what pupils and students have previously learned.
12. In their introductions to lessons teachers make pupils and students fully aware of what they are about to learn. In doing this they make the pupils and students effectively responsible for their own learning. The introductions include good summaries of the previous lesson. This enables teachers to accurately assess what pupils have understood. For example, in a Year 7 English lesson based on the story of 'Mr Gumpy's Outing' the teacher used very well focused questions to determine what the pupils remembered of the story. This group, of low attaining pupils, was further helped in their understanding through the use of tactile resources, such as fleece, which they used to relate to the animals in the story.
13. The methods used by teachers are both interesting and challenging to pupils and students. In a Year 10 French lesson the teacher used his musical skill to encourage the pupils to sing simple French songs. Each pupil was required to sing a simple greeting, such as 'Comment, ca va', with another pupil singing the reply 'Ca va bien, merci'. Throughout the lesson, the use of French was consistent and this was further reinforced by the use of role-play enacting a journey from London to Paris. The outcomes to such lessons are total involvement by pupils that result in very effective learning. The skill of the teacher and the very good support given by learning support assistants fully extends the pupils' knowledge of spoken French. It is highly appropriate that these skills will later be used in actual visits to France.
14. The teaching of Post-16 students considers their needs very well. The opportunities for learning are very well planned and encourage personal independence in students. In tasks, such as improving handwriting, the teacher challenged the students to select a piece of their own writing which they considered to be their best. Having swapped these pieces with other students she also asked if, in their opinion, the writing was good. This simple but effective technique ensured that students were fully involved in both judgement and critique. When related to personal targets, as identified in IEP's, this method fully supported the development of personal independence and academic knowledge.
15. Resources used by teachers are of good quality and well chosen to support the objectives of the lessons. In a science lesson for Year 9 pupils the teacher set the challenge for pupils to understand that light responds differently when confronted with different materials. To enable this understanding he used a torch for each pupil and provided each with a range of reflective, translucent or solid materials. Through their own investigation, though led by the teacher, the pupils understood that a mirror would deflect light. Higher attaining pupils also understood that translucent materials, such as thin cloth, would diffuse light. From this understanding the pupils were able to record their findings by placing labels next to appropriate answers, for example mirror = reflection.

16. The management of pupils is one of the most significant strengths of all the teaching that was observed. The skills of teachers, in this regard, are considerable and they result in lessons that are calm and purposeful. Pupils fully understand the protocols of the classroom and where disturbances do occur the majority of pupils remain undisturbed by these. Each pupil and student has what the school calls a 'consistent handling plan'. In effect this is a pre-planned strategy to be adopted by staff if pupil behaviour becomes unacceptable. These are excellent protocols that contribute in large measure to the effective outcomes of teaching. The plans are detailed and based on very good observations of pupils' individual behaviours. They identify trigger behaviours and provide appropriate responses to be followed by staff. The real strength in this provision is that all staff are fully aware of the contents of these plans and scrupulously follow the recommendations. Where necessary, senior staff provide additional support in the management of incidents.
17. The quality of support to pupils provided by LSA is very good. Their expertise and knowledge add considerably to the good quality outcomes experienced by pupils and students. The quality of training they have received has resulted in a high level of competence in this group. Within lessons they provide very good support to both individual and groups of pupils and students. In other provision, such as speech therapy or physiotherapy, they enable pupils and students to continue these areas of development under the guidance of the appropriate therapists. A good example of the effectiveness of LSA occurred in a Year 9 science lesson, where the attention of the teacher was necessarily taken in the management of a behaviour incident. The two LSA took effective responsibility for the learning of all other pupils and continued the lesson. They were able to do this because of their considerable expertise and confidence. In so doing they ensured that the needs of pupils were fully met and the lesson was ultimately successful. This quality of very good teamwork is commendable.

The headteacher, governors and senior management provide a very good quality of leadership, that enables the work of all staff to be both focused and effective.

18. The headteacher provides very effective leadership that enables the school to provide a high standard of education for its pupils and students. Her clarity of vision and ambition for the school, which is shared by the governors, is a major factor in the school's continuing, successful development. The aims of the school are fully evidenced in her work and reflected in the work of all staff.
19. While clearly a driving force in the wish to provide a high standard of provision for pupils and students, a very able deputy headteacher and senior management team supports the headteacher. This group has a unity of purpose that ensures the best provision across the full range of school activities. As a result of their leadership they have created an ethos in which the effort of all staff is fully appreciated and supported. This support is evidenced in good quality training, available to all staff. LSA are encouraged to further their knowledge and expertise through attendance at relevant training courses.
20. Jointly, the senior management team ensures high standards of teaching through regular and effective monitoring of classroom practice. Discussions with teachers indicate an appreciation of the way in which this practice is carried out. Several teachers indicated ways in which these observations have caused variation in their practice that they found to improve outcomes for pupils and students. The high level of good quality teaching is evidence of the outcomes to this monitoring.
21. Day-to-day management of the school is very good and enables the school to function as a well-ordered and purposeful community. It is a hallmark of school practice that all staff, whatever their role, are fully aware of the responsibility they have to the service of pupils

and students. The details in school planning and very good levels of effective communication ensure that staff fulfil their daily duties with purpose and success. It is a strength of the management that it constantly evaluates its own performance. In this respect it already fully meets the criteria for the forthcoming Performance Management exercise. Procedures and practices are under constant re-evaluation. Where good practice is noted it is formulated into a requirement that all staff can then follow. Where lapses or shortcomings are identified a working party is established with the task of identifying more effective practice.

22. Governors provide very good support. Collectively they set high standards for the school and engage in very effective critical debate that challenges the practice of the school. In order to do this they receive good quality reports from management, teachers and administrative staff. These enable the governing body to effectively monitor the outcomes of the school development plan, as well as to set further and realistic targets for school development. These monthly reports include information relating to pupil attendance, staffing and financial matters.
23. The Chair of Governors has very detailed knowledge of the strengths of the school as well as those areas he sees for future development. With its current underspend the governors plan to invest in ceiling track hoists that will enable better access for PMLD pupils. Additionally there are plans to develop playground areas that will enable better access by these pupils. The governors view staff as the most valuable resource and enable them to take part in good levels of training. As a result of this response the school enjoys a low staff turnover. This ensures a good quality of provision and teaching for all pupils and students. Discussion with staff vindicates this philosophy. Eight support staff have qualifications at National Vocational Qualification Level 3. Four other staff are currently working towards this level. The governors have ensured the quality of output by this group by offering full-time contracts. These enable governors to ensure that support staff are available for further training even when the school is not in session.
24. Although the expenditure per pupil is higher than the national mean the outcomes in terms of pupils' academic and personal development, the high quality standard of teaching and the effective use of financial resources indicate that the school provides very good value for money.

The partnership with parents is very strong because the school encourages joint participation in the personal development of pupils and students.

25. Parents are very supportive of the work of the school. At the meeting held prior to the start of the inspection they were unanimous in this support. Ninety six per cent of the parents who responded to the questionnaire, circulated prior to the inspection, agreed that the school works closely with them. They do not, however, give their support uncritically. Some parents stated they were, at first, adamant that their child should not attend the school. As a result of the work done by the school, the way in which staff involve them in decisions and more importantly, the progress they see in their children these parents are now very firm supporters of the school.
26. The school achieves this good support by fully involving parents in decisions made about their children. One parent quoted an example where her advice was sought about how she managed a particular behaviour when her child was at home. As a result of this discussion school staff followed similar procedures; consequently the behaviour of the pupil improved. The parent was most appreciative that the staff had taken the trouble to include her in the response.

27. The school provides good information to parents of both a general and individual nature. A termly newsletter provides information relating to events of general interest. The prospectus, given to parents, clearly spells out the aims and intentions of the school and provides for them a very clear picture of what level of service they can expect. Where necessary the local authority and school provide translations into home language for parents attending school meetings. Home-school diaries are used effectively as channels of communication to parents. These well-used documents enable parents to be fully involved in the education of their children. Where necessary school staff follow up issues by visiting parents in their home.
28. Parents also appreciate the amount and quality of homework that is provided. This is a regular feature that takes in both academic and personal skills. Simple acts, such as making a cup of tea, are rehearsed at home. Reading books are provided and, where possible, parents support their children in reading practice.
29. The results of the parent questionnaire substantiate the judgements made by the inspection team. From this questionnaire, strengths emerged that show the school to be very effective in the work it does with and for parents. Most notable among these is the belief that the school enables their children to become mature and responsible and that if they need to approach the school about any issue, they know it will be handled sensitively and appropriately. The school is deserving of such warm support.

WHAT COULD BE IMPROVED

A more effective system that ensures what is taught within the curriculum is learned by all pupils and students.

30. Although the school provides a very appropriate and wide curriculum that effectively meets the needs of its pupils the mechanisms currently in place to ensure pupils learn what is taught are not fully secure. The schemes of work now in place represent an improvement since the last inspection and the quality of teaching has also improved. However, there is insufficient emphasis on determining and recording what pupils have learned. The level of consultation between subject co-ordinators is insufficient to establish the learning undertaken by pupils and students. The annual reports on pupils and students are effective in informing parents of the progress made by their children. The majority of the subject reports contained in this annual report objectively comment on the skills and knowledge that pupils have learned but, because of this long interval between reports, the progress of individual pupils may dip without being detected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise the high standards in the school the governors and senior management should now:

- 1) Implement a system of regular review of the performance of pupils and students that leads to clear, objective assessment and evaluation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	43	36	00	00	00	00

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	44
Number of full-time pupils eligible for free school meals	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%	Unauthorised absence	%
School data	10.7	School data	4.9

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

At the end of Key Stage 3 pupils are assessed by teachers.

Number of pupils		English	Mathematics	Science	
7 present	1 absent	7 pupils working towards Level 1	7 pupils working towards Level 1	5 pupils working towards Level 1	2 pupils working at Level 1

Pupils also completed the ASDAN Transition Challenge module 'Independent living skills'. Of these, 5 pupils completed the course by the end of Year 11 and a further 4 were successful in Year 12. In Years 12, 13 and 14 fifteen students met the standard required in the module 'Towards independence'.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	10
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	23
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
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 – Y13

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	5.5
Average class size	7.3

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	15
Total aggregate hours worked per week	66

Financial information

Financial year	1999
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	£
Total income	790,489
Total expenditure	717,837
Expenditure per pupil	13,805
Balance brought forward from previous year	67,115
Balance carried forward to next year	139,767

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	4	0	0
My child is making good progress in school.	46	42	4	4	4
Behaviour in the school is good.	38	46	4	0	13
My child gets the right amount of work to do at home.	29	46	4	0	13
The teaching is good.	58	25	0	0	13
I am kept well informed about how my child is getting on.	58	33	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	37	0	0	0
The school expects my child to work hard and achieve his or her best.	58	29	0	0	13
The school works closely with parents.	50	46	4	0	0
The school is well led and managed.	46	42	0	0	13
The school is helping my child become mature and responsible.	58	33	0	0	8
The school provides an interesting range of activities outside lessons.	54	38	0	0	8

Figures may not add up exactly to 100% because of rounding or that some parents chose not to respond to the question.