

INSPECTION REPORT

SILVERDALE SPECIAL SCHOOL

Wallsend

LEA area: North Tyneside

Unique reference number: 133432

Head teacher: William Lennox

Reporting inspector: Noreen Buckingham
16722

Dates of inspection: 3rd – 6th March 2003

Inspection number: 249466

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Maintained
Age range of pupils:	7 - 16
Gender of pupils:	Mixed
School address:	Mitford Gardens Howdon Wallsend Tyne & Wear
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Appropriate authority:	The governing body
Name of chair of governors:	Mr F Lillie
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

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16722	Noreen Buckingham	Registered inspector	Religious Education	What sort of school is it?
			Citizenship	The school's results and pupils' achievements.
			Modern Foreign Language	How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
14083	Andy Anderson	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 parents?
10760	Pip Clark	Team inspector	Science	
			Geography	
			Design and technology	
23549	Helen Eadington	Team inspector	English	How good are the Curricular and other opportunities offered to pupils?
			Art and design	
			Education inclusion	
15551	Pat Mitchell	Team inspector	Mathematics	
			History	
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			English as an additional language	
19582	John Lomas	Team inspector	Physical education	
			Information and communication Technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Silverdale School is a relatively new school for boys and girls with emotional, social and behavioural difficulties (ESBD). It opened in September 2001 following the closure of a Pupil Referral Unit (PRU) which had occupied the same buildings. A new building is currently under construction and will be opened in September 2003. Pupils from the PRU transferred to the school along with others who had been, in some cases, in residential education. Some pupils have additional learning problems. Currently there are no girls on roll. It is planned that the school will admit 40 pupils from age 8 to 16 years and at present there are 36 pupils on the school roll. All pupils have statements of special educational needs and 15 pupils are eligible for free school meals.

Pupils' attainment on entry to school is below what would be normally expected for pupils of their age but this is mainly because they have periods of absence due to exclusions or because they have not attended their previous schools. A number of pupils are in the care of the Local Authority. Pupils come from the whole of North Tyneside and from a wide range of socio-economic backgrounds. There are no pupils from minority ethnic groups. Since opening, the school has had significant difficulties in recruiting and retaining staff and the turnover of staff has been very high.

HOW GOOD THE SCHOOL IS

Silverdale is not an effective school and has had significant difficulties which have hindered its development. The school has weaknesses in a number of important areas and the leadership and management of the school has been ineffective in dealing with them successfully so far. Pupils' achievements overall are unsatisfactory, however in lessons, pupils in Key Stage 2 make satisfactory progress in English and mathematics within the narrow range of learning opportunities available and when teaching and behaviour are satisfactory or better. Teaching and learning overall are unsatisfactory with an unacceptable level of poor or very poor teaching. The pupils' attitudes and behaviour are poor leading to regular disruption of lessons from which pupils leave without permission. This is often because the content of many lessons fails to interest pupils. The quality of the curriculum is poor and is not meeting statutory requirements in a number of areas. The provision for pupils' spiritual, moral, social and cultural development is poor overall and their personal development also suffers. Staffing ratios are very good but senior staff are not always well deployed. The school has not had full control of its' own budget yet but the financial information available would indicate that costs are high and currently the school provides poor value for money.

What the school does well

- The teaching of art in Key Stages 3 and 4 is consistently good.
- Link workers are becoming very effective in developing links between school, home and outside agencies.
- Teachers and other adults work well together and support each other.
- The procedures for monitoring attendance are beginning to have a positive impact on improving pupils' attendance.

What could be improved

- The leadership and management of the school, including monitoring and evaluating the work of the school and setting targets to raise pupil achievement.
- The quality of teaching so that pupils learn more effectively and make better progress.
- Pupils' statutory entitlement to the National Curriculum and religious education.
- Pupils' attitudes to school, their relationships and their behaviour towards staff and each other.

- Opportunities to promote pupils’ spiritual, moral, social and cultural development and their personal development.

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

In accordance with section 13 (7) of the School Inspection Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of the school. The management has a commitment to improving the behaviour of pupils, their attendance and the quality of education it provides but has not yet achieved this. Much time is spent by the senior managers in responding to daily incidents and to supporting staff and this has slowed down the pace of development considerably. Nevertheless there are areas of the school’s work which should be much further developed, such as the curriculum.

STANDARDS

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

Progress in:	by Year 6	By Year 11	Key	
Speaking and listening	C	C	very good	A
Reading	C	C	Good	B
Writing	C	D	Satisfactory	C
Mathematics	E	E	Unsatisfactory	D
Personal, social and health education	C	D	Poor	E
other personal targets set at annual reviews or in IEPs*	**	**		

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

** there is not sufficient evidence about how well pupils’ have progressed towards their academic targets set on their IEPs to make a secure judgement.

The school does not have sufficient data about pupils’ achievements from which to set further targets to raise achievements further.

Pupils’ attainment on entry to the school is well below what would normally be expected for pupils of their age and their achievements are further affected by their unsatisfactory attendance at school, their frequent absconding from lessons and disruptive behaviour. In addition weaknesses in teaching and the lack of a coherent and planned curriculum are significant limiting factors in their underachievement. Pupils’ achievements overall are unsatisfactory although on balance they are satisfactory in English in the few lessons seen and in art and design Key Stages 3 and 4 they are good. Achievements in mathematics are unsatisfactory overall but in Key Stage 2 too little time is allocated to numeracy and in Key Stages 3 and 4 the weaknesses stated above are the main cause of this. In science and in design and technology the youngest pupils make satisfactory progress in lessons because the lessons have been well thought out, pupils are interested and they behave well, but in Key Stages 3 and 4 achievements are unsatisfactory. A satisfactory start has been made by Key Stage 3

pupils in French. Pupils' achievements in developing their personal and social skills are variable but their continuing poor behaviour suggest that little has been learned.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are poor. They lack interest and there is a high rate of leaving lessons without permission. There is a noticeable lack of motivation and enthusiasm to learn.
Behaviour, in and out of classrooms	Behaviour in and out of lessons is poor. There is a high incidence of assault and physical restraint is used on some occasions. Lessons are frequently disrupted by verbal abuse and aggressive behaviour. Pupils have agreed class rules but have difficulty in remembering or applying them.
Personal development and relationships	Pupils' personal development is poor and they do not form constructive relationships with each other. Many pupils have poor social skills and they are not capable of sustaining concentration for very long. There are limited opportunities for them to develop responsibility or take initiative.
Attendance	Attendance is below the national average for similar schools but it has slightly improved this academic year. Because pupils frequently absent themselves from lessons this further reduces the time they are actually present.

TEACHING AND LEARNING

Teaching of pupils:	Years 3 – 6	Years 7 – 11
Quality of teaching	Unsatisfactory	Unsatisfactory

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

Teaching is unsatisfactory overall with 52 per cent which is satisfactory or better and a significant proportion which is unsatisfactory or poor. This is due to disruptive and challenging behaviour, abusive language and pupils frequently leaving lessons. In addition the lack of a coherent curriculum means that teachers do not have any scheme of work to follow and prior learning is not systematically built on. There is less unsatisfactory teaching in Key Stage 2 than in Key Stages 3 and 4. There is an over reliance on commercially produced worksheets which do not meet the individual needs of all pupils. Tasks are routine and do not extend pupils knowledge and skills and they do not learn.

In the best lessons pupils listen, work hard and behave well. These lessons are well planned with interesting activities, for example in art and design and design and technology, relationships are positive. On some occasions pupils work independently and sometimes together.

Teaching in English is satisfactory overall. Pupils learn and make progress because in the lessons seen teachers have a sound understanding of literacy development. In mathematics teaching in the lower part of the school is satisfactory but is unsatisfactory in the upper part of the school because pupils are disruptive, teaching is not sufficiently challenging and teachers' expectations are too low. In science teaching is unsatisfactory or very poor and it ranges from satisfactory to very poor in personal, health and social education and is unsatisfactory overall. The National Literacy and Numeracy Strategies

have been adapted and are used best in the lower part of the school but this is inconsistent. Grouping pupils by ability in the lower part of the school means that their needs are better met but only when the teaching is satisfactory or good and this applies more to literacy than to numeracy. Not all teachers in the upper part of the school plan this way but when they do teaching is more focused and learning objectives made clear.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is poor. The curriculum is not broad or balanced and does not meet the requirements for religious education, citizenship, sex education or careers education. It does not ensure that pupils can make progress through a planned programme of study in most of the subjects it offers because there are no schemes of work for teachers to follow and teachers cannot build systematically on what has been taught previously.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Opportunities for pupils' spiritual, moral, social and cultural development are poor overall. The provision for moral and social development is unsatisfactory because although pupils know right from wrong they choose to behave badly and there are few planned opportunities for social activities. However pupils do go on an annual residential visit when they are expected to live together and share responsibilities. There are few occasions when pupils can learn about their own culture but they are not well prepared for life in a culturally diverse society and similarly pupils are given insufficient opportunities to learn about other beliefs and reflect on their own.
How well the school cares for its pupils	The head teacher and the staff are committed to caring for the pupils and they know the pupils well but the personal development of pupils is poor and staff turn a blind eye to pupils smoking on the premises. Pupils are often given praise when they don't deserve it. Procedures for monitoring attendance are good and for monitoring good behaviour are satisfactory. However assessment procedures and those for monitoring pupils' academic progress are poor. Information available is not used to inform future planning. Pupils' personal development is not consistently supported and although there are opportunities in PHSE (Personal, health and social education) and tutorial sessions, these are not always well planned or taught. The school is developing detailed pupil profiles using information from pupils' statements of special educational needs, TAMS (Target setting, assessment and management system) and other assessment records. Child protection procedures are secure and well known by all staff.

There was a poor response to both the parents meeting and the parental questionnaire (5 from each) but the limited response mainly showed satisfaction with the school except concerns about behaviour and the lack of academic progress. The link workers are developing links with parents with variable success. However, they are developing daily communication with parents and carers and they see this as a positive initiative. As yet there are no externally accredited courses for older pupils to follow and this significantly limits opportunities for further education. Links with the community are unsatisfactory but the school is working to develop links with neighbouring mainstream and special schools to give pupils opportunities for inclusion. Pupils do not attend school on Friday afternoons so that staff training can be organised but this reduces learning opportunities and limits pupil's time in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are ineffective because the overall quality of education provided to pupils is unsatisfactory. There are a number of important areas of the schools' work which have not been effectively developed, such as the curriculum, pupils' achievements, improving pupils' behaviour and the quality of teaching and learning. However, the unstable staffing situation severely limits the head teacher's best efforts at moving the school on.
How well the appropriate authority fulfils its responsibilities	Unsatisfactory. Much of the governing body's time has been concerned with staffing matters and they have little active involvement in other areas of the school's work. A number of statutory requirements are not met in relation to the curriculum, the School Prospectus and the Annual Governors Report to Parents.
The school's evaluation of its performance	Unsatisfactory. Little monitoring and evaluating of the school's work is done except that pupils' behaviour and attendance are well monitored. The head teacher has had targets set for him via the performance management system. The school improvement plan is for one year and doesn't indicate a strategic view of the school's longer term priorities.
The strategic use of resources	Satisfactory. The building is poor but the school makes the best use of it that it can. The office management effectively supports the day-to-day running of the school and financial controls are secure. A large amount of senior staff time is used to deal with a significant number of disruptions when it could be better deployed.

The school has a very good allocation of staff but has had great difficulty in recruiting and retaining suitable teachers and this has resulted in a very unstable staffing situation since the school opened. There is also a good number of teaching assistants and the appointment of three link workers has been a positive move and is beginning to have beneficial impact. The head teacher recognises some of the weaknesses in the management of the school particularly for pupils in Key Stages 3 and 4. The current accommodation is poor but a new building is planned for completion by September 2003. Learning resources are poor overall. The school does not as yet fully understand or apply the principles of best value systematically but does try to ensure value for money on large items of expenditure. In addition it has not been able to gather sufficient data to compare achievements with other similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
•	•

Only 5 carers attended the Parents Meeting and only 5 Parental Questionnaires were returned. There is insufficient evidence to make secure judgements about parents and carers views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Pupils' attainment is below what would normally be expected for pupils of their age mainly because of their poor attendance, here and at previous schools or because they have been excluded from school. A few do have additional learning difficulties. Overall pupils' achievements are unsatisfactory. The main reasons for their underachievement, lie in the weaknesses in teaching and the lack of a coherent and planned curriculum. In addition, sometimes pupils do not attend all lessons or do not remain in them. The planning for pupils' learning opportunities is not secure because not all subjects are taught and do not build on pupils' previous knowledge and understanding. This is because there are too few schemes of work to ensure progress and this further limits their achievements. In addition the quality of teaching overall is unsatisfactory and pupils do not learn enough in many lessons. Inspector's evaluations of pupils' achievements in subjects is based on the very limited evidence of their work and how well they learned in lessons.

2 The school has not set any whole school targets to raise pupils' achievements because they do not have enough data to make secure predictions. Pupils' individual education plans (IEPs) are recent and there is insufficient evidence against which to securely measure success. These targets are not regularly used in lesson planning. Behaviour targets are comprehensive but not all pupils are aware of their individual targets, however, some teachers discuss them during tutorial time.

3 Achievements in English are satisfactory overall but there are shortcomings in the development of writing for the older pupils. Pupils have limited communication skills when they enter the school and find it difficult to take turns, listen to, or respect others points of view. When speaking, pupils' language, especially that of older pupils, is frequently interspersed with swearing and they find it difficult to adapt their speech in different situations. When well managed pupils can hold conversation with adults and express their views. As they move through the school pupils reading skills are developed appropriately. Younger pupils enjoy stories and use picture and phonic cues to help them read and by the time they are in Year 10 the higher attaining pupils are reading fluently but they have too few opportunities to read for research or for pleasure. Pupils' levels of reading are variable when they enter school but they are given appropriate learning opportunities to improve their skills.

4 In mathematics pupils' achievements are poor because there is insufficient time allocated to numeracy, the National Numeracy Strategy is not consistently used and resources are insufficient. In addition the high turnover of staff has led to numerous changes in teaching methods. However, ability grouping for pupils in Years 3,4,5 and 6 works well and pupils made satisfactory progress in the few lessons seen although their level of mathematical competence is low and they made poor progress overall. Higher attaining pupils are learning basic number computations to 10 and 100 while others learn the numbers to 100 and use counters to help them count to 10. Pupils in years 7,8,9 and 10 learn about angles and have a basic understanding of fractions. Mental calculations are used to add numbers to 100.

5 Pupils' achievements in science are satisfactory for the youngest pupils but unsatisfactory for pupils in Years 7,8,9 and 10. There was no evidence to make judgements about how well pupils achieved by the end of Year 6 because no written work had been done and there were no teachers' records of any work. Year 4 pupils understand about magnetism, name some parts of the human body and investigate friction using toy cars. The older pupils investigate food components and devise diets for different sportsmen and in another lesson about investigating the relationship between distance and

time. However, during the practical element in the gym the lesson ended in disruption and it is this sort of behaviour which limited pupils' achievements in both these lessons.

6 In information and communication technology (ICT) pupils' achievements are unsatisfactory. ICT is not regularly used in subjects across the curriculum. Limited use is made of ICT by young pupils except for games and a limited range of software is available to support the literacy and numeracy. Pupils in Years 7,8,9, and 10 have developed some skills and can save, retrieve and find information. Some pupils can access the Internet for information and use email. The ICT suite is used at break-times but pupils mainly use the computers for games, as they do the classroom computers.

7 Achievements in other subjects of the curriculum are unsatisfactory or poor except in art and design where pupils in Years 7,8,9 and 10 achieve well because they behave well in lessons, listen to the teacher and work hard. The youngest pupils make good progress in design and technology because the work is well planned, behaviour is well managed and the teaching is good. Because there are no schemes of work for subjects except art and design, teachers are unable to build on prior learning to enable pupils to make better progress. In addition, not all subjects are taught or fully comply with the requirements of the National Curriculum, for example, religious education and citizenship.

Pupils' attitudes, values and personal development

8 Pupils' attitudes to learning are poor. They lack interest and do not involve themselves in the activities that they are offered. The vast majority of pupils are admitted to the school with poor attitudes, low levels of concentration and low self-esteem. There is a high rate of absence, and many pupils continually abscond from their classrooms. There is a noticeable lack of motivation and enthusiasm. Most pupils have poor listening skills and are not attentive to their teachers. Teachers have low expectations of the pupils' academic abilities and some use behaviour as an excuse for not setting high enough learning objectives. In many lessons the work pupils are given does not sufficiently stimulate or challenge them to fully engage their interest and active involvement. Poor teaching and inappropriate subject matter does not help them overcome their difficulties. However, when their interest is stimulated, for example, in upper school art and design lessons, some pupils are capable of responding well.

9 Overall standards of behaviour are poor and this has a negative impact on learning. Most pupils accept little or no responsibility for their own actions and rely heavily on adults managing them, and not all adults do this effectively. Many times during the inspection learning was disrupted by aggressive, and sometimes violent, behaviour. Some pupils have to be physically restrained to prevent further disruption or possible harm to themselves or others. There is a high incidence of assault on adults and other children. There were frequent incidents where pupils created scenes, gave verbal abuse, destroyed their work or walked out of the classroom. Many pupils continually swear. Teachers have to spend a disproportionate amount of time on class control and management to the detriment of teaching the curriculum. All teachers do not share the same expectations of what constitutes acceptable behaviour, and there is a lack of consistent application of the school's behaviour and discipline policies. During the inspection, there was a considerable amount of intimidating and aggressive behaviour in the classrooms and around the school. However, there has been a reduction in the number of significant incidents, for example, absconding, assaults on peers and acts of vandalism. Self-harm has almost been eliminated. There were 26 fixed term exclusions in the year prior to the inspection and 15 in the current academic year to date, which is unacceptably high.

10 The pupils' personal development is poor and many pupils have poor social skills. For example, they shout out answers in lessons instead of waiting to be asked to answer questions, and

continually demand immediate attention. They are not capable of sustaining lengthy periods of concentration or working independently and this has a limiting effect on their ability to learn. Not all sessions for PHSE are used effectively to allow pupils to quietly discuss their problems and seek solutions. Few pupils show initiative or are able to take responsibility for their own learning so progress is limited. However, pupils have few opportunities to take responsibility and staff tend to be over supportive. Similarly, there are not many opportunities for pupils to take on formal responsibilities around the school or have any input into the way the school is run. They have discussed and agreed class behaviour rules but they have difficulty in remembering and applying them. There is no school council which would give pupils an opportunity to have some personal responsibilities for the school. Relationships in the school are poor and many pupils do not relate well to their teachers, to other adults or each another. Pupils consistently demonstrate a distinct lack of respect for their teachers, each other and the environment and nor do they respect the rights of others to learn in a quiet and peaceful working environment. They do not understand the impact of their actions on others and little is done to positively encourage changes in their behaviour.

11 Although attendance has slightly improved since the start of the current academic year, it remains below the national average for similar schools. Attendance levels are adversely affected by the three pupils who are non-attenders. The rate of unauthorised absence has significantly improved and is well below the national average. In addition to the recorded absence, pupils frequently absent themselves from lessons, which further reduces the time they are actually present. This is recorded when pupils leave for a long period of time or do not return but times when pupils are in and out are commented on in a more general way. This is a significant factor in pupils' unsatisfactory achievements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12 Teaching and learning across the school are unsatisfactory overall with 52 per cent of teaching which is satisfactory or better and 48 per cent which is unsatisfactory with elements of poor and very poor teaching. This is mainly because pupils' learning is affected by poor behaviour. Teachers do not consistently check or challenge unacceptable behaviour or abusive language. Pupils, particularly those in the upper school, come in and out of some lessons as they please and not only is their own learning disrupted but other pupil's learning is as well. They do this if they are angry or when the lesson fails to motivate them. Sometimes very few pupils remain in lessons.

13 When teaching is good pupils' behaviour is well managed and lessons are not disrupted. Pupils listen and respond positively to instructions and join in discussions. They sit quietly and do their work. In a well-planned English lesson for Year 8 pupils the clear explanations and good relationships had a positive impact on pupils' responses and they made good progress. Some pupils worked together and others chose to work independently. Similarly in art and design where all the teaching in Years 7,8,9, and 10 was good, the secure subject knowledge of the teacher, well-prepared resources and interesting tasks motivated the pupils and they produced some good work. In these lessons the teacher gains and keeps pupils' attention and they accept constructive criticism without becoming discouraged or disruptive. In a geography lesson for Year 3 and 4, pupils were excited about going outside but the teacher made sure they knew what was expected of them and explained what they were going to do before going out and they enjoyed the lesson. In a good design and technology lesson young pupils showed that they could work together and wait their turn to use tools such as a fretsaw. The teacher clearly set out rules for using the room and the tools which pupils accepted. They worked well and made good progress with most pupils achieving the aim of producing their model.

14 Lesson planning is variable and not consistent across the school. Good planning of lessons for the youngest pupils shows clear learning objectives, the lesson has a definite structure and usually

pupils respond positively. Sessions for PHSE are not always planned with definite learning objectives and therefore there are no clear learning outcomes. Older pupils have breakfast time prior to these sessions and they often take some time to settle down and little time is left for any purposeful discussions. However, when they are well planned and managed, some very constructive learning takes place. This was observed in a class for Year 8 pupils in which the teacher had prepared some exercises in which pupils could discuss, amongst other things, three wishes and pupils were able to be very open and honest about themselves and what they wished for. They listened to each other quietly without any verbal abuse or disruption and this made a positive contribution to their self-confidence.

15 Teachers rely too much on commercial worksheets which do not meet the needs of different abilities and pupils are bored. In many lessons pupils were given worksheet after worksheet which required little thought and did not extend their knowledge and skills. Teachers have low expectations of pupils and pitch the work at a level where there is little challenge. On occasions teachers and teaching assistants give too much help to pupils and they come to rely on this, and become frustrated if they don't get it. Generally teaching assistants work well with teachers sometimes anticipating problems and diffusing potentially difficult situations, this was noticed on a few occasions with the younger pupils when a short period out of the room usually solved the difficulty.

16 In the least effective lessons disruptions and absconding are commonplace. Pupils decide if and when they will listen and consequently they do not learn. Sometimes pupils from other classes come to windows and distract others which usually disrupts the lesson. Verbal abuse directed at each other or at the teacher interrupts the teaching and sometimes teachers can do little to prevent it. However too much teaching is uninteresting and teachers have too few strategies to motivate pupils and they react negatively by leaving the lesson, being abusive or by tearing up their work. There is an over reliance on commercially produced worksheets which do not challenge pupils and do not give them opportunities to use their writing or creative skills. In other instances work does not build systematically on what has been taught before, because there are no detailed schemes of work to support this. Throughout teachers remain calm and teach those pupils who stay in the classroom but are unable to find effective ways of motivating all pupils to remain in the lesson. Good practice is not shared and therefore teachers do not learn from others how to manage pupils well.

17 Pupils in Years 3,4,5 and 6 are grouped by ability for literacy and numeracy which is good practice but isn't always as effective as it should be due to disruptive behaviour. However pupils do learn and make satisfactory progress overall in lessons. Lesson planning in some classes follows the accepted format for the National Literacy and Numeracy Strategies and this focuses learning objectives more clearly. This format is not consistently used throughout the school and learning objectives are sometimes too vague and lessons lack structure.

18 At the parents meeting carers stated that homework is not consistently set so that they have little input to their child's education and often are not aware of what they are doing. Day to day assessment of academic achievement is poor and records are mainly concerned with how well pupils' are behaving. There is little lesson evaluation so that teachers are not looking at and learning from the outcomes of their lessons.

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

19 The quality and range of learning opportunities provided for pupils are poor. The National Curriculum is not taught consistently and the curriculum overall does not meet the requirements identified in pupils' statements of special educational need. The requirements for religious education, sex education, careers education and citizenship are not met. The school does not have a policy for

Special Educational Needs (SEN) as required by the Code of Practice for SEN. The amount of teaching time in both the lower and upper schools is slightly below national guidelines and, more significantly, there is a considerable loss of time for teaching and learning each day because lessons frequently start late and many are continually interrupted by high levels of disruption. Additionally, pupils do not attend school on Friday afternoons which is set aside for staff training, and Thursday afternoons and Friday mornings are time-tabled for “ curriculum activities” and “ activities and rewards” respectively. However these sessions are not well organised or planned to fit in with other work, although they do enhance pupils’ overall experiences.

20 Individual subjects are not supported by policies, or, with the exception of art and design, by schemes of work, and subject coverage is neither systematically planned nor monitored. Consequently the curriculum lacks breadth and balance and pupils do not receive their full entitlement to science, design and technology, information and communication technology, geography, history and music. For instance, in science there is an overemphasis on the study of living processes but insufficient attention is paid to physical processes and investigative science. There is only intermittent compliance with National Curriculum programmes of study, and there are no consistent procedures for ensuring that pupils build on their previous learning or have access to increasingly challenging work. The absence of a clear coherent curriculum framework has an adverse effect on the quality of teaching and learning, particularly in the light of the unstable staffing situation in the school.

21 Many elements of the National Literacy and Numeracy strategies have been introduced for pupils between the ages of seven and eleven years, and these pupils are appropriately taught in ability based groups. Consequently they make steady progress from their very low levels of achievement on entry to the school. However, the national strategies have not yet been fully implemented and time allocated to numeracy is too little in the lower school and this is restricting pupils’ further progress in this area. The national initiatives have not yet been consistently implemented in the upper school and this is limiting pupils’ progress, particularly in writing. Insufficient attention is paid to linking subjects across the curriculum, and strategies for promoting and developing literacy and numeracy in other subjects are unsatisfactory.

22 Provision for pupils with learning difficulties additional to their emotional and behaviour difficulties is poor. In many lessons planning does not reflect the targets in pupils’ IEPs and work is not adapted to give these pupils full access to the tasks and to ensure their success.

23 The quality of the curriculum for PHSE is unsatisfactory. Lessons are time-tabled without the support of a scheme of work. The subject does not currently include sex education, drugs awareness or citizenship. When lessons are well planned and managed pupils are given opportunities to reflect on their own feelings and those of others, and to develop social skills such as taking turns. However, the balance of activities in lessons in the earlier and later stages of the upper school is frequently determined by pupils rather than by teachers, resulting in insufficient attention being paid to promoting pupils’ personal and social development.

24 The school is supported by a Connexions Officer, and pupils in Years 9 and 10 benefit from work experience placements designed to interest and motivate them. However, they do not receive their full entitlement to on-going careers and vocational education and this significantly limits their preparation for the next stage of their education and for life beyond school. Currently there are no accreditation opportunities which would allow pupils to have their achievements fully recognised. Consideration is being given to introducing a range of national and local accreditation opportunities which will enable all pupils, including higher attainers, to demonstrate how well they can do.

25 The school is working to extend the present limited opportunities for pupils to benefit from inclusion with neighbouring mainstream and special schools. Positive links have been made with a local community college and planning for further inclusion is underway. Opportunities for extra-curricular activities are limited by pupils' travelling arrangements but they benefit from an after school football club and from activities which enhance the curriculum, including canoeing, climbing, trips within the local area and beyond, and the residential visits offered to all pupils in the school.

26 The school has a clear statement on the importance of equal opportunities and anti-discriminatory rights and practices, and all pupils have equality of access to the available curriculum and the opportunities offered within the behaviour guidelines.

27 Links with the community are unsatisfactory. There are some visits which pupils undertake, for example, in geography and history, but inclusion on these visits is dependent upon behaviour and not all eligible pupils always go. The local supermarket is used as a teaching resource and pupils are taken swimming at the public swimming baths. There are good links with the police and the community policeman visits the school on a regular basis. There are some visits by, for example, guitar and percussion instructors to support the music curriculum.

28 Provision for pupils' spiritual development is poor. The school provides very few opportunities for pupils to extend their imagination, to enjoy the excitement of learning or to reflect on their own and other peoples lives and beliefs. Religious education is not taught and consequently pupils do not gain insights into Christianity or other religions. Assemblies give few, if any, opportunities for spiritual reflection and there is very little planned provision to develop pupils' spirituality and they do not learn to respect the environment, each other or many of the adults.

29 Although pupils know right from wrong they frequently choose to behave badly and their moral development is unsatisfactory. The school's system of rewards and sanctions is understood by the pupils but is inconsistently applied. This results in confused messages about what is expected, manipulation of the system by pupils, and poor behaviour. Lessons in PHSE sometimes help pupils to consider the appropriateness of some behaviour, such as swearing, and sometimes provide an effective forum for pupils to develop confidence and learn to express their thoughts and feelings. However too often these sessions are insufficiently planned, consist of inappropriate activities such as playing pool, or are disrupted by poor behaviour. The time allocated to tutorial sessions where reward points are allocated and discussed is not well used. Pupils choose what they do, or do not do, and much poor behaviour and foul language goes unchecked.

30 Provision for social development is unsatisfactory and pupils' personal development is poor. Social development is promoted in the annual residential visits, where pupils are expected to work and live harmoniously together, and during playtime in the juniors when staff sit with the pupils and help them to co-operate to play games together. However throughout the school there are few opportunities for pupils to take responsibility for their learning, for working together or for social activities. Pupils are rarely given opportunities to use their own initiative and adults do far too much for the pupils. For example in the Year 5 and 6 design and technology lesson the adults drew and cut out the cardboard shapes for the pupils and in the Year 9 and 10 mathematics lesson the adults put the pupils' work away in their files. Lunch times are demeaning to the personal dignity of the pupils and are not used to teach eating and socialising skills or to encourage responsibility. The high proportion of newly appointed and temporary staff is not well enough established to provide effective role models and older pupils do not provide good examples of behaviour for younger pupils.

31 Provision for cultural development is poor and there are very few opportunities for pupils to learn about their own or other cultures. In art and design lessons they learn about artists from a range of cultures. For example, Aboriginal art was used as a stimulus in a lesson and the teacher discussed

the life style and music of the aborigines as part of the lesson. However the very limited teaching of music, religious education, geography and history and the lack of visits or visitors as part of the literacy curriculum severely restricts cultural development. Pupils are not being prepared for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32 The head teacher and the staff are caring, dedicated and committed to the welfare of the children in their care. The class teachers and teaching assistants know their pupils well and have a good understanding of their individual personal needs but have yet to find the most effective ways of dealing with their poor behaviour although all adults are approachable and supportive. Experienced and appropriately trained teaching assistants provide very good pastoral support to the teachers and pupils and the staff handbook gives comprehensive guidance on the implementation of the school's pastoral policies. Most of the staff have a sound knowledge of the school's welfare procedures. Arrangements for child protection are securely in place and are well known and understood. The school provides good first aid cover and minor injuries are dealt with well and sympathetically. All accidents and incidents involving injury are correctly recorded and all the required health and safety checks and inspections, including risk assessments, are systematically carried out and properly recorded. However, the oppressive and sometimes violent behaviour continually displayed by some of the pupils prevents the school from providing a totally safe environment in which children can work and play.

33 The school has appropriate procedures in place for promoting and monitoring discipline and good behaviour. The school has a comprehensive behaviour policy that is supplemented by school and classroom rules. Recording of significant incidents and individual pupil's behaviour is comprehensive and meticulously maintained. Support staff have been trained in behaviour management and pupil restraint. However, some members of the teaching staff have underdeveloped classroom management skills. Different members of staff have variable expectations of what constitutes acceptable behaviour, and discipline is not applied consistently throughout the school. There is over use of praise and pupils are often given behaviour rewards when they do not deserve them and some of the pupils, particularly in the upper school, manipulate this to their own benefit. The school does not rigorously implement its non-smoking policy and pupils were observed smoking openly on the premises.

34 Procedures for recording and monitoring attendance are good. Morning and afternoon registers are completed efficiently, and immediate and rigorous action is taken to follow up unexplained absence. Very good use is made of the link workers to contact parents and carers and this has started to have a positive impact. Attendance during the current academic year has slightly improved. A little improvement has also been seen in the number of times pupils leave lessons without permission.

35 The assessment of pupils' academic performance is poor. Assessment information is limited to some core subjects and behaviour. This information is not sufficiently closely linked to short term planning or classroom practice and there is insufficient evidence of pupils' work being marked and assessed in a way that enables them to know what they have to do to improve.

36 On entry, the school has access to information from previous schools when this is available and up-to-date, and from the pupil's statement of special educational needs. This information, together with teacher assessment, is used at a Statement Implementation Review after three months in school to set targets for the pupil in core subjects. The school also uses "GOAL", an ICT program, to assess the achievements of older pupils against the attainment targets of the National Curriculum in English, maths and ICT in which pupils respond to questions set by the program. An accurate assessment depends on pupils concentrating and co-operating. GOAL was introduced in the Autumn Term 2002

and is designed for use in mainstream schools. PIVATS (Performance Indicators for Value Added Target Setting) and teacher assessments are used with the younger pupils to assess performance and set targets in English and mathematics. There is no evidence that these academic targets form the basis for planning that leads to differentiated work and progress in the classroom. Outside of the core curriculum there were no examples of pupils performance or needs being assessed. Individual's progress against their targets cannot be judged as plans which were analysed are all recent and there is no evidence of re-assessment.

37 Learning targets form part of the pupil's IEP which are all recent, mostly dating from early 2003 and some of which are incomplete. In addition to academic targets, IEPs contain short, medium and longer-term behaviour targets and strategies to achieve these. These comprehensive documents contain many targets for the pupils and this makes it difficult for staff to prioritise these on a daily or weekly basis in their short term planning for learning and behaviour.

38 Behaviour targets and the baseline information to develop these are created through the use of TAMS. This enables the school to assess the progress of individual pupils over time against a range of targets for behaviour. TAMS identifies the strengths and weaknesses of a pupils' behaviour but this information is not used well. Pupils are not aware of their targets, are not reminded of these regularly and there is no evidence that the targets extensively influence day-to-day planning or provision for individuals.

39 The school is developing detailed pupil profile documents using information from the statement of special educational needs, TAMS, teacher assessments and parental information which will give more detailed records of pupils' progress. Appropriate procedures are in place for Annual Reviews and the school produces a comprehensive report for the Annual Review on pupil's progress and further needs. But they are not as effective as they could be because this report, the range of targets set for pupils, individual day-to-day planning and provision actually made for the pupil need to be more closely linked.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40 Relationships between the school and parents are poor, mainly because there is limited regular contact. There was a very poor response to the pre-inspection questionnaire (5 returns) and no actual parents attended the pre-inspection meeting (only 5 carers). However, the limited response received indicated satisfaction with the majority agreeing or tending to agree about most aspects of the school. The main points of concern were about behaviour, homework and lack of academic and personal progress.

41 The school is trying to establish links with parents. For example, the link workers are starting to develop home school relationships but are meeting with variable success. Significant incidents are quickly reported to parents and in lower school the link workers are establishing informal communication on a daily basis. However, there was no evidence of parents making any real contribution to children's learning at school or at home. The school operates an open door policy and parents are welcome to come into school to discuss any aspects of their child's education. The school sends out appropriate letters about specific events and activities, but does not send parents regular newsletters.

42 The school publishes an informative prospectus but the current edition omits some of the statutory required information, for example, rates of authorised and unauthorised absence and information about the implementation of the governing body's policy on pupils with special educational

needs. The governors hold an annual meeting for parents and send out a brief annual report. The latest report omits the special educational needs information and does not include a financial statement.

43 Parents and carers are encouraged to be involved in the pupils' annual reviews. Their views are actively sought and included in the reviews. Reviews contain comprehensive personal development and behaviour histories but are weak in the reporting of academic progress. Parents are encouraged to attend review meetings but currently only about half of them do.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44 The leadership and management of the school is unsatisfactory. The school has been working within difficult and unsettling circumstances since it opened 18 months ago in poor temporary accommodation but a new purpose built school is planned to be ready for September 2003. The appointment of a deputy head teacher last April proved unsatisfactory. The difficulties of recruiting and retaining appropriately qualified teachers have resulted in a school which is struggling to deal with daily issues of maintaining sufficient staff to keep going. Since the school opened there has not been a stable staff in place for more than a few weeks at a time which has severely hindered any developments. At the time of the inspection three of the six teaching staff were supply teachers and a deputy head has been seconded from a nearby authority from January to July. She has a very positive outlook and is working very hard to establish better working practices in many areas of the school, especially curriculum development. Currently the management of the school is reacting to problems with short term solutions to long term difficulties and this is proving to be ineffective in that the quality of education provided for pupils is unsatisfactory. The management of the school has not yet been able to establish a culture of good behaviour and a positive work ethos. The Local Education Authority has given a considerable amount of support to the school since it opened but the staffing situation has not improved

45 Monitoring and evaluating the work of the school has not yet been established in any planned way which is unsatisfactory, but the head teacher does recognise some of the weaknesses in the management of the school, for example, poor achievement at Key Stage 3 and 4, poor teaching and learning for these same pupils, a poor curriculum offered to them and poor attitudes and behaviour. However the focus on behaviour has resulted in neglect for these other important areas. The mission statement of the school has not been met.

46 The overriding issue in the day-to-day management of the school is the behaviour of the pupils, especially those in Key Stages 3 and 4. A relevant curriculum which would engage pupils and maintain their interest is not in place and contributes to their disruptions in lessons. The senior management team, comprising the head teacher, acting deputy head and the senior teacher, spend much of their time dealing with behaviour problems when pupils either leave or disrupt lessons and this is using an expensive resource which could be better deployed.

47 The school closes at Friday lunchtime so that staff can participate in training but so far this has not been an efficient use of time and little has been achieved, mainly due to the staffing difficulties referred to earlier. Not enough has been done towards curriculum development and staff decide individually what topic they are going to teach in most subjects. The few co-ordinators there do not have a clear understanding of this role nor do they undertake any monitoring of the work or planning of other teachers and each seems to work in isolation. Pupils were often heard to say "I have done this before" and this is unacceptable.

48 The school improvement plan (SIP) covers only a year and doesn't indicate any long view of the future direction of the school although the targets do prioritise current needs. Due to the staffing problems there is little consultation with staff and this limits using the expertise of others.

Implementing the current plan is well behind schedule due to the staffing problems but the targets from last year's plan have been addressed with the exception of curriculum development and performance management training for teachers. The policies agreed so far have had little impact on raising pupils' achievements.

49 The governing body as a whole have had little active involvement in monitoring and evaluating the work of the school, mainly because of the absences of some members. Both the chairperson and vice-chairperson have spent a great deal of time in trying to resolve staffing difficulties and they are very supportive of the staff and the school. Their involvement in formulating the SIP is limited and therefore they have little impact in developing the future role of the school. Governors have not established a practice of visiting the school to see how it is developing and a number of statutory requirements are not being met, especially in relation to the curriculum. A system of focused monitoring visits would enable governors to reflect more critically on the school's effectiveness and the impact of their decisions, both spending and management. The principles of best value are not fully understood or systematically applied but the school does try to ensure value for money on larger items of expenditure. However more needs to be done in this area. There are a number of committees, namely finance, building, staffing and other statutory sub-committees and they are convened when necessary and when members can attend.

50 The school is well staffed in terms of the number of teachers planned, making the pupil to staff ratio very good but the difficulties stated previously have resulted in an unstable staffing situation. In addition to the teaching staff there are seven teaching assistants who work well with teachers in and out of the classrooms. In addition three link workers have recently been appointed whose role is to develop links between school, pupils' homes, outside agencies and act as advocates for the pupils as well as taking a key role in supporting behaviour management on a day-to-day basis. Their role is developing well and is valued by staff and parents alike. The school does not have any effective strategies for preventing, or dealing with, the high number of staff absences except by appointing temporary supply teachers some of whom only remain for very brief periods of time.

51 The school has organised training for both teaching and non-teaching staff almost exclusively focused on assessing and managing behavioural difficulties. There have only been two curriculum-focused courses both at the end of 2001. Despite having implemented the decision, to allocate Friday afternoons for staff training, which consequently closes the school for pupils after lunchtime, these sessions have, so far, only been used as preparation for the pending inspection. There is no evidence of any effective sharing of good practice amongst the staff which would support new and temporary staff.

52 There are conflicting views as to whether new and supply staff are provided with effective and consistent induction or mentoring and a clearer, formal system would be helpful considering the high turnover of staff. The school has not had any formal training in performance management procedures and it is unclear whether any appraisals have been successfully completed. Although there is some monitoring of teaching in the lower school, overall it is inconsistent and there is no evidence of recording or evaluating the outcome. However targets have been set for the head teacher and these are monitored by the governing body.

53 The day-to-day administration of the school is orderly and efficient. The senior clerk works extremely hard in a small office which is also used as a reception area. She is well supported by a part-time clerk and they work very well together. Secure systems are in place for financial matters and appropriate methods for accounting for monies collected, checking invoices and goods received. The school has been in control of part of its budget for one year prior to being financed via the Local Management of Special Schools from April this year. Training for the administrative staff is planned

and they feel confident to be able to deal efficiently with the technological and monitoring sides of the school's finance and other systems. The school has yet to be audited by the Local Education Authority.

54 The present accommodation is poor and the building and play facilities do not overall provide a stimulating environment for pupils to learn in. Provision for Key Stage 2 pupils is separate and better than that for the older pupils. Younger pupils have adjoining classrooms with a soft play area and a withdrawal room and there is good access to the outside play areas. Classrooms are of an adequate size and decoration is fair with some display in classrooms and corridors. The accommodation, whilst not good, does not have a detrimental impact on pupil's education or behaviour. Older pupils have very poor accommodation. Judged against their needs as pupils with significant behaviour problems it is very poor and has a significant impact on standards of achievement and behaviour. Facilities to teach ICT, physical education, food technology and art and design are adequate but science and design and technology cannot be taught properly because specialist facilities are not available and this has a significant impact on standards in these subjects.

55 Two of the three classrooms are outside in demountables making it difficult to supervise. There are many exits and blind corners where pupils can avoid staff or abscond from classes or the school itself. The inappropriate lay-out of the upper school contributes significantly to many of the problems staff and pupils experience including smoking, bullying and leaving lessons.

56 There is a separate hard play area for older pupils and a recently constructed adventure playground on the play area for younger pupils. The school has good access to nearby playing fields. Access for transport bringing pupils to school and collecting them is poor and there is no designated area and as a result, some danger to pupils.

57 Resources are poor in all subject areas with the exception of food technology and art and design. For geography, history, design and technology, music, French, religious education, and science, resources are poor and the school does not have a library, occasional use is made of the local library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 In order to improve the quality of education for pupils and rectify the weaknesses the head teacher, staff and governors need to:

- (1) Improve the leadership and management of the school by:
 - establishing ways to monitor and evaluate all aspects of the school's work, including the curriculum, teaching and pupils' achievements, and take action to make the necessary improvements,
 - ensuring that governors fulfil their statutory duties by becoming more actively involved(by making focused visits)so that they can reflect more critically on the school's effectiveness and the impact of spending decisions and be more actively involved in the long term development of the school,
 - developing the role of the subject co-ordinator so that they are more active participants in management.(Paragraphs 45, 47, 49, 76, 85, 89, 97, 101)

- (2) improve the quality of teaching and learning by:
 - planning more specifically for pupils' individual abilities,
 - sharing good practice within the school,
 - ensuring that all tasks are challenging and have educational value,
 - improving lesson planning so that clear learning targets are set, pupils understand what is expected of them, teachers have high expectations of pupils and that a variety of teaching and learning strategies are used to sustain pupils' interest,
 - improving resources for teaching subjects and base this on subject priorities and programmes of study.(Paragraphs 8, 12, 14, 15, 16, 22, 51, 57, 76, 101)

- (3) Improve the school's curriculum by,
 - ensuring that all National Curriculum requirements are met and that the curriculum is broad, balanced and relevant,
 - developing medium and long term planning to enable pupils to build on their learning as they move through the school,
 - developing a more work related curriculum for older pupils,
 - introducing courses with external accreditation so pupils are better equipped for options for further education,
 - monitoring the quality of the curriculum.(Paragraphs 1, 7, 19, 20, 24, 45, 46, 64, 65, 76, 85, 89, 96, 97)

- (4) Improve pupils' attitudes, relationships and behaviour by:
 - ensuring that there is a consistent approach to the school's system of managing behaviour and awarding points,
 - giving pupils a more interesting range of learning opportunities and tasks within lessons which motivates them,
 - establishing a culture in which good behaviour is expected, both in and out of the classroom,

- ensuring that tutorial sessions are used more constructively so that pupils can reflect on their behaviour and review their individual targets.
(Paragraphs 9, 10, 12, 14, 29, 33, 38, 44)

- (5) Provide opportunities to promote pupils spiritual, moral, social and cultural development by: teaching the planned PHSE programme systematically,
- providing ways for pupils to work collaboratively in lessons,
 - making assemblies more effective and giving pupils time for reflection,
 - giving pupils opportunities to learn about the multi-cultural society in which they live and enable them to have positive views about other races and cultures.
(Paragraphs 23, 28, 29, 31)

59 In addition to the above key issues other issues for consideration;

- Ensure that statutory requirements are met in relation to the School Prospectus and the Annual Governors Report to Parents (Paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	10	15	14	5	4
Percentage	0	0	21	31	29	10	8

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	36
Number of full-time pupils known to be eligible for free school meals	15

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	36
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	7.04

Unauthorised absence

	%
School data	3.16

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	36	26	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: Y3 – Y11

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	4.5
Average class size	7

Education support staff: Y3 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	207

FTE means full-time equivalent.

Financial year	2002 - 2003
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	£
Total income	533,194
Total expenditure	584,150
Expenditure per pupil	16226
Balance brought forward from previous year	N/A
Balance carried forward to next year	-50956

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	5

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	20	0	0
My child is making good progress in school.	20	20	40	20	0
Behaviour in the school is good.	0	20	40	40	0
My child gets the right amount of work to do at home.	20	20	20	40	0
The teaching is good.	20	20	20	0	40
I am kept well informed about how my child is getting on.	60	40	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	40	40	20	0	0
The school expects my child to work hard and achieve his or her best.	20	20	20	20	20
The school works closely with parents.	60	20	0	0	20
The school is well led and managed.	20	20	0	20	40
The school is helping my child become mature and responsible.	0	40	60	0	0
The school provides an interesting range of activities outside lessons.	20	40	20	20	0

Summary of parents' and carers' responses

Only 5 parents/carers returned a questionnaire and on the whole their views indicate broad satisfaction with the school

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

ENGLISH

60 Throughout the school pupils' achievement and progress are satisfactory overall in speaking and listening and in reading. In writing pupils' achievement and progress are satisfactory by the age of eleven, but unsatisfactory by the age of fifteen. It is noticeable, particularly in the upper school, that achievement, progress and behaviour often deteriorate when pupils work with temporary teachers who have recently joined the school, and improve in lessons with established members of staff. This results in an irregular pattern of learning, but overall achievement and progress are as identified above.

61 Many pupils have limited skills in speaking and listening when they enter the school. They do not respect the idea of taking turns during discussion or the need to listen carefully to others. Many do not pick up cues from the body language and intonation of speakers. Pupils are able to communicate orally but are frequently unable to do so without the use of unacceptable language. They find it difficult to adapt to different audiences, especially in the classroom. For example, most pupils were initially reluctant to speak to inspectors, but as the week progressed individuals and small groups became more confident to respond to comments, and most were able to express their ideas and feelings effectively without constantly swearing. When teachers manage classes well pupils benefit from the opportunities they are given to develop their oral communication. This was seen, for instance, in a shared reading session when pupils in Years 3 and 4 discussed the story 'Pig in the Pond', and when Year 8 and 9 pupils worked sensibly together to create a play script based on an extract from 'The Twits'. Pupils in Year 10 devised appropriate questions for an interview during a lesson focussing on writing CVs, and carried out the interview in a good humoured and sensible manner.

62 In Years 3 to 6 there is an appropriately strong emphasis on extending pupils' recognition of a range of high frequency words, and on the development of phonic skills for reading and spelling. Teachers use rhyming activities effectively to focus pupils' attention on sounds within words, but more age appropriate rhymes should be used. Pupils sequence pictures and sentences to build stories, and retell and read these to the rest of the group. By the time they are eleven years old higher attainers read simple texts with growing fluency, using picture and phonic cues, and their knowledge of the story. Pupils' enjoyment and understanding of stories is well promoted by teachers' expressive reading. However, with pupils in Years 5 and 6 the teacher and teaching assistant give pupils help, and often the answer, without first encouraging them to "have a go". In the first and third classes of the upper school opportunities for reading aloud are restricted by pupils' frequent disruptive behaviour. In the class for Year 8 and 9 pupils they effectively consolidate their earlier learning and develop an increasing fluency and interest in reading. By the time they are fourteen years old most pupils use a mixture of word attack and context cues, as well as their prior reading, to work out unfamiliar words, understand new ideas and empathise with characters in the books they read. They talk about books they have enjoyed and the characters within them. Lower attaining pupils understand the main events and elements of the characterisation within stories they have read. Higher attaining Year 10 pupils read fluently and expressively and draw comparisons between their favourite books' events and characters, and real life. However, pupils have insufficient opportunities of extending the range of texts they study, or of using their reading skills to understand work in other subjects or to research and explore topics.

63 Throughout the school there is an overemphasis on the use of work sheets as a vehicle to develop writing skills. Often the tasks presented are insufficiently challenging, as for example, when a Year 5 pupil was asked to fill in missing words by copying the teacher's answers from the whiteboard. Between the ages of eight and eleven pupils build up a bank of high frequency words in their personal dictionaries and become increasingly aware of letter sounds and clusters. This supports the development of their spelling skills and by the time they are eleven years old higher attaining pupils write simple sentences independently. Capital letters and full stops are not always used consistently, but higher attaining pupils are aware of the significance of punctuation in clarifying meaning. Teachers give clear demonstrations and regular practice in using correct letter routes and consequently most pupils are developing a legible form of print script. Insufficient attention is paid to extending this into joined writing. In the early part of the upper school pupils are reluctant to settle to writing and when behaviour deteriorates in a class with a temporary teacher opportunities for completing written work are lost. This was clearly demonstrated when a well planned lesson focussing on the use of persuasive writing in advertising was spoiled by ongoing disruption, which eventually involved all pupils in the class. Scrutiny of these pupils' work indicates they understand the use of different writing styles and are capable of completing the task presented. However, work in the first and third classes of the upper school is frequently incomplete and presentation ranges from good to unsatisfactory. Occasionally pupils word process their work but in examples of both handwritten and word processed pieces insufficient care is taken over presentation, and frequently there is little evidence of drafting and proof reading. Tasks are frequently insufficiently challenging for higher attaining pupils, especially those in Year 10. In contrast, when pupils from Years 8 and 9 work with a well known teacher who manages their behaviour effectively, by the time they are fourteen they demonstrate understanding and use of a range of grammatical features including comparatives, direct and indirect speech, conjunctions and apostrophes. They work both independently and co-operatively to write a play script. Pupils in the upper school have insufficient opportunities for extended writing or for using their recording skills in subjects across the curriculum.

64 The quality of teaching across the school is satisfactory overall. Permanent teachers plan well and have a good understanding of literacy development, and short term temporary staff have satisfactory knowledge and understanding. Teaching assistants contribute well to the progress made by pupils. However, whilst the disruptive behaviour of many pupils is a limiting factor to greater achievement and progress, an equally significant contributory element is the absence of a coherent scheme of work which would enable all staff to deliver a systematically organised curriculum. Leadership and management of the subject are poor. The co-ordinator has little contact with upper school staff and there is no monitoring of planning, teaching or learning in the upper school. Assessment and the use of this information in planning is a priority area for development. There are no opportunities for external accreditation which would enable pupils of all abilities to demonstrate how well they can achieve.

MATHEMATICS

65 Pupils' achievement in mathematics is poor. Pupils enter school with low levels of mathematical competence and in Years 3,4,5 and 6 they make satisfactory progress in lessons. In relation to their abilities and to their previously disrupted education they achieve satisfactorily in lessons by the time they leave Year 6. However in Years 7 to 10 pupils make unsatisfactory progress in lessons and have produced very little work over time, resulting in poor achievement by the time they reach Year 10. The mathematics taught does not relate to real life situations and pupils do not take any accredited courses.

66 The poor achievement is due to a number of factors. There has been a high turnover of staff and thus disruptions and changes in teachers for many of the pupils. The National Numeracy

Strategy is used by the school but it is not being taught consistently. The time allocated to teach it is too short and there are insufficient resources to teach it effectively. Some teachers have not had training and so do not have sufficient knowledge to teach mathematics well. There are no formal assessment procedures used throughout school and teachers do not know what pupils have already completed and are not able to plan work at the correct level of difficulty. Consequently much of the work is unchallenging. The co-ordination of mathematics is unsatisfactory and teaching and learning throughout the school are not monitored. A high percentage of teaching, especially in the upper school, is unsatisfactory and, crucially, the poor behaviour of pupils prevents learning.

67 In Years 3,4,5 and 6 the pupils make satisfactory progress although the level of mathematical competence is low. Pupils in the more able group are able to add and subtract numbers up to 10 and are learning to count in 2's and 10's up to 100. Pupils in the less able group are learning the numbers up to 100 and using counters to help them add numbers up to 10. Pupils are in three small groups according to ability and this helps teachers to plan work at the right level of difficulty. However in the middle and less able groups expectations are too low and work is not challenging enough. The co-ordinator teaches in the lower school, has a good knowledge of the National Numeracy Strategy and has been able to influence its' use in the lower school. Consequently teaching and learning is generally satisfactory.

68 Behaviour is satisfactory, although a high staffing ratio is necessary to manage this and even then the behaviour of some pupils sometimes disrupts the learning of the rest of the class. The teaching assistants are very competent and work well with the teachers to help pupils to learn. Pupils often need cajoling before they will start work and need a lot of individual support to concentrate throughout the lesson to complete work. However some adults give pupils too much help which prevents them from learning to be more independent.

69 In Years 7,8,9 and 10 pupils make poor progress. Teaching and learning is unsatisfactory overall with some poor lessons. Teaching and learning is satisfactory in only one of the classes. Consequently by the time pupils are in Year 10 their mathematical competence is low. They know that there are 360 degrees in a full turn and 180 degrees in a half turn and are able to complete worksheets based on these facts. They are able to use mental calculation to add together numbers under 100 and recognise and add together simple fractions. However there has been very little work completed throughout the year, too much on worksheets, much is unfinished and undated and marking is inconsistent so pupils are not able to appreciate how much progress they have made over time. Homework is given rarely so there are restricted opportunities to practice and consolidate what they have learnt.

70 In unsatisfactory and poor lessons teachers are ineffective in managing behaviour resulting in an unpleasant and sometimes threatening atmosphere in the classroom. Pupils are noisy, impolite and unwilling to work, often swearing aggressively. They leave the classrooms regularly, returning later and causing disruption. Consequently no one in the class learns very much. When pupils are persuaded to work they need very individual adult help for them to complete it. They are not able to work co-operatively or independently and show very little pride in what they have achieved.

71 Opportunities are lost to develop mathematical skills across the curriculum, for example pupils in Year 6 do not use rulers to measure accurately in design and technology lessons. ICT is not used sufficiently to support the teaching of mathematics.

SCIENCE

72 An analysis of pupils' past work indicates that achievements in Years 3 and 4, over time, are satisfactory in those areas of the National Curriculum that are covered. However, learning in the one lesson seen was unsatisfactory due to the behaviour of some pupils which had an adverse effect on the learning of the whole class. It was not possible to make a judgement on the achievements of pupils in Years 5 and 6 since only one lesson was seen and there was insufficient evidence available from previous work.

73 Pupils' progress in Years 7 to 10 is poor and their achievements are unsatisfactory. This is because expectations for learning and behaviour are too low, pupils are disinterested in the subject and no lesson was seen which was not severely disrupted and occasionally abandoned because of the attitude and behaviour of the pupils.

74 By Year 4 most pupils understand basic facts about magnetism, have investigated the effects of air resistance and know the reasons for a 'fair test'. They are able to take part in a simple scientific investigation, for example into friction, measuring how far a toy car can travel on different surfaces. They are beginning to make predictions and check them against the obtained results. They are able to label parts of the human body, understand the basic facts about hygiene, for example the structure of a tooth and why we should keep our teeth clean and have investigated where, on our tongues, we experience different tastes. The progress these pupils make is due to well-planned lessons, the calm approach of the class teacher and good teamwork between the staff. In spite of this however, some pupils become over-excited and are unable to control their behaviour or cope with the demands of the classroom which has a negative effect on the learning environment for all pupils. In the absence of any past work for pupils in Years 5 and 6 and no schemes of work to indicate what has been taught, it is not possible to judge what pupils have achieved by the end of Year 6. In the one lesson seen learning was unsatisfactory because all but one of the pupils left the room at some time or other with or without permission. The behaviour management strategy allows a pupil to withdraw from a lesson for 'time out' if they feel this will help them calm down. The majority of the pupils were disinterested, sulked, argued and provoked each other with the result that the whole learning environment was adversely affected.

75 During the inspection all science for older pupils was taught by a temporary, supply teacher who is also acting as the subject co-ordinator. Since he has only been in the school for two working weeks he has yet to establish his authority and build relationships with the pupils as a result of which there were occasions when the pupils were 'in control'. For example in Year 8 pupils were to identify different food components in common products and devise suitable diets for chosen sportsmen. Even at the start of the lesson there were only 3 pupils out of a class size of 8 and very soon 2 of these 'left' leaving one boy, on his own, to attempt the task. He was anxious for me to recognise his compliance telling me "I'm behaving because I want to go back to mainstream". During a lesson with Year 10 pupils the learning objective was to investigate the relationship between distance and time. The majority of the lesson was a practical experiment in the gym when boys were to be timed over a given distance but little was achieved. The experiment ended as an uncontrolled competition with everyone ignoring the staff and behaving in a very disruptive way. When expected to return to class only 1 out of 5 went straight back to the classroom the rest ran in and out as they chose and finally the lesson was abandoned. The majority of pupils seem disinterested in science, are unmotivated and uncooperative so that no effective learning takes place. The limited evidence from examples of previous work indicates that teacher expectations are too low, pupils do not seem to work independently but only complete given worksheets, the quality of presentation is poor, marking is inconsistent and there is no indication of continuity or progression.

76 The subject is not developed and lacks any co-ordination. There is no policy, no scheme of work and no consistent assessment or recording. The curriculum for Years 3 to 6 is broadly linked to

the National Curriculum but not all the areas required are covered. For the older pupils the taught curriculum does not meet statutory requirements focusing almost exclusively on life processes and living things, in particular human biology. Resources throughout the school are inadequate and the lack of any laboratory facilities would make it impossible to teach an appropriate secondary curriculum.

ART AND DESIGN

77 The provision, including the quality of teaching, is satisfactory in the lower school and good in the upper school. Consequently, pupils between eight and eleven years of age achieve satisfactory standards and make sound progress, and for those between the ages of eleven and fifteen years achievement and progress are good.

78 Only one lesson was seen in the lower school and this was judged to be unsatisfactory because resources were limited and the lesson was disrupted by the challenging behaviour of several pupils, resulting in a significant amount of time being lost. However, the teacher's records and pupils' work on display indicate that over time the quality of teaching is at least satisfactory and pupils learn to express themselves through a variety of media and techniques. These include the use of shading with paints and pastels, using these as the background to silhouette work, and they experiment with shading and hatching to indicate perspective in their sketching. Pupils' cultural development is supported through the study of artists' work in different periods and styles. For instance, they paint 'Sunflowers' and 'A Starry Night' after studying the works of Van Gogh, and are beginning to consider modern impressionists such as David Hockney. Although good links are made with other subjects, whenever possible the teacher makes sure that pupils learn the necessary skills and knowledge for their own sakes and do not, for example, only build a collage of 'Bigger Splash' to illustrate a visit to the local river.

79 From Year 7 onwards all art and design lessons are taught by the subject co-ordinator. Pupils continue to build effectively on their earlier experiences, and benefit from the clear explanations and demonstrations of what is expected of them. This helps the majority to tackle tasks confidently and enables them to work as independently as possible. For example, in a Year 9 and 10 lesson pupils were making three-dimensional masks with clay. At each stage the teacher gained the attention of the group and showed them how to continue, for instance, using a garlic press as one means of creating facial hair. As a result pupils made good progress in acquiring new techniques and their finished pieces were of good quality. The project built effectively on their previous learning – they had already designed and made paper, modroc and slab masks. This careful progression is a feature of the planning and teaching, pupils steadily build up skills and are given suitable opportunities to apply them. The teacher and teaching assistant are quick to notice when pupils' efforts are flagging, asking questions or praising their work in order to regain their interest and refocus them. Pupils are given many opportunities to develop their speaking and listening skills and they are confident to ask questions to make sure they are on the right track. They respond very positively to the teacher's high expectations for work and behaviour, and are keen to do well. Throughout lessons the teacher enriches pupils learning by giving background information on, for instance, the many uses of masks throughout the ages and in different countries, and the origins of patterns in Aboriginal and African art.

80 The school benefits from the co-ordinator's good subject knowledge and her enthusiasm. She has established a good framework for the art and design curriculum and is now developing a detailed programme of work. Pupils are well involved in evaluating their own and each other's work and the co-ordinator's records indicate that systematic assessment procedures are being developed. Other priorities for the future have been identified, including greater use of ICT and the introduction of sketch books whereby pupils could review and refine their work over time. There are good links with the art and design department of a local technology college and pupils' interest and self-esteem are well promoted by visits to use the firing and glazing facilities there. However, there are no

opportunities for pupils to achieve nationally recognised accreditation which would allow their achievements to be fully recognised.

81 Through well planned group work, displays in the school and the study of art and design from many cultures art makes a good contribution to pupils' spiritual, moral, social and cultural development

DESIGN AND TECHNOLOGY

82 Since the available evidence from pupils' previous work is very limited it is not possible to make a secure judgement on pupils' achievements over time. However, the lessons seen during the inspection show that pupils in Years 3 and 4 make satisfactory or good progress and achieve well in planning and developing their making skills.

83 By Year 4 pupils understand the relevance of designing and drawing a plan as the basis for future construction, can handle and use tools appropriately and fasten two pieces of wood together by glueing. There is insufficient evidence to indicate what further progress is made by pupils in Years 5 and 6 where staff expectations are very low for both learning and behaviour. Staff in the Year 5/6 class are over-directive and have a tendency to do too much work for the pupils which restricts the promotion of independent learning.

84 In Years 7 to 10 design and technology is not on the timetable due to current staffing problems although a Support Assistant takes small groups of pupils for cookery as part of their topic/activities programme. There is some evidence of previous work in three photographs showing pupils making stools which date back to the last academic year. These indicate that pupils were learning to use a variety of tools including electric drills and screwdrivers and that they were proud of their achievements. However, since all the stools were alike it is unclear whether pupils were developing skills in design or how much was independent work. There was also a display of undated and unnamed computerised technical drawings but no indication as to their relevance to any planned teaching. The two pupils who took part in the cookery session behaved well, were interested, took a full and active part and achieved the learning objective of cooking pancakes.

85 There is no subject co-ordinator, no policy, no schemes of work to provide evidence of curriculum cover, no assessment procedures and no consistent recording of pupils' work and progress.

GEOGRAPHY

86 It is not possible to make a judgement on pupils' achievements in geography. The only evidence from previous work was from one class of Year 3 and 4 pupils. Two lessons were seen, one with Year 3 and 4 pupils and the other an optional trip to Bolam Lake Country Park taken by 8 pupils from Years 7 and 8 as part of the schools' negotiated curriculum.

87 By Year 4 pupils have made good progress because lessons are well planned, the practical tasks are interesting and the teacher has expectations that pupils should listen, think for themselves and, as far as possible, work independently. Through practical experimentation pupils understand how a river branches into tributaries eventually ending up "on the beach". They have visited a lighthouse and scavenged on the beach to help recognise the effect of tourism on the coastal environment and they have recorded different weather patterns. There is no evidence available to indicate what further progress is made in Years 5 and 6.

88 There is no recorded evidence of pupils' previous work for pupils in Years 7 to 10 and the only lesson seen was an option chosen by 8 Year 7/8 pupils. In this lesson few opportunities were

taken to develop geographical knowledge or to record or evaluate what was seen. The staff did little to promote good behaviour and there was no evidence of effective planning or the identification of any learning objectives and as a result achievement was unsatisfactory.

89 There is no subject co-ordinator, no policy or schemes of work, no assessment procedure, no consistent recording and no evidence that the requirements of the National Curriculum are being met.

HISTORY

90 Pupils' achievement in history is poor. They complete very little work and the standard is low. There is no co-ordinator for history, no scheme of work for teachers to follow and pupils are not taught history on a regular basis. Pupils in Years 3,4,5 and 6 have not yet studied any history, although there is some planned for later in the year. Pupils in Years 7,8,9 and 10 are presently completing a three week project on the second world war taken by a temporary teacher. The only other previous work was a short project on events leading up to the second world war undertaken by one of the Year 8 and 9 classes over a year ago. Pupils do not take any accredited courses and complete no assessed work.

91 Teaching and learning is unsatisfactory, mainly because of the poor behaviour and attitudes of the pupils. Behaviour management is poor resulting in constant disruption in the lessons. Pupils leave the class and return at will, they shout out, swear, wander around the classroom and show no interest in the lesson. A few pupils, with support, are able to complete a worksheet on the reasons for war by filling in missing words and others do show some interest and offer to bring information from home. However, although some pupils are consolidating prior knowledge, there is very little new learning and progress in the lesson is poor.

INFORMATION AND COMMUNICATION TECHNOLOGY

92 Pupil's achievement in ICT is unsatisfactory across the school and the use of ICT to support and extend the curriculum is poor. By the end of Year 6 pupils have used ICT occasionally to play games and, through a limited range of software, to support the core curriculum. By the age of 15 some pupils can use ICT to save, retrieve and find information. Many are able to access relevant information via the Internet and use e-mail. Older pupils are able, with help, to design CD covers using Microsoft Publisher. In classrooms ICT equipment is used to play games, often as a reward and incentive for acceptable behaviour. Many pupils are over-confident and inflexible in their attitude to ICT and they want to play games considering the minimal skills needed to load and play games to be high achievement and the only skills they require. The better quality teaching and planning now being offered by the recently appointed co-ordinator requires pupils to learn a wide range of skills to use ICT to it's full potential. This approach does not provide pupils with the instant and easily achieved results they require to remain on task and means they need constant reassurance, help and encouragement to achieve and make progress. Few pupils in Years 7,8,9 and 10 are achieving Level 3 of the National Curriculum.

93 Teaching and planning of ICT are satisfactory. In the better lesson the teacher made it clear to pupils what was required of them and skilfully began the lesson in a classroom other than the ICT suite. This enabled her to teach and pupils to plan in an environment where the temptation to "play" on the computers instead of listening or working, did not exist. Teaching was persistent and achieved satisfactory learning and progress despite pupil's inclination to give up when any difficulty was experienced. In this lesson an attitude of "it's too hard", "can't do" and "won't do" was turned into a real sense of achievement for most of the class by the teachers help and encouragement. In a music lesson pupils used ICT to compose tunes and all pupils were encouraged to take part and to learn.

94 The subject is now well managed, a policy is being developed and National Guidance schemes of work are to be adapted to meet pupils' needs. The co-ordinator is clear about what she wants to achieve over time and is working closely with the Local Education Authority. All permanent staff have received some training and this is on-going. Presently however the full range of the National Curriculum is not covered at any Key Stage. The school has an adequate number of computers including an ICT suite with ten computers. Seven of these are linked to the Internet. In addition each classroom in the school has free-standing PCs. Software for these is however limited and some are broken as the result of misuse by pupils. Overall resources are inadequate because of the limited range of software available in class. Use of the ICT suite is an option at break times and lunchtimes and pupils are well supervised by a teaching assistant at these times. Outside of these times the ICT suite is not regularly used and pupils in Years 3,4, 5 and 6 do not use it all.

95 The staff use a range of ICT to assess and develop academic and behaviour targets for pupils (TAMS, GOAL and IEP Writer) and they have access to a number of laptops for use in school and at home. Monitoring, assessment and planning to meet pupil's individual needs in ICT is not yet in place.

MODERN FOREIGN LANGUAGES

FRENCH

96 French has only very recently been included in the timetable and during the inspection only one lesson was observed so there is insufficient evidence to make a secure judgement about pupils' achievements and the quality of teaching. The lesson observed was appropriately planned but was not part of any long term scheme. Pupils understand a range of greetings such as "Bonjour" "Salut" "Ca va?" and they learned to add and understand "Ca va bien/pas bien" Most remembered "Regardez", "Asseyez vous" and "s'il vous plait". They could respond to these greetings and took turns to question each other. Part of the lesson introduced them to French culture and they tried to identify major French towns, such as Paris, Toulouse etc. For most of the lesson they responded appropriately but some showed a reluctance to participate in all the activities. Elements of poor behaviour were well managed by the teacher and pupils made satisfactory progress during this lesson. Although not admitting it, this was a positive experience for pupils and well within their capabilities. The development of a scheme of work and consideration of appropriate resources would further enrich pupils' curriculum experiences. Management of the subject is very new and no thought has yet been given to any assessment procedures or how the subject can be developed to improve pupils' achievements.

MUSIC

97 Pupils' achievement in music is poor. There is no co-ordinator for music, no scheme of work for teachers to follow and pupils are not taught music on a regular basis. There are few opportunities for pupils to sing or listen to music, for example pupils do not sing hymns in assemblies. In Years 3,4,5 and 6 pupils have had only one half day of music tuition taken by a visiting teacher where they used a variety of instruments to follow different rhythms and play loudly and softly. There have been no opportunities to follow up or consolidate the skills learnt in this session.

98 In Years 7,8,9 and 10 a visiting specialist teacher comes into school to teach individuals to play the guitar. Pupils enjoy the lesson, try hard and concentrate well and, although they need a lot of help, are taught to pluck the strings to play a simple tune. However this provision is limited to two pupils on an irregular basis. The only other music teaching takes place as part of a choice of activities session. Here a visiting teacher takes up to four pupils to use a computer program to compose their

own music by putting together a variety of sounds and rhythms. The pupils enjoy the lesson and work hard, being pleased with their achievements. However this is a pupil's choice session and they do not attend it on a regular basis, limiting the progress they make.

PHYSICAL EDUCATION

99 The achievement of pupils in physical education is unsatisfactory. By the end of Year 6 pupils have experienced swimming, football coaching, soft play and some outdoor activities such as sledging. They have also visited a local Sports Centre, taken part in a residential visit and experienced running and ball games. In addition to those activities offered to the youngest pupils, those in Years 7,8,9 and 10 have the opportunity to camp, canoe, undertake orienteering type activities and take part in football games against other schools. By the end of Year 9 pupils are aware of the need to warm up before activities and are able to understand the basic rules of games such as football and cricket. Some older pupils have well developed hand/ eye co-ordination skills and are able to hit and kick balls with accuracy and power. Most pupils throughout the school are unable to co-operate in team games and do not appear to be aware of the rudiments of safe behaviour. They have little tactical skills or the ability to take advice as to how to improve performance. Few pupils are achieving above Level 2 of the National Curriculum in physical education.

100 One swimming lesson was seen for the youngest pupils and two involving pupils in Years 7 to 10. Teaching is unsatisfactory overall although it is better for pupils in Years 7 to 10. Older pupils have formal lessons in the school's gymnasium and these lessons have a planned warm up session followed by indoor variations of cricket and football. Most pupils enjoyed the energetic sessions but quickly became disengaged or fractious in activities that required co-operation and turn taking. Lessons consist mostly of practising existing skills rather than building on these, or developing new skills. Learning was poor in all the lessons seen. In both lessons a few pupils were allowed to wander away from the planned teacher-led lesson in the gym and to peruse their own activities. Those that remained in the gym used balls, bats and other equipment in an arbitrary fashion that created danger for themselves and others and staff did little to prevent this. The attitude of most pupils to physical education is poor. In the swimming lesson seen teaching and learning was very poor with a time-tabled lesson taking the form of a shared leisure activity rather than a planned learning opportunity.

101 The school has access to a gym, playing fields and football pitches. There are changing and shower facilities but pupils do not change either clothes or footwear to use the gym. The gym is an adequate resource although old, unheated and dirty with an entrance area that is covered with mud and litter. Management of the subject is unsatisfactory because there is no policy or curriculum planning and whilst there is a recently written development plan indicating an intention to widen the range of activities, the lack of a co-ordinator means that implementation is unlikely. Presently the requirements of the National Curriculum are not met. Resources are poor but have been improved recently due to the efforts of one of the teaching assistants. Monitoring, assessment and evaluation of pupil's performance and needs are not in place making planning for improvements impossible.