

INSPECTION REPORT

CLIFFORD HOLROYDE CENTRE OF EXPERTISE

Knotty Ash, Liverpool

LEA area: Liverpool

Unique reference number: 104742

Headteacher: Ms E Dwyer

Lead inspector: Mr M G Whitehead

Dates of inspection: 24 – 26 November 2003

Inspection number: 258886

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	7 -16 years
Gender of pupils:	Male
Number on roll:	49
School address:	Thingwall Lane Liverpool
Postcode:	L14 7NX
Telephone number:	0151 228 9500
Fax number:	0151 228 9318
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T S Sweeney
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

Clifford Holroyde Centre of Expertise is a special school for boys with social, emotional and behavioural difficulties. The school also offers a great deal of support to parents and to other schools within the area through its behaviour outreach support team. The school caters for boys whose ages range from seven to 16 years; there are 38 pupils who attend the centre and these are aged eight to 14 years. There are also 11 pupils aged 15 and 16 who attend mainstream schools and colleges or who are in work based learning placements; these pupils receive support from the staff at Clifford Holroyde Centre. This is a new arrangement that the school is trialing. The school runs an outreach team that operates in the central zone of the City of Liverpool and supports 45 mainstream schools. The school takes boys from a variety of socio-economic backgrounds, including those with social and economic disadvantage and many of them have missed a significant amount of schooling, because of their difficulties. The attainment levels, therefore, of the pupils when they join the school are very much below the average for mainstream schools. There is a small minority of pupils in the school of mixed white and black Caribbean and British Caribbean. There are no pupils in the school for whom English is an additional language.

The school also provides training for other teachers and supports staff from other schools. The school has been awarded a full Healthy Schools Award and has recently been awarded 'Investors in People' status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21061	Mr M G Whitehead	Lead inspector	Design and technology, religious education, modern foreign languages.
9883	Mr B Silvester	Lay inspector	
4989	Mr L Lewis	Team inspector	English, history, geography, information and communication technology.
19582	Mr J Lomas	Team inspector	Science, physical education, personal, social, health and citizenship education.
16500	Mr T Richardson	Team inspector	Mathematics, art and design, music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Clifford Holroyde Centre of Expertise is an effective school in which pupils receive a good standard of education overall and enjoy good levels of support and guidance. The outreach work of the school is very good and there are very good links with mainstream schools in the locality. The leadership of the headteacher is very strong and management is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school provides a very good outreach service to schools within the community and is successful in helping to minimise exclusions from mainstream schools.
- The headteacher provides very good leadership.
- The good quality of teaching throughout the school means that pupils learn and achieve well following a good quality curriculum that is enhanced by extra-curricular activities.
- The school is very successful in promoting very good attendance; there is a very strong ethos that helps pupils to develop good attitudes towards learning; relationships are good and pupils like school.
- The school provides very good and innovative therapy for the benefit of the pupils.
- The quality of subject co-ordination varies from subject to subject.
- The quality and use of assessment is inconsistent.

The school has improved well since that last inspection, it has addressed the issues that were raised and has improved in the areas of management, curriculum and teaching.

Standards in national tests at the end of Year 6 – scores in 2003

Standards in:	School results	National results
English	55% reached level 3 (60%)	38% (38%)
Mathematics	89% reached level 3 (60%)	48% (53%)
Science	78% reached level 3 (60%)	64% (64%)

There were 9 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 9 – scores in 2003

Standards in:	School results	National results
English	40% reached level 5 or above (20%)	0% (4%)
Mathematics	60% reached level 5 or above (0%)	13% (13%)
Science	40% reached level 5 or above (20%)	12% (11%)

There were 5 pupils in the year group. Figures in brackets are for the previous year

Pupils' achievement is good. For some pupils in Years 3 to 6 achievement is not as good as that for pupils in Years 7 to 10. This is because the longer those pupils are in the school the more successful they are in overcoming their behavioural difficulties; this has a direct effect upon their levels of achievement. Although pupils achieve well, standards are below average due to the nature of their special educational needs and gaps in their previous learning.

Pupils' personal qualities are developed well; spiritual, moral social and cultural developments are good. Pupils' attitudes are good overall, although there is some variation between classes. Attendance levels at the school are very good, which is a direct result of the

concerted efforts that the school has made in the last two years. The behaviour of pupils is good; they arrive at lessons on time and lessons begin promptly. There are appropriate acts of collective worship including prayer, which give pupils opportunities to take part and reflect in a calm and peaceful setting. Pupils are encouraged to reflect upon their behaviour and the impact of their actions upon other people. The rainforest room adds a good reflective and spiritual dimension to the school. An appreciation of other cultures is promoted through personal, social, health and citizenship education, geography, religious education, modern foreign languages and art and design. Pupils' moral and social development are central to the school's behaviour policy and the high standards of behaviour expected of pupils.

QUALITY OF EDUCATION

The school provides a good quality of education for the pupils throughout the school. The quality of teaching is good overall with a significant amount of very good and some excellent teaching, which results in pupils learning well. Particularly good teaching takes place in design and technology' including both resistant materials and food technology, and in music. Some very good teaching was observed in history and some excellent teaching was observed in English. The school provides a good curriculum that is broad and balanced and caters very well for the challenging needs of the pupils. From the time pupils arrive, they continue to improve their behaviour and willingness to learn and, as a result, pupils access other subjects more easily.

The school provides high levels of care and works well to ensure the health and safety of all pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The quality of leadership is good. The headteacher has very good leadership skills; the headteacher and deputy headteacher are working very well together to implement the changes needed to improve the school quickly and effectively. The governing body provides good governance. Management is good, and particularly strong in ensuring that each individual pupil through his education development plan, receives an education package that is carefully tailored to his individual needs.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils believe that the school is a good school. Pupils, both past and present, speak very positively about their time in school. Parents feel that the school expects their children to work hard and that the teaching is of a good standard. They are very pleased with the variety of activities that are available for their children and are happy to approach the school if there is any difficulty or problem that needs to be discussed. They also believe that their children are making good progress.

IMPROVEMENTS NEEDED

The school has clearly identified and is already implementing appropriate areas for development. In addition the most important things the school should do to improve are:

- Improve assessment procedures and use of assessment to ensure consistency and good quality.
- Develop the skills of co-ordinators to enable them all to be equally good in managing their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school pupils' achievement is good even though the levels of achievement are below average when compared with those of pupils in mainstream schools.

Main strengths and weaknesses

- Pupils achieve well in English due to the effective strategies for developing their literacy skills and the use of literacy across other subjects of the curriculum.
- Achievement is good in mathematics and the skills that the pupils learn are used well in many other subjects.
- Achievement is consistently good in physical education activities and technology.
- Throughout the school pupils make good progress in all subjects and the standards that they achieve are continually rising.

Commentary

1. When pupils join the school, the standard of their work is well below that which would normally be expected of pupils of the same age. However, when they join Clifford Holroyde, their situation changes and they are encouraged and helped to manage their difficulties and emotions. This in turn has a clear and positive impact on their achievements and rate of progress academically and socially. English teaching is good and enables the pupils to make good progress as they acquire literacy skills that they have missed. The teachers are very successful in their application of the National Literacy Strategy and this has raised the level of teaching and learning in all aspects of English.
2. Mathematics teaching is good and results in good levels of achievement by pupils across the school. Pupils learn well and, although their standards are below the national average, it is clear that they are rapidly improving and closing the gap. Work is challenging, which keeps pupils well motivated and they enjoy their lessons
3. The school places great emphasis on understanding and reflection. Opportunities are created that help pupils to gain in confidence and acquire new skills to cope with their own difficulties and the problems that they meet each day. These skills help pupils to gain confidence and achieve well. These opportunities arise frequently during the personal, social, citizenship and health education sessions. Pupils develop their social skills well and learn about moral issues that affect the world today. In these sessions they achieve well and make good progress towards meeting the social targets on their individual education plans as well as academic targets.
4. Pupils are very highly motivated in physical education and games sessions. There are very close links with the local football club and pupils benefit greatly from the tutoring that they receive. This is a very positive experience for all the pupils and one of which they are justifiably proud. Similarly pupils are very well motivated in technology lessons where they work to standards that are very impressive. This is true of resistant materials, textiles and food technology where pupils achieve well and learn effectively. They benefit from the high quality of teaching and the good facilities that are available to them. These factors contribute greatly to the success that the pupils enjoy in these subjects.

Pupils, attitudes, values and other personal qualities

Pupils' attitudes to their work and their school are good. Their relationships and behaviour are good. The pupils' spiritual, moral and social development is good and cultural development is satisfactory. Attendance is very good and has improved significantly since the last inspection. Punctuality is good.

Main strengths and weaknesses

- The school has taken effective action to improve attendance.
- Pupils like coming to school and enjoy the range of activities the school provides.
- Pupils like the staff and generally have good relationships with them.
- There is little or no bullying or racist behaviour.
- Pupils usually get on well with each other.
- The school has high expectations of the pupils' behaviour and achievements in lessons.
- The ethos of the school encourages pupils to reflect on their behaviour and how to improve this.
- Pupils do not always respect the feelings, values or beliefs of others.

Commentary

5. Pupils enjoy coming to school and appreciate the range of curricular and extra-curricular activities offered to them. They attend well and usually arrive on time. Current attendance figures are well above the average for similar schools.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.6	School data	7.1
National data	11.9	National data	7.6

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

6. The school has worked hard to improve attendance and this has improved significantly since the last inspection. Teaching assistants in particular play a leading role in contacting parents regularly and visiting homes. This has resulted in more support for the school from parents and better attendance.

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	45	25	0
Mixed – White and Black Caribbean	2	0	0
Black or Black British – Caribbean	2	1	0

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

7. Pupils like and trust the staff. They feel that staff listen to them and deal with their problems well. Pupils regard bullying as only a minor problem that is dealt with well. There is little bullying or racist behaviour in the school.
8. The rewards and sanctions of the school's behaviour policy are known and respected by pupils. The staff of the school are fair and firm with the pupils and consistently apply the principles of the policy. Pupils recognise and appreciate this.
9. Pupils usually get on well with other pupils. The staff of the school expect the pupils to behave appropriately and to achieve in lessons. In almost all lessons, this is the case. Behaviour

around the school is satisfactory. Movement around the school is controlled and safe. Pupils arrive at lessons on time. There is a 'Rain Forest Room', where pupils have therapy, counselling, and 'circle time'. Pupils have the opportunity to sit in a group or groups and discuss issues that have arisen and need to be resolved. Here they are able to speak in confidence and help each other if they are able. This makes a significant contribution to teaching pupils better behaviour and to their spiritual, social and moral development. Pupils are taught to be more aware of their own behaviour and its effect on others. They are taught to relax and reflect. Additional aspects of the curriculum such as yoga and judo also help develop pupils' ability to listen, follow rules and develop knowledge of themselves.

10. The school has a 'Reflective Room' where pupils are taken -or go to themselves- when their behaviour in school deteriorates to an unacceptable level or they have refused to work. The room is staffed by an experienced behaviour support worker who discusses the problem with the pupil and aims to return him to class as soon as possible. This system appears effective. Teaching staff use the 'Reflective Room' only as a last resort when their own attempts at overcoming the problem have failed. Pupils are usually returned quickly and much more prepared to conform. They miss only a little of the lesson or activity. This provision is valuable and effective in maintaining good behaviour in the school. Pupils understand and value the 'Reflective Room'.
11. The school's provision for spiritual, moral, social and cultural development is good overall. The school should, however, seek ways to strengthen provision for pupils' cultural development to bring it in line with the good provision for spiritual, moral and social development. At present cultural development is satisfactory, but more appreciation and understanding of the cultural traditions and of others needs to be introduced through the curriculum. Pupils are prepared satisfactorily to live in a multicultural society, but more could be done to develop this further, especially in helping pupils to appreciate and celebrate the faiths and beliefs of others.
12. Assemblies are held regularly and meet statutory requirements. These occasions are also used to promote good behaviour through awards for attendance and 'pupils of the week'. The school undertakes residential visits and these are highly valued by the pupils. Pupils raise money for various charities and in so doing show a moral awareness of others and their needs. There are visits to places such as the Maritime Museum, which teach pupils something of their own cultural traditions. Visitors, including peripatetic teachers and instructors, provide a rich variety of different activities, experiences and subjects to pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all the pupils. Teaching is consistently good throughout the school. However, the procedures for assessing the work and recording the progress that pupils make, although satisfactory, are inconsistent, varying from satisfactory to very good. The standard of care that pupils receive is good, there are good links with the community and very good links with other schools in the area.

Teaching and learning

Teaching and learning are good. Assessment overall is satisfactory, but there are strengths and weaknesses in different subjects.

Main strengths and weaknesses

- Lessons are well planned by the teachers and teaching assistants.
- Pupils learn well because of the tight structure of the lessons and the clear learning objectives.
- Teachers have a good understanding of the pupils and their emotional and behavioural needs.
- Pupils receive good teaching in the core subjects of English, mathematics and science.
- Teachers make the lessons interesting and challenging for the pupils.
- The use of assessment is inconsistent.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	10 (30 %)	13 (40 %)	8 (24%)	0	1 (3%)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The quality of teaching has improved well. Since the last inspection there have been significant changes in the leadership and management of the school and in the monitoring of teaching. Teachers have been given greater responsibility and are responding well to this. In lessons where the teaching is only satisfactory there is a lack of clear objectives and the aims of the lessons are not made clear to the pupils. There are occasional difficulties in the management of difficult behaviour and some pupils are reprimanded without being told clearly by the teacher what it is that they have done wrong.
14. The good and very good teaching are characterised by the ways in which the teachers have a very good command of their subjects and confidently explain what is going to be taught, what the pupils are going to learn and make sure that the pupils understand these things. This is particularly true in the area of assessment. There are some very good procedures in place and in some subjects the information is carefully collected concerning the things that pupils have learned. This information is then used well to influence the planning of future lessons. Good teaching results in good learning by the pupils as they are well motivated by the enthusiastic teachers. Teachers make sure that the work is carefully matched to the different abilities of the pupils and that the work is sufficiently challenging to keep it interesting. Teachers use the resources well to promote learning and give an exciting and interesting flavour to the lessons.
15. In some subjects, insufficient importance is placed upon the assessment of pupils' work and the need to use the information in order to plan effectively for individual pupils. In some subjects there are good systems that are applied well whilst in other subjects, procedures are not effective enough. This is the situation in the minority of subjects. Nevertheless, it does have a negative impact upon the overall progress of pupils in some subjects. In the very best of lessons observed, the teachers showed how well they could motivate the pupils by their own enthusiasm for the subject.
16. Teachers are very successful in helping pupils to get on with each other and work together. Teachers are very successful in engaging with the pupils and helping them to overcome their behavioural difficulties. This very high quality of teaching results in equally high quality learning by the pupils.
17. Teaching assistants play a vital role in the education of the pupils. They work very closely with the teachers and are involved in the planning of lessons. Teaching assistants have their own responsibility for individual pupils and/or for a group of pupils. This responsibility is managed well and pupils clearly benefit from the one-to-one support that they receive when they need it. Teachers and assistants also know how important it is to avoid giving too much help and support, as this can negate enthusiasm and challenge in lessons.
18. Pupils learn well because of the good teaching that they receive. They are prompt in arriving at lessons and are keen to begin work as soon as they are in class. The pupils say how much they enjoy being at school and that they enjoy their lessons. Teachers establish clear boundaries concerning behaviour and are successful on the whole in implementing the school's behaviour management policy effectively. Teachers and assistants treat the pupils

with respect and in return are treated with respect by the pupils. Occasionally, things go awry, but this is very much the exception. In such circumstances the problem is quickly resolved, often with the help of the very effective behaviour management co-ordinator. He works very well with the pupils and through his management and counselling skills enables pupils to return to work as quickly as possible. This stops small problems developing into major issues.

The curriculum

The breadth of curricular opportunities is good. Opportunities for enrichment are good. Accommodation and resources are good overall, but there is no designated music room.

Main strengths and weaknesses

- There is very good provision for pupils with special educational needs.
- Equality of access and opportunity for all pupils is very good.
- Curriculum programmes for pupils in Years 10 and 11 are very good.
- There is no separate room in which to teach music.

Commentary

19. The curriculum meets statutory requirements and provides for the pupils' needs by concentrating on developing their literacy skills. The National Literacy Strategy forms the basis for English lessons taught at the school. In other subjects, schemes of work are based on the national guidelines with appropriate adaptations made where necessary.
20. Pupils in Years 10 and 11 have all been reintegrated into mainstream education where they follow a wide range of accredited courses. Some of these pupils receive support from the Outreach Team and follow GCSE and GNVQ courses on their timetables. There is a wide range of provision, some at mainstream schools and others at colleges and centres offering training and accreditation. Pupils are interested in their studies and motivated by them.
21. The curriculum provides good, appropriate and effective personal, social and health education. One lesson on the misuse of alcohol included components of literacy and numeracy as well as using the Internet for research purposes. Access to the curriculum is very good with all pupils being involved in the full range of activities. The curriculum is being continually developed with new and creative ideas. The headteacher is active in encouraging links between subjects across the curriculum that help pupils make more sense of their learning. This was evident in a very good Year 6 literacy lesson on the subject of the world's major coffee producers. The school library and the information and communication technology (ICT) suite, both underused facilities, have been closed. All the library books and computers are now placed in classrooms where there has been a very good improvement in both the use of books and computers to aid and develop learning.
22. The support for learning outside the school day is mainly through the Breakfast Club, which as well as providing a service gives pupils opportunities to socialise by playing games together or using computers to pursue study or personal interests. Homework is set regularly and completion rates are improving steadily. The school recognises the limited time available for post school activities and there are plans for an extension of the school day to enable a range of extra-curricular activities to be developed.
23. The match of teachers to the curriculum is good, although it is recognised by the co-ordinator that there needs to be an improvement in the resources, especially artefacts, to deliver both the geography and history curriculum. The match of support staff to the curriculum is good. Currently one of them is being trained, on the job, by an outside company to take on the role of ICT technician.

24. Accommodation at the school is generally good. The redevelopment of the gymnasium into a sports hall has been good. However, the teaching of music in the dining area is unsatisfactory because of the lack of storage space and the fact that the room has to be prepared for the lesson each time. There are also limitations to its use as the sessions immediately before and after lunch are not available because the room has to be prepared for meals and then cleared afterwards. This limits the opportunities that pupils have and, therefore, limits the progress that they can make. This subject has a very good scheme of work that is linked closely to National Curriculum Programmes of Study. It is innovative and includes social development. It deserves a permanent home.
25. Resources for learning in most subjects are good. The number of computers in classrooms is good and in most there is suitable hardware available for each pupil. The older computers with Windows 98 are used for word-processing purposes and there is a rolling programme for replacing and updating with laptops using Windows XP (Professional). Within the school pupils also receive music therapy and take part in yoga and judo, to help them enrich their spiritual and physical education. The school has very close links with Everton Football Club and one of their coaches visits the school and works closely with the boys in developing their interest, enthusiasm and skill in football.

Care, guidance and support

Overall evaluation

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance, based on monitoring of pupils' academic and personal development is good. The involvement of pupils, through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The school's safe environment provides security for the pupils.
- Staff know pupil's individual needs very well.
- Pupils take an active part in the life of the school, both academic and sporting.
- Careful attention is paid to the behaviour of the pupils in order to help them improve.

Commentary

26. The provision for the pupils' care, welfare, health and safety is good. Pupils work in a healthy and safe environment. The state of repair and décor of the inside of the buildings has improved since the previous inspection. Termly safety surveys of the grounds and buildings are carried out effectively. Risk assessments are also carefully completed. All care staff are qualified first-aiders, who provide a high level of expertise for the benefit of the pupils and staff. There are links with other specialist professional services, but they are sometimes slow to respond to the school's needs.
27. There are effective procedures in place for the protection of pupils, in line with the local child protection arrangements. The school has a clear well-written child protection policy. The headteacher is responsible for its implementation and she has received the appropriate training. All staff are kept informed of the policy and the procedures to adopt.
28. The school staff know the pupils very well. They provide good support, advice and guidance for pupils as they progress through the school. The induction of new pupils into the school is good. They are welcomed by staff, their ability assessed and a member of staff is designated the pupil's mentor to help, support and guide him until he feels able to be independent in the school. This has proven effective in reducing the incidents of inappropriate behaviour and anxiety amongst the pupils, thus helping them to get on with their studies more effectively. Class teachers ensure that pupils are aware of the codes of conduct expected of them. Each child

has an individual education plan (IEP) and an individual behaviour plan (IBP). There is a behaviour tracking sheet for every pupil.

29. Pupils are welcomed by the site manager each morning as they arrive, and the strong relationships that he has built and the support and guidance that he gives are of great benefit to all the pupils. These skills are greatly appreciated and recognised by the pupils and staff.
30. A 'Connexions' personal adviser comes into school to ensure that the older pupils have effective guidance on future study and career opportunities. Information on careers is also given in personal, social, health and citizenship education (PSHCE) and guest speakers talk to the pupils about career possibilities.
31. The school seeks pupils' views, values them and acts upon them. Class representatives are elected and they meet together to discuss pupils' views and ideas. These are included in a comprehensive pupil school improvement plan. Pupils assist in the raising of money for charity, which helps them to appreciate the difficulties that abound within the world and do something positive to help. This plays a very important part in pupils' moral and social development.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is good. The links with the local community are good. The school's links with other schools and colleges are very good as are the extended services that the school provides for its pupils and those from neighbouring schools.

Main strengths and weaknesses

- The teachers and parents work closely together.
- Pupils are involved in activities within the community.
- Local schools and colleges work very well with the staff of Clifford Holroyde.
- The school's outreach service is very good.

Commentary

32. The school's links with parents are good. Parents are generally supportive of the school. They are provided with regular information letters and use is made of the school's notice boards. The pupils' annual reports tell parents what their child knows, understands and can do. The school's prospectus does not contain all the necessary information.
33. Parents are invited to the annual review of their child's statement, transport is provided, if required, but only 30 to 40 per cent of parents attend. This makes the work of the school in forging links with parents much more difficult and yet they succeed; this is of great benefit to the pupils.
34. The outreach co-ordinator liaises well with parents and makes home visits. Parent support for events, like the sports day and Christmas carol service, is good. Parental views are not sought through parental questionnaires. However, if there is an improvement in behaviour, or deterioration, teaching assistants ring parents. Parents are sometimes invited into the school to shadow their child, which has a positive impact upon the behaviour of the pupil.
35. Links with the community are good. Local shops and businesses provide prizes for fund-raising and raffles. All Years 10 and 11 pupils carry out work experience with local firms successfully, and high quality football training is provided by Everton Football Club. The police liaison officer is well received by the pupils and they learn about safety issues.
36. The school's links with other schools and colleges are very good. The school uses its expertise successfully to support pupils who are in danger of exclusion from other schools. The

behavioural outreach team has a commitment to an inclusive approach to pupils with attendance, behavioural or emotional difficulties. The service is focused on the needs and differences of individuals and is based on early intervention and support. The centre provides training for staff from other schools. There are very good links with a local college of further education and Liverpool University. The effectiveness of extended school services is very good. They are of a high quality, meet identified needs and result in educational benefit to pupils enrolled at the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good. The governance of the school, leadership of other key staff and the effectiveness of management are all good.

Main strengths and weaknesses

- The headteacher and deputy headteacher work very well together to improve the school.
- There is a very clear vision for how the school should develop.
- Staff work very well together as a team.
- There is a very clear commitment for everyone to do their best for each individual pupil.
- The principles of best value are applied very well to school expenditure.
- The quality of subject co-ordination, whilst good, is not yet fully secure in all subjects.

Commentary

37. The last inspection identified weaknesses in the leadership of the school. In the time following, the school made little improvement until the appointment of the current headteacher and her deputy in 2001. Since then, school improvement has accelerated and much of the good development that has taken place has been within the last two years. This is due to the very good leadership of the headteacher, working in partnership with the deputy headteacher. Together, they set a very clear vision for addressing the needs of every pupil in their academic, personal and social development. This vision is shared by all staff in the school and has already resulted in, for example, the development of an outreach service and the inclusion of additional activities in the curriculum, which place a clear emphasis on raising the self-esteem of the pupils through academic and personal success. In addition, the headteacher applies the principle of 'doing the right thing' for the pupils to all decisions regarding school improvement.
38. The school improvement plan is well constructed, contains relevant priorities for development and is being implemented systematically and well. It contains a large number of things to be done, but, as the headteacher and governors state, "there is still a lot to do!". As a result, the school is changing at a fast rate and its effectiveness is continuing to rise. However, this also means that management systems and different ways of working are new and not yet securely embedded. For example, teachers with responsibility for developing a subject generally do this well, but do not all have sufficient expertise to monitor and evaluate their colleagues and help them to improve their teaching. Despite this, management in the school is good. School leaders evaluate the quality of provision well and use their findings to set further priorities for improvement. Performance management for staff is of good quality, is linked well to their professional development and is leading to good improvement in the quality of teaching and learning. Staff currently at the school work well together as a team and express satisfaction with their jobs and this has led to an improvement in the retention of staff. Curriculum co-ordinators are developing well and teachers are managing their subject budgets and resources well, however, there are still some areas for further development.
39. The governing body provides good governance. Most governors have been appointed within the last two years and bring qualifications and experience relevant to the nature of the school. They share the vision for improvement and provide good support and challenge for the headteacher over school developments and decisions. Governors make regular visits into school and value

the reports they receive from staff and school leaders. As a result, the governing body has a clear view of the school's strengths and is aware of what it is working on to improve. They play a good part in shaping the school improvement plan and in deciding how finances can best be used to achieve their aims.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	773,772	Balance from previous year	79,676
Total expenditure	779,253	Balance carried forward to the next	74,195
Expenditure per pupil *	14,430		

* Note that the expenditure per pupil includes the costs incurred through outreach work.

40. Administration systems and personnel work well. The administration assistant makes sure that day-to-day operations are carried out effectively and the finance officer keeps a careful check on the school's income and expenditure. The most recent auditor's report states that the school's 'financial systems generally operate extremely well'. Currently, there is a large amount of money being carried forward. This is appropriately set aside for the installation of double glazed windows, purchase of a minibus, refurbishing the kitchens and provision of new computers and telephones; this is planned to be used within the current financial year.
41. School leaders have established a very strong ethos for valuing every individual, adults and pupils alike, and there is strong emphasis on each pupil getting the best deal they can from their time in school. Financial investment and expenditure are evaluated against the outcomes for the pupils and, as a result, the school is very clear about the 'best value' it obtains. For example, the school invests in the provision of a part-time music therapist and knows this money is well spent because of the tangible improvements in the emotional and behavioural development of the pupils involved.

OUTREACH SERVICE

Provision in the outreach service is **very good**.

Main strengths and weaknesses

- The service has a high success rate in preventing permanent exclusion.
- Staff provide very good teaching and training for other schools.
- Very good relationships and links are established with other schools.
- The provision has very good links with the local education authority.
- Additional activities have been introduced that are beneficial to pupils in a range of schools.

Commentary

42. The school runs an outreach service that provides behaviour support, advice and guidance to schools within the central zone of Liverpool Education Authority. Due to the many schools involved, and the varied nature of the work of the service, it was not possible to fully audit every aspect of its effectiveness. A sample of schools was visited, observations were made of two taught sessions in a primary school and discussions took place with headteachers, school staff and a representative of the local education authority.
43. Schools refer pupils to the service through the local authority's 'provider panel'. Priority is generally given to pupils at risk of permanent exclusion from their schools. Data shows that, out of 52 such pupils referred in the last two years, 50 are still in their schools and only two have been permanently excluded. This is a very high success rate. Staff from the outreach team

place an emphasis on helping other schools to learn how to manage behaviour. This is done through a variety of approaches such as: working directly with pupils and modelling strategies that other teachers can use; providing training for teachers and assistants; advising school leaders on how to implement consistent approaches to behaviour management in their schools and using innovative procedures for addressing the learning and emotional needs of the pupils. The schools contacted speak highly of the effectiveness of the service in these approaches, and the local education authority views this work to be of high quality.

44. In the observations made during the inspection, the quality of teaching and learning was very good. The teacher was working with groups of pupils in a primary school to teach the assistant how to lead specific physical exercises. Most of the pupils had attention, behaviour and learning difficulties and began the sessions unable to concentrate and control their movements. The teacher provided challenging activities that led the pupils to concentrate really hard on controlling their limbs and actions. As a result, the pupils visibly calmed during the session and were able to go back to their class ready to access learning. In addition, the assistant was able to take part and learn successfully how to carry on this daily exercise regime without the specialist teacher.
45. There are very good links between the outreach service and other schools. The relationships between service staff and teachers and assistants in schools are very strong. Specialist teachers have high credibility and schools value their knowledge and expertise. As a result, schools act effectively upon the advice and support given and find that it works well because it is practical and relevant to their needs.
46. Outreach teachers have also devised and implemented a range of extras to the curriculum that are of positive benefit to pupils. Most of the pupils referred to the service have a full assessment of their learning needs, which includes areas such as visual and auditory skills as well as reading, writing and number skills. From this detailed and very good quality assessment, programmes are planned and implemented that help pupils learn how to concentrate better, use their senses more effectively and control their movements with increased accuracy.
47. The school is engaged in a research programme with a charitable foundation and university to see whether regular access for pupils to a therapeutic room with counselling and relaxation tuition helps their behaviour. The interim results of this project are most encouraging and show that a large proportion of pupils are successfully learning to manage their anger more effectively. Computers are also being used to very good effect. For example, pupils have their heart and breathing rates monitored while they study a picture of a rural scene. By concentrating on relaxation and reducing their stress, pupils can add colour to the picture and even see a deer grazing. This approach motivates pupils to try hard to calm down and relax and also helps them learn successful techniques for controlling their feelings. These innovations are made available to all pupils in Clifford Holroyde Centre as well as to those in other schools and form a valuable enrichment to the curriculum.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 2 and 3

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Literacy skills are very well promoted across the curriculum.
- Writing for specific purposes is being well developed.
- Insufficient use is made of drama and role play during lessons.

Commentary

48. Staff are well trained in the delivery of the National Literacy Strategy and this is evident in the good achievement being made by pupils across the school. It was clear in all the literacy lessons observed that pupils are fully involved in the learning. All pupils achieve well in all the lesson activities. Teaching across the school is good. In Years 5 and 6, it is good and occasionally very good while in Years 7, 8 and 9 it is good overall with some excellent features. In the least successful lessons, the management of pupil behaviour is the prime reason for good lesson planning failing to achieve its learning objectives. There were several lessons where drama or role play would have enhanced the quality of the learning experience, but these opportunities were missed.
49. Speaking and listening are well promoted. Listening is a skill that many have found difficult. The teacher in Year 9 still has to remind pupils to listen to the subtlety of meaning within questions before rushing to respond. The extension of vocabulary through word lists is evident in all the lessons and this has given pupils confidence in offering opinions and being involved in the discussions.
50. Pupils achieve well in reading, with the use of reference books and Internet material evident in their project work. The closing of the underused library and the establishment of class libraries have been beneficial by making books more readily available. The more advanced skills of reading are very well taught. In a Year 6 lesson, pupils were being taught report writing linked to the production of coffee, cocoa and tea. They had to create a title and develop subtitles in their texts. This lesson included good coverage of skimming and scanning to locate quickly the information they wanted to use.
51. Teachers go to great lengths to improve the quality of written work. There is concentrated effort made to improve neatness and good, legible handwriting, which is showing distinct improvement. Pupils experience a range of genre and understand how reports are written and the types of questions that are asked. In one lesson pupils knew that when interviewing someone it was more successful to ask people their opinions of things rather than whether they agreed or disagreed with them. The poetry written by the previous Year 9 pupils was outstanding.
52. The English co-ordinator has been very successful in embedding the National Literacy Strategy into the curriculum. He works closely with colleagues in Years 7, 8 and 9 and records show that pupils are making progress as they continue with their studies and develop their literacy skills through a wide range of subjects.

Language and literacy across the curriculum

53. Pupils are given very good opportunities of using their language and literacy skills in other subjects. The curriculum co-ordinator is encouraging the use of topics throughout the school in all age groups. This is designed to enable subjects to be taught in a variety of ways in order to explore and make best use of the overlap there is so often across subjects. This was evident in a literacy lesson based on a geography topic.
54. Since the last inspection there has been good progress made in addressing pupils' literacy skills across the school. The library has now been dispersed into class libraries with improvement in pupils' use of books.

Modern foreign languages

It was not possible to observe the teaching of modern foreign languages and, therefore, a judgement on the overall provision cannot be made.

55. The school meets statutory requirements and teaches modern foreign languages to all pupils through the topic work. This is focused through international sporting activities and pupils are encouraged to select a country that they wish to support. This usually covers France, Spain or Germany; pupils then learn about the culture and simple social conversation.
56. Pupils study for a half-term session each year. During their studies they also prepare and eat food that is typical of these countries. This contributes well to pupils' cultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils generally show good achievement in the subject.
- The quality of teaching and learning is good.
- Good leadership is bringing improvement to the provision.
- Pupils learn how to apply their numeracy skills in other subjects.
- More use could be made of ICT to support pupils' learning.

Commentary

57. Most pupils enter the school with low attainment and a history of disruption to their learning. Standards in Year 6 are currently below average. However, teachers' records and analysis of pupils' work show that good achievement takes place in Years 5 and 6. For example, one pupil has advanced his 'numeracy age' by more than two years in the 18 months he has been in school and another pupil has made up for lost time and now works with numbers to two decimal places, as expected for his age. Standards in Year 9 are well below average, and this is an accurate reflection of the ability of the current cohort of pupils, and not a decline in standards over time. The work of these pupils, and the records of their teachers, show that pupils are working hard to consolidate their knowledge, and observation of lessons shows that good achievement is taking place. For example, in a lesson observed, the pupils were challenged well to extend their knowledge and use of fractions and all were pleased with their success when they learnt how to convert mixed numbers into improper fractions. Pupils in Years 10 and 11 are no longer educated in the school and attend a variety of colleges and alternative placements. They all continue to study mathematics and often gain nationally recognised certificates in Year 11. However, inspectors were unable to see these students at work, and no judgements are made of standards or their achievement.

58. The quality of teaching and learning is good. In the best lessons, teachers provide careful explanations, provide a good level of challenge, and teach strategies for improving behaviour at the same time as teaching mathematics. For example, in a lesson in Year 9, the teacher explained carefully and patiently how to convert fractions, and placed a good emphasis on pupils not rushing into calculations until they were clear about what to do. As a result, each pupil gained success and concentrated with renewed effort on completing the tasks set. In a lesson in Year 8, the teacher provided the class with challenging mental calculations and a promise that they would discover something. As a result, the pupils worked hard and followed the instructions systematically and were pleased when their answer revealed the number they had started with, as well as their age. In a lesson in Year 6, the teacher responded well when one pupil displayed his anger and led a quick discussion with the other pupils that helped them to realise that staring can be an aggressive act. This enabled the lesson to be resumed quickly and pupils applied themselves, once again, to working out the differences between numbers. Where teaching was seen to be satisfactory, there was a focus on pupils doing the tasks with insufficient discussion and explanation. Throughout the school, there is a good quality of assessment and this enables teachers to see how well pupils are doing and gives good information to plan what should be taught next.
59. Since the last inspection, good improvement has been made in the subject. Most of this has taken place within the last two years as a result of the good leadership provided by the co-ordinator. The subject co-ordinator has restructured the curriculum, implemented good assessment procedures and now makes sure that pupils build on their previous knowledge as they move through the school. Work has also taken place on providing a consistent quality of teaching and learning and this is increasingly effective. The co-ordinator also keeps a full oversight of provision and achievement in Years 10 and 11 and visits the alternative placements to make sure that pupils continue to benefit and to report to the headteacher and governors on the effectiveness of this provision. Good use is made of the support and advice provided by the headteacher and local education authority advisers, and the co-ordinator is steadily implementing an appropriate plan for the further development of the subject. This includes plans to address the current lack of use of computers to help pupils with their learning.

Mathematics across the curriculum

60. Good use is made of the opportunities for pupils to practise their mathematical and numeracy skills in other subjects. For example, pupils in Year 7 use coordinates in their English lessons, Year 8 pupils compile tables and plot graphs in science and charts, dates and graphs are used to help pupils in Year 9 to understand events in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is well managed.
- Good teaching and learning ensure that pupils achieve well. Facilities and resources are good.
- ICT is used well to reinforce and extend learning.
- There is good attention paid to safety issues in practical lessons.
- The behaviour of a few pupils in some lessons fell below expectations.

Commentary

61. Science is well managed and the full National Curriculum is offered to all pupils. The co-ordinator teaches all classes in Years 7 to 9. He has a satisfactory overview of science in Years 3 to 6, but would benefit from more opportunities to observe lessons and scrutinise planning in these year groups.

62. A range of teaching styles is successfully employed. A mixture of whole-class teaching, individual help, worksheets and text is used. The Internet is used to reinforce and extend learning. Pupils are expected to set up their own experiments, to work together and to record and interpret results. Every effort is made to ensure that pupils understand what they are doing and why they are doing it. Planning is well differentiated to address the needs of the range of ability in classes. This carefully planned approach to teaching and learning results in the good progress pupils make.
63. Pupils find some of the demands of the curriculum challenging. They are often slow to settle and seek constant reassurance from staff. Some pupils use a range of strategies to delay starting work in order to avoid what they view as a difficult task. Teaching, however, usually overcomes this resistance to learning. There is ample evidence in pupils' responses and in their books that achievement over time is good and they make good progress in relation to prior achievement.
64. The school has successfully addressed all the issues of the last inspection and improvement is good overall. For example, teachers' knowledge is better, assessment is in place and there is a subject improvement plan. The school has a specialist science room and a full range of equipment and resources. These are well used. ICT is also used well to support learning in the subject; diagrams, graphs, data and information are all produced or accessed using the computers. This has a very positive impact upon the quality of the work and its presentation and also the way in which pupils are motivated and learn well.

INFORMATION AND COMMUNICATION TECHNOLOGY

65. No discrete teaching of information and communication technology (ICT) was observed during the inspection. However, sufficient use is made of it across the curriculum to make judgements on the competence of pupils to use computers. Good use is made of ICT across the curriculum, with the exception of mathematics; pupils show confidence in using computers for word-processing and a range of sites on the Internet to retrieve information for their studies and research.
66. Particularly good use is made of ICT in science where pupils use computers competently and purposefully. They use search engines to access information concerning their studies and then use that information appropriately in their files to present their research and discovery. Pupils also use spreadsheets to collate information before producing graphs and charts to display their findings. This is an area where ICT is used well to support both the teaching and the learning. Pupils are confident in the use of ICT and take advantage of the school's facilities within the classroom as they present their work and prepare displays.
67. Leadership of the subject is good. The computer suite was an underused facility and so the hardware has been moved to classrooms where good use is made of them. ICT is now a high profile subject and teachers are gaining in confidence and competence in its use. The management of the subject is good with the co-ordinator checking teachers' planning for inclusion in the delivery of other subjects. He also monitors the use of ICT through regular checking of pupils' work. Internet access is available to all. There is a firewall and the school's use of the Internet is via the local education authority, which monitors the school's use of the facility. Currently, one of the special support assistants is being trained to be the ICT technician by an outside agency. There are long-term plans to increase the number of interactive white boards at the school. The current facility is not in use following the theft of the projector.

HUMANITIES

Geography, history and religious education

68. Only two lessons were seen in both geography and history and no lessons were seen in religious education. It is not, therefore, possible to make firm judgements about provision in these subjects. There were interviews with the co-ordinators about the subjects and pupils' work was scrutinised along with the displays in classrooms and corridors.
69. Geography work in Year 6 is of good quality with an insistence on good presentation. There is further evidence of good quality work in both corridor and classroom displays. A very good literacy lesson was based on the production of coffee, where pupils interpreted information using pie charts and percentages. Displays indicate an awareness of the world when they traced a teacher's travels in Canada. The co-ordinator recognises the need to develop resources in the teaching of geography.
70. History work in Year 9 is of very good quality. Classroom displays indicate good coverage of the slave trade linked to the growth of Liverpool as a major port. Pupils have visited the Jewish Museum in Liverpool as part of their study of the Holocaust. The linkage with Liverpool and its heritage is a major strength of the history curriculum at this level. As in the case of geography, the co-ordinator recognises the need to develop resources for teaching the subject.
71. During the inspection it was not possible to observe the teaching of religious education. However, religious education is taught in line with the local authority's agreed syllabus and meets all statutory requirements. Religious education is taught through topics to pupils in all year groups. This covers the study of all major world faiths and also addresses social issues such as rites of passage.
72. This is a valuable subject that enables pupils to enter into discussion about the beliefs and practices of people from religions other than their own. This has a positive effect on pupils' social and cultural development.

TECHNOLOGY

Resistant materials, food technology and textiles

Provision in technology is **very good**.

Main strengths and weaknesses

- Specialist teaching motivates pupils well.
- The lessons are very well planned to meet the needs of the pupils.
- The accommodation is very good and resources are also very good.

Commentary

73. The achievements that pupils manage in their studies are very good. This is a result of the very good teaching that pupils receive. They are fortunate to be taught by experienced and very competent teachers. They are very knowledgeable about their subjects and make the lessons interesting and challenging for the pupils.
74. Pupils learn to follow design briefs and consider the suitability of materials and the methods of joining materials as they design artefacts. There is a strong focus on developing pupils' use and understanding of language and mathematical skills.
75. Pupils work very enthusiastically in the food technology room as they learn to prepare meals. Close attention is paid to health, hygiene and safety at all times. Pupils work very well together

and share the classroom space, the equipment and materials. Teachers work well as they are highly motivated and very successful.

76. The accommodation is very good; there is a well-equipped workshop in which pupils may use metals, wood and acrylics. They also work on basic electronics. There is also a very well equipped and refurbished food technology room in which the pupils thoroughly enjoy working.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

77. Too few lessons were seen to inspect the subject in depth or to compare it with the previous inspection. One lesson was seen for pupils in Year 5 and the artwork displayed around the school was analysed. The subject co-ordinator was unavailable during the inspection. Pupils' work shows that they are taught techniques carefully and complete their pictures with a good finish. Standards are below average in Years 5 and 6, average in Years 7 to 9 and average in Years 10 and 11, where some pupils attain success in GCSE examinations. In the lesson seen, the teacher and assistant kept reinforcing the strengths of pupils' work and this led them to refine their observational drawings and add effective colour. Pupils in Year 9 learn how to improve their brushwork and colour mixing with watercolours and are keen to complete their paintings. Pupils comment that they feel good about their artwork and this is attractively displayed in classes and corridors throughout the school. The success pupils report in the subject adds to their self-esteem and enhances their personal development.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The curriculum has been adapted very well so that it interests the pupils and adds to their social development.
- The specialist teacher provides very good teaching that motivates the pupils to take part.
- Pupils show very good achievement since September 2003.
- The provision of music therapy is of benefit to the pupils.
- The school hall is an inappropriate venue for the lessons.
- Pupils have access to computers, but this is not used sufficiently to help develop their composition skills.

Commentary

78. The school appointed a part-time specialist teacher in September 2003 and every class has one lesson per week. Standards in Year 6 are below average, and are well below average in Year 9. Most pupils have difficulty in singing in tune and are obviously unused to playing instruments or listening to one another. However, the teacher has adapted the curriculum very well and has linked the recommended Programmes of Study to the experiences of the pupils. For example, pupils learn to play a steady pulse through clapping to a backing track from 'Eminem' with the drums removed. Pupils also learn to recognise musical cues through listening to Pink Floyd's 'Brick in the Wall' and provide their vocal contributions at exactly the right time. As a result, the pupils are motivated very well and show very good achievement since they began the course in September. Pupils in Year 9 correctly identified a 'riff' and 'hook' in a Stereophonics recording and are already listening more closely to recognise repeated patterns as well as identify the artist and track from the digital samples played by the teacher. Pupils in Year 6 held an E minor chord on their guitars until their fingers hurt and identified correctly when instruments and vocals were 'acoustic, electric and in harmony'.

79. The quality of teaching is very good. The specialist teacher is very knowledgeable and uses an interesting range of modern equipment that pupils want to try. As a result, they are willing to sing to a backing track through a microphone when they would not usually have the confidence to sing solo in front of the class. In a lesson for pupils in Year 6, this use of the microphone gradually led to the pupils singing nearer the tune and being able to hold their melody line against other vocal harmonies. The teacher also planned the lesson so that pupils had the opportunity to hold and play guitars for much of the time. As a result, they worked very hard on playing the right chords and played successfully together, keeping a steady four/four pulse to a backing track for 'A Horse with no Name'. In a lesson for Year 9, the teacher organised the pupils very well into two competitive teams with the task of recognising musical features and identifying the music to which they listened. This led to the pupils listening carefully and trying to outdo each other in their knowledge and accuracy.
80. Good improvement has taken place since the last inspection, although most of this is very recent. Examination of the teacher's file shows that lessons are planned to not only build systematically on the pupils' existing musical knowledge, but also to address the targets for social development in their individual behaviour plans. During lessons, for example, pupils are encouraged to co-operate with one another, take turns, take care of equipment and respect the attempts of one another. This adds effectively to their social development. The school also provides regular music therapy for individual pupils. It was not possible to observe any of the therapy, owing to the sensitive and confidential nature of the work. However, discussion with the therapist, teachers and school leaders shows that individual pupils are helped to effectively extend their communication and improve their emotional state as a direct result of this work. Whilst the music therapist has an appropriate room to use for therapy, music lessons take place in the dining hall. The acoustics, space and need to use the hall for other purposes are all inappropriate. The teacher has no space to store resources and insufficient use is made of computers, for their composition and recording work.

PHYSICAL EDUCATION

Provision for physical education (PE) is **good** and is a strength of the school.

Main strengths and weaknesses

- Teaching is good throughout the school, which ensures that pupils make good progress.
- The school offers a range of activities including mountain biking, hill walking, canoeing, rock-climbing and swimming.
- The PE curriculum is enhanced very well with judo, yoga and additional football coaching.
- Facilities and resources are good, except for gymnastics.

Commentary

81. The teaching of games, in particular football, is good.
82. The school has developed the PE curriculum well since the last inspection. Dance has been introduced. Gymnastics is taught through modules provided by a teacher bought in from the LEA. Judo is part of the curriculum for the majority of pupils. Judo contributes to coverage of the PE curriculum through elements of dance, gymnastics and games. Pupils learn to follow rules and to co-operate with each other. Judo contributes to better behaviour and personal, social and health education, and helps pupils to deal with their own frustrations and those of others. Yoga is also taught to pupils. Yoga teaches pupils to listen, follow instructions, to be aware of their bodies and to understand fitness. Yoga makes a significant contribution to PE, especially gymnastics and to pupils personal, social and health education.

83. There is a residential outdoor and adventurous activities trip for pupils aged 12 to 14 years and these provide very good opportunities for pupils to take part in a range of outdoor physical activities, which they thoroughly enjoy.
84. All pupils in classes 1, 2 and 3 are taught swimming weekly. Whilst this is done at a public swimming session at a local pool, pupils behave well and staff at the pool are co-operative in allowing poolside tuition. Achievement of pupils in swimming is good. They behave safely, sustain concentration and help each other.
85. Facilities and resources are good overall. The gym has been re-floored and decorated. The gym has been developed as a sports hall. Although this facilitates the teaching of indoor games well, resources for the teaching of gymnastics are unsatisfactory. Through the use of peripatetic staff, National Curriculum requirements are covered.
86. The changing rooms and shower facilities have been upgraded. The school has sufficient grass area to allow games and athletics to be taught.
87. Pupils achieve well in PE. In football standards for pupils aged 12 to 14 years are very good. Pupils are coached well by a representative of a local Premier League club. Some pupils voluntarily attend an after-school training session and play for a team organised by the club. The school plays matches occasionally against other schools. In one lesson observed imaginative and skilled coaching enhanced pupils' skills well. This was followed by a game in which all pupils behaved in an appropriate and fair way, some displaying very good ability and attitude.
88. The quality of teaching and learning in PE is good. The assessment of pupils' progress and needs is clear. The teacher is aware of what pupils have achieved and what they need to do next in order to make progress.
89. The school now covers all the requirements of the National Curriculum and has successfully addressed all the issues raised as the result of the last inspection.

PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION (PSCHE)

Insufficient lessons were seen to inspect the subject in full. The curriculum and ethos of the school promote good development of pupils in this area of the school's work.

90. In addition to the few discrete lessons in PSCHE other aspects of the curriculum, notably geography, religious education, yoga and the annual residential visit teach pupils the values of good citizenship, social values and a healthy lifestyle. These skills are further developed through the pupils' individual behaviour plans. The ethos and care provided by the school develops self-esteem and teaches respect for others. Pupils feel valued and well regarded. Circle time, which each class has once each week, also contributes significantly to PSCHE.
91. Pupils study topics covering healthy living and smoking. The pupils themselves have contributed to their own version of the school development plan, teaching them responsibility and giving them an opportunity to influence the school's development. Most pupils take pride in the work they have produced and the school they attend; written work is well presented. There is no evidence of vandalism in or around the school. Display is good. Pupils appreciate what the school has done for them and are eager to move on to the next stage of their education. In developing these feelings in pupils and improving their behaviour the school is achieving significant 'value-added' in all aspects of PSCHE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

