

INSPECTION REPORT

THE NEW RUSH HALL SCHOOL

Ilford

LEA area: Redbridge

Unique reference number: 102879

Headteacher: Mr John d'Abbro

Head of School: Ms Maureen Smyth

Lead inspector: Charles Hackett

Dates of inspection: 14th – 16th June 2004

Inspection number: 259014

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 special
Age range of pupils:	5-16
Gender of pupils:	Mixed
Number on roll;	51
School address:	Fencepiece Road Hainault Ilford Essex
Postcode:	IG6 2LJ
Telephone number:	020 8501 3951
Fax number:	020 8500 9309
Appropriate authority:	Local Education Authority
Name of acting chair of governors:	Keith Robson
Date of previous inspection:	2/2/98

CHARACTERISTICS OF THE SCHOOL

New Rush Hall School is a day school for pupils with social, emotional and behavioural difficulties. The school takes boys and girls and currently has 51 pupils on roll. Of these only five are girls and these are in the primary department. Pupils are admitted from the age of five up to 16 and at different times of the year, usually as a result of being excluded from mainstream education. Pupils who attend the school come from the borough of Redbridge and a number of neighbouring boroughs. Pupils' attainments on entry to the school are below average and over 60% receive free school meals. Pupils come from a wide range of ethnic backgrounds, although the majority are white English. A significant number of pupils have additional special educational needs including attention-deficit and hyperactive disorders (ADHD), aspergers and autistic spectrum disorders.

The school is part of a wider range of provision for pupils with social, emotional and behavioural difficulties, which includes a behaviour support outreach team, two pupil referral units and an adolescent psychiatric unit. The headteacher manages this group and the governors of the school, in conjunction with the LEA, manage and oversee all the resources and services of the New Rush Hall group. The head of school has responsibility for the management of the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21081	Charles Hackett	Lead inspector	Physical education
9173	Sarah McDermott	Lay inspector	
32686	Niki Elliott	Team inspector	English, personal, social, health and citizenship education
14691	Jenny Hall	Team inspector	Science, art and design
33005	Nicky Martin	Team inspector	Information and communication technology, modern foreign language, history, geography
1224	Graham Todd	Team inspector	Mathematics, design and technology, religious education, music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

New Rush Hall is a **very effective** school for children with emotional and behavioural difficulties. It is very successful at improving pupils' behaviour and enhancing their personal development. As a result of this pupils are able to achieve well in almost all subject areas. The quality of teaching throughout the school is consistently good. The leadership and management qualities of the headteacher and the head of school are inspirational and ensure that the school provides very good value for money.

The school's main strengths and weaknesses are:

- Both the headteacher and the head of school lead the school with ambition and vision ensuring that it is at the forefront of the work of schools for pupils with emotional and behavioural difficulties.
- Very effective behaviour management systems that support and improve pupils' behaviour.
- The very good progress that pupils make in personal, social, health and citizenship education, art and physical education.
- Very good opportunities for pupils to attend mainstream schools either part or full time.
- Staff work very well together to ensure that the care and welfare provided for pupils is excellent.
- The good learning opportunities provided by the curriculum and the very good additional lessons that meet the differing special needs of pupils very well.
- The systems to monitor, assess and record pupils' progress are good, but the quality of the marking of pupils' work is inconsistent.
- Attendance rates are unsatisfactory but adversely affected by a small group of senior pupils.
- The accommodation is unsatisfactory and reduces the quality of the work of the school in important areas.

Improvements since previous inspection

The school has made very good progress since its last inspection. Improvements have been made to the quality of teaching, learning, assessment and the curriculum and as a result pupils' achievements have improved.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 6	Good	Very Good
Year 11	Good	Very Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Pupils' achievements are **good** overall and they are very good in art and physical education. The achievements of the small number of older pupils who stay to take examinations are very good. The number of GCSE passes they achieve is higher than normal for schools of this type. Similarly pupils who take the national tests at the end of Years 6 and 9 achieve very good results. Both these sets of results, when considered alongside other factors, gives pupils 'value added' scores in the top 5 percent of all schools in the country.

Pupils' personal development is very good and both their attitudes and behaviour have improved and are **very good**. It is because of these improvements that pupils are able to learn successfully within the school and so many are able to take advantage of attending a mainstream school either part-

time or returning there full time. Overall their spiritual, moral, social and cultural development is very good and a positive feature of the work of the school. Attendance is unsatisfactory. Although for the majority of pupils their attendance is good, the overall figures for the school are distorted by eight pupils who are either do not attend at all or whose records of attendance are very poor.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is consistently **good** throughout the school. Teachers check on pupils' progress well and set appropriate targets for improvements both in their personal and academic achievements. Lessons are well structured and teachers expect high standards in work and effort. Staff use praise well and encourage pupils to do their best and consider how they can improve what they do. However, this positive approach is not always reflected well in the quality of marking seen in pupils' books; comments often fail to tell pupils how they can do better.

The excellent care and support provided by all staff has a very positive effect on developing pupils' self-esteem and confidence. Although, there are no formal pupil committees, they feel valued and listened to. Staff work together very well as a team. The curriculum is very good in the primary department and good in the secondary; older pupils would benefit from more opportunities to take part in practical work related studies. Extra lessons such as 'fun science', Team Challenge and lunch time table tennis are popular with pupils.

The links the school has with parents, other schools and the local community are very good. These contribute significantly to the overall effectiveness of the school and the important role it plays in meeting the differing special needs of pupils.

The accommodation is unsatisfactory. There is a shortage of space and very limited facilities for the teaching of food technology, creating a library and providing support for pupils having problems in their lessons.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. Both the headteacher and head of school show tremendous passion and commitment in their work. Other senior staff play key roles in maintaining high levels of efficiency in the day to day management of the school. Together they are constantly seeking to drive standards up, as well as ensuring that new staff are quickly integrated into the work of the school and become effective staff members. Governance of the school is good. The governors are a very committed and supportive body and have a clear understanding of the role of the school and how best they can support it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the impact of the work of the school on their children. They report that their children now enjoy attending school, are making progress both in terms of their learning in the classroom, as well as their personal development. They commented positively about the additional support that the school provides. Pupils are also very positive about the school. They express enthusiastically how much they think they have improved, particularly in learning to behave in a more appropriate ways and in controlling their tempers.

IMPROVEMENTS NEEDED

Within the context of this being a very effective school, the school should:

- improve the quality of marking so that it helps pupils understand better what they need to do to improve.
- agree with the LEA more effective strategies to deal with the few persistent non-attenders.*
- improve the library and facilities for the teaching of food technology.

* For next term there is an agreed plan of action for this with the LEA.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** overall.

Main strengths and weaknesses

- Almost all pupils who remain in school until Year 11 achieve very well in GCSEs.
- The very good progress made by a few pupils each year enables them to return to mainstream education full time.
- Achievement in personal, social, health and citizenship education, art and design and physical education are very good.
- The progress of pupils with additional special needs is equally as good as other pupils because of the extra support they are given.

Commentary

1. Pupils have consistently achieved well in GCSEs. They have passed in a range of subjects including English, mathematics, science, ICT, Spanish, design and technology and art. The grades achieved represent very good progress and the number passed is higher than the average for schools of this type. Pupils in years 10 and 11 also gain an NVQ certificate at levels 1 and 2 in engineering studies. In addition pupils have achieved well in the standard assessment tests at the end of years 6 and 9. When the results of GCSEs and SATs are linked to other factors to produce 'value added scores' these are very high and match those of the top 5 per cent of all types of school in the country. Although these scores only refer to a small number of pupils, nevertheless they are very impressive given pupils' previous difficulties in being able to function in a school situation.
2. The very high rates of progress of many pupils have enabled a few each year to return to mainstream education full time. In addition many other pupils have the opportunity to attend mainstream for part of their timetable each week. For many this demonstrates very good progress given that almost all have been previously excluded from mainstream education.
3. Pupils achieve very well in personal, social, health and citizenship education not just in the lessons but in their overall personal development. The emphasis that the school places on these aspects greatly contributes to the success achieved. In physical education and art and design pupils' successes make important contributions to developing their confidence and self-esteem. A particular strength of the work in physical education is its link to the 'Team Challenge' programme. This programme supports pupils who have achieved well during each day and allows them to take part in a physical activity at the end of each day. During the week of inspection the activity was basketball. Observations of these sessions show how well pupils progress not only in their basketball skills but also in working together in evaluating their performances and seeking ways to improve.
4. Achievements are good overall in English; they are best in years 1 and 2 where pupils make very good progress. Achievement is also good in mathematics and science and for both of these subjects pupils who stay to take GCSE make very good progress. Achievement, overall, in information and communication technology is good, although work in years 7 to 9 is hampered by the school's inability to find a specialist teacher for these groups. Achievement is satisfactory in religious education.
5. The achievement of pupils with additional special educational needs such as attention deficit hyperactivity disorder and literacy difficulties is also good. They are very well supported in lessons where they receive additional help as required. Supporting pupils with literacy difficulties

was a school development priority for this present year. As a result a literacy co-ordinator was appointed and she is beginning to identify and organise effectively additional support for pupils with specific reading difficulties. Girls achieve as well as boys and those few pupils for whom English was initially an additional language are fully integrated into the school and make similar good progress to all other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Overall their personal development, including their spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils respond very well to lessons, activities and the very high standards of care provided by staff.
- The well trained and very effective staff team provide excellent role models.
- Pupils accept the high expectations for learning and behaviour set by all staff.
- Pupils willingly co-operate with staff in the setting of targets for them to work towards
- Pupils' improved social skills give them greater opportunities in and out of school.
- Planning to develop pupils' spiritual awareness is not evident in many of the aspects of the school's work.
- Despite the very good efforts of the school pupils' attendance is unsatisfactory.

Commentary

6. Pupils appreciate the support and individual attention provided for them by the school. They respond well in lessons and accept the school's behaviour management system. For example, secondary pupils who have failed to achieve what was expected of them in lessons accept that they have to make up for missed work in 'catch-up' sessions. Pupils enjoy the range of activities offered by the school and work hard. This results in good achievement. In discussion with pupils it is clear that they appreciate the efforts of staff to help them.
7. Staff provide excellent role models and set high expectations of work and behaviour. Pupils' response is very good, for example, in sessions such as 'Fun science' they listen carefully to staff and try very hard to improve their achievements. Pupils and staff work together to set and review precise targets for behaviour. These include whole department and class targets, which effectively address issues such as respect for race and culture, as well as individual targets. Pupils respond well to praise and suggestions for improvement and readily work towards the creative rewards systems such as that in the primary department where pupils can earn 'behave and save' tokens.
8. Pupils recognise that they are not allowed to disrupt the learning of others. Systems to monitor and, if necessary, restrain pupils who are misbehaving are effective, well thought through, and enable pupils to make positive choices. Pupils know what is acceptable and what is not. Pupils accept that they might have made a mistake and try to put things right by apologising and carrying out work that benefits the school community. This helps them to understand their behaviour and develop a caring attitude towards others. It has resulted in the very good development of their social awareness. The policy of seeking to resolve issues by the end of each day so that pupils can make a fresh start the next day is very effective.
9. The level of fixed term exclusions is high but goes down over the year and evidence shows that it is being used appropriately to set the standards expected in the school. It is also higher than it need be because of a lack of space for internal exclusion facilities in the secondary department and for a safe room for primary pupils to 'let off steam' when they are angry. The school is also appropriately making use of anger management and counselling sessions to reduce exclusions.

Exclusions

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	29	85	
White – Irish	1	2	
White – any other White background	2	2	
Mixed – White and Black Caribbean	7	9	
Asian or Asian British – Indian	1	10	
Black or Black British – African	2	4	
Black or Black British – any other Black background	8	11	
Any other ethnic group	1	5	

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

10. The whole school philosophy and its methods of working contribute greatly to the very good personal development of pupils. Spiritual awareness is addressed through assemblies and pupils meeting inspirational speakers. This aspect, though, is not as well thought through as the social, moral and cultural provision. The cultural heritages of pupils and staff are celebrated and explored through the good use of discussion, interviews and display. Pupils' awareness of other cultures is well developed through the arts, religious education and literature. Pupils show due regard to each other no matter what their ethnic backgrounds. Activities to enrich the curriculum such as trips, outreach to other schools and the 'team challenge' sports, provide pupils with a very good range of social experiences.
11. Attendance is unsatisfactory and pupils' punctuality to school is good. However, it should be noted that a small number of pupils with poor or very poor attendance have a disproportionate effect on the school's absence figures. The attendance of primary pupils is very good. The encouragement given to secondary pupils to come to school regularly is a prime focus at New Rush Hall. The school has very good procedures to highlight the importance of attendance and punctuality, including competitions, awards and the Breakfast Club. The staff in the office are meticulous in chasing up pupils on the first day that they are absent. However, to meet legal requirements the school should ensure that the registers are completed in ink and that there are no gaps in pupils' attendance history.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	9.2	School data :	10.8
National data:	10.5	National data:	8.7

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is effective and pupils' learning is good. The curriculum is good and additional activities to enrich it are very good. The partnership the school has with other schools is very good as are the links with parents and the local community. The quality of care,

support and guidance that pupils receive is very good and this contributes greatly to pupils' very good personal improvements.

Teaching and learning

Teaching and learning are consistently good throughout the school. They are very good for those few pupils in years 1 and 2.

Main strengths and weaknesses

- Lessons are well planned and structured with the aim of maintaining pupils' interest.
- Pupils' behaviour is managed well and teachers set high expectations for their lessons.
- Teachers focus well on supporting pupils' personal development.
- Teachers and support assistants work very well together and establish very good relationships with pupils.
- The assessment and recording of pupils' achievements are carried out effectively throughout the school.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (23%)	21 (60%)	6 (17%)	0	0	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.

12. All teachers have a similar approach to structuring their lessons. They use interesting starter activities which in most cases are very successful in engaging the pupils. This was the case in a Spanish lesson for Year 9 pupils where a brief game of 'passing a whispered Spanish sentence' around the group settled pupils and got them ready and interested in the lesson. Activities are varied and in most lessons there is a good change of activity that successfully ensures that pupils remain on task. During the inspection there were only a small number of lessons where this was not the case and this was often the reason why these few lessons were satisfactory as opposed to good. The end of the lessons usually involves the teacher recapping with pupils on the work they have undertaken. This is particularly effective in physical education lessons, for example, in a lesson for pupils in years 1 and 2 the teacher encouraged the pupils to think carefully about what they had achieved and what they might be able to do to improve upon the activity the next time.
13. Teachers' ability to manage pupils' behaviour very well means that they can concentrate on teaching and pupils are not prevented from learning because of disruptive behaviour. When individual pupils do have difficulties there are structured support systems that usually enable them to quickly return to the classroom. The effective management of pupils' behaviour was seen in a science lesson for Year 2, where pupils remained on task because the teacher throughout the lesson explained the standards she expected. Teachers set out high expectations for what they want pupils to achieve in lessons. As a result of this pupils are given a very clear message as to what they are expected to do in class.
14. Teaching is very good in personal, social, health and citizenship education, art and design and physical education, satisfactory in religious education and good in other subjects inspected. The teaching of the few pupils in years 1 and 2 is very good and ensures that those pupils settle quickly into the school routine and start to learn successfully. The teachers' very positive and clear approach plays an important part in this happening.

15. The work of learning support assistants makes a very important contribution to pupils' progress. They work very effectively with teachers, know the pupils very well and use this information successfully to coax, encourage and reassure pupils as they work in each of the different subject areas. They work equally well with individual pupils and small groups. For example, in a design and technology lesson a learning support assistant worked very efficiently with an individual pupil who had not completed the previous task successfully, she maintained high standards and insisted on the level of achievement expected by the teacher. In a year 4 geography lesson learning support staff worked very skilfully with the groups of pupils working at different tasks because of their different ability levels.
16. The learning environment in each classroom is well supported by the very positive relationships that exist between staff and pupils. Staff use humour well but are assertive in their expectations when necessary. A very strong feature of teaching is the way in which teachers encourage the pupils to think through their achievements and consider what they might do better next time. Because of this response pupils improve, gain in confidence and make significant strides in their personal development.
17. In the majority of lessons teachers are careful to set tasks according to pupils' ability levels. This is a particularly strong feature of the teaching of the Year 3 and 4 group where in all subject areas pupils are split according to ability and appropriate tasks are set according to their learning needs. In many other lessons teachers use questioning well in different ways to ensure that they are challenging pupils with different ability levels.
18. The assessment of pupils' progress and the recording of their achievements are good. Targets are set with the aim of moving pupils on with their learning and their personal development. Pupils themselves are involved in self-assessment and the recording system shows that pupils' progress is tracked well over time. This process is now being improved because staff are improving their understanding of how to assess the different levels of pupils' achievements. Equally work is also now being moderated which is ensuring greater consistency in the levels pupils are being assessed as having achieved. Marking, however, is not consistent throughout the school and in a few classes teachers' comments on books are cursory and do not help pupils to understand how they can improve their work.

The curriculum

The school provides **good** learning opportunities and there are **very good** additional activities and programmes that enrich and extend these. The accommodation is **satisfactory** and resources and staffing are **very good**.

Main strengths and weaknesses

- Learning opportunities for primary pupils are planned, organised and managed to a very high standard.
- The secondary curriculum meets pupils' needs well but would benefit from more practical based activities for pupils aged 14 to 16.
- The personal, social, health and citizenship education programme is very effective in helping pupils to make very good progress in their personal and social development.
- A very good range of educational visits, visitors into school, clubs and residential opportunities, extend and enrich pupils' learning, making it more interesting, relevant and fun.
- Very good resources and staffing support pupils' learning well but the accommodation is unsatisfactory.

Commentary

19. The programme for primary pupils is particularly effective in promoting pupils' communication, number and problem solving skills. There is a very relevant emphasis on helping pupils to work

and play with other children. Pupils are encouraged to think and talk about their own behaviours and their attitudes to learning and other people. Year 6 pupils are prepared very well for the move to the secondary department.

20. In the secondary department there are very good opportunities for pupils to gain GCSE certificates in up to seven subjects. There is a very well developed course for pupils in electrical, lighting and power systems. The curriculum also successfully helps pupils to return to mainstream education either full or part-time, a very significant achievement for pupils with emotional and behavioural difficulties. The school has also worked hard to develop work experience and college experiences for its older pupils but overall the range of practical and work-related courses could be extended further. The amount of teaching time in the secondary department is lower than in most other similar schools.
21. Many opportunities for emotional, personal and social development are provided through the lessons, breakfast and lunchtime clubs, regular visits into the community, residential opportunities for secondary pupils, and participation in activities organised by visitors to school. An afternoon of options each week for pupils in years 7 to 9 offers them an element of choice and control over their learning. Sex and drugs education and citizenship education are planned very well. Pupils benefit from specialist teaching about drugs and there is a week-long health education programme each year.
22. Specific developments within the personal, social, health and citizenship area are effective in helping pupils to cope with their individual emotional and behavioural difficulties. For example, pupils in years 7 to 9 have the opportunity at the end of each day to catch up on work they have neglected earlier in the day. This is also a time for pupils to think about and accept responsibility for any inappropriate behaviour. Pupils also have access to counselling, including a very relevant anger management course. Pupils in years 7 to 9 are rewarded at the end of each day for their good behaviour and effort with 'Team challenge'.
23. Educational visits make a very valuable contribution to pupils' personal and social development and to their subject learning. There are, for example, visits to science and transport museums, places of worship and sports and leisure facilities. Many visitors into school support learning, for example, drama groups, anger management counsellors, drugs education teachers, and a blind 'adventurer'. Daily clubs at breaks and lunchtimes are enjoyed by pupils and help ensure that these break times are used by pupils productively. In addition pupils in Years 7 to 9 have an options programme for one afternoon a week including computers, arts and crafts, board games, outdoor pursuits, indoor sports, Spanish Club, and Fun Science. Pupils can also learn to cook but the school does not, however, have a full food technology course because the facilities are inadequate.
24. The quality and range of learning resources are very good, and there is a very good supply of specialist teachers and experienced learning support staff. The accommodation is very well maintained by a dedicated caretaking and cleaning team but has important weaknesses in relation to the facilities needed for the school to develop its work further. It is inadequate for teaching food technology and as reported at the last inspection, the combined art and design and technology accommodation is too small for the storage and drying of artwork. There is very limited library space and no medical room. There are no rooms for therapies, soft play, or for pupils who are temporarily not coping with working in their classrooms.

Care, guidance and support

The care, welfare, health and safety of the pupils are **excellent**. The provision of advice, support and guidance is **very good**. Pupils' views are valued and they are fully involved in their learning.

Main strengths and weaknesses

- Systems to manage behaviour and support personal development are very well organised.

- The care, health and safety of the pupils are very high priorities in the school.
- Pupils new to the school are settled in very effectively.
- Pupils feel that they are listened to and all can turn to a trusted adult.
- There are not enough opportunities for pupils to make democratic decisions for the good of the school community.

Commentary

25. The school is extremely effective in achieving its aim of educating the pupils to temper their behaviour and be responsible for their own actions. Pupils and staff are well aware of the carefully written and prominently displayed “New Rush Hall Way” behaviour policy. Consequently pupils are clear about expectations and all staff are consistent and fair in their treatment of inappropriate behaviour. Throughout the school day positive behaviour is emphasised and staff go out of their way to praise the slightest improvement in attitude or work. The reward systems form the foundation of the school day, with constant reference to pupils’ targets for improved behaviour and personal development. For example, in the primary department the pupils are keen supporters of the token system, which is pitched at just the right level for younger pupils. They know if they behave well and work hard they may earn enough tokens to buy an ice cream or a special toy. On the other hand all pupils are clear about the consequences of unruly and aggressive behaviour. The “catch up” sessions are an exemplary way to highlight the importance of reparation and give the pupils a chance to reflect on the wrong. Pupils quickly learn that they must clear up the mess or settle differences after disruption. The treatment of the more serious emotional disturbances is excellent, with calm and clear strategies to settle and return the pupil to effective learning as soon as possible. This is of particular importance as the admission of pupils with complex emotional needs increases. This aspect of behaviour management has improved a great deal since the last inspection.
26. The school has very well organised systems to ensure that pupils are safe and secure – a further improvement since the last inspection. The site is regularly assessed for risks with a careful eye to the particular problems which may stem from educating pupils with emotional and behavioural difficulties. All staff are well up to date on safe control and restraint techniques and are trained annually in health and safety procedures. The school closely adheres to effective child protection strategies and is very careful to monitor and follow up any concerns picked up by staff. First aid is administered properly and accidents are carefully recorded. However, the lack of a dedicated welfare room means pupils have to be treated in the administration corridor with limited access to running water and no comfortable place for recuperation.
27. Even though pupils may start school at varying times in the school year, they are settled in very well. Often a member of staff will visit home so the school can glean useful background information and provide the pupils with a familiar face when they start properly. Staff are very well prepared to welcome the new pupil, although there is no formal system of pupil mentoring for the newcomers. The starting date and length of time building up from half to full days is tailored to the pupils’ needs and ensures that new pupils are very soon full members of the school community and learning effectively.
28. Pupils are nearly unanimous in agreeing that they are well supported at school. For many pupils with traumatic backgrounds the school is a welcome haven of care. This area has improved significantly since the last inspection. As one pupil commented “Teachers definitely help you all the way through”. Pupils are very well involved in agreeing and reviewing their targets for learning and personal development, so giving them a growing sense of self-discipline and responsibility. Each pupil feels that they have at least one adult to whom they can turn if they have worries. Members of staff listen carefully and do all they can to help whilst placing a growing emphasis on pupils sorting out their own problems. Pupils take on a good range of jobs around the school and have had positive input into local developments via the Children Fund. However, there are currently no formal systems for pupils to develop their understanding of citizenship and democracy through organised involvement in the running of the school.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Links with the community and with other schools and colleges are also **very good**.

Main strengths and weaknesses

- The school keeps parents very well informed as to how their children are doing in their personal development and learning.
- The school is very outward looking and ensures that there are many links with the community to benefit pupils' personal development.
- New Rush Hall works very well with a wide range of schools to help pupils return to main stream education either part or full time.
- The present link with the further education college is not extensive enough to provide a wide range of practical, work-related courses.

Commentary

29. The school remains well aware of the importance of working closely with parents for the benefit of the pupils. It provides frequent and good quality information on how each pupil is progressing. Not only are the usual annual reports sent, but parents are given thorough half termly reports and they are also included well in the reviews of their children's statement of special educational need. In addition not only the weekly reports and home school diaries, but also the frequent telephone calls, ensure that there is a constant and useful flow of information from school to home. The annual governors' report gives a good flavour of the school.
30. Parents are very positive about the school and greatly appreciate the support given to them and their children. The school is open and welcoming, so parents feel confident in asking questions or raising concerns. It values parental views, as in a recent consultation to change the finish time of the school day when parents' concerns were taken on board and the suggested time was moved later to suit their needs.
31. Links with the community beyond the school have improved further since the last inspection. Despite having pupils who are often considered by members of the general public to be antisocial, the headteacher is purposeful in offering many experiences out of school for the benefit of pupils' personal development. Pupils learn how to interact and behave appropriately as they make good use of local sporting facilities, visit the local shops or take up their work experience placements. The school is held in high regard by local organisations, as evidenced by the large number of visitors who came into the school to meet the inspectors and explain their particular connection. Of particular note is the good liaison with business and training providers, providing positive potential for the future extension of vocational education.
32. The school liaises very well with a wide range of local schools. Primarily these links benefit the positive integration of pupils back into main-stream education. Depending on the needs of the individual, pupils attend local primary and secondary schools for varying lengths of time, with the most successful placements developing into a full transfer. The expertise of staff in the school is well used by neighbouring schools for training in behaviour management and the support of children with emotional needs. There are limited opportunities for pupils to attend vocational courses at the Borough colleges and initial collaboration with Waltham Forest College is providing satisfactory opportunities for pupils to extend their experiences and to try out vocational subjects. However, further development is needed to extend the courses available.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governors carry out their responsibilities **well**.

Main strengths and weaknesses

- Senior staff are ambitious for the school to be successful and are constantly seeking to drive up standards.
- The leadership of the headteacher and head of school inspires the work of the whole staff team.
- The school is an important and integrated part of the local education authority's provision for meeting the needs of pupils with emotional and behavioural difficulties.
- The training and support of the staff ensures a highly effective and consistent approach from all staff.
- Management systems are very good and allow the school to function very effectively.
- Governors influence and support the work of the school effectively.

Commentary

33. The school is determined and innovative in its desire to provide the very best for its pupils. It readily accepts new initiatives, such as the National Literacy and Numeracy Strategies, and constantly evaluates how well it is performing. The senior management team is a very strong unit, very effectively led by the headteacher and the head of school. These two staff are very committed to the school's effectiveness and very passionate about their work and the school's impact on the lives of its pupils. All other senior staff are clear about their differing roles and responsibilities and combine together very successfully to ensure that each school day runs smoothly.
34. The effectiveness of the school's work has been recognised by the local education authority which, has encouraged the development of the New Rush Hall group. The school is central to this whole range of provision. The headteacher manages this wider organisation and positively supports the head of school in the leadership and management of the school. The head of school ensures that the leadership and management of the daily routines of the school are clear and that staff consistently apply school rules and expectations. She manages this through her own excellent relationships with staff and pupils and her own very high standards. Other staff are able to model their work on her approach and she has an excellent overview of the workings of the school. She monitors the work of her senior colleagues very well, regularly meeting and setting targets for their performance.
35. A calm, purposeful atmosphere in the school is testament to the highly effective management systems in place. Senior staff ensure that each day is managed effectively. Teaching is monitored and the success of this is reflected in the consistently high standards of teaching seen during the inspection. The monitoring of how staff deal with pupils' behaviour and seek to improve their personal development is also very highly successful and reflected in the very good improvements that pupils make in these aspects. In providing training for staff, well respected practitioners in this field of education have been used and the school has also extended this high level of training to other local schools.
36. The governing body are very active in their support and have played a very important role in the development of the school. Evidence shows that the late chair of governors worked very closely with the headteacher in the establishment of the New Rush Hall organisation. She shared his vision for its development and ambition. Other governors, including the new chair, show a real genuine commitment to the work of the school. Governors' committees and regular visits to the school give them a clear insight into its work and the reports provided by the head of school are of very high standard and ensure that governors are very well informed.
37. There are very effective financial management systems in the school, as was confirmed by an LEA audit. However, in the last 2 years, the level of underspend has been higher than normal. There have though been acceptable reasons for this and the school has identified appropriate expenditure for this money. The school development plan shows that there is a clear evaluation of the school's current strengths and areas for development and priority is given to appropriate areas for development. For example, this year money has been spent on additional literacy

support to help the school develop its expertise and levels of support for the development of pupils' literacy skills whilst they are being taught other subjects.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1313839	Balance from previous year	129981
Total expenditure	1315097	Balance carried forward to the next	51903
Expenditure per pupil	24813		

Care should be taken when scrutinising this financial information as expenditure for Outreach work is also included in the money allocated to the school

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

In these subject sections judgements are made about the PROVISION for each subject fully reported. Provision refers to the quality of teaching, pupils' achievements, the curriculum, its leadership and management and any other significant factors.

ENGLISH AND MODERN FOREIGN LANGUAGE

Spanish

Two lessons of Spanish were observed and an analysis of pupils' work and teachers' records completed. There was, though, insufficient evidence to make a judgement about the quality of provision for Spanish.

38. In the lessons observed pupils worked hard to improve their knowledge of Spanish. Pupils are able to respond in Spanish to questions about the names of parts of their bodies and can complete tasks on a language Internet site. The teacher is very enthusiastic and in the short time she has been in the school has developed good relationships with the pupils. The evidence from pupils' work shows that a variety of interesting resources are used such as digital photography and audio and video recordings to enhance pupils' enjoyment of the subject.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the high expectations of all staff.
- Teachers' challenge all pupils and make very good use of questioning and prompts to extend pupils' thinking and understanding.
- Teachers and support staff give very clear verbal feedback to pupils and this helps them improve their work.
- The tracking of pupils' progress in years 2 to 6 does not show clearly the small steps in progress pupils may have made.
- The good curriculum and very good links between the primary and secondary departments ensure that pupils' progress continues throughout the school.

Commentary

39. Achievement in English overall is good. It is very good for pupils in Years 2 and 11. Teachers are very consistent in the high standards they expect from pupils and this raises pupils' levels of achievement. For example, pupils are now much more confident to express themselves in writing and almost all have made good or very good progress with their reading. In addition they have developed good listening skills, typified by their excellent response to large group meetings, such as department assemblies. Their speaking skills are also much improved and during the inspection there were many examples of pupils engaging in discussions about a range of topics. Year 11 pupils, this year, also achieved higher than expected grades for their GCSE speaking and listening course-work.
40. Teaching and learning are good. Teachers use questioning and prompts skilfully to encourage pupils to develop their thinking and express their ideas fully. Staff make good use of a range of stories and poetry. This has resulted in very positive attitudes to reading and language. Higher attaining pupils read fluently and take pleasure in learning new words. ICT is used very well to help pupils to illustrate and present their work using word processing and PowerPoint presentations. Teachers plan very carefully so that lessons challenge pupils of all abilities and

help them to overcome their worries about learning English. The primary department has been successful in helping pupils who joined the school unable to write to overcome their difficulties and write simple sentences with confidence. The secondary department has enabled a Year 11 pupil whose home language is not English and pupils with reading difficulties to write, with sensitivity and insight, in standard English.

41. Assessment of pupils' progress is satisfactory. Feedback given in lessons by both teachers and learning support staff is precise and helps pupils to improve their work. The methods to track pupils' progress, though, in years 2 to 6 are not sufficiently detailed to show the small steps of progress pupils may have made. Pupils' work is marked regularly in years 7 to 11 but marking does not always give enough information on how pupils are progressing or how they can improve.
42. The curriculum for pupils in years 2 to 7 is good and the effective curriculum development taking place in years 7 to 9 is being thoroughly evaluated. A very focussed approach has been taken to raising attainment in GCSE English and planning is underway to broaden the range of experiences and opportunities for accreditation. Leadership and management of the subject are good. The heads of the primary and secondary departments work well together and have a clear understanding of strengths and areas for development in English. The priorities they have identified are well chosen to improve standards in the subject. Action to improve resources has already had a positive impact, although the library facilities are barely satisfactory. Staff teams work effectively and there is good development of the roles of teaching assistants. Policy and planning documents and pupils' records are well written and thorough. Overall improvement since the last inspection is good.

Language and literacy across the curriculum

43. Teachers provide good opportunities for pupils to use and develop their language and literacy skills. Pupils in years 2 to 6 have very good opportunities to develop their reading and writing skills in all subjects. Consistent use is made of key words lists. Pupils make reference to the words when responding to teachers' questions and prompts. Practice is good in science, personal social and health education, and art in years 7 to 11 because teachers give pupils many chances to extend their speaking and writing skills. Recent work to assess all pupils' literacy needs in detail and provide additional support has improved awareness of pupils' needs and has had a positive impact on their learning.

MATHEMATICS

Seven lessons were observed. Pupils' progress and achievement were discussed with the subject leaders. Pupils' written work and assessment records were analysed.

The provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers have high expectations of what pupils can achieve and plan their lessons well.
- Using and applying mathematical skills and problem solving are weaker areas of the mathematics curriculum.
- Teaching assistants are very effective in their support of pupils and know them well.
- Assessment is effectively used to inform planning.

Commentary

44. Throughout the school pupils are achieving well and making good progress. Pupils in years 10 and 11, who attend regularly, achieve very good external examination results. Using and applying mathematical skills and problem solving are areas of the curriculum that are weak. The

school is aware of this and is striving to improve them. However, weaknesses in problem solving are not entirely related to reading; pupils' main difficulty is the interpretation of questions and then deciding which method to use to solve them. A scrutiny of pupils' work and lesson observations found no significant difference in the achievement of boys and girls or that of pupils with additional special needs.

45. Teaching and learning are consistently good throughout the school. Teachers plan their lessons carefully, taking close account of pupils' prior learning and individual targets, so that the work is closely matched to their ability. All teachers are effectively implementing the National Numeracy Strategy. For example, learning objectives are written on the board and shared verbally with the pupils at the beginning of lessons, so that they understand what they will be learning. Also the end of lessons are used well to reinforce the main teaching aims. However, on a few occasions these sessions are rushed and teachers leave insufficient time to review pupils' work. Learning support assistants work closely with the teachers and give very good support to pupils. They know the pupils extremely well and are very effective in calming and talking to those who are distressed, thus contributing very effectively to the management of pupils' behaviour. The use of ICT in the teaching of mathematics is developing satisfactorily; for example, in Year 10, the teacher used an overhead projector to teach Pythagoras' theorem. This enabled pupils to understand and learn the formula.
46. Assessment is good and used effectively to respond to individual needs; it has improved significantly since the last inspection. There is now far more rigour about the tracking of pupils' progress and this is helping to raise standards. Marking is satisfactory, but in a few classes comments are cursory and not helpful to pupils in improving their work. Self-assessment is developing well and helping pupils to think about how they can improve their standards of work.
47. Subject leadership is satisfactory, but has been affected by problems over recruitment. It has meant classes in the upper part of the school being taught by temporary staff, however, this has not affected standards. The monitoring of teaching by senior management is helping to maintain the good quality of teaching. The co-ordination of mathematics in the primary school is good, and by teaching lessons in Year 7, the co-ordinator helps to smooth pupils' transition from the primary to the secondary school. Since the last inspection, there has been good improvement in the curriculum, teaching and learning and pupils' achievement.

Mathematics across the curriculum

48. Mathematics is used **satisfactorily** in other subjects, for example, pupils use line graphs, bar charts and tabulations in science. In Years 10 and 11 there is particularly good work for accredited courses. Pupils have entered information into spreadsheets and used formulae to calculate the league positions of different football teams.

SCIENCE

Four lessons were observed. Pupils' progress and achievement were discussed with the subject leaders. Pupils' written work and the assessment records were analysed.

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in all aspects of the science curriculum, up to GCSE single science standard.
- Pupils are enthusiastic in lessons and their behaviour is good.
- Teachers are well prepared and engage pupils in learning effectively.
- The subject is well led and managed by the primary and secondary subject leaders.

- A well-planned and imaginative 'Fun Science' programme motivates secondary pupils and supports their personal and social development.
- Assessment procedures are good overall but the marking of work and the checking and recording of progress in the primary department are limited.

Commentary

49. The achievements of primary and secondary pupils are good. This is a significant improvement for primary pupils since the previous report. Pupils achieve well because they make an effort to learn scientific vocabulary and improve their knowledge and skill. Primary pupils know words like dissolving and filtering. They name the parts of their bodies. By Year 7 pupils know how to separate mixtures by chromatography. In Year 9 pupils begin to understand the idea of energy transfers and by Year 11 pupils gain GCSE single science grades in the range C to G. These pupils use computers well to record the results of their investigations using tables and line graphs. They record, for example, how the rate of a chemical reaction is affected by changing the concentration of acid, using hydrochloric acid and magnesium. The highest attaining GCSE pupils learn to write extended analyses and evaluations in their own words.
50. The quality of teaching and learning is consistently good across the school. Teachers know their subject well, particularly in the secondary department. Very good relationships between the staff and pupils encourage learning. Teachers and support staff secure high standards of behaviour and pupils work safely in pairs or groups in the laboratory. Pupils have equal opportunities to participate. Lessons are well planned, and resources for practical activities are readily to hand. Good use is made of the school's wild life garden. Teachers make good demands on pupils to think, but occasionally questions to secondary pupils come too thick and fast to give pupils a chance to compose their answers. Pupils learn well how to concentrate. By the time they reach Years 10 and 11 they can apply sustained effort to complete the extended investigations required for GCSE coursework.
51. A very successful optional programme for pupils in Years 7 to 9 aims to show them, in mixed age groups, how exciting and fun their science learning can be. This programme is very well led and managed by the science technician. It has involved school based activities and visits to the science museum in London, London Eye, London Aquarium, the Planetarium, and to Body World and Lord of the Rings exhibitions. At school there have been science challenges open to all, for example, a giant bubble championship. 'Fun science' not only improves pupils' access to science learning but also promotes their personal and social development very effectively.
52. Assessment records are completed regularly enabling teachers to report on pupils' progress. In the secondary department the performance of pupils over time is carefully monitored and discussion helps pupils to understand the levels they have reached in each aspect of science. Although work is marked regularly there is insufficient written guidance to help pupils to improve their work. The assessment procedures used in the primary department require further refinement in order to record small steps in progress between the national attainment levels. There are also no procedures in place to compare the accuracy of the science assessments made by different teachers in the primary department.
53. Leadership and management in science are good and the two subject leaders have good knowledge of the science curriculum and of the requirements for national science tests. The curriculum is well planned across the school, in particular the arrangements for pupils to transfer from the primary to the secondary department. Resources are well managed by the science technician. There is a good focus on raising standards in the secondary department by using national guidance materials. Skills in literacy and numeracy are promoted routinely in science lessons and there are regular opportunities for pupils taking GCSE to take work home.

INFORMATION AND COMMUNICATION TECHNOLOGY

Four ICT lessons were seen and inspectors noted where ICT was used in other subjects

Provision for ICT is **satisfactory**

Main strengths and weaknesses

- Achievement in ICT is good in years 1 to 6 because good teaching motivates pupils.
- Pupils achieve well in examination courses in Years 10 and 11.
- There are no procedures in place to track or monitor the progress that pupils make in developing computer skills in years 7 to 9.
- The use of ICT in other subjects of the curriculum is satisfactory.

Commentary

54. There has been an improvement in ICT since the last inspection as a result of better teaching and increased resources. Pupils in Years 1 to 6 acquire new skills and understanding and demonstrate increasing competence in the subject as they move through the school. Lessons are characterised by interesting and varied activities, the involvement of most children and the use of attractive and stimulating resources. The use of multi-media work with pupils in Years 5 and 6 has a very positive effect upon their learning because they are very motivated to use cameras and see the results in “movie” format.
55. Pupils in Years 7 to 9 do not have separate ICT lessons and as a result they have few opportunities to develop skills learned previously. Due to the lack of specialist staffing there is limited information about pupils’ achievements in these year groups. However, an analysis of year 10 and 11 work shows clearly that good progress is achieved, including imaginative use of digital cameras and new technology for presentations. The progress that pupils make means that they have an opportunity to follow an accredited examination course in Years 10 and 11 and achieve good results.
56. With the exception of the staffing difficulties for years 7 to 9, the quality of ICT teaching is good overall. Lessons are planned effectively to include appropriate activities for all pupils. Teachers and learning support assistants work well together and form good teams; this enhances the progress pupils make. Younger pupils learn that completing tasks in the right order is essential to develop ‘PowerPoint’ presentations. The ICT suite and mobile classroom have given pupils wider opportunities for use of the Internet for research purposes and individual study. Throughout the school, pupils enjoy composing and playing their own musical tunes which are developed with music-making software.
57. Leadership and management of the subject is good overall. The ICT co-ordinator has worked hard to improve the provision in ICT since the last inspection, not only in the subject itself but through regular monitoring of classroom practice and weekly workshops to train teachers and learning support staff. He has a clear vision for development of the subject, together with the knowledge and ability to implement his plans but this has been made difficult because of problems with recruiting specialist staff.

Information and communication technology across the curriculum

58. Satisfactory use is made of ICT in the teaching of other subjects. In humanities lessons ICT is used for word processing and creating graphs from data collected. In Mathematics, younger pupils use spreadsheets to calculate areas and perimeters of shapes. Older pupils complete tasks like drawing a modern house that requires the use of ICT programs. A few pupils develop creative images of themselves using digital photographs in art. Through using an internet site pupils are able to practise Spanish words that they have learned in lessons. The use of ICT in the planning of individual subjects is variable and not being monitored.

HUMANITIES

There was insufficient evidence to make reliable judgements about the quality of teaching and learning in humanities. One lesson of history and one of geography were observed and an analysis made of pupils' work, teachers' records and classroom display.

59. Teachers' records and pupils' work show that the curriculum is well planned, giving pupils a sound knowledge and understanding of an appropriate range of topics. History and geography work in years 3 and 4 is of good quality. Pupils show awareness of their local area by putting their ideas into practice and improving the working area in their classroom using combined planning and practical skills. In years 7, 8 and 9 pupils use ICT to plot graphs about migration and produce presentations about famous people.

RELIGIOUS EDUCATION

It was only possible to observe a limited amount of teaching during the inspection and judgements are based mainly upon the scrutiny of pupils' work and conversations with teachers and pupils. No judgement can be made on teaching.

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Topics covered help pupils gain a satisfactory understanding of other faiths.
- Written work in the primary school is limited.
- The subject also makes a real contribution to pupils' moral and social development.
- Work in Years 10 and 11 helps pupils to reflect on the society in which they live.

Commentary

60. Since the last inspection pupils' achievement has improved and is now satisfactory. The curriculum stresses the importance of the different faiths in society and as a result pupils' knowledge and understanding of the major religious faiths develops satisfactorily. Pupils enjoy learning about other religions, for example, Christianity, Islam, Hinduism and Judaism. Opportunities are taken to study key occasions and festivals, for example, pupils in Year 6 are taught about Ramadan and the celebration of Eid. Primary pupils become familiar with a variety of artefacts associated with different religions. A particular strength is the good use made of resources and display to engage the pupils' interest and enhance their understanding. Pupils in the primary school have made prayer mats and books. However, the amount of writing produced by pupils is rather limited; they are capable of producing far more.

61. In Year 9, the pupils are learning more about the Jewish faith, for example, how the Torah is written in Hebrew and the Dead Sea Scrolls. In a lesson observed good teaching and questioning led to a pupil explaining why Moses was such a hero to the Jews. In years 10 and 11, work continues to focus on different religions and looks in some depth at the reasons for using holy books such as the Bible and Qu'ran. An important focus of the work in the upper school is for pupils to learn more about themselves and how they fit into society. Good examples of work were seen about euthanasia, love and forgiveness, the Hospice Movement and the influence of Mohammed Ali. ICT is used satisfactorily in years 10 and 11, but opportunities for using ICT are not systematically planned or embedded in the religious education curriculum.

62. Subject leadership is satisfactory. The co-ordinator in the senior school has only been appointed recently and he is keen to move the subject on. Resources have improved significantly and are now good; they are used effectively and make lessons more interesting for the pupils. The curriculum is enhanced by visits from people of different faiths from within the community and visits to different places of worship, for example, a mosque.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Insufficient lessons were observed in design and technology to make a judgement about the provision.

63. Only a limited amount of work on textiles and food technology is taught in years 7 to 11; the work is mainly with resistant materials. Currently, there is no suitable accommodation for teaching food technology. In the one lesson observed in Year 9, teaching was very good and, as a result, pupils achieved very well. They were making a portable mirror and showed very good competency in marking out their work and then using the pillar drill safely and accurately. They were well supported by the teacher and teaching assistant.
64. Pupils in years 10 and 11 study engineering as part of a NVQ course. From an observation of a lesson, a discussion with the co-ordinator and a scrutiny of pupils' work it is evident that the course is very relevant and pupils work hard to achieve success. In the lesson seen pupils were using equipment with care and precision and developing a good range of workshop skills.

Music

Music was not a focus for the inspection; therefore, judgements were not made about teaching and learning.

65. A discussion with the advisory teacher for music, showed that the teaching and the development of the music curriculum had been restricted because of retention and recruitment difficulties. There is appropriate planning in place and the newly appointed co-ordinator is working hard to raise the profile of the subject.

Art and design

Four lessons were observed. Pupils' work on display, and their progress and achievement, were discussed with the subject leader, and with the art supply teacher. Assessment records were analysed.

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well throughout the school and in GCSEs.
- Pupils respond very well to the consistently very good quality teaching.
- Learning in art supports pupils' personal and social development, and broadens their cultural awareness.
- The subject is well led and managed overall but there are weaknesses in subject planning.
- The weaknesses reported at the last inspection about the quality of the accommodation remain.

Commentary

66. Pupils achieve GCSE grades from A to E. These grades represent very good progress in the time they have been at New Rush Hall. Achievement in years 10 and 11 is particularly good because pupils develop sufficient maturity to concentrate for sustained periods to complete their GCSE coursework. Pupils with additional special educational needs, and boys and girls in Years 3 to 6, achieve equally well. Pupils achieve well because specialists teach them, they behave very well in lessons, have a positive attitude to work and do not waste time. The youngest pupils enjoy talking about their work, for example, when designing cityscapes in the style of James Rizzi. Pupils in Years 3 and 4 use real fruit to create faces, like the work of Arimboldo. They

paint imaginary landscapes in the style of Monet. After reading Hansel and Gretel they design, draw and paint sweet houses in a similar style to the painter Gaudi. Pupils in Years 5 and 6 create ceramic mosaic pictures influenced by the work of Andy Warhol. Secondary pupils learn pop art techniques from the 1950s and '60s. They paint in the primitive expressive style of artists like Lowry. They learn about perspective and surrealism from study of Dali, Magritte and Munch.

67. The quality of teaching and learning is very good throughout the school. Well-developed relationships between staff and pupils, high standards of discipline, and good use of pupils' individual interests, are the starting points for motivating pupils. In Year 10, for example, a pupil is well supported to develop drawing, painting and printing techniques for GCSE coursework by building on his interest in a famous boxer. Secondary pupils readily listen to, and act on, their teacher's advice, when, for example, learning how to draw eyebrows and shade noses in their pencil drawn self-portraits. Pupils learn to use pencil, shading techniques, pastels, powder paint, and tools for printing. From the youngest age, pupils learn colour theory and the art of colour mixing from basic primary colours. They build well on these skills over the years until they reach GCSE standard. Assessment is satisfactory overall, and in Years 10 and 11 it is good because GCSE assessments are well established. There is however, little evidence of the routine annotation of work to provide evidence for the National Curriculum assessments that are recorded at least twice a year.
68. Pupils' experiences in art broaden their cultural awareness and support their emotional and behavioural development. Pupils become confident in Batik techniques to create designs with wax, typical of South East Asia. Pupils use paint, pencil and chalk to create imaginary buildings in Moroccan and Islamic style. Year 8 pupils use clay to make and paint African masks. Secondary pupils learn about aboriginal painting. Older pupils use the internet to research the work of famous artists. They visit the Hayward and the Tate Modern art galleries in London. These visits not only support pupils' study of artists like Roy Lichtenstein, for example, but also promote independence, responsibility, reliability and cultural awareness.
69. The subject leader leads and manages the department effectively. There are high expectations of pupils to GCSE standard, specialist teaching skills are well deployed throughout the school, and targets are in place for the continuing development of the subject. Planning for the full coverage of National Curriculum art and design in Years 3 to 9 requires further monitoring and development. For example, in planning the breadth of materials and processes used, there is not enough reference to digital media, textiles and sculpture. There is much planning around the work of contemporary artists but fewer opportunities for pupils to investigate art, craft and design from a range of historical contexts, for example.
70. The accommodation is adequate but the limitations reported at the time of the last inspection remain. The room is cramped and shared with design and technology. There is too little space to dry and store pupils' artwork. Improvement since the last inspection is satisfactory. Resources for the teaching of art are good.

PHYSICAL EDUCATION

Five physical education lessons were observed, the department's planning documents were considered and a lunchtime club observed.

Provision in physical education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in a wide range of different activities.
- Lessons are well planned and expectations for pupils' behaviour and effort are very high.
- Throughout lessons pupils are regularly encouraged to evaluate their own performance and look to how they could improve.

- Activities as part of the behaviour management system for secondary pupils and the lunchtime clubs encourage pupils' physical development very well.

Commentary

71. Pupils enjoy and achieve very well when taking part in physical activities. Much of this has to do with the very professional and effective approach of the teacher responsible for the subject. Pupils now take GCSE in physical education and the predicted grades for this year indicate that they are expected to achieve A or B grades. These grades are higher than those normally expected in schools of this type and compare very favourably with the standards achieved by pupils in mainstream education.
72. The very good subject knowledge of the teacher results in pupils being coached well. This is the case in basketball where pupils are developing a good understanding of the importance of teamwork, learn to pass the ball well and ensure that both in defence and attack they are aware of the different tactics to use. In an orienteering lesson for Year 7 pupils, the level of preparation and the teacher's own very good knowledge of orienteering mean that pupils gain rapidly in their understanding of how to find their way around a wooded area using a map and compass.
73. In lessons pupils know that there are clear expectations in terms of their behaviour and the amount of effort that they are expected to put into their work. Pupils listen carefully to the teacher and accept the advice given. They are very well motivated to succeed and keen to extend their performance levels.
74. The subject plays a very important part in the work of the school, this is particularly so in developing pupils' confidence and self-esteem. The teacher uses praise and encouragement very positively but is also quick to make it clear to pupils if they are acting in an inappropriate manner. His method of doing this is very effective and allows the pupils themselves to retain their dignity yet recognise the 'error of their ways'. Pupils are regularly encouraged to evaluate their performance. Comments such as - 'do you understand what you did?' - 'the next time you do it, what can you do better?' - are regular utterances in physical education lessons.
75. Physical education plays an important part in the behaviour management system for secondary pupils. Pupils earn the privilege to join in activities referred to as 'Team Challenge'. Each week there are different sporting activities. During the week of inspection, pupils were developing their skills in teamwork and co-operation through playing basketball. There was a noticeable improvement in the second session of the week following the advice and support provided during the first session. Pupils also achieve well in a number of activities that are offered during lunchtime. These include table-tennis where pupils' skills are finally honed through regular practice and many are now very competent players.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Four lessons were observed and other aspects of the curriculum linked to this area were considered.

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in a wide range of activities.
- Very good leadership and management ensures that very good practice is embedded throughout the curriculum.
- Pupils are set detailed targets which are frequently evaluated.
- Planning and the use of resources, including visitors, from within and outside the school is very good.

Commentary

76. Pupils' achievement in personal, social and health education and citizenship is very good. Staff know pupils very well and use comprehensive assessment information to set detailed targets with pupils. Half-termly reviews demonstrate that pupils' achieve these very well, developing their self-awareness and their ability to get on with others. Examples of areas where very good progress has been secured include work on human rights in year 2, where pupils now show an impressive depth of understanding, and following work on assertiveness in year 9 pupils demonstrate a willingness to explore ideas thoroughly and put them into practice
77. Teaching and learning are very good. Teachers plan effectively for pupils to build on their learning in lessons and at social times throughout the day. They make very good use of a range of opportunities including times to sit and discuss pupils' interests during breakfast club and specially organised events to celebrate other people's achievements. Staff are very effective at promoting extensive discussion with pupils through questioning and prompts. This develops good speaking and listening skills as well as very good understanding of social issues. Staff use good quality resources effectively to stimulate pupils' interest in the lessons.
78. The assessment of pupils' progress overall is good. Pupils' progress against individual targets is recorded and discussed with them every day. The school makes very good use of partnership work with a range of agencies and outside speakers to advise and contribute directly to teaching. This is a particular strength in the teaching of sex and relationships, health and citizenship education.
79. Leadership and management of the subject are very good. The heads of the primary and secondary departments have a clear vision for personal, social and health education and citizenship, which is supported by well described whole school values. There has been very good improvement since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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