



OFFICE FOR STANDARDS
IN EDUCATION

1999-2000 Standards and Quality in Education

The Annual Report of Her Majesty's
Chief Inspector of Schools

Laid before Parliament by the Secretary of State for Education
and Employment pursuant to Section 2(7)(a) of the School Inspections Act 1996

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The Rt Hon David Blunkett MP
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February 2001

Dear David

I have pleasure in submitting to you my Annual Report as required by the School Inspections Act 1996.

The report begins, as usual, with a commentary on some of the issues of importance. The second section contains the evidence from the year's inspections across the range of matters that fall within my remit.

I hope the report will be of interest to parents, teachers, headteachers, governors and policymakers, as well as contributing to the public debate on standards and quality of education.

As last year I am arranging for a copy of the report to be sent to every maintained school in England.

Yours sincerely

Nike

Mike Tomlinson



INVESTOR IN PEOPLE

THE OFFICE OF HER MAJESTY'S CHIEF INSPECTOR OF SCHOOLS IN ENGLAND

PREFACE



This report draws on three main sources of evidence:

- Section 10 inspections carried out by registered inspectors;
- Section 5 inspections carried out by registered nursery inspectors;
- inspections carried out by Her Majesty's Inspectors of Schools (HMI).

The 1999/2000 Section 10 inspections provide evidence on the standards, quality and efficiency of about one-sixth of secondary, primary and special schools. This year was the third year of re-inspection of secondary schools and the second year of re-inspection of primary and special schools.

HMI have focused their inspections on the work of local education authorities (LEAs), teacher education and training, area-wide inspections of 16-19 education and training and adult education and youth work. HMI have also inspected important developments such as the National Literacy and Numeracy Strategies.

Full details of the evidence base are given in Annex 1.

In January 2000 *Inspecting Schools*, the new Framework for Inspection, was implemented. This introduced short inspections for the most effective schools and reduced the period of notice for inspection. The new Framework means that it is not always possible to make direct comparisons in detail with the findings from previous years' inspections. Annexes 2 and 3 explain how inspection evidence has been interpreted and how continuity in judgements has been achieved in key areas, such as the quality of teaching.

As in previous years, this report identifies particularly successful schools. These schools show what can be achieved. It is important that their success is recognised and that they are encouraged to disseminate their good practice to others.

As in previous years, this report identifies particularly successful schools. These schools have received an outstanding inspection report, and have performed well in national tests and examinations given the circumstances of the schools.

Primary schools	Postal town	LEA
Adderley Green Infant School	Longton	Stoke-on-Trent
Addison Primary School	West Kensington	Hammersmith & Fulham
All Saints Catholic Junior School	Anfield	Liverpool
All Saints CofE Aided Junior School	Fleet	Hampshire
All Saints Stockport CofE Primary School	Stockport	Stockport
Annandale Primary School	Greenwich	Greenwich
Ashdene Primary School	Wilmslow	Cheshire
Banstead Infant School	Banstead	Surrey
Berkswich CofE Primary School	Stafford	Staffordshire
Black Horse Hill Junior School	West Kirby	Wirral
Bowburn Infant and Nursery School	Bowburn	Durham
Bridgemere CofE Primary School	Nantwich	Cheshire
Bristow Infant and Nursery School	Camberley	Surrey
Brookland Junior School	Waltham Cross	Hertfordshire
Butlers Court School	Beaconsfield	Buckinghamshire
Carlton Vale Infant School	Kilburn	Brent
Chapel Break First School	Norwich	Norfolk
Cheadle Catholic Infant School	Cheadle Hulme	Stockport
Christ Church CofE First School	Stone	Staffordshire
Clapham Manor Primary School	Clapham	Lambeth
Cockton Hill Junior School	Bishop Auckland	Durham
CofE School of The Resurrection	Beswick	Manchester
Cornholme Junior Infant and Nursery School	Todmorden	Calderdale
Corpus Christi Catholic Primary School	Brixton	Lambeth
Crabtree Infant School	Harpenden	Hertfordshire
Crampton Primary School	Walworth	Southwark
Dairy Meadow Primary School	Southall	Ealing
Dimplewell Infant School	Ossett	Wakefield
Dollis Junior School	Mill Hill	Barnet
Eaglesfield Paddle CofE Primary School	Cockermouth	Cumbria
Eccleston Mere Primary School	St Windle	St Helens
Esh CofE (Aided) Primary School	Esh	Durham

Eversholt Lower School	Milton Keynes	Bedfordshire
Filey CofE Voluntary Controlled Infant and Nursery School	Filey	North Yorkshire
Filey Junior School	Filey	North Yorkshire
Flintham Primary School	Newark	Nottinghamshire
Florence Melly Infant and Nursery School	Liverpool	Liverpool
Fordingbridge Junior School	Fordingbridge	Hampshire
Forefield Community Infant School	Crosby	Sefton
Gateway Primary School	Lisson Green	Westminster
Giggleswick Primary School	Settle	North Yorkshire
Greasby Junior School	Greasby	Wirral
Great Gaddesden CofE Primary School	Hemel Hempstead	Hertfordshire
Hague Primary School	Bethnal Green	Tower Hamlets
Halley Primary School	Stepney	Tower Hamlets
Hampden Gurney CofE Primary School	Westminster	Westminster
Hanover Primary School	Islington	Islington
Harnham Infant School	Salisbury	Wiltshire
Hatherley Infant School	Gloucester	Gloucestershire
Hickling First School	Norwich	Norfolk
Hillside First School, Bradwell	Great Yarmouth	Norfolk
Hilton Lane Primary School	Worsley	Salford
Holy Trinity CofE Aided Junior School	Guildford	Surrey
Jenyns School	Ware	Hertfordshire
Keston Infant and Nursery School	Coulsdon	Croydon
Keston Junior School	Coulsdon	Croydon
Kingshurst Junior School	Birmingham	Solihull
Kirkroyds Infant School	Huddersfield	Kirklees
Larmenier RC Infant School	Hammersmith	Hammersmith & Fulham
Limehurst County Primary School	Oldham	Oldham
Lingfield Primary School	Marton	Middlesbrough
Linton First School	Morpeth	Northumberland
Little Gonerby CofE Infant School	Grantham	Lincolnshire
Longmoor Infant and Nursery School	Liverpool	Liverpool
Longney CofE Primary School	Gloucester	Gloucestershire
Lytham Hall Park Primary School	Lytham St Annes	Lancashire
Mauldeth Road Primary School	Withington	Manchester
Meon Infant School	Milton	Portsmouth
Meonstoke CofE School	Southampton	Hampshire
Mersey Park Primary School	Birkenhead	Wirral

Monkton Junior School	South Shields	South Tyneside
Mount St Mary's Catholic Primary School	Richmond Hill	Leeds
Nelson Mandela School	Sparkbrook	Birmingham
New Hartley First School	Whitley Bay	Northumberland
Newton Farm Nursery First and Middle School	South Harrow	Harrow
North Baddesley Infant School	Southampton	Hampshire
North Lakes School	Penrith	Cumbria
Northchapel Primary School	Petworth	West Sussex
Northstead Community Primary School	Scarborough	North Yorkshire
Our Lady of The Angels Catholic Infant School	Nuneaton	Warwickshire
Padnell Infant School	Waterlooville	Hampshire
Perry Hall Primary School	Orpington	Bromley
Prenton Junior School	Birkenhead	Wirral
Queensgate Primary School	Bramhall	Stockport
Reay Primary Foundation School	Brixton	Lambeth
Redwell Junior School	Wellingborough	Northamptonshire
Robert Miles Junior School	Bingham	Nottinghamshire
Robin Hood Infant and Nursery School	Nottingham	Nottingham, City of
Robin Hood Primary School	Hall Green	Birmingham
Roseberry Infant School	Billingham	Stockton on Tees
Ruardean CofE Primary School	Ruardean	Gloucestershire
Sarisbury Infant School	Southampton	Hampshire
Sharmans Cross Junior School	Solihull	Solihull
Sir James Barrie Primary School	London	Wandsworth
Sowe Valley Primary School	Coventry	Coventry
Sprotbrough Orchard Infant School	Sprotbrough	Doncaster
St Alphege CofE Infant and Nursery School	Solihull	Solihull
St Andrew's RC Voluntary Aided Primary School	Middlesbrough	Redcar and Cleveland
St Anne's CofE (Aided) Primary School	Worksop	Nottinghamshire
St Bede's Catholic Infant and Nursery School	Lambeth	Lambeth
St Begas RC Primary School	Hartlepool	Hartlepool
St Bernard's Catholic Primary School	Moseley	Birmingham
St Cuthbert's RC Junior and Infant (NC) School	Stechford	Birmingham
St Finian's Catholic Primary School	Thatcham	West Berkshire
St George's CofE Primary School	Salford	Salford
St Joseph's Catholic Junior School	Leyton	Waltham Forest
St Joseph's Catholic Junior School	Camberwell	Southwark
St Joseph's RC Primary School	Middlesbrough	Middlesbrough
St Martin's VC Anglican Primary School	St Martins	Isles of Scilly

St Mary's Church of England Infant School	Cheltenham	Gloucestershire
St Mary's CofE Voluntary Controlled Infant School	Godalming	Surrey
St Nicholas Catholic Primary School	Liverpool	Liverpool
St Oswald's CofE Infant School	Ashbourne	Derbyshire
St Peter's CofE Primary School	Newton-Le-Willows	St Helens
St Raymond's Catholic Primary School	Liverpool	Sefton
St Thomas CofE Junior School	Pontefract	Wakefield
Streetsbrook Infant and Nursery School	Shirley	Solihull
Sunnyfields Primary School	Scawthorpe	Doncaster
Sunnyhill Infant School	Derby	Derby, City of
Swing Gate First School and Nursery	Berkhamsted	Hertfordshire
Tavistock Infant School	Fleet	Hampshire
The Annunciation RC Infant School	Edgware	Barnet
The Bourne Community Infant School	Farnham	Surrey
The Laurels First School	Worthing	West Sussex
The Oratory RC Primary School	Lady Wood	Birmingham
Trinity CofE First School	Frome	Somerset
Valley End CofE Infant School	Woking	Surrey
Valley Infant School and Nursery	Whitehaven	Cumbria
Whitehorse Manor Junior School	Thornton Heath	Croydon
Wilberlee Junior and Infant School	Huddersfield	Kirklees
William Reynolds Junior School	Telford	Telford and Wrekin
Windy Nook Primary School	Felling	Gateshead
Secondary schools	Postal town	LEA
All Hallows Catholic High School	Macclesfield	Cheshire
Archbishop Temple Church of England High School and Technology College	Preston	Lancashire
Backwell School	Bristol	North Somerset
Birchwood Community High School	Birchwood	Warrington
Bishop Luffa CofE School	Chichester	West Sussex
Bishopshalt School	Uxbridge	Hillingdon
Blackfen School for Girls	Sidcup	Bexley
Bootle High School	Bootle	Sefton
Bridgewater High Upper School	Appleton	Warrington
Brine Leas High School	Nantwich	Cheshire
Calder High School	Hebden Bridge	Calderdale
Cheltenham Bournside School and Sixth-Form Centre	Cheltenham	Gloucestershire
Chesterfield High School	Crosby	Sefton
Colchester County High School for Girls	Colchester	Essex
Convent of Jesus & Mary Language College	Harlesden	Brent

Culverhay School	Bath	Bath and NE Somerset
De La Salle School	Eccleston	St Helens
Devonport High School for Girls	Stoke	Plymouth, City of
Diss High School	Diss	Norfolk
Dunraven School	Streatham	Lambeth
Edge End High School	Nelson	Lancashire
Fairfield High School	Hereford	Hertfordshire
Garstang High School	Preston	Lancashire
Glenmoor School	Bournemouth	Bournemouth
Granville Community School	Swadlincote	Derbyshire
Hampstead School	Hampstead	Camden
Hatch End High School	Harrow	Harrow
Haybridge High School and Sixth-Form College	Stourbridge	Worcestershire
Healing Comprehensive School	Grimsby	North East Lincolnshire
Helenswood School	St Leonards-on-Sea	East Sussex
Hetton School	Houghton Le Spring	Sunderland
Highsted Grammar School	Sittingbourne	Kent
Hitchin Girls' School	Hitchin	Hertfordshire
Holly Lodge High School	Warley	Sandwell
Howard of Effingham School	Leatherhead	Surrey
Howden Clough Girls' High School and Sixth-Form Centre	Batley	Kirklees
Humberston Comprehensive School	Grimsby	North East Lincolnshire
Ivybridge Community College	Ivybridge	Devon
John F Kennedy RC School	Hemel Hempstead	Hertfordshire
Kendrick Girls' Grammar School	Reading	Reading
King Edward VII School	King's Lynn	Norfolk
Kings' School	Winchester	Hampshire
Kingsbury High School	Kingsbury	Brent
La Sainte Union Catholic Secondary School	Highgate	Camden
Lancaster Girls' Grammar School	Lancaster	Lancashire
Little Heath School	Reading	West Berkshire
Lymm High Voluntary Controlled School	Lymm	Warrington
Maidstone Grammar School for Girls	Maidstone	Kent
Meadowhead School	Meadowhead	Sheffield
Montgomery High School Language College	Bispham	Blackpool
Noadswood School	Southampton	Hampshire
Notre Dame Catholic High School	Sheffield	Sheffield

Notre Dame RC Girls' School	Southwark	Southwark
Our Lady and St John RC High School	Blackburn	Blackburn with Darwen
Our Lady's Convent High School	Stamford Hill	Hackney
Park High School	Stanmore	Harrow
Parkside Community College	Cambridge	Cambridgeshire
Parrenthorn High School	Prestwich	Bury
Pate's Grammar School	Cheltenham	Gloucestershire
Penryn College	Penryn	Cornwall
Pershore High School	Pershore	Worcestershire
Pilton Community College	Barnstaple	Devon
Plymstock School	Plymstock	Plymouth, City of
Preston School	Yeovil	Somerset
Queen Elizabeth Grammar School	Penrith	Cumbria
Redbridge Community School	Southampton	Southampton
Redruth School Technology College	Redruth	Cornwall
Reepham High School	Norwich	Norfolk
Richard Lander School	Truro	Cornwall
Rickmansworth School	Rickmansworth	Hertfordshire
Roundhay School	Roundhall	Leeds
Roundwood Park School	Harpenden	Hertfordshire
Sacred Heart High School	Hammersmith	Hammersmith & Fulham
Sandbach High School and Sixth-Form College	Sandbach	Cheshire
Sandon High School	Meir	Stoke-on-Trent
Sandringham School	St Albans	Hertfordshire
Southgate School	Barnet	Enfield
St Angela's Ursuline Convent School	Forrest Gate	Newham
St Anselm's College	Birkenhead	Wirral
St Bede's Catholic High School	Ormskirk	Lancashire
St Gabriel's RC High School	Bury	Bury
St Hilda's RC Girls' High School	Burnley	Lancashire
St Mary's Catholic High School	Tyldesley	Wigan
St Michael's CofE High School	Chorley	Lancashire
St Monica's RC High School	Prestwich	Bury
St Paul's Catholic School	Leadenhall	Milton Keynes
Stroud High School	Stroud	Gloucestershire
Swanshurst School	Birmingham	Birmingham
Teign School	Newton Abbot	Devon
The Arnewood School	New Milton	Hampshire

The Blue School, CofE Voluntary Controlled	Wells	Somerset
The Burgate School and Sixth-Form Centre	Fordingbridge	Hampshire
The Cardinal Wiseman School	Greenford	Ealing
The Castle School	Taunton	Somerset
The Castle School	Thornbury	South Gloucester
The Cavendish School	Eastbourne	East Sussex
The Chase School	Malvern	Worcestershire
The English Martyrs School and Sixth-Form College	Hartlepool	Hartlepool
The Hayfield School	Auckley	Doncaster
The Knights Templar School	Baldock	Hertfordshire
The London Oratory School	Fulham	Hammersmith & Fulham
The Priory School	Shrewsbury	Shropshire
The Tiffin Girls' School	Kingston Upon Thames	Kingston Upon Thames
The Toynbee School	Eastleigh	Hampshire
Tomlinscote School	Camberley	Surrey
Treviglas Community College	Newquay	Cornwall
Trinity Catholic High School	Woodford Green	Redbridge
Uckfield Community College	Uckfield	East Sussex
Uplands Community College	Wadhurst	East Sussex
Verulam School	St Albans	Hertfordshire
William Farr CofE Comprehensive School	Lincoln	Lincolnshire
Woodford County High School	Woodford Green	Redbridge
Middle schools	Postal town	LEA
Exeter Central CofE Middle School	Exeter	Devon
Goldington Middle School	Bedford	Bedfordshire
Northgate Middle School	Crawley	West Sussex
Ponteland Middle School	Newcastle Upon Tyne	Northumberland
Wimbledon Chase Middle School	Wimbledon	Merton
Nursery schools	Postal town	LEA
Alfreton Nursery School	Alfreton	Derbyshire
Boldon Nursery School	Boldon Colliery	South Tyneside
Brearley Nursery School	Newtown	Birmingham
Bridgewater Nursery School	Farnworth	Bolton
Chelwood Nursery School	Brockley	Lewisham
Crigglestone Nursery School	Crigglestone	Wakefield
Duke Street Nursery School	Chorley	Lancashire
East Prescott Road Nursery School	Liverpool	Liverpool
Eastwood Nursery School	Roehampton	Wandsworth

Freshfield Nursery School	Heaton Mersey	Stockport
Lillington Nursery School	Lillington	Warwickshire
Norcot Nursery School	Tilehurst	Reading
Tachbrook Nursery School	Westminster	Westminster
Tanglewood Nursery School	Chelmsford	Essex
Triangle Nursery School	Clapham	Lambeth
Wingate Nursery School	Wingate	Durham
Special schools	Postal town	LEA
Barndale House School	Alnwick	Northumberland
Belmont School	Cheltenham	Gloucestershire
Bettridge School	Cheltenham	Gloucestershire
Calthorpe	Highgate	Birmingham
Hawthorns Community School	Audenshaw	Tameside
High Birch School	Rochdale	Rochdale
Kilton Thorpe School	Brotton	Redcar and Cleveland
Knowsley Central Primary Support Centre	Huyton	Knowsley
Laleham School	Cliftonville	Kent
Medecroft Opportunity Centre	Winchester	Hampshire
The Cherry Trees School	Bow	Tower Hamlets
The Ifield School	Gravesend	Kent
The Ridgeway School	Warwick	Warwickshire
Westfield Technology College	Preston	Dorset
Woodside Senior School	Bolton	Bolton
Pupil referral unit	Postal town	LEA
Longmore Education Support Centre	Hertford	Hertfordshire

As last year, OFSTED is delighted to recognise the very substantial improvement in schools that have been removed from special measures during the year covered by this Report.

Schools removed from special measures	Postal town	LEA
Abbotsmede Primary School	Peterborough	Peterborough, City of
Albion Primary School	Rotherhithe	Southwark
Alcester Infant School	Alcester	Warwickshire
All Saints CofE Infant School	Leatherhead	Surrey
All Saints CofE School	Bishop's Stortford	Hertfordshire
All Saints CofE Primary School	Cross Aysgarth Mount	Leeds
Anerley Primary School	Anerley	Bromley
Archbishop Michael Ramsey School	Camberwell	Southwark
Archibald Primary School	Middlesbrough	Middlesbrough
Arnhem Wharf Primary School	Isle of Dogs	Tower Hamlets
Ashtree Primary School	Stevenage	Hertfordshire

Audley County Junior School	Blackburn	Blackburn with Darwen
Audley Infant School	Stetchford	Birmingham
Avonmouth CofE Primary School	Avonmouth	Bristol, City of
Bardfield Community Junior School	Basildon	Essex
Beckton School	Plaistow	Newham
Beechwood Junior School	Bitterne	Southampton
Belle Vale Primary School	Liverpool	Liverpool
Bellgate Primary School	Highfield	Hertfordshire
Bennetts Well Junior & Infant School	Birmingham	Solihull
Bibury CofE Primary School	Cirencester	Gloucestershire
Bincombe Valley County Primary School	Weymouth	Dorset
Blenheim Primary School	Leigh-on-Sea	Southend-on-Sea
Blue Gate Fields Infant School	Shadwell	Tower Hamlets
Briscoe Lane Junior School	Newton Heath	Manchester
Brixton St Mary's CofE Primary School	Plymouth	Devon
Broad Square Junior School	Norris Green	Liverpool
Brockley Primary School	Chesterfield	Derbyshire
Brookfield High School	Wigan	Wigan
Broomhayes School	Bideford	Devon
Burnt Tree Junior & Infant School	Warley	Sandwell
Cabot Primary School	Bristol	Bristol, City of
Caister-on-Sea Middle School	Great Yarmouth	Norfolk
Castle Community School	Deal	Kent
Castle Special School	Walsall	Walsall
Catcote School	Hartlepool	Hartlepool
Cauldon Primary School	Shelton	Stoke-on-Trent
Cavendish Junior School	Chesterfield	Derbyshire
Chadwell St Mary Primary School	Grays	Thurrock
Chalkhill Primary School	Wembley	Brent
Chelfham Mill School	Barnstaple	Devon
Chineham Park Primary School	Basingstoke	Hampshire
Christ Church CofE Primary	Newcastle upon Tyne	Newcastle upon Tyne
Churchfield Primary School	Edmonton	Enfield
Churchfields High School	West Bromwich	Sandwell
Coldean Infant School	Coldean	Brighton & Hove
Coleraine Park Primary School	Tottenham	Haringey
Coln House Special School	Fairford	Gloucestershire
Copperfield Middle School	Milton Keynes	Milton Keynes
Corfield CofE Infant School	Heanor	Derbyshire

Creswell Infant School	Worksop	Derbyshire
Croft Infant School	Alfreton	Derbyshire
Croft Street Primary	Walsall	Walsall
Croxteth Community Comprehensive College	Croxteth	Liverpool
David Livingstone Primary School	Thornton Heath	Croydon
Deighton Close School	Louth	Lincolnshire
Deincourt Community School	North Wingfield	Derbyshire
Dines Green Primary School	Worcester	Worcestershire
Donnington Middle School	Oxford	Oxfordshire
Dovecot Primary School	Liverpool	Liverpool
Drayton Park Combined School	Milton Keynes	Milton Keynes
Durrington County First School	Worthing	West Sussex
Ealdham Primary School	Ealdham	Greenwich
Elbury Mount Primary School	Worcester	Worcestershire
Ellison CofE Primary School	Jarrow	South Tyneside
Fairham Community College	Nottingham	Nottinghamshire
Fairstead County Primary School	King's Lynn	Norfolk
Falmer School	Brighton	Brighton & Hove
Fender Primary School	Birkenhead	Wirral
Fieldhead Carr Primary School	Whinmoor	Leeds
Fieldhead Primary & Nursery School	Batley	Kirklees
Foster's Primary School	Welling	Bexley
Frankley Community High School	Frankley	Birmingham
Gislingham CofE VC Primary School	Eye	Suffolk
Goodfellows CofE Primary School	Spalding	Lincolnshire
Grassmoor Primary School	Grassmoor	Derbyshire
Grazebrook Primary School	Stoke Newington	Hackney
Great Easton CofE (Aided) Primary School	Great Dunmow	Essex
Great Torrington Junior School	Torrington	Devon
Harewood Infant School	Tuffley	Gloucestershire
Hartley Brook County Primary School	Sheffield	Sheffield
Heartsease High School	Norwich	Norfolk
Heathfield School	Stoke-on-Trent	Stoke-on-Trent
Heathlands Primary School	Castle Bromwich	Birmingham
Hensingham Junior School	Whitehaven	Cumbria
Hevingham Primary School	Norwich	Norfolk
Highfield Primary School	Long Eaton	Derbyshire
Hillcroft Primary School	Caterham	Surrey
Hoo St Werburgh County Primary School	Rochester	Medway

Horn Park Primary School	Lee	Greenwich
Hunningley Junior & Infant School	Stairfoot	Barnsley
Hunnyhill Primary School	Newport	Isle of Wight
Huntingdon County Primary School	Nottingham	Nottingham, City of
Inglehurst Junior School	Leicestershire	Leicester City
Irwell Park High School	Salford	Salford
Islington Green School	Islington	Islington
Jackfield Infant School	Stoke-on-Trent	Stoke-on-Trent
John Donne School	Peckham	Southwark
Kidbrook Park Primary School	Blackheath	Greenwich
Killingholme Primary School	South Killingholme	North Lincolnshire
King William Street CofE Primary School	Swindon	Swindon
Kingsdale Secondary School	Dulwich	Southwark
Kingstanding School	Kingstanding	Birmingham
Lewisham Bridge Primary School	Lewisham	Lewisham
Long Lane Community Primary School	Longfold	Warrington
Macintyre School	Aylesbury	Buckinghamshire
Malcolm Primary School	Penge	Bromley
Malory School	Bromley	Lewisham
Mandeville Primary School	St Albans	Hertfordshire
Mansfield High School	Nelson	Lancashire
Medlock Valley High School	Ancoats	Manchester
Millwood Primary School	Speke	Liverpool
Model Village Primary School	Mansfield	Derbyshire
Moorbrook Special School	Preston	Lancashire
Moorthorpe Junior & Infant School	Pontefract	Wakefield
Mowlem Junior Mixed and Infant School	Bethnal Green	Tower Hamlets
Myrtle Springs	Sheffield	Sheffield
Netherthorpe Primary School	Sheffield	Sheffield
Newdigate Primary School	Bedworth	Warwickshire
Newtown Primary School	New Mills	Derbyshire
Nine Tree Primary School	Stockbridge Village	Knowsley
North Beckton Primary School	Beckton	Newham
Northcourt County Primary School	Gravesend	Kent
Norwood Green Infant School	Southall	Hounslow
Oakfield Junior School	Gateshead	Gateshead
Oakfield Primary School	Hyde	Tameside
Oak Tree Primary School	Ashford	Kent
Old Fletton County Primary School	Peterborough	Peterborough, City of

Old Trafford Community Primary School	Old Trafford	Trafford
Orchard Centre	Luton	Luton
Our Lady's RC Primary School	Stockport	Stockport
Pardes House and Beis Yaakov School	London	Barnet
Park Hill Primary School	Sheffield	Sheffield
Parks Primary School	Leicester	Leicester City
Payne Primary School	Wisbech	Cambridgeshire
Pegasus First School	Oxford	Oxfordshire
Penwithen Special School	Dorchester	Dorset
Pilton Infant School	Barnstaple	Devon
Pool House County Primary School	Preston	Lancashire
Poolsbrook Primary School	Poolsbrook	Derbyshire
Presfield School	Southport	Sefton
Priory RC Primary School	Eastwood	Nottinghamshire
Queen's Park Primary School	Kensall Rise	Westminster
Queensberry Vocational Centre	Stoke-on-Trent	Stoke-on-Trent
Queensmead Junior School	Leicester	Leicester City
Racemeadow Primary School	Atherstone	Warwickshire
Ribbleton Avenue Junior Methodist School	Preston	Lancashire
River House School	Solihull	Warwickshire
Robert Jones Junior School	Mansfield	Nottinghamshire
Ryders Green Primary School	West Bromwich	Sandwell
Ryedene Community Primary School	Basildon	Essex
Ryton Park Primary School	Worksop	Nottinghamshire
Sacred Heart RC Primary School	Liverpool	Liverpool
Sacred Heart Roman Catholic Primary School	Blackburn	Blackburn with Darwen
Sandgate County Primary School	Folkestone	Kent
School of Christ the King	Bristol	Bristol City
Seagrave Village School	Strelley	Nottingham, City of
Selhurst High School for Boys	Croydon	Croydon
Shoreham County Primary School	Shoreham	Kent
Silver End County Primary School	Witham	Essex
Sir Frederic Osborn School	Welwyn Garden City	Hertfordshire
Snapethorpe Junior School	Wakefield	Wakefield
Sparkwell CofE Primary School	Sparkwell	Devon
Spring Vale Primary School	Wolverhampton	Wolverhampton
Sprowston Middle School	Sprowston	Norfolk
St Aloysius RC Primary School	Hayton	Knowsley
St Andrew's CofE Primary School	Blackburn	Blackburn with Darwen

St Ann's Junior & Infant School	Rotherham	Rotherham
St Antony's RC Primary School	Blackburn	Blackburn with Darwen
St Augustine's RC Primary School	Warrington	Warrington
St Barnabas CofE Primary School	Leicester	Leicester City
St Barnabas' CofE (Aided) Primary School	Tunbridge Wells	Kent
St Bernard's RC Primary School	Burnage	Manchester
St Brendan's RC Junior School	Corby	Northamptonshire
St Christopher's RC Infant School	Speke	Liverpool
St Faith's CofE (Aided) Primary School	Winchester	Hampshire
St John Fisher & St Thomas More RC School	Benchill	Manchester
St John Fisher RC Primary School	Greenford	Ealing
St Leonard's County Infant School	Dawley	Telford & Wrekin
St Mark's CofE Primary School	Holloway	Islington
St Mary & St Joseph's School	Sidcup	Bexley
St Mary Magdalene CofE Primary School	Woolwich	Greenwich
St Michael's CofE VC Primary School	King's Lynn	Norfolk
St Nathaniel's CofE Junior & Infant School	Wigan	Wigan
St Patrick's RC Primary School	Collyhurst	Manchester
St Patrick's RC School	Maryport	Cumbria
St Teresa's RC Junior School	Liverpool	Liverpool
St Thomas' CofE VC Primary School	Stoke Newington	Hackney
Star Primary School	Canning Town	Newham
Stirling First School	Doncaster	Doncaster
Stoke Community Primary School	Rochester	Medway Towns
Stowlawn Primary School	Bilston	Wolverhampton
Sundridge and Brasted CofE Primary School	Springwell	Kent
Sunningdale School	Sunderland	Sunderland
Swaffham Prior CofE Community Primary School	Cambridge	Cambridgeshire
Talbot Special School	Norton	Sheffield
Thamesbridge College	Reading	Reading
The Brook Primary School	Stourbridge	Dudley
The Orchard Special School	Kettering	Northamptonshire
The Queen Elizabeth's School	Mansfield	Nottinghamshire
The Royal Liberty School	Romford	Havering
The Tennyson High School	Mablethorpe	Lincolnshire
Theydon Bois County Primary School	Epping	Essex
Thrybergh Primary School	Rotherham	Rotherham
Tiptoe Primary School	Lymington	Hampshire
Tiverton Primary School	Tottenham	Haringey

Todmorden Road Primary School	Burnley	Lancashire
Twigworth CofE Primary School	Twigworth	Gloucestershire
Usher Junior School	Lincoln	Lincolnshire
Waite End Primary School	Waterlooville	Hampshire
Wesley Green Middle School	Oxford	Oxfordshire
West Wittering Parochial Primary School	Chichester	West Sussex
Westleigh Methodist Primary School	Leigh	Wigan
Whitwick St John the Baptist CofE Primary School	Coalville	Leicestershire
Wild Bank Primary & Nursery School	Stalybridge	Tameside
William Durrant Middle School	Chesham	Buckinghamshire
William Rhodes Primary School	Chesterfield	Derbyshire
William Sharp School	Bilborough	Nottingham, City of
Windsor First School	Newbiggin-by-the-Sea	Northumberland
Wingfield Primary School	Thamesmead	Greenwich
Witheridge VC CofE Primary School	Tiverton	Devon
Woodhouse Junior & Infant School	Brighouse	Calderdale
Wren's Nest Primary School	Dudley	Dudley
Wykeham Primary School	Neasden	Brent
Yapton CofE Primary School	Arundel	West Sussex
Yew Tree Primary School	Walsall	Sandwell

COMMENTARY

This Annual Report shows, for yet another year, steady improvements in the quality of education and the standards achieved by pupils. Changes in a single year are rarely dramatic, nor should they be expected to be. It is, therefore, timely to look at the pattern and trends that have emerged since inspection of all schools began.

In 1994/5 the quality of teaching was unsatisfactory in about one in five lessons assessed in Section 10 inspections. The proportion has declined steadily each year and teaching is now unsatisfactory only in about one in 20 lessons. Furthermore, the proportion of good or better teaching has increased from about 40 per cent to 60 per cent. More than eight in ten schools have increased the proportion of good teaching since their first inspection; in over 40 per cent of primary and special schools and 12 per cent of secondary schools no unsatisfactory teaching was observed in 1999/2000. These significant improvements, more marked in primary than secondary schools, have been achieved through the hard work and dedication of headteachers and teachers, supported by Local Education Authorities (LEAs), governors and parents.

Improvements in teaching have gone hand in hand with rising standards in pupils' attainment at all levels of education, building on the clear gains made by four-year-olds. The proportion of 11-year-old pupils reaching Level 4 and above in English has risen from 57 per cent in 1996 to 75 per cent in 2000, and that in mathematics from 54 per cent to 72 per cent. At General Certificate of Secondary Education (GCSE) level the proportion of pupils gaining five or more A* to C grades has risen from 41.2 per cent in 1995 to 47.4 per cent in 2000. The proportion gaining 5+ A* to G grades and 1+ A* to G grades has also risen. Students' performance at A level has also continued to improve: the average points score for each student taking two or more A-level subjects has risen from 15.9 in 1995 to 18.2 in 2000.

The second round of inspections gives much evidence for why these improvements have occurred. In particular, more schools have focused, with increasing sharpness, on raising standards. Most have tackled the key issues for action identified by their first inspection. Nowhere is this more vividly illustrated than in those schools placed in special measures; many had little or no unsatisfactory teaching on their subsequent inspection. Test and examination results in many of these schools have also improved, often significantly. We estimate that in schools now removed from special measures there are about a quarter of a million pupils receiving a far better education.

It is important, too, to underline that improvements are not only in teaching quality and test results, but also in those aspects which cannot easily be measured, but are equally valuable. Improving schools are often providing stronger support for pupils' personal and social development, in communities which are civilised and which respect people and property, and are offering wide-ranging extra-curricular opportunities.

There is, therefore, much to celebrate in the trends in our education system. The great majority of parents are pleased with their children's education. The good schools identified in this Report are at the leading edge of this upward trend. Of particular note is the proportion of these, especially primary schools, which serve communities that have much social and economic deprivation.

There is still no place for complacency. Important problems remain, some long-standing and others of more recent origin. However, the essential means of tackling them are clear: teaching and leadership of high quality.

Where do these qualities most need to be exercised? One area, clearly, is that of writing - particularly boys' writing. While major progress has been made in improving standards in pupils' numeracy and reading, this is not yet matched in their writing, an essential skill and one that should be established firmly in primary schools. There is a need to build further on the considerable successes of the National Literacy and Numeracy Strategies, and ensure that the effective teaching and practice of writing are a priority for all schools - supporting, rather than squeezing out, other vital elements.

A second area is pupils' transfer from primary to secondary schools. In general, pupils make too little progress in Key Stage 3. They often start their secondary education enthusiastically, but may become disheartened if their basic skills are not firmly enough in place to make sense of all the subjects' demands or if insufficient account is taken of what they already know and can do. Motivation and behaviour tend to fall away in Years 8 and 9, and end-of-key-stage performance at times shows too little gain in knowledge and understanding.

Indeed, where behaviour is a cause for concern, this most often begins to surface in these crucial early secondary years. This year, for the first time in recent years, inspectors report increasing levels of poor behaviour. This is still far from a general malaise, since the proportion of good behaviour far outweighs that which is unsatisfactory, but it is an early warning. Two features in particular deserve attention. First, pupils' behaviour is at times inconsistent: they are well-behaved in some lessons and poorly-behaved in others. This reflects the variations in the quality of teaching and in teachers' expectations. Secondly, and particularly in schools in disadvantaged areas, there is a small but significant proportion of pupils who are very demanding and challenge even the most competent teachers. Even a few pupils' disobedience and disruption can undermine the work of the whole class. The improving performance of pupil referral units should help with this challenge.

Inspection and research evidence continue to draw attention to the unsatisfactory levels of attainment of pupils from particular minority ethnic groups. There is still too much variation among LEAs. Pupils of African-Caribbean, Pakistani and Bangladeshi heritage are significantly less likely to attain higher GCSE grades than those from all other ethnic groups. A key to tackling this challenge is information of high quality at national and at local level. It is good to note that from 2002 the government is planning to require comprehensive data on ethnicity to be collected, since almost a third of LEAs applying for funding to raise the achievements of pupils from ethnic minorities did not collect such data systematically, and too many schools fail to analyse their pupils' performance by ethnic group. Good information will also make it easier to pinpoint those schools where ethnic minority pupils do well, and the reasons for their effectiveness. Inspection has an important part to play in reporting on schools' success in promoting high expectations and high standards from pupils of all groups and in combating racist behaviour.

The gap between high and low performing schools remains too wide. In primary schools there is encouraging evidence that it is narrowing and that the greatest gains have generally been made by schools with disadvantaged intakes and where attainment was previously low. The picture in secondary schools is rather more complex. Here the biggest gains have been made by schools already performing well. Consequently, the gap has widened, despite the fact that there are examples of very successful secondary schools serving severely disadvantaged communities. Our report *Improving City Schools* records such successes and the reasons for them. We need to learn from these schools and share the best practice.

The excellent progress made by so many schools placed in special measures has not always been matched by those judged to have serious weaknesses. What is particularly worrying is the high proportion of these schools which, some 12 to 18 months later, were placed in special measures because they had declined or made insufficient progress in addressing the weaknesses. There is a crucial role for

LEAs in acting decisively to support such schools, as they are doing with the schools in special measures. It would be better still if the weaknesses were identified and tackled before they became serious.

Continuity and progress for the individual learner remain key requirements at all stages of education, and never more so than at the transition stages between primary and secondary and between compulsory and post-compulsory education. The new programme of area-wide post-16 inspections is highlighting the need to ensure, for all 16-year-olds, access and entitlement to a full range of curricular opportunities that match their needs and aspirations. In too many areas, some young people lack comprehensive guidance or coherent provision, or both. A considerable challenge faces the new Learning and Skills Council (LSC) in ensuring high-quality local services, to which the new Connexions strategy should make a key contribution.

To give all young people the education they deserve, the most important ingredient remains a teaching profession which is of high quality, sufficient in numbers and led and managed well. Urgent action is more than ever needed on the recruitment and retention of teachers, as the government plainly acknowledges. The very real progress made by schools in recent years in raising standards is at risk unless current trends are reversed and gaps filled with well-qualified specialists. There is growing evidence of the adverse impact of high staff turnover, widespread use of temporary teachers and a poor match between teachers' qualifications and the subjects taught. These difficulties, unsurprisingly, are often most acute in the schools serving pupils from disadvantaged backgrounds, where the staffing instability compounds the other challenges. More must be done to provide professional support and development, and to provide innovative packages for such schools to attract and keep teachers.

The importance of high-quality leadership cannot be overestimated. There has been much encouraging improvement, particularly in primary schools, and nine out of ten schools are now led and managed satisfactorily or better. However, weaknesses remain. In particular, too many senior managers do insufficient monitoring of teaching and evaluation of their school's performance. In very small primary schools, especially, finding time for these key tasks is a particular challenge. A second continuing need is effective preparation for leadership in all schools. There have been improvements in leadership training, but it is not always reaching those who would benefit from it. The government has acknowledged this by creating the National College for School Leadership (NCSL), and its task is a demanding one. OFSTED is committed to working closely with the College in the development of its programmes.

In secondary schools the high quality of departmental management is particularly important: it is a consistent strength of effective schools. High priority should be given to heads of departments' professional development, since they play a crucial role in assuring the quality of teaching - a prerequisite for raising standards further. Similarly, the work of co-ordinators of subjects and aspects of the primary curriculum is a critical lever for improvement, and demands adequate time and support.

Effective teaching also requires adequate accommodation and sufficient resources to support learning. The additional funding made available to improve schools' accommodation is most welcome. Despite this, in full inspections over one in ten primary schools and over a quarter of secondary schools are judged to have unsatisfactory accommodation. About one in 15 primary schools, and nearly a quarter of the secondary schools, are judged to have insufficient learning resources. Shortages of resources are at times the result of poor financial planning and decision-making. However, they may also reflect the low levels of pupil funding; the discrepancy in the amounts available both across LEAs and between primary and secondary sectors remains a cause for concern.

These variations, combined with the differential availability of other sources of funding, highlight the continuing need to establish a system of core funding to schools for the pupils they have which is transparent, related clearly to the required curriculum and not dependent on accidents of location. The challenge is to achieve a balance between this basic, long-term funding - necessary if schools are to be

able to plan effectively - and the undoubted benefits of well-directed, centrally-funded initiatives such as the National Literacy and Numeracy Strategies. Where targeted short-term funding is provided it is important that schools can use it quickly and effectively, evaluate its impact clearly and not be left with residual difficulties when it disappears.

Effective leadership and teaching are supported by effective LEAs. While there has been improvement in their overall performance, significant weaknesses remain and there is too much variation. One-third of the LEAs inspected were judged less than satisfactory, a proportion which is far too high, and a particular concern is the quality of support for pupils with special educational needs. Re-inspection of weaker LEAs has shown that improvement occurs where there is high-quality leadership from senior officers, supported effectively by elected members. In the poorest LEAs, one or both of these were missing. These authorities need to move quickly to match the performance of the best, which give strong, specific support to the schools where the need is greatest.

This report has some key messages. The quality of teaching and that of leadership and management are improving, and standards are rising. Primary schools are doing better than ever, but secondary schools, despite some improvements, are not yet building well enough on pupils' prior attainment. The extent of improvement is still too variable, especially in secondary schools. To raise standards yet further, we need vigorously and innovatively to tackle teacher recruitment and retention. Finally, the government has signalled its determination to reduce bureaucracy, and OFSTED will continue to look for ways of cutting back on the administrative demands of inspection. Teachers must be able to teach and leaders to lead. We owe this to our teachers and to our pupils.

OFSTED's forthcoming programme of work will give priority to preparing for its new responsibilities for the regulation of childcare and early years education and the inspection of provision for 16-19-year-olds.

In addition, this report has identified key issues which OFSTED will focus on:

- the performance of pupils from particular groups, especially boys and those from ethnic minorities;
 - the effectiveness of specific government-funded initiatives on inclusion strategies;
 - the effects of temporary teachers and the impact of non-teaching staff in the classroom;
 - the quality of leadership in secondary subject departments and its impact on standards;
 - progress between the different stages of education;
 - schools in challenging circumstances;
 - the dissemination, through publication and use of the OFSTED website, of effective practice identified through inspection;
 - the impact of initiatives to improve recruitment and retention of teachers.
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PRIMARY SCHOOLS

Overview

- The improvement in primary education has continued. Most schools are effective one in ten is not. In these schools, weakness in leadership or teaching leads to substantial underachievement.
- Standards achieved by pupils have improved substantially in mathematics and reading, but key weaknesses persist in the standards of writing achieved particularly of boys.
- The greatest improvement in attainment has generally been in the schools with the highest levels of disadvantage. The gap between high and low performing schools has narrowed.
- The National Literacy and Numeracy Strategies have led to considerable improvements in the teaching of reading and mathematics. Some other subjects are showing clear benefits but as yet there has been less impact on the teaching of writing.
- In section 10 inspections no unsatisfactory teaching was observed in over four in ten schools, and more than six in ten lessons were well taught.
- Behaviour continues to be a great strength of primary schools and is unsatisfactory in only one in 50 schools.
- There have been improvements in leadership and management and most schools are well led. Leadership and management remain weak in one school in ten.
- Most schools have made good progress since their previous inspection. Of the one in eight that made unsatisfactory progress most had weak leadership.
- About one in eight schools does not have a fully appropriate curriculum in place, mainly because of shortcomings in information technology.

Overview

1 The improvements in primary education have continued. The national Literacy and Numeracy Strategies have focused attention on key aspects of successful teaching and this has led to higher attainment by pupils. However, the improvements are uneven. Test results show considerable improvements in mathematics and reading but highlight key weaknesses in writing. The evidence from the HMI exercises focusing specifically on the impact of the national strategies pinpoints key weaknesses in the teaching of writing within the broad picture of improvement of teaching shown by section 10 inspections.

2 There has continued to be marked improvement in test results (Chart 4) in mathematics in Key Stage 1, where 90 per cent of pupils achieved Level 2 or above and 73 per cent achieved Level 2B or above.¹ Although there have also been improvements in reading and writing, only 64 per cent of girls and 49 per cent of boys reached Level 2B in writing; this is still far too low.

Standards achieved

3 At Key Stage 2 the proportion of pupils attaining Level 4 or above has improved by three percentage points in mathematics and by four percentage points in English. The proportion of pupils attaining Level 5 in English has increased by seven percentage points to 29 per cent. Writing, however, remains a

particular concern with the proportion of pupils reaching Level 4 or above having improved by only one percentage point. Despite all the effort put into booster classes,² over half of boys and one-third of girls still leave primary schools not having attained the expected standard in writing.

Chart 1

Chart 2

Chart 3

4 The wide gap between high and low performing schools has narrowed. This is shown in Charts 2 and 3. The difference between the schools at the fifth percentile and the 95th percentile has reduced by about one point in seven. Not only has attainment improved overall but the schools where the pupils previously had the lowest attainment have on average achieved the greatest improvement over the last five years. Moreover, improvement has been greatest in schools serving disadvantaged areas.

Chart 4

5 Inspection evidence supports this largely positive picture. The majority of schools have made good progress since their previous inspection. The teaching has improved and pupils are learning more effectively. However, there is still substantial under-achievement in one school in ten. These are, in the main, the schools identified as having serious weaknesses or requiring special measures and they have generally improved little since their previous inspection. They generally have weak leadership and management and high levels of unsatisfactory teaching. More details about these schools are given in Section 5 of this report.

6 The National Literacy Strategy³ continues to have a positive impact on standards, particularly in reading where attainment has improved as teachers have become more confident with the direct teaching of whole classes and groups. Most pupils acquire a range of decoding skills usually based on good phonic skills and they quickly build up a good vocabulary of words that they recognise by sight. Speaking and listening skills are promoted effectively in the shared part of the literacy hour.

7 As already stated, despite some improvements in writing, key weaknesses persist particularly amongst boys. At Key Stage 1 too many pupils make basic errors in spelling and are unable to write and punctuate simple sentences. The main weaknesses at Key Stage 2 are the inability to construct more complex sentences, to compose text that conveys clear meaning and to sustain the quality and direction of a narrative.

8 The National Numeracy Strategy⁴ is also having a positive impact. Tests taken by a large sample of pupils in Years 3, 4 and 5 as part of the HMI evaluation of the Strategy show improvement by pupils across the full range of attainment. Most of the Year 6 pupils who attained Level 3 in Year 5 went on to achieve Level 4 or better in this year's national test. This is significantly better than the progress of previous Year 6 pupils.

9 Pupils' oral and mental skills, particularly in number, show the greatest improvement. Pupils can recall number facts more quickly and more accurately and have a better understanding of fractions, decimals and percentages. Problem-solving skills are improving slowly, but too many pupils are still not able to use the mathematical skills they have learnt to interpret a problem or to give a reason for using a particular method to solve it.

10 Pupils generally use mathematical vocabulary correctly and show increasing confidence in explaining how they carry out mental calculations. Weaknesses in written calculations continue for a significant minority of pupils, particularly when doing more complex calculations. Knowledge and

understanding of shape, space and measures and skills in handling data are generally sound, but knowledge of angles and the interpretation of graphs remain comparatively weak.

11 In science most pupils make good progress in both key stages. Higher proportions of pupils achieve Level 5 in the Key Stage 2 tests than in either English or mathematics. However, these high attaining pupils are still often given insufficiently challenging investigative work. Attainment continues to rise steadily in life processes and living things and materials and their properties but there has been less progress in pupils' understanding of physical processes, particularly at Key Stage 2.

12 In information technology pupils' data handling and presentation skills have improved. Although there is more good achievement than in previous years, there is still substantial under-achievement in a third of schools having full inspections. Pupils' general confidence with information and communications technology (ICT) has continued to grow, particularly where it is being used across the curriculum.

Chart 5

Chart 6

13 Achievement varies across the other foundation subjects, as shown in Charts 5 and 6 which are based on schools having full inspections. The achievements of pupils in design and technology and geography are lower than in other subjects. Much work in these subjects is satisfactory but not enough is good or very good. In design and technology pupils continue to be better at making than designing.

14 A survey of swimming⁵ found that more than four out of five pupils could swim 25 metres by the end of Key Stage 2, as required by the National Curriculum. However, there is significant variation between schools. On average only about two-thirds of pupils reach this standard in the most disadvantaged schools, whilst about nine out of ten do so in the most advantaged schools.

Quality of education

The quality of teaching

15 The overall improvement in the quality of teaching reported in last year's Annual Report has continued. In Section 10 inspections teaching was judged to be good or better in more than six in ten lessons and unsatisfactory or poor in one in 20.

In over four in ten primary schools there was no teaching during the inspection judged to be unsatisfactory (Chart 7). Eight in ten schools have more teaching judged to be good or very good than at the time of their previous inspection. As shown in the Statistical Annex, the percentage of good lessons has increased steadily and substantially since Section 10 inspections began. However, despite these improvements, the dip in quality in Years 3 and 4 persists (Chart 8).

16 The Literacy and Numeracy Strategies have had a positive impact on the quality of teaching, not only in English and mathematics but also in other subjects. HMI inspections identified improvements in the following key features of good practice:

- effective whole-class teaching;
- clear learning objectives;
- good choice of subject content;
- sharply focused questioning;
- a good balance between the knowledge and recall of facts and the acquisition of new knowledge or understanding.

17 HMI inspections also showed that although teaching has improved during the period of the National

Literacy Strategy, key weaknesses persist and further training is required, especially in the teaching of writing. HMI found that in the second year of the Strategy, although more lessons focused on writing, a quarter of these had important weaknesses. Too often the lessons had unclear objectives and there was insufficient direct teaching before and at the point of composition. Not enough attention was given to sentence level work, particularly grammar, and there was too little emphasis on the teaching of planning, drafting and editing of extended writing.

18 HMI visited a small sample of lessons other than English and found that in the majority of these the explicit teaching of writing skills supported effectively the work of pupils in these subjects. For example, in science pupils were systematically taught how to write up the report of an experiment using the past tense, colons, chronological order and bullet points. Overall, however, more needs to be done to ensure that writing skills are systematically taught and applied in subjects other than English.

19 The quality of teaching in mathematics has improved throughout the year. The Framework for teaching has been a key factor in the improvement of planning and has been welcomed by teachers. There is, however, scope for improving all three elements of the daily mathematics lesson, and in particular there is too little direct teaching in the main teaching activity phase. Teachers often find it difficult to set appropriately demanding tasks for pupils of different abilities that are linked to the main focus of the lesson.

20 Chart 9 shows inspectors' judgements for aspects of teaching in schools receiving a full inspection. The Frameworks for the teaching of the national strategies have helped teachers to plan more effective lessons, although planning remains unsatisfactory in about one in ten of these schools. Many teachers now use the basic format of the literacy hour and the daily mathematics lesson to structure lessons in other subjects.

21 Teachers are making better use of the time and resources available to them. However, many teachers do not use extra adults effectively when they are teaching the whole class during literacy hours and daily mathematics lessons.

Chart 7

Chart 8

Chart 9

Chart 10

Chart 11

22 Teachers' knowledge and understanding of the subjects they teach remain a key factor in their effectiveness. The training provided by the national strategies for literacy and mathematics has improved this greatly. Many teachers still need extra guidance on aspects of their work such as the teaching of grammar and written methods of calculation. Although much improved, subject knowledge remains a particular weakness in information technology. In science the progress of more able pupils is limited by shortcomings in teachers' own subject knowledge and understanding of pupils' scientific misconceptions. This also accounts for the lower attainment in physical processes than in other sections of the programme of study.

23 Teachers' expectations are still too low in about one in eight schools having a full inspection and are a particular problem in schools in disadvantaged areas. Lack of subject knowledge continues to limit some teachers' expectations, particularly in information technology, where expectations are too low in about one in five schools that had a full inspection. The expectations of able pupils is a concern in some subjects, particularly in geography and design and technology where they are often set insufficiently

challenging work.

24 The quality of teaching in information technology (Charts 10 and 11), although improving, remains the weakest of the National Curriculum subjects. The impact of the New Opportunities Fund initiative has not yet fully worked through, but the early signs are encouraging. More teachers are now more confident and proficient users of ICT, but not all have yet received the expected additional training.

25 The quality and use of assessment remain the weakest aspect of teaching. Many schools are generating a great deal of assessment data, at considerable cost in terms of time, but are not using it to set work based on the pupils' prior attainment or to set appropriate targets for different groups of pupils. Teachers' marking is usually positive and encouraging but often gives insufficient guidance on what pupils have to do in order to improve. Use of a plenary session to review pupils' understanding and identify their progress is not sufficiently well established in English and mathematics and remains the weakest part of lessons in these subjects.

26 Many schools now have home/school agreements and well-conceived homework policies. However, homework is often insufficiently linked to classwork and is set inconsistently across classes. About one-fifth of parents who completed questionnaires during Section 10 inspections consider that their child does not receive the right amount of homework (Chart 15). Nevertheless inspectors judge that about nine in ten schools make at least satisfactory use of homework. Homework clubs continue to grow in number and schools are increasingly using homework to support "booster" work in Years 5 and 6.

27 Initiatives such as booster classes, Additional Literacy Support,⁶ and the Leading Mathematics Teacher⁷ scheme have helped to raise attainment and improve teaching, but not enough teachers use lessons in subjects such as history, geography and science for pupils to reinforce and practise what they have learned in English or mathematics.

The quality of the curriculum

28 Most schools have a broad and balanced curriculum. However, in about one in eight schools a fully appropriate statutory curriculum is not in place, mainly because of shortcomings in information technology. Nearly all schools give sufficient time and attention to English and mathematics.

29 The Qualifications and Curriculum Authority (QCA) national guidelines and schemes of work for National Curriculum subjects are often proving useful for schools. The literacy hour and the daily mathematics lesson generally occupy up to two hours a day, but too often time for teaching other subjects is lost by devoting the whole morning to English and mathematics. In some schools there are signs of a loss of depth and breadth of the curriculum, for example in design and technology and geography, in part as a result of a loss of time. History, however, is often benefiting from the approach taken by the Literacy Strategy where, for example, historical contexts are used as the basis of extended writing.

30 Some schools are blocking history and geography or art and design and technology against each other so that only one of these pairs of subjects is taught in any one term or half term. When pupils have too long a gap between work in these subjects, their knowledge and skills can suffer, particularly in geography. A minority of schools plan and teach integrated topics that incorporate work from several subjects, but often fail to ensure that the key elements of each subject are sufficiently taught. Despite considerable investment in new facilities and equipment, information technology still does not feature enough in the timetable and is too often seen only as a service subject for other work rather than as a subject in its own right. Schools that devote a lesson a week to teaching the subject have often seen a substantial improvement in pupils' achievement.

31 Most schools have adequate provision for pupils' personal, social and health education. Sex

education is usually sensitively taught, often with a visiting expert, such as a community nurse, making a valuable contribution. Clear information on the uses and abuses of drugs is often provided in a similar way.

32 About nine in ten schools have satisfactory or good extra-curricular provision. Some rural schools where pupils are bussed to and from their homes find this difficult. Increasingly extra-curricular activities are linked to targets for raising attainment in English and mathematics, and homework clubs and other forms of study support continue to be a significant factor in improving standards. Computer suites are increasingly being used to good effect after school.

33 Provision to promote pupils' spiritual development is judged to be good in over half of schools. It is mainly fostered, however, through acts of collective worship and RE lessons, rather than through the curriculum more widely. The vast majority of schools provide a daily act of collective worship, mainly of a Christian nature. Assemblies frequently deal with aspects of personal relationships and the central themes of Christianity and other major world religions. Provision for moral development is good in nine in ten schools. Appropriate emphasis is placed on the difference between right and wrong. Social development is also effectively promoted in a large majority of schools. Pupils are encouraged to take on responsibilities which increase as they get older. They help with tasks around the school and increasingly act as mentors for younger or new pupils. Pupils respond very well to such opportunities and take part enthusiastically in activities such as school councils or fund-raising for charity.

34 Cultural development is well fostered in over half of schools and is supported by a range of visits and by inviting visitors to schools and by studies in art, music, history, geography and religious education. A few schools are beginning to develop a European dimension to their work by, for example, studies in modern foreign languages, exchange visits to schools on the Continent and e-mail or Internet links.

Support, care and guidance

35 The care and welfare of pupils are effective in the vast majority of schools. Child protection issues are taken very seriously and, in most cases, a responsible adult has been nominated and the appropriate training given. Very few schools (about four per cent) do not have an appropriate policy or have not provided adequate training. Pupils and their families are well known to the staff of the school and any problems tend to be quickly spotted and dealt with, especially those concerning bullying or unauthorised absence.

36 Procedures for monitoring and supporting pupils' academic progress are satisfactory in about four in five schools having full inspections. The results from national tests and optional tests provide schools with the information they need to calculate the progress made by pupils year by year. It is now possible to set realistic, yet challenging, targets for individuals, groups of pupils, year cohorts and the school as a whole. Some headteachers have developed effective target-setting or other systems for monitoring progress but these are strengths in less than half of the schools.

Chart 12

Chart 13

37 The provision for personal development of pupils is good or better in over eight in ten schools. Pupils form positive relationships with adults in school and with their peers. Increasingly, schools provide opportunities such as school councils for pupils to gain self-confidence and develop the ability to express their ideas and opinions. A few schools are now developing aspects of citizenship amongst their pupils. Pupils with special education needs (SEN) generally make satisfactory or good progress and respond positively to the specialist provision made

for them.

38 Behaviour is good in over eight in ten schools and unsatisfactory in only a very few. Pupils generally have good or very good attitudes to learning. Most schools have well-developed policies, often drawn up in consultation with pupils, which give clear indications of the standards expected. Incidents of racist name-calling and aggression are rare and are usually dealt with swiftly and appropriately. Where bullying occurs, it is quickly tackled and pupils are generally clear about the action taken. In a small minority of schools, often in areas of socio-economic disadvantage, pupils' behaviour is a particular challenge and it is difficult for teachers to establish patterns of good behaviour amongst pupils. Where schools have clear guidelines, understood and applied consistently by all members of staff, poor behaviour is usually contained reasonably well.

39 The average attendance in 1999/2000 was 94.4 per cent and unauthorised absence was 0.5 per cent. Where inspectors report concerns about attendance these usually relate to high levels of unauthorised absence, often where families take long holidays during term time.⁸ Poor punctuality is also a problem in some schools and this adversely affects the start of the school day, for example when either a literacy hour or a daily mathematics lesson is planned to begin very shortly after registration. A minority of schools fail to comply with statutory requirements regarding the completion of registers and the recording and reporting of attendance figures. Permanent exclusions continue to be rare in primary schools.

40 Pupil mobility varies widely between schools (Charts 12 and 13, page 30) and is particularly high in some schools in London. Although moving between schools can cause problems for individual pupils and high levels of mobility pose a real challenge for individual schools, a preliminary analysis of this year's data shows no straightforward statistical link between school level Key Stage Test results and the overall level of mobility within schools.

Partnerships with parents

41 Most schools have very effective links with parents (Chart 14). The quality of information provided for parents is good or better in over half of schools. Sometimes the annual reports for individual pupils are insufficiently detailed or do not contain the statutorily required information. The most frequent omission is advice on what pupils need to do next in order to improve. The national strategies have encouraged schools to involve parents and carers in supporting their children's acquisition of the basic skills. Most schools ask parents to help their children learn to read by hearing them read at home. In a minority of cases, training or advice is given on how this can best be carried out. Reading diaries are used to keep a record of these activities but are infrequently used to identify or diagnose weaknesses or common errors. Parents are also often encouraged to help their children learn spelling and multiplication tables.

42 At the beginning of each school inspection, parents are asked to complete a questionnaire. Chart 15 shows their responses to each question and demonstrates high levels of parental satisfaction. Ninety-six per cent of parents felt that their child liked school. Similar proportions felt that the school expected their child to work hard and thought that teaching was good. Few parents raise concerns about the progress their child is making. The main areas of parental concern are the range of extra-curricular activities and the amount of homework set.

Chart 14

Chart 15

Management and efficiency

43 The leadership, management and vision of the headteacher are crucial factors in the overall effectiveness of a school. Section 10 evidence shows that seven in ten schools are well led. However, leadership and management remain weak in about one in ten (Chart 16). The majority of schools have responded well to their previous inspection. They have produced and implemented action plans that successfully tackled the key issues identified by that inspection. One school in eight has made unsatisfactory progress, often because of weak leadership or changes in senior personnel.

44 Most headteachers have a clear vision for the development of their school and the ability to translate this into a positive ethos that encourages others to believe and participate in school improvement. However, monitoring and evaluation of teaching across all subjects are strong in only two-fifths of schools and are weak in about a quarter of schools having a full inspection. Given the importance of this aspect of management, this is of concern. However, this task requires time by senior managers who may have no, or very little, non-contact time. While this remains so, substantial improvements to this aspect of leadership will be hard to achieve. Most headteachers now usually undertake some observation of teaching, particularly in English and mathematics, but the feedback given to teachers following these observations sometimes lacks penetration and fails to identify issues for improvement.

45 The role of the headteacher in the implementation of the national Strategies has been satisfactory or better in four in every five schools inspected by HMI. In the remainder, headteachers have either not taken a sufficiently active role in helping the staff to adopt new teaching methods or have left it too much to subject co-ordinators to introduce the Strategy and to lead the training of their colleagues. Co-ordinators have become much more involved in the monitoring of achievement and teaching in their subjects and most tackle these new responsibilities willingly and energetically. However, they frequently lack the leadership skills needed to influence and support their colleagues and further in-service training is often a priority. Lack of non-contact time for co-ordinators and deputies remains a key obstacle to effective delegation and there is clearly less scope for delegation in small primary schools.

Chart 16

46 Many headteachers have become better at the analysis and use of assessment data. This has helped them to set challenging yet realistic targets for improvement in the core subjects. The setting of quantitative targets for English and mathematics has focused schools' attention on higher standards but too many schools continue to set unchallenging targets for themselves. Many schools also find it difficult to pinpoint the teaching strategies and changes in emphasis needed to ensure that they reach their targets.

47 Governing bodies are becoming more effective in carrying out their statutory duties; over half are now very effective (Chart 16). They take an increasingly active role in shaping the educational direction of the school and make better use of the available information to identify strengths and weaknesses. Governors are taking on specific responsibilities for subjects or for aspects such as special educational needs. In about one in seven cases the governing body relies too heavily on the headteacher to take an appropriate role in the leadership and management of the school.

48 School development planning is at least satisfactory in over nine in ten schools, with most able to identify areas for development in the light of national priorities, the results of national tests and the issues identified by inspections. Financial planning to support these priorities is good in six in ten schools and weak in only one in ten. Day-to-day administration continues to be mostly efficient and governing bodies are increasingly applying the principles of best value when making spending decisions.

49 Schools generally have adequate financial resources but the unacceptable variations in the funding received per pupil, identified in last year's Annual Report, remain. The discrepancy between the funding for the primary and secondary sectors of education remains a concern for the primary phase.

50 Most schools having a full inspection have adequate numbers of suitably qualified and experienced

staff (Chart 17). However, recruitment problems persist in some parts of the country, particularly in inner city areas. Schools are making much more effective use of classroom assistants for initiatives such as the Additional Literacy Support and for work with pupils with English as an additional language (EAL) and SEN. The problems with the recruitment of headteachers and deputy headteachers reported last year remain, although new schemes for the training of headteachers are beginning to prepare prospective candidates better than previously.

51 There is adequate accommodation in most schools having a full inspection although it is inadequate in more than one in ten. Most make efficient use of the space available. Many schools have new computer suites and some are models of good practice in how to use such facilities. However, the majority of schools have yet to get the maximum benefit from them.

52 Learning Resources are adequate in more than nine in ten schools having a full inspection. The national strategies have provided the funding for many new books and more equipment for literacy and mathematics. National initiatives in information technology have also provided welcome additional resources.

Under-fives in maintained schools

53 Provision for under-fives in nurseries and Reception classes is good. The teaching is good or very good in about seven in ten lessons in both kinds of setting. The curriculum for the under-fives is broad and balanced in the great majority of cases. Work is generally successfully based on the desirable learning outcomes, with appropriate links made with the National Curriculum. However, unstructured activities lead to a loss of concentration and less than satisfactory learning in a minority of settings.

54 The assessment of attainment is generally good, although the use of baseline assessment to monitor and evaluate pupils' progress is still relatively under-developed. Accommodation and resources are in general at least satisfactory, although outdoor provision is a weakness in a few cases.

Chart 17

55 The best teaching of Reception Year pupils generally took place in single-age classes, or mixed-age classes in which Reception pupils were taught separately for at least part of the time. The quality of the teaching of literacy to Reception Year pupils compares favourably with that of all other year groups. There were initial concerns about whether Reception Year pupils would cope with the whole of the literacy hour, but the majority of Reception teachers chose to implement the full hour as soon as practicable, usually by the end of the autumn term. Where there was a good variety of activities and the teaching was lively, even the youngest pupils took an active part in the work, and usually sustained their concentration and enthusiasm.

Under-fives in settings receiving nursery education grant

56 The provision for three-year-olds promotes the desirable learning outcomes in about three quarters of settings, but there are some weaknesses in just over one in five; the provision is unacceptable in a small minority of settings. There are significant variations between different types of settings. All but about one in 20 independent schools and local authority day nurseries successfully promote the desirable learning outcomes, compared with about three in five playgroups and pre-schools.⁹

57 Provision for four-year-olds has shown a year-on-year improvement, with nearly nine in ten settings promoting the desirable learning outcomes, compared to only six in ten two years ago. The quality of teaching has also improved, although about a quarter of staff do not have a secure knowledge of all areas of learning and over a third do not assess children's attainment and progress effectively. Just over one per

cent of settings still have significant weaknesses after three inspections.

1 DfEE data.

2 Schools have received additional funding to provide additional teaching for pupils on the border line between Level 3 and Level 4.

3 *The National Literacy Strategy: the second year*
OFSTED 2000.

4 *The National Numeracy Strategy: the first year*
OFSTED 2000.

5 *Swimming in Key Stage 2*
OFSTED 2000.

6 Provides additional help for lower attaining pupils in Years 3 and 4.

7 Enables teachers to visit other schools to observe the teaching of the daily mathematics lessons by a skilled practitioner.

8 *Pupil registration regulations 1995, regulation 8.4*
OFSTED 2000.

9 *The quality of Nursery Education for three- and four-year-olds 1999-2000*
OFSTED 2000.

SECONDARY SCHOOLS

Overview

- Gradual improvements in secondary education have continued. Almost nine in ten schools have made at least satisfactory improvement since their last inspection.
- Most schools are effective - one in eight is not. In these schools, weaknesses in leadership or teaching lead to substantial underachievement by pupils.
- Test and examination results have improved but too many pupils make insufficient progress in KS3.
- *Improving City Schools* provides some outstanding examples of successful secondary schools serving severely disadvantaged communities, but there is considerable variation in the attainment of schools in disadvantaged areas.
- Levels of attainment have improved for all main ethnic groups, but the improvement has been uneven and some ethnic groups are markedly less likely to gain high GCSE grades.
- The gap in achievement between boys and girls shows no signs of narrowing.
- Behaviour is mostly good, but is unsatisfactory in one school in 12 a slightly higher proportion than in previous years.
- The quality of teaching has improved. It is now good in more than six in ten lessons and unsatisfactory in only one in 20. One in eight schools inspected had no unsatisfactory teaching.
- Four in ten schools do not have a fully appropriate statutory curriculum in place; the figure is half of schools for Key Stage 4. Information technology, religious education and, to a lesser extent, design and technology are the most common omissions.
- Consistently good departmental management is a key feature of successful schools.
- Learning resources are inadequate in about a quarter of the schools having a full inspection. Accommodation is also inadequate in over one-quarter of the schools.
- The recruitment and retention of suitably qualified teachers are an increasing problem for schools, particularly in urban areas.

Chart 18

Chart 19

58 The standards achieved by pupils in secondary schools in tests and examinations continue to improve gradually as is shown in Charts 20.1-20.5 (page 36). The average total GCSE points score per pupil in maintained secondary schools has risen from 38.0 in 1999 to 38.4 in 2000.¹⁰ The proportion of pupils achieving five or more A*C grades has also increased. There has been a slight decline in English results at Key Stage 3, but some improvement in mathematics and science.

59 Evidence from inspections shows that almost nine in ten schools have made at least satisfactory progress since their previous inspection. Mostly they have focused more sharply on raising the achievement of pupils and improving the quality of teaching. Nine in ten schools have more good and very good teaching than at the time of their previous inspection. However, the concerns raised in the last Annual Report remain. While pupils achieve well in six in ten schools, there is substantial

underachievement in one in ten schools. These are, in the main, the schools identified as having serious weaknesses or requiring special measures. They often have weak leadership and significant proportions of unsatisfactory teaching. These schools are reported on in more detail in Section 5 of this report.

60 Too many pupils make insufficient progress in Key Stage 3. Although pupils generally begin their secondary education enthusiastically in Year 7, there is a tendency for commitment and motivation to fall away in Years 8 and 9 (Chart 19). The pace of learning also slows and, on average, pupils only improve by one National Curriculum level in the core subjects during the three years of Key Stage 3.

61 The wide variation of the average attainment of pupils in different schools continues. The new information available this year on school intakes confirms the considerable differences in average attainment on entry among comprehensive schools. These differences in the intake account for much of the variation in the GCSE results between schools, as shown in Chart 21. However, schools can make a significant difference and the variations in the attainment of pupils in schools in broadly similar circumstances continue to be too wide.

Chart 20.1

Chart 20.2

Chart 20.3

Chart 20.4

Chart 20.5

62 These variations are particularly significant in schools with disadvantaged intakes. To succeed in these schools, staff have to invest considerable time in welfare, guidance and personal support. The few pupils whose behaviour is extremely difficult present a serious challenge. These schools also often have difficulty recruiting and retaining well-qualified, high-quality teachers. However, the recent *Improving City Schools*¹¹ report demonstrated how schools serving severely disadvantaged communities can succeed against the odds and achieve significant improvement in pupils' attainment. As a group, the most disadvantaged schools have an above average rate of improvement. However, as Chart 22 (page 37) shows, the greatest improvement over the last four years has been in the most advantaged schools which also tend to have the highest attainment. The gap between these schools and the rest has, therefore, continued to widen.

Chart 21

63 Girls continue to outperform boys across all National Curriculum subjects, but particularly in English, modern foreign languages, art and design, and technology. In a minority of schools boys and girls achieve equally well. These schools successfully use a range of strategies, adapted to the needs of boys and girls and of pupils of differing attainment, to raise expectations and to promote achievement.

64 The introduction of the Ethnic Minority Achievement Grant (EMAG) led to better monitoring of the attainment of pupils from minority ethnic groups, but LEAs are still not systematic enough in gathering this information and almost one-third of LEAs bidding for funds did not hold the necessary data. The evidence from research commissioned by OFSTED¹² shows that attainment has improved for all of the main ethnic groups, but it varies considerably across LEAs. While some pupils of high attainment in all ethnic groups do well, African-Caribbean, Pakistani and Bangladeshi pupils are significantly less likely to attain high GCSE grades than their white and Indian peers.

Chart 22

65 There is an increasing awareness of the importance of meeting the needs of gifted and talented

pupils, but in the majority of schools provision is unsatisfactory. Partnerships between independent and maintained schools set up to stimulate links between the two sectors have produced some imaginative schemes for such pupils in a few areas and have helped to break down barriers between the sectors. Other enrichment schemes have their benefits where they are well designed and carefully sustained. These include establishing accelerated learning groups in addition to extra-curricular activity such as writing clubs, mathematics challenges and dramatic and musical performances. However, weaknesses remain in many schools in the mainstream provision for their gifted and talented pupils.

Chart 23

Chart 24

66 Most pupils enter their secondary school able to cope with the reading demands of the secondary curriculum and make good progress. However, about a third of pupils do not improve their literacy or numeracy skills sufficiently to reach Level 5 by the end of Key Stage 3. In most cases the weaknesses in reading lie in poor inferential skills, limited powers of analysis and uncritical reading of text. Poor performance in writing has a major impact on pupils' progress across a range of subjects. Too many pupils continue to make basic technical errors in their writing and often use too informal a style. They rarely write at length, have difficulty with anything other than simple narrative, and are poor at correcting their own mistakes.

67 However, the benefit of the National Literacy Strategy at Key Stage 2 is beginning to show at Key Stage 3. HMI inspections of Key Stage 3 initiatives in literacy found that an increasing number of secondary schools recognise the need to take deliberate action themselves to sustain improvement in literacy and enable those with poor skills to catch up. Seven out of ten summer literacy schools provided at least satisfactory programmes and almost one-fifth were good. Three-quarters of the schools involved in Key Stage 3 literacy pilot projects, supported by the Standards Fund, had satisfactory strategies in place; nearly one in eight had good strategies which were well managed and central to the schools' plans for raising achievement. There are signs of more widespread conscious development of literacy skills in subjects such as history.

68 Schools are also doing more to identify and address weaknesses in numeracy in Year 7; pupils' recall and calculation strategies are improving. Two-fifths of summer numeracy schools were good and a further third were satisfactory, with pupils making progress and becoming more confident in using and applying their knowledge and skills in number. Three-quarters of the LEAs running Key Stage 3 numeracy pilot projects helped schools to provide satisfactory support programmes; one in eight was good. The more effective projects ensured that the support programme and the Year 7 scheme of work were taught in parallel, enabling pupils to make immediate use of what they had learned. However, it is too early for such initiatives in literacy and numeracy to have an impact on Key Stage 3 test results.

69 Pupils' skills in information technology have also improved. The increased use of separate lessons for information technology alongside the effective use of ICT across the curriculum has contributed to higher achievement. Nevertheless, there is substantial underachievement in about one-third of schools having a full inspection (Charts 23 and 24, page 38) many of which fail to comply with the National Curriculum.

70 While the basic skills are receiving more concerted attention, there is less evidence that secondary schools build systematically on these and ensure that pupils have the skills needed to achieve high standards. In mathematics pupils' ability to use and apply the mathematics they have learned is unsatisfactory in a significant minority of schools. Many pupils lack the strategies needed to cope with unfamiliar or more complex problems and to provide a sustained mathematical argument to justify a solution. In science although practical activity is becoming increasingly purposeful and there has been

some improvement in the explicit teaching of investigative skills, attainment in scientific enquiry remains patchy. In geography and design and technology pupils often spend too much time on undemanding exercises involving copying, and insufficient time thinking through, explaining and evaluating their work.

71 Nevertheless, there have been gradual improvements in pupils' achievements in the subjects of the National Curriculum. In particular, attainment has risen in science and this is reflected in the higher test results at Key Stage 3. In physical education there has been a significant improvement in Key Stage 4, where pupils take accredited courses. Although there has been some improvement in modern foreign languages, many pupils still lack confidence in speaking and accuracy in writing. A lack of basic grammar in Key Stage 3 undermines progress in Key Stage 4. In religious education, despite improvements in some schools and in the achievement of pupils following accredited courses in Key Stage 4, there is still widespread underachievement.

The quality of education

The quality of teaching

72 The quality of teaching has continued to improve steadily, but remains weaker in Key Stage 3 than in Key Stage 4, as shown in Chart 25. Overall, teaching is very good in a quarter of lessons, good in a further four in ten and unsatisfactory in only one in 20. Nine in ten schools have more good and very good teaching now than at the time of their previous inspection. As the Statistical Annex shows, the proportion of good lessons has increased steadily and substantially since Section 10 inspections began.

73 Chart 26 shows inspectors' judgements of the different aspects of teaching in schools having a full inspection. The pattern of strengths and weaknesses is similar to previous years. Lesson planning has improved. In geography and science, for example, learning objectives are clearer and are often explained to pupils at the start of the lesson. Lessons are also better structured and increasingly include a sharply-focused plenary at the end of the lesson which reinforce the key points of the lesson. In mathematics more teachers are building oral and mental activities into the beginning, and sometimes the end, of lessons. The management of pupils is particularly good in physical education and there are real strengths in the teaching of art and music in Key Stage 4.

Chart 25

Chart 26

Chart 27

Chart 28

74 Despite this gradually improving picture, there are important concerns in particular subjects. In modern foreign languages, where there are particular problems with teacher supply, the teaching is significantly weaker than that of other subjects, as shown in Charts 27 and 28. The target language is not always used consistently or effectively and expectations rarely reflect the full range of the programme of study. The increase in use of the short course in religious education has sharpened the focus of the teaching in Key Stage 4 but weaknesses remain in Key Stage 3. A high proportion of non-specialist teachers, weak subject leadership and a low priority given to religious education by schools are the main factors contributing to the poor teaching. The teaching of information technology has improved as teachers have increased their knowledge and understanding of the subject; there is now much less unsatisfactory teaching, but still not enough that is good.

75 In schools with high proportions of pupils who are low attaining on entry the teaching of basic skills has been particularly important in raising educational achievement. There is a marked emphasis on high

standards of oral work as well as on writing in the majority of schools that have shown significant improvements in the quality of their teaching since their previous inspection. Subject departments in these schools are giving greater attention to the accurate use of technical subject language in both speaking and writing. The use of frameworks that can assist pupils with the structure and content of their writing is more widespread.

76 Teaching in summer literacy schools was good in two-thirds of the lessons. In these, teachers read aloud, presenting models of work for pupils to emulate, explained points of grammar clearly, taught spelling rules, introduced pupils to stimulating books, and used libraries and ICT to good effect. In the effective summer schools, co-ordinators provided appropriate training for colleagues; this was one of the most significant determinants of success. Target-setting, an important aspect of the literacy summer schools, was often adversely affected by the inadequate information provided on pupils' prior attainment. In two-thirds of lessons in summer numeracy schools the teaching was good. Teachers made good use of the National Numeracy Strategy's Framework to plan their work and to organise their teaching. However, target-setting and the tracking of pupils' progress were often weak. Attention was rarely given to following up pupils' progress from primary schools into Year 7 and beyond.

77 A second key aspect of teaching that is crucial to raising standards is the use of assessment information. Teachers need to be aware of how much pupils know and can do and to use this information to plan challenging lessons and to make clear to pupils what they need to do to improve. This continues to be the weakest aspect of teaching and was unsatisfactory in one in six schools receiving a full inspection. In the three in ten schools where this was good, teachers used well-constructed questions to assess pupils' understanding, particularly at the end of lessons. Marking was regular, focused, consistent and gave clear messages to pupils. The information from assessment was used to adjust appropriately the pace and content of the lessons.

78 High expectations have been important in the successful schools identified in the *Improving City Schools* report, but expectations remain too low in one in eight schools having a full inspection. To help match the level of expectation to the attainment of pupils, almost all schools set or band pupils by ability, but the extent of setting varies greatly across subjects. Chart 29 shows the proportion of lessons observed by inspectors that were taught to pupils setted or banded by ability. Almost all schools set in mathematics, far fewer do so in English. Grouping by ability does not of itself guarantee good progress. Good teaching, including careful assessment and close attention to the basic skills in the subject, makes the clearest difference. There is no clear statistical link between the extent of setting in schools and the attainment of pupils.

79 The fourth key aspect of teaching on which schools need to focus in order to raise standards is the use of homework. This was unsatisfactory in one in eight schools having a full inspection. In these schools homework was either limited in the challenge it provided or not consistently set and marked.

Chart 29

The quality of the curriculum

80 At Key Stage 3 the quality and range of learning opportunities are good or better in just over half of the schools and are weak in one school in eight. The breadth, balance and relevance of the curriculum at Key Stage 4 are at least satisfactory in over seven out of ten schools, but only half have the full statutory curriculum in place. Unsatisfactory curricular coverage is more frequently, but not exclusively, associated with schools making poor progress.

81 A major weakness at Key Stage 4 is the unsatisfactory provision for information technology. In a minority of schools pupils do not have designated information technology lessons and the teaching is

solely through other subjects. Such provision is often poorly co-ordinated and some teachers lack the confidence to use ICT effectively and improve pupils' skills within their subjects.

82 Design and technology is also not always taught to all pupils at Key Stage 4, even in effective schools, generally because of weaknesses in schools' planning and organisation of the timetable. In a minority of schools inadequate provision is associated with a shortage of specialist teachers.

83 The planning of personal, social and health education (PSHE) has improved. The teaching is most effective when the school has separately defined PSHE and tutorial programmes. At Key Stage 4, in a minority of schools, PSHE lessons are too short and this results in the use of inappropriate teaching methods that limit pupils' involvement and prevent effective learning.

84 In the majority of schools, attention to careers education and guidance is good. Over nine in ten schools provide work experience for all pupils; in the main the programmes are well organised and lead to clear benefits for pupils.

85 At Key Stage 4 Part-One GNVQs have been generally successful in giving a small number of pupils access to a curriculum with a practical and vocational focus. In a minority of schools the use of GNVQs is declining. While pupils benefit from the practical focus, too often they fail to obtain good grades because they cannot produce the required written assignments.

86 Increasingly schools are disapplying elements of the National Curriculum in order to provide more opportunities for work-related learning, usually for a small number of pupils who are disaffected or are very low attainers. A significant minority of schools disapply relatively large numbers of pupils from modern foreign languages. A number of schools have disapplied elements of the National Curriculum without official sanction. In over eight in ten schools providing extended work-related courses there has been a beneficial impact on the pupils concerned. They generally value opportunities to work on programmes in settings other than school and gain confidence and some success from them. Success can include better skills in working with others and in problem-solving. However, many of the pupils involved in such programmes have low attainment in mathematics and English and too few of the courses contribute adequately to the improvement in basic skills.

87 Provision for pupils who have a statement of special educational needs (SEN) is very good in one school in seven, good or better in just over half the schools, but weak in one school in ten. Provision in schools making poor progress overall is particularly weak. Where the requirements for pupils who have a SEN statement are met, individual educational plans are of very high quality, concisely summarising with key data pupils' strengths and weaknesses. Targets are specific and measurable and indicate effective consultation with the pupils concerned and their parents. Where provision is good, pupils with a statement of SEN have equal access to the curriculum, including appropriate vocational elements often linked to the New Start programme.

88 The EMAG requirement to develop action plans has been beneficial and has led to a better understanding in school of the work of specialist staff in raising the attainment of ethnic minority pupils. The grant has led to improved monitoring, but this is still not systematic enough. Schools have welcomed the devolution of EMAG funds and the clearer line management structure, and many senior managers have taken a closer interest in the quality and deployment of EMAG staff. While there is greater awareness of the needs of under-attaining groups, this has not yet been translated into clearly thought-through strategies at school level. The problems of recruiting suitable staff have been made worse by the short-term nature of EMAG funding. The arrival of refugees and asylum seekers in schools throughout the country is posing considerable demands. In some schools support for the range of bilingual learners has been curtailed as a result.

89 The range of study support is good in over eight out of ten schools but, in the majority, there is

considerable variation in the quality of the various elements of their programmes. Most schools provide homework clubs but rarely monitor attendance. Those that do so, find that those pupils who might benefit most from participation are likely to attend irregularly, if at all. Provision of subject-based study clubs and support for coursework and revision is good in four out of five schools and is adequate in the rest.

90 Provision for pupils' personal development continues to improve and is good or better in seven in ten schools. Pupils' social development in part depends upon the extent to which schools recognise and provide opportunities for the pupils to play an active role in the life of the school. Such experiences often continue to be confined to older pupils. The majority of schools make a significant contribution to pupils' moral development. Subjects such as PSHE and religious education give pupils good opportunities to consider moral and ethical issues. Spiritual aspects of the curriculum are not covered adequately in a minority of schools, especially where RE has insufficient curriculum time to cover the agreed syllabus. The majority of schools provide a good range of opportunities for cultural development. A minority of schools, including some with multicultural populations of their own, do not do enough to build an appreciation of cultural diversity.

Support, care and guidance

91 The standard of pupils' behaviour is good in three-quarters of schools, but the proportion of unsatisfactory behaviour (1 in 12) is slightly higher than in previous years. The latest available figures (1998/99) show that there has been a further decrease in the number of pupils permanently excluded from schools. In too many lessons the bad behaviour and poor attitudes of a minority of pupils adversely affect the learning of others. Inspectors also report that the behaviour of pupils in particular schools varies considerably from lesson to lesson depending on the quality of teaching. Poor behaviour and negative attitudes towards work are significant issues in half the schools making poor progress in raising pupils' attainment.

92 The procedures for child protection and ensuring pupils' welfare are good in seven in ten schools and unsatisfactory in only about one in twenty. Policies to combat bullying and harassment, are very good in one in six schools, good or better in three-quarters and weak in only one school in 50. Good policies clearly state the school's stance and the action taken when incidents, including racist and homophobic incidents, occur. Bullying, both physical and verbal, occurs in most schools, though much of it is at a relatively low level and difficult for staff to detect. Pupils and their parents are more likely to report incidents when the school is known to respond seriously and in a consistent manner to allegations of bullying. Inspection shows that engaging pupils themselves in discussion of bullying can have a considerable impact in combating it. Older pupils, trained as mentors, provided effective support to pupils who perceived themselves to be bullied.

93 Pupil mobility poses a particular problem for some schools, particularly in urban areas. Charts 30 and 31 show the level of pupils entering and leaving schools other than at the normal time. In some inner city schools, particularly in inner London, these figures are very high. Making effective provision for individual pupils, particularly those not fluent in English, poses real challenges for schools. The link between levels of mobility and the performance of schools in test and examination results is complex. A preliminary analysis of this year's data shows that there is no straightforward statistical relationship between them. Schools which make effective provision for pupils who change schools have good links with social services, assess the learning needs of the new pupils and ensure they are properly inducted into the life and work of the school. They do their best to ensure continuity in work for examinations.

94 Schools monitor pupils' progress using standardised tests, National Curriculum assessments and subject assessments. Standardised tests are increasingly used as the basis for target-setting. Effective target-setting focuses on a manageable number of goals; subject teachers are aware of pupils' targets, and regular performance reviews help subject teachers and tutors to focus on raising achievement.

95 When provided, mentoring is good in two out of five schools and adequate in the remainder. An increasing number of schools use business mentors to work with Key Stage 4 pupils to increase their motivation to learn and to improve their personal and social skills.

96 Though still in a minority, some schools are taking an active role in bringing together the wide range of agencies working in the community to support pupils and their families. Where such co-operative working is in place, the identified needs of pupils and their families are met more effectively and efficiently.

97 Procedures for monitoring and promoting good attendance and punctuality are effective in the majority of schools. Inspection evidence confirms that action to improve attendance is most effective when linked to efforts to improve behaviour and attainment. Schools taking effective action had clear procedures for registration, monitoring attendance and following up absence which were consistently implemented by staff. They did not accept weak excuses for absence or lateness and they stressed to parents and pupils the consequence of missing lessons. Good provision before and after school, together with specially tailored courses at Key Stage 4, helps to bring young people into schools and keep them there.

Partnership with parents

Chart 32

Chart 33

98 Chart 32 shows the views of parents who responded to a questionnaire sent out before Section 10 inspections. These parents generally are very content with the quality of education provided and, in particular, the standards achieved by their children. They feel that their school is approachable and they are kept well informed about how well their child is doing. In their reporting to parents, schools are increasingly organising a programme which includes progress reviews as well as full written reports.

99 The majority of schools that have developed effective links with their communities have strengthened work-related activities for pupils, including work experience. They have encouraged greater participation of the community in the schools through such initiatives as mentoring pupils, and have broadened the range of opportunities for pupils' social and cultural development.

100 Most secondary schools have effective links with local primary schools, but secondary schools drawing from a large number of primary schools face inevitable difficulties. Basic arrangements on transfer, including open days and induction days, are mostly well managed. Teachers of English and mathematics have greater familiarity with primary practice as a result of the national strategies, but weaknesses in building on the pupils' previous attainment remain. The transfer and use of detailed information on attainment remain poor in a minority of schools.

Management and efficiency

101 The quality of leadership and management remains much the same as last year. Inspection judgements of schools having a full inspection are shown in Chart 33. Effective leadership:

- focuses on raising standards through comprehensive planning, improving teaching and the

development of an appropriate curriculum;

- establishes high expectations for pupils and staff;
- provides a common sense of purpose and shared values about learning, behaviour and relationships;
- has an accurate knowledge of the strengths and weaknesses of the school.

102 In schools making good progress there is very efficient and effective leadership and management, not only by the headteacher but also by key staff throughout the school. These schools also have good relationships with parents, consulting them fully on matters relating to their child's education, on wider issues of policy and over planned changes.

103 Despite the generally positive picture, leadership and management are weak in about one in ten schools overall, and shortcomings in one or more key aspects are more widespread. In schools with serious weaknesses or requiring special measures, long-term staff absences and frequent changes within the management team are often contributing factors.

104 Development planning is effective in most schools, but weak in about a quarter. Where it is effective it involves all teachers and sets targets for improvement, which are challenging but achievable. These guide the work of the school, including the work of departments, and ensure that progress toward targets is regularly reviewed. Monitoring and evaluation are also weak in about one-quarter of schools. Schools with effective procedures in place know how well they are doing and what needs to be improved further.

105 The quality of leadership and management by middle managers is good or better in six out of ten subject departments in schools having a full inspection. Consistently good departmental leadership, particularly in core subjects, is a key feature of the most effective schools. One in five subject departments has ineffective monitoring and evaluation arrangements.

106 Governing bodies make effective contributions to the management of the majority of schools but one in eight is not fulfilling its responsibilities entirely. Appropriate committee structures enable governors to have a good oversight of a school's work, ensuring that they are aware of its strengths and weaknesses. However, one in eight governing bodies in schools having a full inspection has insufficient understanding of the strengths and weaknesses of the school and one in seven does little in shaping the direction of the school.

107 Value for money continues to be satisfactory or better in about nine schools in ten. The majority of governors, headteachers and senior staff apply the principles of best value well in their use of funding available to the school, and spending is linked to the priorities in the development plan. In the majority of schools, governors fulfil their financial responsibilities well, are appropriately involved in the budgeting process and have the necessary expertise to oversee expenditure and evaluate the effectiveness of spending decisions. In schools where there is a budget deficit, governors and senior management do not always focus sharply enough on financial planning linked to the school development plan. The unacceptably wide variations in the income that schools receive, highlighted in previous OFSTED Annual Reports, continues.

Chart 34

108 Overall, staffing, accommodation and learning resources are good in one-quarter of schools having a full inspection, but are inadequate in one in five. Chart 34 shows the detailed inspection judgements on staffing, accommodation and resources. Recruitment of suitably qualified staff is increasingly a problem for schools, particularly those in urban areas. Shortages vary across subjects. Design and technology,

science, mathematics and modern foreign languages are the worst affected. The use of too many non-specialist teachers, a high rate of staff absence and a high turnover of staff are leading to serious disruption in some inner city schools. (The recruitment and retention of teachers are covered fully in Section 6 of this report.)

109 Of those schools having a full inspection over a quarter have inadequate accommodation, adversely affecting the quality of teaching and learning. Subjects most seriously affected are music, design and technology, and science. Overall, learning resources are inadequate in about a quarter of schools having a full inspection. Information technology, design and technology, and music are the subjects most severely affected. Those schools with weak financial management often fail to prioritise funding to departments. In some subjects, particularly at Key Stage 4, pupils are not given their own textbooks. Instead, other printed materials are used, sometimes inappropriately.

10 DfEE data.

11 OFSTED 2000.

12 *Educational Inequality - Mapping race, class and gender*. OFSTED 2000.

13 DfEE, *Statistical First Release 47/2000*.

POST-COMPULSORY EDUCATION

Overview

- The achievement of sixth-form students has continued to improve gradually, although there are significant variations in the standards achieved in different sixth forms. Most students continue to be highly positive about their schools, teachers and courses.
- The new GNVQ assessment model is leading to greater concentration on the quality of work rather than learning processes.
- Unsatisfactory student achievement in sixth-form courses could often be attributed partly to the fact that a firm foundation had not been sufficiently well established in Key Stages 3 and 4.
- The quality of sixth-form teaching is generally satisfactory or better, although it is often more varied in smaller sixth forms.
- Some small sixth forms have succeeded through a combination of effective partnerships with other providers and rigorous attention to quality. However, in a quarter of sixth forms with fewer than 100 students the curriculum is very restricted.
- Most schools allocate an appropriate level of resources to the sixth form, but schools need to be more aware of the detailed costs of their post-16 provision, particularly when completion and success rates are low.
- Most schools are judged to be cost-effective, but about a third of sixth forms with fewer than 100 students are not.
- In most sixth forms value added measures are used effectively, but in a significant minority of schools the progress of students is not monitored closely enough in relation to their prior attainment.
- The lack of strategic direction and co-ordination of 1619 education and training has led frequently to duplication, waste and patchy provision in many inner city areas. In some cases high numbers of students are obliged to travel considerable distances to study.
- Although youth service inspections include many examples of good work, the quality of provision and value for money are less than satisfactory in five of the nine services inspected.
- National Voluntary Youth Organisations' work with difficult young people is generally systematic and well planned, supporting and challenging young people appropriately.
- Adult education continues to have many strengths; achievement is generally good and teaching is mostly satisfactory or better.
- The quality of teaching in prisons is generally good, but in most establishments the curriculum was too narrow and ICT provision too variable.

Sixth forms in schools

Educational standards achieved

110 Evidence from inspection and national examinations continues to show gradual improvements in the achievements of sixth-form students. The average points score per student entered for two or more General Certificate of Education (GCE) A levels was 18.2, compared with 17.9 in 1999. Those pupils including an Advanced General National Vocational Qualifications (GNVQs) in their programme scored

17.6 points on average.

111 Girls continue to outperform boys across almost all subjects. Girls enter for more subjects, have better completion rates and score more points per entry than boys. However, the gap in performance is smaller than that at GCSE.

112 There are very wide variations in the average scores of different sixth forms. Chart 35 shows the average A-level points score per candidate in each school in 2000 against the GCSE scores for the same candidates two years earlier. Attainment tends on average to be higher and progress greater in larger sixth forms. Smaller sixth forms often recruit students with relatively low prior attainment, often from disadvantaged backgrounds. Many of these students make satisfactory progress and achieve the results expected, given their relatively low starting-point. However, while some small sixth forms are successful, both the area-wide inspections carried out by HMI and Section 10 inspections highlight the existence of very small sixth forms which offer an inadequate curriculum and where students underachieve.

113 Students' achievement was at least satisfactory in about eight in ten of the courses inspected in the area-wide inspections. Unsatisfactory achievement was often related to the fact that a firm foundation had not been established in Key Stages 3 and 4. Too many students started sixth-form courses lacking the ability to read and write fluently and in sufficient depth. Some also found it difficult to debate and discuss confidently, organise their work efficiently, work independently, and look critically at the quality of their work. Not surprisingly, they found it difficult to cope with the demands of advanced studies, and teachers did not always succeed in the time available in developing the skills students needed.

Chart 35

114 In the autumn term 1999 HMI and Additional Inspectors inspected a small number of sixth forms piloting the revised model GNVQ Advanced Single Award in art and design, business, health and social care, and information technology. There were examples of good work in all subject areas, but standards were consistently higher in business. Students embarking on the pilot from a low base of prior achievement in GCSE often made good progress. Those who were studying one GCE A level in addition to the GNVQ were likely to make the best progress. Students appreciated the independent style of learning fostered by the course and benefited from the contacts with professionals in the vocational sectors.

115 In most schools the new GNVQ assessment model is leading to a greater concentration on the quality of the work produced, but there are still examples where teachers place a disproportionate emphasis on processes such as planning and information-handling at the expense of learning outcomes. By the end of their first term in Year 13, students in only half of the schools visited had received any feedback on standards from moderators.

Quality of education

116 The quality of teaching seen in Section 10 inspections is almost always at least satisfactory; it is very good in about one in every four lessons. The patterns of strengths and weaknesses are similar to those reported in previous Annual Reports as shown in Chart 36. Subject knowledge and the management of pupils remain the strengths. Setting appropriate homework and the teaching of basic skills are the areas most in need of improvement.

Chart 36

117 In the area-wide inspections the large majority of the teaching was at least satisfactory and much of it was good. Nevertheless, there were also some significant weaknesses. The unsatisfactory lessons were characterised by a lack of challenge and by low expectations. Teachers were not always adept at

stimulating discussion and encouraging the full involvement of students on advanced courses. In part, these weaknesses reflected the difficulties of recruitment of teachers in some subject areas, particularly science and mathematics. Non-specialists taught a small but significant number of information technology lessons. In some schools that relied heavily on the use of supply teachers and suffered frequent changes of staff, students were acquiring only a fragmentary understanding of the subject they were studying.

118 Class size varies greatly across schools and subjects and at times affects significantly the quality of A-level teaching. In classes that were very small there were sometimes reduced opportunities for teachers to provide students with the chance to benefit from the exchange of views and ideas with other students. In one area-wide inspection, for example, there were fewer than ten students in over half the A-level and AS courses taught, and fewer than five in about a fifth of all courses. However, in the same authority almost one in ten courses had more than 20 students in classes. On the other hand, where groups were too large, it was hard for teachers, because of time pressures, to set, mark and monitor students' work with sufficient attention to detail.

119 The range and variety of the curriculum offered in school sixth forms was generally related closely to their size. Larger sixth forms with more than 250 students typically provide more than 20 A levels, and sometimes as many as 25. In addition, they are often able to provide GNVQ courses in at least two or three subject areas. At the other extreme, four per cent of school sixth forms have 50 students or fewer, and one in five have 100 or fewer, as shown in Chart 37. They tend to offer a more limited range of subjects, and in some cases concentrate only on GNVQs or a small number of A-level or AS courses. Evidence from Section 10 inspections shows that the smaller sixth forms had less very good teaching and that a quarter of the sixth forms with 100 or fewer students provided an unsatisfactory range of learning opportunities. Those small sixth forms that were successful had often established effective partnerships with other providers. They tailored their curriculum very carefully to the needs of their students.

120 The area-wide inspections have shown how consortium arrangements can be used effectively to make a wider range of courses available to students. One LEA, for example, has provided its sixth-form students with a much wider choice of subjects by establishing a common timetable for all its sixth forms and setting up the necessary transport and organisational arrangements. Elsewhere, another school has been able to offer over 30 A levels to students as a result of consortium arrangements made with three neighbouring schools. However, such examples are uncommon. Some headteachers remain sceptical about such arrangements, principally because of the difficulties involved in harmonising timetables, arranging transport, and agreeing on financial terms.

121 Other than in the denominational schools and on courses preparing students for external examinations, there is comparatively little teaching of religious education in school sixth forms. Again, with the exception of denominational schools, there is rarely the expectation that sixth-form students will attend a daily act of worship. However, some element of religious education is on occasion provided as part of the programme of personal and social education.

122 The majority of sixth forms provide enrichment programmes for students; these typically include sporting, cultural, social and community-based activities and talks by visiting speakers. Such enrichment programmes often make an important contribution to students' personal development and broaden their educational experiences, but schools rarely evaluate thoroughly their effectiveness.

123 In some cases the only form of curriculum extension is the A-level or AS in general studies. In 1999, about a third of all advanced GCE candidates took the general studies A level, and a fifth the general studies AS. Schools vary widely in the way they prepare students for these examinations; some schools in the area-wide inspections provide regular, effective teaching, others offer virtually no formal preparation.

124 The provision and take-up of modern language courses have been declining in some areas. The pattern is not uniform, but in some school sixth forms, particularly in areas of social and economic disadvantage, modern language groups often consist of just one or two students. In other cases they have disappeared altogether.

125 The great majority of students feel well supported in their sixth forms. Most schools provide induction programmes, some of which involve a residential element. Most schools provide students with good written information about sixth-form courses, and many make arrangements for Year 11 students to have at least some experience of what it is like to study in the sixth form.

126 The area-wide inspections confirm that sixth-form students are almost always highly positive about their schools, teachers, and courses. They are often keen to accept responsibility, both for matters concerning the sixth form and also for the life of their schools more generally. The area-wide inspections have also highlighted the low levels of attendance in some school sixth forms. The excessive number of hours devoted to part-time work and, on occasions, extended absences on visits overseas occasionally contribute to irregular patterns of attendance.

127 Most schools' sixth forms impose appropriate minimum requirements for sixth-form entry to advanced courses usually four or five GCSE passes at grade C or above. Some schools require at least a B pass in any subject that is to be studied at A level. The entry requirements are not always sufficiently clear. They may not, for example, stipulate the specific subjects that have to be passed, or they are interpreted too generously. The area-wide inspections have highlighted the wide differences between schools in completion and success rates, some of which at least can be attributed to the differing degrees of rigour over entry requirements.

128 While students generally receive accurate factual information about the range of post-16 courses on offer in their areas, area-wide inspections have identified important weaknesses in liaison between schools and colleges in relation to post-16 opportunities. Moreover, students are rarely well briefed on the precise nature of the vocational and training options available to them from other providers.

129 The advice provided by careers companies is generally highly regarded by teachers and students, who comment favourably on the support provided by individual careers advisers, both throughout the sixth form and when examination results are published in August. However, the requirement that careers companies concentrate their resources on certain defined groups as part of the initiative to counter social exclusion has led to a reduction in the number of individual interviews offered to students.

Management and efficiency

130 The post of head of sixth form is a key one within many schools' management structures and the great majority of school sixth forms are well managed on a day-to-day basis. Most school development plans have a specific section on the sixth form.

131 Most schools try to establish a good balance between the staffing and material resources allocated to the pre-16 and post-16 phases, but occasionally schools subsidise small sixth forms from resources intend to be allocated to Key Stages 3 and 4. Staffing costs, of course, form by far the largest proportion of school expenditure. Chart 38 shows the differences between the percentage of staff costs used for the sixth form and the percentage of income received. In most schools the difference is very low, but in about one in ten schools it is as much as five percentage points. The Chart also shows that there are similar numbers of schools spending less than their allocation on their sixth forms as there are spending above it. Most senior staff in schools are aware in broad terms of the costs involved in running the sixth form, but

it is unusual to find that a precise analysis has been carried out.

Chart 38

132 Although Section 10 inspectors judge that most sixth forms are cost-effective, they nevertheless identify about one in eight that are not. One in three sixth forms with fewer than 100 students is judged not cost-effective. The reasons usually cited for this are uneconomic group sizes, a restricted curriculum, and low completion and success rates.

133 The majority of schools now make use of value-added data to evaluate their effectiveness. Many subscribe to a commercial scheme that provides them with information to compare performance in different subjects. They can also do so in relation to national performance figures. This has led to a growing awareness on the part of schools about their effectiveness as institutions. It remains a concern, however, that there is a significant minority of schools which does not have a clear view of how well their students are performing in relation to their prior levels of attainment.

134 The area-wide inspections have identified a lack of strategic direction and co-ordination of 16-19 education and training within many inner-city areas. The fragmentation of provision among autonomous and competing schools and colleges has sometimes led to duplication and waste on the one hand and large gaps in provision on the other. In some cases, young people are obliged to travel considerable distances for the courses they require. The introduction of Curriculum 2000 and the advent of the Learning and Skills Council will oblige schools and other providers to look closely at the pattern of post-16 provision and plan strategically for areas as a whole. It will be important to ensure that the interests of those students who study under the most disadvantaged circumstances are safeguarded and that any common funding system makes allowance for the different learning conditions in different areas. In order to permit well-informed debate over funding, there is a need for commonly agreed methods of calculating the costs of post-16 provision across all sectors.

Youth work

135 During 1999/2000 HMI, assisted by Additional Inspectors who were senior youth work professionals, carried out full inspections of nine local education authority youth services of the 150 in the country. This small sample does not necessarily reflect the overall position of youth services generally. The results of these inspections, however, give cause for concern. The quality of provision and value for money were good in one of these services and satisfactory in three. Five were judged to be less than satisfactory, including two services that were poor.

136 In these inspections the achievement of young people was satisfactory or better in about three-quarters of the sessions seen. However, the number of unsatisfactory sessions increased from one in six for the 1998/99 year to one in four for 1999/2000. Much of this unsatisfactory work provided little or no challenge for young people and expectations were too low. It was often solely recreational and not linked to young people's identified needs. In much of the detached youth work there was little evidence that young people were gaining new skills, accepting responsibility or developing sustained relationships with each other and with workers.

137 Good work was nonetheless seen in a wide range of settings. There were some excellent examples of effective, well-planned, centre-based youth work with disaffected young people that raised their aspirations, improved their skills and developed their awareness of other cultures and of social issues. There was also evidence of high achievement in work such as in youth councils, new start projects, school support work and out-of-school study initiatives.

138 Increasingly, specialist workers are being employed to develop specific projects focused upon particular groups of young people or on issues related to them. This approach is being used to meet both

local and national priorities concerned with raising achievement, social inclusion, employment, health education, citizenship and community safety. There are many examples of good, innovative practice in these areas but more needs to be done to share and disseminate it effectively. Many youth services have increased the proportion of detached work initiatives in response to these emerging priorities, but in a significant number of the sessions observed workers were not clear about the purpose and methodology of the work.

139 Of the nine maintained services inspected, the quality of management was at least satisfactory in four and in two of these it was good. In these cases communication across the service was good and support for all staff, particularly those engaged in new and challenging programmes of activity, was consistent. Work was regularly monitored and staff were given appropriate supervision and regular opportunities for development. They were consequently able to identify with the service's objectives and understood their own role within this wider context.

140 Conversely, in the five remaining services, the quality of the management was extremely variable and in three cases it was poor. Policies were often unclear. There were few firm priorities, and those that existed were not widely understood. The majority of the work was carried out by part-time staff who usually worked in isolation. They were highly committed but too often lacked the experience or expertise to operate effectively.

141 Uncertainties about national policy for youth work have left weaker services in some confusion. By contrast, good services have been able to define their core work precisely, have resisted attempts to be distracted from their central purpose, and have engaged in collaborative activity with other agencies only when this has enhanced or complemented their own provision for young people.

142 In the light of the requirements for Best Value, to which all local authority youth services are now subject, the collection and analysis of key data about what is provided, and for whom, have generally improved. Some services are involved in benchmarking activities shared with their statistical neighbours and this activity has injected consistency and rigour into their work. However, insufficient attention is often paid to assuring the quality of youth work by focusing directly, and as a matter of routine, on what is being learnt by young people. Resources are usually managed efficiently and often flexibly, but few services measure their own cost-effectiveness.

143 The development of partnership working to include a more diverse range of agencies has been a positive feature this year, and some effective examples were seen. However, services were not always clear about how working in partnership would contribute to their strategic aims, and partnership agreements were often not detailed enough or effectively monitored. In particular, grant aid arrangements with the voluntary sector were still predominantly based on established custom and practice, with no clear link to the new priorities facing youth services. In some authorities the youth service has no management involvement in the allocation of grant aid.

National Voluntary Youth Organisations

144 The year 1999 saw the introduction of a new three-year programme of NVYO grants aimed at tackling social exclusion and raising the quality and standards of youth work in the voluntary sector. Government funding for this period increased by one-third, from £9 million to £12 million. Over 80 NVYOs receive grant aid for their work. During this initial phase, HMI carried out over 40 monitoring visits to a selected range of NVYOs.

145 The achievements of young people were good in nine out of every ten sessions seen. Much of this work was with disaffected young people and those at risk. It took place in schools and young offender institutions (YOIs), or was integrated into residential events and outdoor activities. A key strength of the

work was the degree to which young people accepted personal responsibility for the activities in which they were engaged and showed initiative in planning and carrying out projects. Where achievement was poor, workers had weak group-work skills, lacked experience, or failed to plan sessions to reflect young people's learning needs.

146 Examples still exist of work that is entirely recreational and where workers are unjustifiably optimistic about its effectiveness. These were, however, in the minority, and overall there was a high proportion of well-planned work that combined support to young people with a high degree of personal challenge.

147 The youth work programmes provided by the disparate range of NVYOs vary considerably. The current scheme, with its emphasis on educational strategies for countering social exclusion, has broadened this range even more. In some cases better needs assessment is required to ensure that funding is targeted on young people's needs together with more effective quality assurance to bring consistency to the work. Some effective partnerships have been established and schools in particular have benefited through co-operative work. However, some NVYOs have found it difficult to establish a strong network with education professionals to support such joint working. The community development programme, used by NVYOs to train volunteers in the community, has been highly effective.

148 The more specifically targeted youth projects have mostly attracted workers with an appropriate background in a particular area, for example housing, disability or counselling. These workers have also generally been well-grounded in youth work, are self-critical, well-motivated and receptive to advice. Most voluntary bodies receive funding from a number of sources, and fluctuations in funding inevitably create difficulties for the recruitment and retention of staff. Most organisations also depend upon a network of volunteers and generally provide good training for them.

Adult education

149 During 1999/2000 HMI carried out inspections of adult education in seven authorities. In almost all sessions, the achievement of adult learners was at least satisfactory and in six out of ten sessions it was good or very good. The work in art and craft and in ICT was particularly good. In the practical classes students produced artefacts of high quality in a range of specialisms, sometimes setting up small businesses or gaining qualifications on the strength of their newly acquired expertise in, for example, quilting, pottery, lace-making, embroidery, flower arranging and cake decoration. In ICT classes adults rapidly overcame their lack of confidence about new technology and made discernible progress in mastering the techniques of word processing, databases and spreadsheets.

150 Five of the seven authorities inspected have a range of effective strategies for widening participation. They work particularly with designated priority groups in locations and in subject areas that are relevant to students' concerns and aspirations. Adults with learning difficulties and disabilities acquire the practical skills for independent living alongside an introduction to a range of leisure pursuits designed to enhance the quality of their lives. Older learners develop new and sometimes challenging interests within a social context: such as health and fitness, dancing, outdoor pursuits, and learning a new language; they often speak enthusiastically of their progress.

151 Teaching was good or very good in two-thirds of sessions and was rarely unsatisfactory. Good practice was the result of expert subject knowledge and the effective use of well-prepared resources, lesson plans, and schemes of work. Most teachers were appropriately qualified and many had taken available opportunities to keep themselves regularly updated in their specialisms. Nevertheless, since most teachers in these services are part-time, they tend to work in isolation and are not always well

informed about either local or national policy developments that relate directly to adult learning. In the current climate of rapid change, and particularly as services prepare to operate under Learning Skills Council, this lack of knowledge is a significant disadvantage.

152 Most teachers working with priority groups succeeded both in raising students' confidence and self-esteem and in making rigorous demands of them. There was an increased number of programmes for family learning and parent education which depended on effective team teaching with teachers from other phases, notably nursery and primary specialists. Such team teaching was not always effective, since both groups were often insufficiently knowledgeable about the methodologies and priorities of the other. Work in basic literacy and numeracy was generally well-focused, but better assessment of students' precise difficulties was needed before drawing up individual programmes.

153 The Standards Fund grant for Lifelong Learning has had a major impact on the ways in which local authority services have organised and reassessed their adult learning services. The appointment in most authorities of a development officer to co-ordinate the work has resulted in a much sharper focus on the authority's own assessment of the quality of its provision. The Standards Fund grant has enabled authorities to play a significant part in the local strategic partnerships preparing for the impending structural changes in April 2001.

154 However, one particular authority which was actively involved in its local partnership in relation to its provision for 16-19-year-olds had overlooked the contribution which its adult learning service could make to the same planning process.

155 In all but one of the seven services inspected, the local authority's own investment in adult education was relatively low, and in one case was totally inadequate. The one service where the local authority contribution was more substantial had not only been able to reach ten per cent of its adult population, a high proportion by national comparisons, but had also been very successful in extending participation in learning for those from the more deprived areas of the borough. In the other authorities the limited nature of the local authority allocation and the conditions sometimes imposed by external funders had severely restricted the service's capacity to work in a sustained way with these groups.

156 The majority of authorities have effective partnerships with other providers. There are usually strong links established with a range of internal partners within the local authority itself, particularly with other parts of the education department, such as early years and schools, but also with social services and training departments. Increasingly, local authorities are learning to work collaboratively with other providers of education and training, particularly with institutions of further, and sometimes higher, education. On occasion, there are very effective links with local employers.

157 All the services inspected this year recognised that their primary function was to be the provider of foundation and entry level educational programmes, offered in community venues to, in many cases, new and non-traditional learners. A smaller number were also clear about their role in bridging the divide between the statutory and post-compulsory sectors.

Prison education

158 During 1999/2000 HMI inspected education and training in 15 prisons and five Young Offender Institutions (YOIs). The quality of teaching in the prisons and YOIs was generally good; on occasion it was excellent. As a result of the constant movement of students between prisons, teaching staff were unable to work with students over a significant period of time and had difficulties recording their achievements and progress. The length of some teaching sessions vary considerably; some were as long as three hours.

159 The quality of induction and of assessing students' needs varies unacceptably. A recurring problem for education staff involved in the induction and needs assessment of new arrivals is the system of transferring records from one establishment to another. It is slow, unreliable and at times does not take place at all.

160 The curriculum in most prisons and YOIs is based on the National Core Curriculum of the Prison Service and places a heavy emphasis on basic skills. Students generally make satisfactory progress in these skills. Sometimes progress is very good, for example where students who arrive with very low levels of basic skills are taught to read and write effectively while they are in prison. In the majority of establishments, however, the curriculum is too limited in scope and requires greater breadth in order to give students a wider range of options. There is considerable scope for improving links between education staff, voluntary bodies and prison officers responsible for organising and running education programmes of a similar nature.

161 The quality of information relating to possible opportunities in employment, training and further education is generally poor. There is no consistency or entitlement in allocating careers service time to particular establishments.

162 There is considerable uncertainty about the funding of education provision in prisons and young offender institutions. Education contracts are, in most cases, of a general nature and too vague. Day-to-day management of education departments is generally good. The provision is particularly effectively managed when education managers and prison managers co-operate to offer an appropriate balance between opportunities in employment and training.

163 Efficiency and therefore standards are too often compromised by the late arrival of students to lessons and by their frequently inconsistent patterns of attendance.

164 Teaching staff are generally well qualified and committed to the education and personal development of students. In some establishments there is an inappropriate balance between the number of full-time and part-time teaching posts.

165 Resources to support learning are generally satisfactory, with the exception of ICT, where the provision is highly variable. In the majority of prisons and YOIs, libraries are treated as places to select and exchange books rather than as a wider resource or facility to support learning. Stock levels in libraries generally comply with national guidelines but there is a shortage in the majority of establishments of suitable material for students with reading difficulties and a general shortage of careers information. ICT facilities in libraries are generally poor.

SPECIAL EDUCATION PROVISION

Overview

Special schools

- Pupils' achievements and the quality of teaching in all kinds of special schools continue to improve, particularly in schools for pupils with emotional and behavioural difficulties (EBD) and those providing for a range of disabilities.
- The national strategies for literacy and numeracy are improving the quality of teaching in English and mathematics and are having a positive influence on planning and teaching in other subjects.
- The quality of school management, including the effectiveness of governors, continues to improve. Leadership and management are good or very good in two thirds of schools, but weak in one school in ten.
- Pupils' achievements and the quality of teaching in ICT remain low.
- Only half of schools make effective use of information gained from the assessment and recording of pupils' progress; the other half of schools still have to address weaknesses in assessment, recording and reporting. These are long-standing issues.

Residential provision

- All schools inspected have effective child protection policies, procedures and training for staff. Almost all had improved their residential provision since their previous inspection.

Pupil Referral Units

- In most units pupils make satisfactory progress. In four out of ten their progress is good. Teaching is satisfactory or better in nine out of ten units.
- Most pupil referral units (PRUs) are successful at improving pupils' attendance. However, there are still wide variations and only a few units have a 90 per cent attendance rate.
- An increasing number of PRUs are offering a wider curriculum and more opportunities for pupils to achieve some form of external accreditation.

Raising the achievement of young people in public care

- LEAs are more aware of the need to focus on the educational provision for young people in care. However, the resulting action is too varied.

166 The sections on primary and secondary schools have referred to the provision for pupils with special educational needs within mainstream schools. This section focuses on the education of pupils in special schools, pupil referral units and secure accommodation. It also reports on the educational provision for young people in public care.

Special schools

Educational standards achieved

167 In relation to their particular needs pupils achieve well in about three-quarters of schools and underachieve in only a small minority of schools (Chart 39). Across all types of special schools, pupils

generally make the best progress in early years classes. Achievement is particularly good in schools for pupils with serious learning difficulties (SLD). Standards are continuing to rise in schools for pupils with emotional and behavioural difficulties (EBD) as the quality of teaching and the provision of resources and facilities for subjects improve.

168 Many special schools are having to meet the needs of an increasingly diverse pupil population, often as the result of the re-organisation of provision by LEAs.

To maintain or improve standards in these circumstances is a considerable achievement. Recent inspection evidence indicates that many of these schools are now as successful as schools serving more-closely defined populations. In part at least, this improvement reflects a more considered approach by LEAs to the establishment of these schools, with fewer being allowed to expand their range of provision without adequate preparation. Nevertheless, too often these schools still fail to provide adequately for this diverse group.

169 Within the subjects of the National Curriculum, pupils achieve best in English and physical education. Achievement is good or very good in seven out of ten schools in these subjects.

170 Pupils' achievement in English is far better in speaking and listening than in reading and writing. This contrast is diminishing as the National Literacy Strategy continues to raise expectations and standards in reading, and, to a lesser extent, in writing. The number of pupils gaining nationally recognised accreditation in basic literacy skills continues to increase.

Chart 39

171 In mathematics, the National Numeracy Strategy has begun to raise standards through more structured planning, the direct teaching of basic skills and more consistent recording of pupils' progress. Not least, a secure foundation in basic number knowledge and calculation is more often being established in Key Stages 1 and 2. In science pupils make the best progress in schools for those with SLD, where they benefit from the focus on practical activities and observation.

172 Pupils' achievement is lowest in information technology. Achievement is good in less than half and unsatisfactory in two in five schools, reflecting teachers' uncertainty with the effective use of ICT across other subjects as well as with teaching information technology. Pupils make the best progress in information technology in schools for pupils with EBD and for those with physical disabilities (PD).

173 Achievements in **music** and **religious education** are also limited in comparison with other subjects as the majority of lessons are taught by non-specialist teachers and the subjects tend to have low priority.

The quality of education

174 The quality of teaching (Charts 40 and 41) continues to improve; three-quarters of inspection reports note that it has improved since the previous inspection. Four in ten schools have no lessons graded unsatisfactory. However, aspects of teaching require further attention and are key issues in half of inspection reports.

175 In the best lessons in all key stages teachers set learning objectives for pupils which are specific to skills and knowledge related to the subject. At the same time, opportunities are planned for individuals or groups to pursue cross-curricular personal targets such as the development of social skills. Increasingly, teachers are sharing objectives for lessons and for individual pupils, both with teaching assistants and with the pupils themselves. This gives pupils a stronger sense of participation in their learning.

Chart 40

Chart 41

176 Teachers are making slightly better use of information from assessment and recording in their lesson planning. This is now satisfactory or better in half of schools. In the small sample of hospital schools inspected this year it was an outstanding strength, allowing ward teachers to plan quickly and accurately to meet pupils' requirements. However, the fact that it remains a weakness in half of schools overall indicates the attention that schools need to give to the crucial aspect of planning for individual needs.

177 The national Strategies have improved the quality of teaching in English and mathematics at Key Stage 1 and 2, particularly in schools for pupils with EBD. The strategies have also contributed to improvement in other subjects.

178 Speech and language therapists are becoming more involved in literacy lessons as schools increasingly incorporate wider elements of pupils' communication work into the literacy hour. There is often joint planning and working between teachers, teaching assistants and therapists in these sessions.

179 As in earlier years, information technology is the subject which is least well taught. Teachers lack confidence in developing pupils' use of ICT in specific lessons. Not only are opportunities to use ICT in subjects frequently missed, but also the quality of work within these subjects is often lower when ICT is used, often because programs are over-elaborate and the context is trivial. The exclusion of teaching assistants from the training associated with the National Grid for Learning and New Opportunity Funding is regarded by schools as an anomaly. Many schools have sought ways of giving assistants access to this training as they play a key role in pupils' use of ICT.

The quality of the curriculum

180 More than half of schools have improved their coverage of the National Curriculum since their previous inspection. Schools' efforts to provide a broad, balanced and relevant curriculum are most successful for under-fives, where provision is good in eight out of ten schools and weak in only a very small minority. The great majority of schools plan successfully for Key Stages 1 and 2, but there are gaps in the curriculum for pupils at Key Stages 3 and 4 in one school in six. The subjects omitted are generally religious education or a modern foreign language for particular groups of pupils. A minority of schools for pupils with SLD still have to introduce a modern foreign language or to extend it to both Key Stages 3 and 4. Provision for pupils' moral and social development is almost always good. Support for their spiritual and cultural development is weaker, with spiritual development unsatisfactory in one in eight schools.

181 While personal, social and health education is seen as a major element of the curriculum, particularly in schools for pupils with SLD, there remain schools with either an incomplete scheme of work or no scheme of work at all.

182 The range of externally accredited courses offered and the number of pupils gaining accreditation continue to grow slowly, but practice varies greatly. As a result, there is an increasing contrast between the benefits to pupils in those schools offering a wide and extending range of accredited courses and those which offer pupils few or none.

183 The role of the subject co-ordinator is under-developed in a quarter of schools, often because insufficient or, occasionally, no time is allocated to the role. The best co-ordinators make effective use of their allocated time by demonstrating good practice in teaching, and by monitoring the work of colleagues to ensure that the quality of teaching is good, assessment is accurate, and schemes of work fit their purpose and are adhered to. For a third of schools non-completion of written schemes of work for all subjects is a key issue outstanding from their previous inspection.

Assessment and recording

184 Almost half of schools are reported to have improved their practice, but half are sufficiently weak in assessing, recording or reporting pupils' progress for this to feature among the key issues arising from inspection. The assessment of pupils' progress is unsatisfactory in one-quarter of schools. In most schools with weaknesses in assessment and recording, this problem had been identified as a key issue in an earlier inspection, but the schools had failed to move forward.

185 Weaknesses often reflect the absence of a whole-school policy or the lack of adherence to such a policy where it is documented, so that practice varies from class to class and no coherent account of progress is built up. The use of portfolios of pupils' work as evidence of progress is still developing, but many portfolios are merely descriptions of activities and experiences, lacking annotation with dates or detail of the achievements illustrated in the photographs and samples of work they contain.

186 There are indications that the quality of pupils' individual education plans is improving. These were weak in a quarter of schools inspected compared with half of schools inspected the previous year. Teachers are better at identifying small numbers of significant targets for each pupil to achieve (usually for a term), expressing these in ways which can be clearly confirmed as achieved, and reviewing progress against them at the end of the term. The setting and monitoring of targets within the annual reviews of pupils' statements have also improved. It is still in only a minority of schools that pupils are involved in the setting of their own targets.

187 Schools vary greatly in how well they have tackled the setting of whole-school targets based on pupils' performance. This often reflects variability in the support and guidance provided by LEAs. Some schools have found no difficulty in setting at least provisional targets, with or without support from the LEA. However, a significant minority have felt quite unable to begin the process, and some have received no advice or support. Often the LEA officers with responsibility for supporting target-setting have had little knowledge of special schools and have depended upon the school staff to translate general guidance.

188 Schools which have attempted to set targets for each National Curriculum subject in addition to targets for pupils' personal development and behaviour have often found themselves with an unmanageable number, especially if they have also set targets for year groups rather than for key stages. For many schools great variability in the size of year groups and the change in the nature of the pupil population over time make target setting difficult. Targets are rarely focused on a school's weaker subject areas, where development is most urgently needed.

Management and efficiency

189 Leadership and management are good or very good in two-thirds of schools and unsatisfactory in one in ten (Chart 42). At or about the time of their inspection a quarter of schools for pupils with EBD either had acting heads or were experiencing changes in the senior management team, often because of difficulties with recruitment and retention of staff in this sector. This is clearly a cause for concern.

190 The quality of development plans has improved significantly in a third of schools, to include greater detail of responsibilities, deadlines for completion of initiatives, criteria for success, and costs.

Chart 42

191 Governors are becoming more effective in many schools, but aspects of their role are still key issues to be addressed in one school in five. Governor training for the National Numeracy Strategy and National Literacy Strategy has enhanced the confidence and capability of some governors. There are indications

that schools for pupils with EBD are becoming more successful in recruiting and retaining effective governing bodies, although great contrasts are still found between schools, even within the same LEA.

192 In half of schools the lack of monitoring of the quality of teaching and learning within the school is a key issue for managers. Advisory support from the LEA has given confidence to some senior management teams who were unsure how to begin the process. For example, advisers have successfully undertaken observations alongside subject co-ordinators and senior managers, and demonstrated ways of reporting to colleagues on their performance.

193 Wide variations in funding levels for schools with similar populations remain. As staffing is the predominant element in a school's budget, staffing levels vary similarly.

194 The provision of specialist subject accommodation is a key issue to be addressed in a third of schools. However, almost one-half of schools for pupils with SLD have benefited from improved accommodation for class bases since their previous inspection, while close to half of schools for those with moderate learning difficulties (MLD) and EBD have seen improvements to specialist subject facilities for science, design and technology, music and physical education. Library provision continues to improve in many special schools, but good library facilities are often under-used.

Residential provision

195 Almost all of the 24 schools inspected had improved their residential provision since their previous inspection. Over two-thirds of the schools have satisfactory or good care plans for pupils which identify targets for personal, social and behavioural development. However, only a small number of these plans are regularly reviewed alongside individual education plans.

196 All schools inspected had effective child protection policies, procedures and training for staff. A third of schools had very effective mechanisms to ensure the promotion of the requirements of the Children Act, undertook regular risk assessments and fire drills, and had good first aid, accident and medical procedures and appropriate complaints procedures. A very small number do not deal well with complaints; some still do not have an independent listener for pupils, nor do they display Childline contact numbers. A small number of schools have weak links with social workers.

197 The majority of schools have good or very good extra-curricular provision through a broad range of activities building on the daytime curriculum to develop initiative and encourage pupils to become independent and responsible members of society. In a fifth of schools both day and residential pupils benefit from an extended school day with regular provision of homework and adequate support from care staff to complete it successfully.

198 Day-to-day management is effective in most schools. The recruitment of qualified heads of care remains problematic; heads of care in a third of the schools inspected this year had no appropriate qualifications. There has been a slight improvement in the provision of training that leads to a recognised qualification for care staff, but fewer than a third of schools offer effective professional development programmes for these staff.

199 There have been major improvements to residential accommodation in over half of schools, with a third of this year's sample having undertaken major upgrades. Most schools now offer double or single study bedrooms which are light and airy and give privacy. A small number are still shabby and unwelcoming and require urgent attention.

Pupil referral units

- 200** The majority of pupils attending pupil referral units (PRUs) have been excluded from secondary schools or are awaiting placements in special schools, often for pupils with EBD. However, there is a growing trend for pupils to attend PRUs because they are at risk of being excluded. This is frequently successful, particularly for pupils at Key Stages 2 and 3.
- 201** In most units pupils make at least satisfactory progress, and in four out of ten units it is good. As in earlier years, progress is generally better in English and mathematics than in other subjects taught, although this year there are indications of an improvement in standards in science.
- 202** Most PRUs are successful in improving pupils' attendance compared with their previous school experience and many have effective strategies and procedures for improving and maintaining attendance. However, there are wide variations in levels of authorised and unauthorised absence and very few units reach a 90 per cent attendance rate.
- 203** Almost all PRUs are successful in improving pupils' behaviour and attitudes to learning and in making good provision for pupils' personal development. Units are increasingly successful in returning pupils to mainstream schools at Key Stages 2 and 3, but few are able to do so with permanently excluded Key Stage 4 pupils. Units which provide outreach are able to support significant numbers of pupils in continuing to attend their mainstream schools.
- 204** The quality of teaching is satisfactory or better in nine out of ten units and good or better in six out of ten. As in earlier years, teaching is often more successful where there are specialist subject teachers. There are examples where such teachers successfully work part-time in two or more PRUs, some also being part of a wider behaviour support service.
- 205** The great majority of PRUs offer only part-time education, usually of around ten hours per week, but many are planning to move to full-time provision from September 2000 in order to meet the new statutory requirements with effect from September 2002. Their curriculum places a strong emphasis on literacy and numeracy. Materials from the National Literacy and Numeracy Strategies are being used with positive effect to address long-standing difficulties, including those of pupils in Key Stages 3 and 4.
- 206** An increasing number of PRUs are offering a wider curriculum, including a range of foundation subjects. For Key Stage 4 pupils some imaginative programmes are developing, including part-time attendance at the PRU, supplemented by work experience, further education college courses and Youth Service programmes. These are generally successful. In an increasing number of units pupils are achieving external accreditation, including Associated Examining Board Basic Skills, Certificate of Achievement and, in a small but growing number of units, GCSE. The fact that students only attend part-time hampers this development. While relatively few PRUs make use of homework, a small number are doing so, effectively promoting pupils' access to accreditation.
- 207** Day-to-day management is satisfactory or better in three-quarters of units. However, difficulties remain in monitoring the quality of teaching and the curriculum by senior managers, owing to their lack of non-teaching time. Overall management of PRUs by LEAs has improved, with most authorities now having the required statutory policies for the units. Management committees are in place in most PRUs and are working well.
- 208** Resources for learning are generally satisfactory for the curriculum offered, though weaknesses remain in science, design and technology and humanities. The resources for ICT have improved in most of the PRUs. The adequacy of resources is often an issue to be addressed as the PRUs move to the provision of full-time education, particularly as most have relatively limited budgets for purchasing learning resources.
- 209** The accommodation used by PRUs varies considerably. Overall, there is continuing improvement,

with units acquiring specialist facilities for practical work in science, design technology and art, although there remain PRUs which lack the facilities for practical work in science.

Raising the achievement of young people in public care

210 In the year 1999/2000 HMI inspected the provision for young people in public care in 26 local authorities. The authorities were selected from those that had set clear targets for GCSE in line with, or higher than, the government's targets for these young people for the year 2002. The inspection included interviews with key officers from education, health, and social services, visits to 120 schools identified by the LEAs and discussions with 300 young people aged nine to 17 years who were in public care.

211 Examination results for 1999 in the LEAs visited show a marked improvement in the proportion of young people in public care attaining at least one GCSE or the equivalent, with 70 per cent of pupils doing so in some LEAs. All the authorities are more aware of the need to focus on the educational provision for young people in care if their achievement is to be enhanced further. However, this awareness is resulting in action which, while prompt and well-planned at best, consisted of unco-ordinated and ineffective debate between education and social service departments at worst.

212 A few authorities have overcome problems of confidentiality and data protection to establish comprehensive databases drawing information from all agencies. The databases provide valuable educational records that can be used to monitor achievement and progress. They also record attendance, changes of school and moves between foster carers, children's homes and parental care. The collection of information related to individuals' achievement is a new development in most authorities.

213 The suggested appointment of a named teacher for children in public care has been taken forward successfully in some authorities so that all their schools have a named teacher who has received training. It is unusual for a primary school to have more than three children in care at any one time, and for secondary schools to have more than eight. The workload in monitoring the children is not excessive, but the named teacher ensures additional support where necessary, co-ordinates reports for reviews and acts as advocate when required.

214 The majority of schools visited were well aware of the small numbers of children in care who are on their roll. The children who need the greatest attention are those whose behaviour is unpredictable or who have suffered physical, psychological or sexual abuse. Across the schools visited, a range of strategies had been devised to support these children, including in-class support, time out of class when confrontation appeared imminent, and additional teaching to make up for missed schooling.

215 Despite some improvement in the achievement of young people in public care, key barriers to further progress need to be overcome. The most important are:

- poor study facilities in some children's homes, which affect homework;
- changes of foster parent or children's home, resulting in changes of school;
- long periods out of school when a new placement cannot be found;
- low expectations of some teachers because they know the young person is in care;
- too great a degree of tolerance, of poor behaviour or failure to do homework, which would not be extended to the rest of the class.

The education of young people in secure accommodation

216 Twelve secure units and secure training centres were inspected by HMI during 1999/2000. One was deemed to be making good provision for education, seven were making satisfactory provision and four were found to have serious weaknesses. Marked improvements had been made in two units which were revisited because of concerns raised by an earlier inspection, but the quality of provision in one unit had declined since its previous inspection.

217 Education is generally given due prominence within the overall provision of the units. Most of the young people who arrive with poor attitudes towards education are encouraged to return to their studies. In the best units, opportunities are provided to take GCSE examinations and to work for units of accreditation towards Certificates of Achievement, even when the young person's length of stay is to be short. In one unit GCSE passes in 1999 were achieved in eight different subjects, which indicated a good range of opportunity and achievement.

218 Behaviour is poor in a few secure units; this is often associated with irregular attendance, disaffection or unsatisfactory teaching. Young people benefit from individual attention from adults in the classroom, but more opportunities need to be provided to enable them to work collaboratively and to seek information for themselves. Staff in the more successful units encourage group activities and presentations, and also the use of library collections, CD-ROMs and the Internet for gaining information.

219 In the best provision, non-attendance is regularly monitored. However, in many units young people are withdrawn from lessons too frequently and attendance is not properly recorded.

220 The quality of teaching is satisfactory or good in five of the 12 units inspected. Teachers have high expectations and planning is good. Lessons have a clear structure which supports the young people well. In three units teaching is variable but generally satisfactory, and in four units too many lessons taught are poor. In the unsatisfactory and poor lessons there is an over-emphasis on worksheets, with little planning and record-keeping, a lack of support for those with learning difficulties, too many withdrawals and limited resources.

221 Young people with weaknesses in literacy and numeracy skills made good progress in those units that had at least one teacher with skills in meeting special educational needs. Unfortunately, most units inspected did not have a teacher with this expertise, so they were unable to provide the specialist help needed by these young people, some of whom had statements of special educational need.

222 Support in classrooms is frequently provided by residential social workers. In three units this is good: the arrangement enables care staff to link effectively into the education provision. However, in the majority of secure units there is often uncertainty about who will provide the support each day; care staff cannot be expected to support all subject areas effectively. The appointment of teaching assistants has had a positive impact on teaching quality and progress.

223 The majority of units provide a curriculum which is sufficiently broad and balanced and which includes most subjects of the National Curriculum. Schemes of work for subjects are of variable quality and are not always complete. Art is frequently catered for well, while music, design and technology, modern foreign languages and religious education tend to be omitted. Personal, social and health education is seldom planned jointly by education and care staff. In the most effective practice, joint planning is supported by timetabled opportunities for key workers and personal education tutors to meet together regularly with the young people. Few units are equipped to provide a distinct curriculum for those who are post-16, but some are developing good vocational courses and are improving access to accreditation. Careers education and guidance are often insufficient. It is unusual for homework to be given and supported.

224 The provision of information about young people by the appropriate authorities is often poor. Teachers have great difficulty in obtaining information about young people's prior attainment, despite

their best efforts to contact local authorities. They also struggle to obtain information about the likely destination of leavers in order to link with subsequent providers and to plan effectively. Initial assessment is improving, but good use is not always made of this information. Assessment, record-keeping and reporting are often weak. Better liaison is needed between care and education staff to ensure that reviews include detailed information about educational progress and that care plans are linked with education plans.

225 Heads of education are normally on the senior management team of the unit and, depending on its size, may have a teaching responsibility. Leadership is generally effective, but most units have yet to establish regular monitoring of the quality of teaching and satisfactory systems for the induction and appraisal of staff.

226 There have been improvements in the teaching accommodation of almost all the secure units, although smaller units find it difficult to offer design and technology, food technology and science. The amount of physical education is often very limited. Resources for teaching are limited in some or all subjects in more than half of the secure units inspected.

IMPROVING ATTAINMENT IN UNDER-PERFORMING SCHOOLS

Overview

Schools requiring special measures and with serious weaknesses

- Most schools in special measures made progress. A total of 238 improved sufficiently to be removed from special measures during the year.
- The fact that 230 schools failed their second inspections is a cause for concern.
- Primary schools in special measures generally made rapid progress mainly by focusing on raising standards in numeracy and literacy. Secondary schools took longer because of their size and complexity.
- Six per cent of schools were designated as having serious weaknesses. About three quarters of these made satisfactory progress, often effectively supported by the LEA.
- Of the eight Fresh Start schools inspected three were making satisfactory progress.

Education Action Zones

- Overall, some useful although not ground-breaking developments were being pursued in most of the zones.
- Almost all the initial zones' plans were too ambitious. Most zones now have fewer initiatives, more closely matched to schools' needs.

Excellence in Cities

- It is too soon to make judgements about outcomes. Early indications are that the work promoted has generally been satisfactory and in some cases good.
- The main weakness has been the schools' monitoring of the achievement of gifted and talented pupils in the activities provided.
- Schools have welcomed the level of funding provided and the clarity of the strands of activity. There are indications that Excellence in Cities has sometimes improved the relationship between schools and LEAs.

227 Much of central government's education policy is directed at improving the quality of education in those schools facing the greatest difficulties or performing least well. These schools are also a strong focus within OFSTED's inspection programme, which includes regular visiting of schools in special measures or with serious weakness, as well as the evaluation of government funded initiatives such as Education Action Zones and Excellence in Cities.

Schools requiring special measures and schools with serious weaknesses

228 During the year most schools which had been placed in special measures as a result of earlier inspection made progress; 238 schools improved sufficiently to be removed from special measures. Schools that have been out of special measures for two years or more have been inspected again by a

registered inspector and team of inspectors. The inspectors reported substantial further improvement in most cases. Features, such as leadership and teaching, which had been great weaknesses in these schools have often become strengths, with almost all unsatisfactory teaching eradicated (Charts 43 and 44), and better test or examination results.

229 This improvement is in stark contrast with the 230 schools that were put into special measures. Of these, 165 were from the schools' second Section 10 inspection and 65 were after a follow-up visit by HMI mostly to schools that had been formally designated as having serious weaknesses. The fact that schools are failing their second inspection remains a significant cause for concern, as does these schools' failure to deal with their serious weaknesses. Two main reasons seem likely to explain why this is happening. Firstly, some schools failed to tackle the weaknesses identified during their first inspection with enough urgency and rigour, and the quality of education declined further. Secondly, a number of schools had significant changes in staffing, for example difficulties in recruiting staff or the loss of a good headteacher because of promotion.

Chart 43

Chart 44

230 Primary schools placed in special measures continue to vary in size, type and socio-economic circumstances. Of the 169 primary schools identified, the majority have a high proportion of pupils from socially disadvantaged backgrounds, although a significant minority have more advantaged intakes. Despite differences between schools, the reasons they require special measures are similar, and similar to those for previous years, including some or all of the following:

- poor leadership and management, including that provided by subject co-ordinators and the governing body;
- low standards and unsatisfactory achievement, particularly in literacy and numeracy;
- a high proportion of unsatisfactory teaching, often linked to weaknesses in planning, poor use of assessment, teachers' limited subject knowledge and low expectations of what pupils are capable of achieving.

231 The speed with which schools came to terms with and understood the reasons for having been placed in special measures was crucial to their future improvement. Those that responded quickly, taking focused action to remedy their weaknesses, made the most rapid progress and were removed from special measures within 18 months. However, progress in a number of schools was impeded by additional problems arising from an unwillingness or inability to accept the judgement, staff changes, difficulties in recruiting teachers, and, occasionally, proposed closure or reorganisation.

232 Various strategies have been used to help primary schools in special measures raise standards, improve the quality of teaching and strengthen leadership and management. These include the secondment of effective headteachers, deputy headteachers and advanced skills teachers to set examples of good practice and work with staff. In a small number of schools, these secondments have been less successful because roles and expectations were insufficiently well defined or were not understood by the parties involved. As in previous years, the main effort to raise standards has concentrated on literacy and numeracy. This has been achieved through such means as additional training from LEA consultants, intensive reading programmes, the setting of pupils into ability groups in Key Stage 2, provision of homework and homework clubs, well-planned links with secondary schools, and visits to observe good practice, sometimes in local beacon schools. The use made of assessment has improved in the majority of schools. Many continue to develop consistent procedures across the curriculum after the removal of special measures, for example in planning lessons based on their practice in literacy and numeracy.

233 By the time special measures are removed, primary schools are usually better at self-evaluation and have the structures and systems in place to be able to identify and take appropriate action on their strengths and any remaining weaknesses. Remaining key issues often relate to the need to continue to raise standards, improve further the quality of teaching and continue to increase the effectiveness of subject co-ordinators and the governing body.

234 This year 37 secondary schools were placed in special measures. Many of these schools were in urban or inner-city areas. The reasons for failure were often the same as in primary schools, but there were some weaknesses in secondary schools that were less common in primary schools. These included the poor standard of pupils' behaviour and attendance, incidents of bullying, and a high number of exclusions.

235 Secondary schools typically take longer to improve than primary schools because of their greater size and complexity. Some take up to two years or longer to be removed from special measures. The 25 secondary schools that improved and were removed from special measures this year frequently used similar strategies to primary schools to improve the quality of education provided. Most changed the senior management, often by appointing or seconding a new headteacher, and appointed additional governors with specific expertise. Many schools more clearly defined the roles and responsibilities of middle managers, such as heads of departments and pastoral staff, and focused rigorously on raising attainment, making good use of assessment data to direct their efforts. Some raised the aspirations of pupils by improved working routines, homework and systems for rewarding good work and effort. Most schools that are removed from special measures have developed a range of clear, whole-school approaches that are implemented consistently, for example in areas such as behaviour management, planning, teaching and learning methods and marking.

236 Twenty-four special schools were placed in special measures. They vary in size and type, but almost half are for pupils with emotional and behavioural difficulties and usually cover three key stages. An increasing number cater for a wide range of disabilities, following re-organisations in the LEA in line with inclusive education policies. In some of these schools there has been insufficient re-training for headteachers and staff. The curricular and organisational provision was unsatisfactory, and failed to meet the needs of pupils from the wide range of disabilities.

237 The majority of special schools in special measures make swift improvement and, as with other schools, there is often a change of headteacher and key management staff. Residential schools often develop effective behaviour management strategies and build a close working relationship between education and care staff.

238 Six per cent of all schools inspected were designated as having serious weaknesses, a similar proportion to last year. Schools with serious weaknesses have similar but less-severe deficiencies than schools in special measures. These include: low standards in at least one key stage or in one or more core subjects; unsatisfactory teaching in as many as one in five lessons; and weak leadership.

239 A sample of schools with serious weaknesses was monitored by HMI and Additional Inspectors between six and 18 months after the publication of the inspection report. About three-quarters of the schools made at least satisfactory progress, often effectively supported by the LEA. About a quarter of the schools had made too little progress, or were judged to lack the capacity to improve, and were, therefore, placed under special measures. These schools had not responded quickly enough or with sufficient rigour in dealing with the weaknesses. The LEA had not been effective in helping the schools to improve. Schools and LEAs need to act on the serious weaknesses as decisively as they do when schools are placed into special measures.

240 Since January 2000 registered inspectors have been required to consider a new category of schools-

those which are underachieving. The designation covers schools whose pupils are not reaching the level of attainment that might be expected; results are lower than those for similar schools. Two per cent of schools have been designated as underachieving during the two terms for which the category has applied. The underachievement in these schools is often linked to shortcomings in leadership and teaching. The progress made by these schools will be monitored by HMI and Additional Inspectors.

241 Fourteen schools, most of them having been in special measures for a considerable time, were closed and then immediately replaced by a new school under the government's Fresh Start initiative. Under this, the new school has a different name and many different staff, but has mostly the same pupils and the same buildings. Two of these new schools opened in September 1998, and all the others opened in or after September 1999. In many of these schools there have been considerable changes to the senior managers and the teaching staff. Often these have been accompanied by an injection of new resources and a building programme to refurbish the school. Eight of these schools were visited during the year to assess the quality of education they were providing and the progress they were making. Three were making satisfactory progress and two were still very unsettled and moving forward more slowly. The remaining three schools were failing to provide an acceptable standard of education and had not made the improvements that the Fresh Start initiative was intended to facilitate. Consequently, these three schools were made subject to special measures.

242 There are lessons to be learned from the first group of schools to have a fresh start. Preparations for the new school need to be started sufficiently early to ensure that the changes are properly planned and implemented. Arrangements for the transfer of records and data and the safe keeping of pupils' course work must be understood by all. Building and refurbishment need to be managed so as not to cause unmanageable disruption for the old or the new school and staffing matters must be handled sensitively and firmly. Careful account needs to be taken of the problems faced by the old school and the action that is necessary to prevent these from being repeated, for example in dealing with behaviour and attendance. Most importantly, the headteacher and staff at the new school need to keep their attention firmly fixed on raising standards.

Education Action Zones

243 Education Action Zones are designed to provide an opportunity for parents, businesses, LEAs and others in the community to work with groups of schools to pioneer new approaches to improving education in disadvantaged settings. Zones involve groups usually of between 15 and 25 schools, many of which have low levels of performance by pupils. A relatively high proportion of the schools have been judged by inspections to have serious weaknesses or to need special measures. The 25 first-round zones began in autumn 1998 or spring 1999. HMI visited these zones and a sample of schools in them in 1999/2000, in what was usually their first full year of operation. They also began full inspections in autumn 2000, which are providing fuller evidence of the extent of progress.

244 Most zones made a slow start in establishing their executive structures and in determining the direction of initiatives and the use of resources. There were also difficulties in appointing suitable staff. The zone's relationship with an LEA has often been a factor critical in its management. Most zones arose from proposals by LEAs. In some of these zones, schools were initially unwilling participants. Where the LEA was not the originator, the zone managers needed to form a working relationship with it. Establishing connections between zone and LEA initiatives was a common issue. A few zones are still having difficulties with partnerships, among the schools or with the LEA, but most have now established effective means of communicating with schools and with other parties. Most schools are welcoming the opportunity to work together on matters of common concern.

245 Most zones have a significant involvement of business people in the zone forum and in supporting

the management of the zone. There have been some successes in extending and focusing curriculum and pupil support activities involving business, but, overall, such activities are not as strong a feature as expected. Some zones have also developed initiatives in conjunction with other agencies, such as educational charities, health services and the local police.

246 Each first-round zone receives up to £1 million each year: £750,000 from the DfEE and the remainder raised from private partners or other sponsors. The total funding typically represents a five per cent addition in the funding of schools across the zone. Raising the expected private funding has sometimes proved problematic.

247 At the time of the initial visits by HMI, recording systems and financial controls were too often deficient. Some zones were initially unable to supply accurate information about which schools were involved in particular initiatives and how much funding they were receiving. The rationale for the allocation of funding to activities and across schools was not always clear. Differences in the categorisation of expenditure meant that it was difficult to assess the amount of zone funding which was being used to resource the activities themselves, rather than to sustain zone management and administration. A recent report from the National Audit Office points to improvements in financial systems and confirms that all 25 sets of accounts for 1998/99 have been cleared.

248 Almost without exception, the initial zone action plans were too ambitious, contained too many initiatives or were not direct enough in tackling important issues within the zone. The basis on which enhanced targets for school performance were set was sometimes not clear. The short-term nature of the funding, combined with the need to demonstrate quick results, produced obvious difficulties. Most zones have now carried out a more thorough analysis of the needs of the schools, and action plans contain fewer initiatives, focused more closely on those needs. However, the connection between the objective pursued and the action to be taken is still not always clear enough in some revised plans.

249 Few initiatives sponsored by the zones were radically innovative in character; some, such as pupil mentoring, were new to the schools involved; the majority enhanced provision already in place. While ICT attracted a significant element of zone funding, over 50 per cent of it was devoted to extending work in literacy and numeracy, with the majority in primary schools. Zones have not yet used the flexibility offered by the legislation to pursue alternative methods of governance or to promote different patterns of working or rewards for teachers.

250 In some cases the design and implementation of action programmes have been good and show signs of success. Zone managers have generally found it easier to work constructively with primary than with secondary schools. The more promising developments in primary schools have included: the provision of consultant teachers to model lessons for school staff, particularly in literacy and numeracy, but also in ICT and science; developing the skills of classroom assistants to support literacy and numeracy; and encouraging the participation of parents in their children's education. Much of the work seen in secondary schools was intended either to extend the availability and use of ICT or to provide alternative curriculum provision at Key Stage 4 for disaffected or low-attaining pupils.

251 Monitoring and evaluation were not generally well established. Although zones have monitored progress against targets, monitoring at school level has often been weak. Relatively few schools have tracked the progress of individual pupils to evaluate the benefit of zone initiatives. Many zones have commissioned researchers to evaluate specific projects; the evaluations seen tended to be largely descriptive at this stage.

252 HMI judged that in the majority of primary schools visited towards the end of the year there were improvements in provision associated with at least one of the zone's initiatives, especially where specific pupils had been targeted. There were in some cases better relationships with parents and more positive

attitudes to school among pupils. Overall, the scale and nature of change in secondary schools have been limited. The needs and circumstances of some of the schools made it unlikely that zone programmes would have a marked impact in their first full year. Visits to both primary and secondary schools identified a small number of schools where the effects of the initiatives on pupils' attitudes and attainment were already evident. These were coming particularly from a combination of rigorous and creative school management, increased funding for staffing and the work of specialist consultants who were positive in their approach, provided useful materials tailored to the schools' circumstances, and worked productively alongside teachers and other staff.

253 Weaknesses in the implementation of programmes were found in a sizeable minority of schools. These arose for different reasons, chief among which were: lack of time and the pressure of other demands; staff turnover; and deficiencies in the basic systems of schools, including their capacity to identify pupils' needs and monitor their progress. Zones had generally made little provision in their plans to support the management of these schools. Some, however, had taken positive steps through management development programmes, the use of consultants, training arrangements and the direct influence of zone staff.

254 Overall, these initial visits to zones showed that some useful, although not necessarily ground-breaking, developments were being pursued in most of the zones. A minority of zones were experiencing difficulties and making limited headway towards their objectives. The zones making better progress were doing so mainly because they were working effectively on a small number of objectives and in a way that was consistent with existing structures and activities in the schools and the area.

255 The full inspections of the management and effectiveness of Education Action Zones, which began in autumn 2000, are providing evidence of the lessons learned and the developments made in the second full year of the zones' work. Good leadership and strong partnerships are essential to the progress of that work. The more effective programmes in the zones inspected are based on good consultation and analysis and are tightly focused on the schools' needs: they are practical in their design and intended outcomes, keeping the administrative burden on schools low. They are associated in these zones with rates of improvement in attainment in English and mathematics in primary schools which are higher than the national rates. There is as yet little evidence of zone programmes contributing to any improvement in secondary schools' test and examination results.

Excellence in cities

256 The Excellence in Cities programme was launched in March 1999. The first round involved secondary schools in 25 LEAs, 16 of them in London. The programme aims to raise standards for secondary school pupils and has specific strands, some of which are new and some of which develop existing initiatives: Beacon Schools; specialist schools; City Learning Centres; small Education Action Zones; provision for gifted and talented children; learning mentors; and learning support units. The last three strands were implemented first and have been running in secondary schools since September 1999. HMI visited 20 secondary schools in seven LEAs in summer 2000, towards the end of the first year of the programme, in order to look at progress in implementing these strands.

257 HMI judged that the progress made in introducing learning mentors and learning support units was satisfactory overall. In a fifth of the schools it was good. At an early stage of development, there was little substantial evidence of impact, in part because of the small numbers of pupils who had yet been targeted and in part because of the embryonic state of records and processes for monitoring the outcomes of support. Contact with parents and with external agencies had sometimes improved dramatically for the pupils concerned as a result of the intervention of learning mentors or staff in learning support units. The success was encouraging better dialogue with external agencies.

258 The progress made by schools in improving provision for the gifted and talented was also judged satisfactory overall and good in about a third of the schools. The processes for identifying gifted and talented pupils, as required by the programme, were generally adequate, though unrefined. There were as yet few significant changes to curriculum organisation or the grouping of pupils. However, most schools were beginning to use their funding effectively to extend the normal curriculum through supplementary activities and resources. The quality of this supplementary provision was satisfactory in over half of the schools and good, with some highly stimulating activities, in two-fifths of schools. In all schools the effects of the initiative on mainstream classroom practice were limited to a small number of subjects, often just one or two, and a small number of teachers. Among the steps taken were: increasing differentiation; improving target-setting; introducing earlier work on study skills; and extending the use of resources to support independent learning. Such steps were judged satisfactory or good in over four-fifths of cases.

259 The most evident weakness of the initiative was in schools' systems to monitor what pupils identified as gifted and talented were achieving through the activities provided, whether supplementary or otherwise. Most schools have not yet moved from a position where development is taking place in a few subjects or classrooms to one where this is affecting all or most of their provision.

260 Although few of the strands are firmly in place, the Excellence in Cities programme is widely welcomed in schools because of the scale of the funding it involves, the clarity of most strands of activity and the fact that the provision made in schools, through staffing, accommodation and additional activities, is tangible. Full inspections of 16 of the LEAs concerned, some of which took place at an early stage in the implementation of the programme, indicated that Excellence in Cities has generally had a positive impact on relationships between LEAs and their secondary schools. A few LEAs were struggling to manage their part in the implementation of the programme effectively, usually because of wider deficiencies in their approach to school improvement and other functions.

261 It is too soon to make firm judgements on outcomes. The early indications are that the work promoted by Excellence in Cities has generally been satisfactory and in some cases good. There are signs that the programme is encouraging schools to intensify support for the pupils targeted and to bring together action to improve attitudes and achievement. There are also signs, more distinct in some areas than in others, that it is prompting better connections between schools and between schools and public, private and voluntary agencies.

TEACHER EDUCATION, TRAINING AND SUPPLY

Overview

- In primary initial teacher training, preparation for the National Literacy and Numeracy Strategies has had a positive impact on trainees and mentors, but there is still not enough emphasis on teaching speaking and listening, or writing.
- In primary initial teacher training courses some progress has been made in giving trainees teaching experience in both key stages, but few trainees have a good understanding of the progress that pupils should make across the full primary age-range.
- In secondary training, trainees are generally attaining the new ICT standards at least at an adequate level. The major constraint on further improvement in ICT training is the lack of high-quality facilities and ICT practice in departments in the schools.
- The requirements for the induction of newly qualified teachers are being met successfully except for some who are employed by agencies on extended teaching supply contracts.
- LEAs have generally prepared schools well for their new role in induction, but the variations in the amount of induction funding allocated by LEAs to schools are striking and point to a need for clearer rules and guidance.
- Schools continue to move away from separate teacher appraisal systems and towards performance reviews, but few primary schools use pupil performance data for this purpose, and schools make little use of job descriptions or of the Teacher Training Agency (TTA)'s national standards for teachers.
- Four-fifths of TTA-funded in-service training is of good or very good quality, with many strengths in needs identification, in the structure and delivery of courses, and in assignments which tackle important issues in the participants' own schools.
- Almost all INSET providers need to develop more-systematic procedures for assessing the impact of their in-service provision on participants, their schools and the standards achieved by pupils.
- The recruitment and retention of suitably qualified teachers across a range of subjects, particularly in secondary and special schools, are becoming an increasingly serious concern, at times with adverse effects on standards.

Primary initial teacher training

262 All primary trainees qualifying as teachers after May 1998 have had to meet the requirements of the new Initial Teacher Training (ITT) National Curriculum in primary English and mathematics. These relate both to knowledge of the subject and to professional knowledge about how to teach it. By 1999/2000, providers of ITT had made the necessary changes and established procedures for assessing trainees against the standards for qualified teacher status (QTS) and the ITT National Curriculum.

Training to teach English

263 Non-specialist training for primary English was good or very good in two-thirds of the 30 providers inspected. This was a significantly higher proportion than in 1998/99, although the majority of these providers had achieved high grades for English in their previous inspection (the *Primary Follow-Up Survey, 1996-98*). In the remaining third of providers, there were significant weaknesses both in the training and in two areas of the trainees' standards. Most of these providers were either new to teacher training or had made little improvement when re-inspected after achieving low grades last year.

264 Most trainees now receive the required preparation to teach in both Key Stage 1 and Key Stage 2. Courses prepare trainees thoroughly to teach the literacy hour, and most demonstrate effective strategies for assessing and monitoring pupils' progress. However, many partnerships pay less attention to speaking

and listening than to the other areas of English. A small number of undergraduate courses have a long gap between the penultimate and final school experience. This has adverse effects on the development of trainees' teaching skills.

265 Although procedures for assessing trainees' subject knowledge against the standards are often good and sometimes very good, better subject auditing is needed in a significant minority of partnerships. All providers have some strategies in place, such as regular subject tests or self-review, but these are not always supported by rigorous assessment or direct teaching in areas where trainees' knowledge is not secure, such as sentence level grammar.

266 Trainees in three-fifths of partnerships have a good or very good knowledge of the National Literacy Strategy for the year group they teach on their final school experience, and most have a good knowledge of the Programme of Study for reading and writing for their specialist key stage. Most trainees know how to teach the grammar, punctuation, spelling and phonics detailed in the National Literacy Strategy, but many continue to be more confident in teaching reading than writing. Moreover, few have a detailed knowledge of the speaking and listening elements of the Programme of Study, and few yet achieve a good understanding of the progress pupils should make in speaking and listening, reading and writing across the 5-11 age-range.

267 Trainees in almost nine out of ten partnerships achieve good standards overall in English teaching and classroom management. They almost always manage the teaching of the literacy hour competently, but show less confidence in teaching guided reading and writing than they do in whole-class oral work.

268 Trainees' standards in monitoring, assessment, recording, and reporting were good in three-fifths of providers. The use of the National Literacy Strategy Framework has helped to improve trainees' ability to set precise learning objectives for English. Targets for improvement are increasingly set as part of marking. Trainees are familiar with a good range of assessment strategies, such as miscue analysis and standardised tests of spelling. However, they are often unclear about how to keep informative records of pupils' progress.

Training to teach mathematics

269 During the academic year 1999/2000 non-specialist training for primary mathematics was inspected in 24 providers, all of which had been found to be good or very good in training to teach number in the Primary Follow-Up Survey. They were, therefore, expected to provide better training to teach mathematics than the providers inspected in 1998/9, of which about a third had been judged to be only adequate in training to teach number.

270 The marked increase this year in the proportion of very good training can also be attributed in part to beneficial effects of the ITT National Curriculum for primary mathematics. Equally important is the fact that partnership schools are becoming more familiar with the Framework for mathematics teaching from the National Numeracy Strategy and the related training materials. Trainees benefit from working alongside teachers trained in the Numeracy Strategy, and are often able to take part in school-based in-service training. There remains a small proportion of providers, around one in seven, which have not yet reached a good standard in their training to teach mathematics, largely because it is not sufficiently cohesive or because trainees do not gain sufficient experience across the full primary age-range.

271 Most providers assess trainees accurately and consistently against the standards for QTS. Trainees are usually required to compile profiles which provide evidence that they have achieved these standards. When trainees are set appropriate targets, which are monitored and reviewed regularly, the profiling systems are effective. However, in about a quarter of providers, too much reliance is placed on trainees' self-assessments, which can lead to inaccuracy in the identification of trainees' strengths and areas for

development.

272 The requirements of the ITT National Curriculum for primary mathematics have helped to improve the trainees' subject knowledge. However, in around a quarter of providers, this remains only adequate. In some cases, trainees are unable to appreciate the progression in pupils' understanding of mathematics from the foundation stage to Key Stage 3. In other cases, weaker trainees struggle to meet the ITT National Curriculum subject knowledge requirements and require further support. The TTA is to introduce computerised skills tests for both literacy and numeracy in February 2001, which all new entrants to teaching will have to pass. A paper-based test for numeracy was held in summer 2000 and 93 per cent of those taking the test passed.

273 Trainees' planning, teaching and class management are benefiting from the influence of the National Numeracy Strategy and the ITT National Curriculum. In almost nine out of ten of the providers inspected trainees were judged to be very good or good in this area. The Framework for teaching mathematics has helped trainees to set clear learning objectives and plan for progression, and the structure of the three-part lesson has helped them to organise mathematics lessons more effectively. Mathematics mentors in schools are now better placed to give support and guidance on whole-class teaching.

274 The improvement in trainees' ability to set clear learning objectives is helping them to assess pupils' progress and achievement more effectively. Trainees and their mentors have also developed better systems to record how well pupils meet particular learning objectives so that, in over three-quarters of the providers, trainees were judged to be at least good at assessment, recording and reporting. However, there is still room for improvement in their understanding of different forms of assessment. In particular, those who specialise in the later primary years often have a limited understanding of baseline assessments.

Secondary initial teacher training

Training to meet new standards for ICT in subject courses

275 Since September 1999, all ITT courses have had to meet the new requirements for training in ICT set out in Annex B of DfEE Circular 4/98. Inspections of over 200 secondary subject courses in 1999/2000 indicate that providers have generally responded successfully to these requirements. The best training includes skill development and subject-specific applications, prepares trainees to incorporate ICT into their teaching and shows how it can enhance pupils' learning in the subject. Successful partnerships have carried out staff audits and provided training; school mentors, trained in the practical implications of the new requirements, reinforce central training effectively during school placements.

276 Providers' ICT facilities and access for trainees have improved considerably in the last two years and in most cases are sufficient to prepare trainees for using ICT in schools. However, access to ICT in partner schools is such that many trainees have insufficient opportunities to use ICT in lessons or to explore the potential of ICT for pupils' learning in their subject. This is a weakness in the training.

277 Most providers audit trainees' ICT expertise comprehensively. In all subjects there is a steady improvement in the ICT skills of trainees on entry to the courses. Most have strengths in word processing and, to a lesser extent, in using spreadsheets, and know how to use the Internet, e-mail and CD-ROMs to search for information. In the best practice trainees maintain an effective ICT profile during the training and complete an ICT assignment to provide evidence that they meet the standards specified in Circular 4/98.

278 Trainees entering secondary ITT courses with weak ICT skills mostly develop to an adequate level, and those who are good often improve to very good. Many trainees make good use of ICT to organise

their teaching folders, to research materials for pupils to use and to present information to pupils. They also plan explicitly to use ICT to develop pupils' subject knowledge and understanding. Nevertheless, there are unacceptably wide variations in the quality of trainees' planning and practical use of ICT between different subjects and between different providers.

Induction of newly qualified teachers

279 DfEE Circular 5/99 stipulates that all teachers who obtain QTS after 7 May 1999 must complete an induction period of three terms (or equivalent) and demonstrate they have achieved specific induction standards if they are to work in maintained schools or non-maintained special schools. Schools employing newly qualified teachers (NQTs) must provide them with an appropriate training programme and a reduced teaching load. LEAs have overall responsibility for quality assurance.

280 Between November 1999 and October 2000, HMI carried out a two-stage inspection of these new procedures and requirements. Visits were made to 18 LEAs and 65 schools with a total of 225 NQTs.

281 Almost all the LEAs prepared schools for their new responsibilities through appropriate training and written guidance and expected advisers/inspectors to verify during their visits that the provisions of Circular 5/99 were being met. However, agencies employing NQTs on extended supply contracts were not sufficiently aware of the entitlements and funding arrangements of the Circular and as a result a small minority of NQTs in this category were not supported and assessed.

282 LEAs' training for primary NQTs was generally well received, but most secondary NQTs would have preferred more of it to be subject-specific. NQTs were critical of training that replicated the content of their initial teacher training, or introduced issues but did not resolve them, especially in respect of managing difficult classes.

283 Partly because the Standards Fund had no separate category for induction, there was initially confusion in LEAs about induction funding for schools. This led to wide discrepancies between LEAs in the level of funding received by individual schools. In spite of guidance issued in mid-year by the DfEE, wide variations in funding remained. The amount allocated by different LEAs for the period from September 1999 to Easter 2000 varied from £335 to £2,533 per NQT, and for the summer term of 2000, from £350 to £1,509. Many schools used money from the general school budget to support the induction programme and to ensure that NQTs received the necessary reduction in their teaching load.

284 Most of the schools were able to meet the requirements of the Circular. Almost all gave NQTs a reduced teaching load and many exempted them from cover for absent colleagues. Three-quarters of the primary schools and half of secondary schools provided good support for all NQTs, but in half the secondary schools the quality of support varied considerably between subject departments, particularly in the opportunities given to NQTs to teach with or to observe experienced staff. The monitoring, recording and assessment of NQTs' progress were equally variable. Monitoring by senior managers was generally informal, though in some cases, as in two schools in special measures, it was formal, thorough and helpful.

285 Almost all school staff supporting NQTs did so in their existing non-contact time or after school. Many schools were building on previous practice in supporting NQTs or ITT trainees. This sometimes distracted them from providing training specifically for the new induction standards. Most schools needed further training in assessing NQTs against the standards.

286 Many schools found the Career Entry Profiles that the NQTs brought from their initial training were valuable as an initial pointer to training needs and as a recording device. However, the needs of NQTs were rapidly re-assessed and their schools monitored progress and reviewed targets. These procedures

were good in three-quarters of all schools and satisfactory in most of the others.

287 For NQTs, the most useful parts of the induction programme were generally perceived to be feedback after observation of their teaching, progress reviews and target-setting. NQTs in schools in special measures were subject to much closer monitoring than usual, and on the whole coped well with the challenging situation they faced as a result of the high degree of support from the school and LEA advisers.

288 All but one of the NQTs observed towards the end of their induction period were judged to have met the induction standards, most of them to a good level. While schools' assessments were almost always accurate enough for the purpose, a small minority made these with no specific reference to the standards.

289 All but a few LEAs played an effective role in quality assurance. They contributed significantly to the validity of schools' assessments in half of primary and one-third of secondary schools. Where this was not the case, the LEA exercised its quality assurance role largely through paper audits.

290 There was generally strong support from NQTs and schools for the new induction arrangements. The great majority considered that the requirements provided a sound basis for building a bridge from initial teacher training to effective professional practice.

Chart 45

Chart 46

Chart 47

The recruitment and retention of teachers

291 Recruitment to primary ITT courses is reasonably in line with national targets. Although recruitment to secondary ITT courses in mathematics and science improved this year in response to new financial incentives, the total of secondary trainees recruited in all subjects in both 1998 and 1999 remained substantially below target. In 1998, there was an overall shortfall of 25 per cent against the target of 20,355 teachers. Teacher Training Agency data for 1999 show shortfalls of 41 per cent in technology, 33 per cent in modern foreign languages, and 23 per cent in mathematics. Recruitment to newly established courses for secondary specialists in ICT was also well below target in most providers. Chart 45 shows that NQTs in shortage subjects tend to teach higher proportions of unsatisfactory lessons than those in subjects such as history and PE where recruitment is more buoyant.

292 Headteachers in many secondary schools inspected in 1999/2000 reported growing difficulty in recruiting either experienced or newly qualified teachers to posts in the above subjects, but also in music, religious education, special education and, in some London schools, even English. LEAs in London and the south-east are increasingly trying to recruit qualified teachers from abroad to keep their schools fully staffed. In special schools, there are continuing difficulties all over the country in recruiting subject specialist teachers and headteachers. Staffing shortages are acute in schools for pupils with emotional and behavioural difficulties.

293 There are variations in the rate of turnover of primary and secondary teachers, by region and by type of school. Data from Section 10 inspections show that the proportion of teachers leaving primary schools over the last two years is highest in inner and outer London, at 33 per cent and 30 per cent respectively. The percentage of teachers employed on supply and temporary contracts is a particular concern in schools serving disadvantaged areas (Chart 48). Inspection continues to show high proportions of unsatisfactory lessons taught by temporary relief (supply) teachers as shown in Charts 46 and 47.

There are also additional costs associated with the induction and monitoring of inexperienced teachers, or of foreign nationals unfamiliar with the National Curriculum and the assessments and tests associated with it. Chart 49 shows that schools serving disadvantaged communities are much more likely to have inadequate staffing. Inspection also reveals a clear link between inadequate staffing and the underachievement of pupils.

294 Schools in special measures face particular difficulties in recruitment and many depend heavily on newly qualified teachers. With well-managed support from the LEA and the school staff, within the framework of the new provisions for induction, newly qualified teachers can contribute significantly to the improvement of such schools, although they face great challenges. Good schools and specialist colleges are not exempt from difficulties with recruitment. Several language colleges inspected in the academic year 1999/2000 found it impossible to recruit good replacements for experienced staff who had left, and began the year without a full complement of language teachers.

295 Most vacancies are eventually filled, but heads report that there are few good applicants, and sometimes few applicants at all, in an increasing range of subjects. The vacancy rate published in the DfEE's annual report does not, on its own, describe the nature of the difficulties secondary schools may have in filling vacancies in many parts of the country. In particular, subject shortages are often hidden. In mathematics and in geography, for example, non-specialists often teach the subject in Years 7 and 8 to release specialists for classes higher up the school. In design and technology many posts are unfilled, with a particularly acute shortage of teachers of food technology. ICT is largely taught by non-specialists and, in some parts of the country, many of the most expert teachers and technical staff have been recruited to run the National Grid for Learning initiative.

296 Although staff development is judged to be at least satisfactory in many Section 10 inspections, there is usually little evidence of in-service training focused on subject knowledge and subject teaching. Non-specialists teaching mathematics, French or geography in Key Stage 3, therefore, lack this important support, as do specialists in rapidly developing fields such as technology. Primary NQTs achieve good grades in teaching English and to a lesser extent in mathematics, which are heavily emphasised in initial training, but do less well in the foundation subjects, where their subject knowledge is usually much less secure. The sharp focus on whole-school issues and management in much in-service provision is not accompanied by access to high quality subject-specific training.

Chart 48

Chart 49

Appraisal and performance management

297 Very few schools now operate a separate formal system of appraisal. Many schools instead now monitor the curriculum, the teaching and the standards achieved annually, in conjunction with reviews of teachers' work conducted with a line manager and taking account of the school development plan. This development fits well with moves towards a wider concept of performance management.

298 Three-quarters of the primary schools in a sample surveyed by HMI related their reviews to the National Numeracy Strategy and the National Literacy Strategy. Few primary schools used performance data on pupils for this purpose, but nearly all the secondary schools in the survey drew on Key Stage 3 tests and public examination results.

299 In carrying out reviews, the schools generally made no reference to job descriptions or to national standards such as those for QTS or induction. Headteachers reported that their monitoring and review activity led directly to action and career development plans for individual teachers. Wider evidence, however, suggests that some of these plans do too little to identify staff development needs or appropriate

targets.

300 Governing bodies were often reluctant to take on a role in performance management and were happy to rely upon the advice of the headteacher. Governors and headteachers were concerned about the time-scale for the implementation of the new requirements. Little training in essential skills such as lesson observation had been planned in the schools visited, particularly in the primary phase.

Advanced skills teachers

301 In the summer term 2000 HMI surveyed the work of a sample of advanced skills teachers (ASTs). All were experienced, skilled and conscientious teachers, able to provide effective support for other teachers. They were beginning to have an impact on teaching and learning, with their roles extending well beyond their initial subject area of specialism. However, the impact of their work was highly dependent upon how their time was deployed and the way they were managed. Unless they are in a school in special measures, ASTs are meant to work the equivalent of one day a week in an "outreach" location. In two-thirds of the schools the ASTs were using at least half, and sometimes all, of this dedicated time for work in their own schools. The consequence was that there was less time available for outreach.

302 In many cases ASTs found it difficult to get started with such outreach work. Initial progress was usually good where LEA officers or advisers had prepared the ground and set up effective liaison with other schools. In spite of the difficulties, the impact of the outreach work of two-thirds of the ASTs was at least good and for two-fifths it was very good. In many cases they were regarded as key figures in school improvement.

303 In spite of DfEE guidance, half the ASTs had retained their existing responsibilities within their schools and their workload had significantly increased. All of the teachers had been placed on the AST pay spine and most had received a significant increase in pay as a result. There was, however, little evidence of movement along the pay spine as a result of a performance review. Performance criteria were in place for only 40 per cent of the ASTs. Schools and ASTs were concerned about long-term funding and the relationship of their pay to that of teachers passing the threshold.

Teacher Training Agency funded in-service training

304 An inspection of the in-service training of teachers funded by the Teacher Training Agency (TTA) took place between April 1999 and April 2000. The aim was to assess the quality of providers' accredited postgraduate courses, partly in order to inform the allocation of future funding. Two hundred and seven courses, ranging from postgraduate certificates to masters' degrees, were inspected in 81 providers. These included higher education institutions, professional associations, local education authorities and consortia. Each course was judged on criteria relating to four areas: needs identification, provision, the impact of the provision, and the providers' quality assurance procedures.

305 The courses inspected ranged across the ten priority areas defined by the TTA. Over two-thirds of the courses inspected focused on four of them: leadership and management, SEN training, long-term school improvement and professional standards. These courses were taken by many serving teachers who wanted to enhance their knowledge and skills in order to improve both their personal performance and their promotion prospects.

306 In each of the four sets of criteria the quality of at least four-fifths of the courses was good or very good. The most significant factor contributing to success was a consistent focus on participants' professional roles, whereby assignments and tasks were aligned closely to their school development plans, improvement initiatives in which they were already involved, or the curriculum areas for which they were responsible.

307 Participants frequently failed to meet the assessment requirements of those courses. There was a minority where content, tasks and assignments were not matched effectively to teachers' particular concerns or professional aspirations. Superficial coverage of wide-ranging, theoretical content, at the expense of practical relevance, led to insufficient rigour as well as dissatisfaction amongst participants.

308 Another factor frequent in good and very good courses was the existence of established links between providers, schools and LEAs. These links were used systematically to identify needs and to ensure that the course was relevant to, for example, issues arising from school inspection, or from recent national initiatives such as the literacy and numeracy strategies. There were excellent examples of close collaboration between higher education institutions and LEAs in devising and delivering courses in areas such as literacy, special educational needs and long-term school improvement.

309 Many teachers on the courses were self-funded and this often weakened the formal link between the teacher, the course and the school. A significant proportion of participants reported that their headteachers expressed little interest in their participation in the course, despite the fact that their assignments focused on management, teaching and learning in the school.

310 Good providers also had effective selection procedures. They checked carefully that the course was relevant to the participants and assessed whether participants were capable of succeeding at the accredited level of study. The process worked particularly well in the few instances where the provider and stakeholders selected applicants jointly. However, a significant number of providers were less rigorous in selection. This affected both the quality of the work and participants' completion rates.

311 High quality providers encouraged participants to identify their needs clearly at the start of the course and to review them systematically. The trainers used the information from tutorials or formal progress reviews to guide individuals towards their professional goals, to adjust course content and to focus informal and formal course evaluations. However, in just under a sixth of the courses, needs identification was superficial and participants were not helped to formulate clear success criteria for the work they undertook.

312 The design and delivery of the training were strong features of successful provision. Most good providers had flexible systems of credit accumulation, enabling teachers to work by part-time study towards a postgraduate certificate or diploma, or a master's degree. Providers have developed many different patterns of provision, including elements of distance learning, to make it accessible to teachers. Some school improvement courses are taught in the school, reducing costs and travelling time for the teachers and enabling tutors to understand the context for the teachers. Other teachers, however, have benefited significantly from working with those from other schools, with opportunities to compare practice and to analyse alternative strategies for improvement.

313 In most areas there were examples of intellectually challenging training that provided good practical work for teachers and headteachers and equipped them with new skills in, for example, target-setting or ICT. Trainers often maintained an effective balance of theory and practice, required participants to analyse and understand their practical classroom experiences and drew effectively on research and inspection evidence. Where design and delivery were weak, this often related to the fact that material had been designed for a long-established course which had not been adjusted to the teachers' needs.

314 A minority of providers make little attempt to assess the impact of the provision on participants and schools. Almost all providers, however, need to develop more systematic procedures for assessing the impact of their in-service work, particularly in relation to raising standards in schools. Inspection evidence suggests that a good range of indicators of impact is available, but not sufficiently used. These include the quality of the teachers' strategic, curricular and lesson planning, changes in their teaching behaviour, and improvements in their pupils' learning outcomes.

315 Quality assurance procedures were ineffective in just under a fifth of courses, mainly because they were designed to assess the quality of all the courses offered by the provider, rather than their part-time in-service courses specifically. In developing their procedures further, providers need to ensure that they are fully fit for purpose, taking account of delivery, outcomes for the teacher and outcomes for pupils.

316 Take-up is a serious issue for some courses, even where the provision has been planned in consultation with stakeholders such as LEAs and headteachers. This appears to relate to the pressures on teachers' time, particularly in the primary phase. Further work needs to be done to provide incentives and remove obstacles to teachers' participation in accredited in-service training.

INDEPENDENT SCHOOLS

Overview

- The system of inspection organised by the Independent Schools Council is functioning satisfactorily. However, improvements are needed and are being implemented through new training and quality assurance arrangements.
- Independent Schools Council agency inspections of the schools covered by their work reported that most schools provided a good quality education. The teaching is generally good and pupils often achieve very high standards.
- In schools inspected by OFSTED the standards achieved by pupils are more variable. The quality of management was generally satisfactory or better but there were key weaknesses in monitoring admissions and attendance registers and carrying out the required checks on staff suitability.
- More independent schools are accepting very young pupils; the quality and appropriateness of the provision for these pupils are sometimes a cause for concern raised by OFSTED inspections.

317 The number of schools accredited to associations affiliated to the Independent Schools Council (ISC) has continued to increase and now represents just over half of the 2,204 independent schools. This year was the first full year of an agreement between the DfEE and the ISC under which the ISC arranges the inspections of member schools and provides information to the DfEE on their registration. A single ISC inspection agency, the Independent Schools Inspectorate (ISI), was formed in April 2000, replacing two separate bodies.

318 The remainder of independent schools are inspected by OFSTED. During 1999/2000 OFSTED inspected 350 independent schools for registration purposes. HMI inspected provisionally registered schools to see if they were ready for final registration, and, on a five-year cycle, other schools to see if they still met the conditions of registration. HMI also conducted full inspections of seven independent schools, including six in receipt of some public funding.

319 The attainment of pupils from independent schools in external examination results has improved slightly since last year: 81.3 per cent of all pupils attained five or more A* -C grade GCSEs and the average points score was 51.9¹³. Both of these are significantly higher than in the maintained sector. The percentage of pupils gaining five or more A*-G grades is lower than in maintained schools at 87.3, reflecting a lower entry rate. Particular independent schools, such as those following the curriculum of another country, do not enter pupils for GCSEs and use alternative awarding systems. The average points score per pupil entered for two or more GCE A/AS-level has also improved, at 23.9 and is very close to the average points score of students in selective maintained schools. Girls in independent schools attain higher than boys and the gap at A-level is slightly wider than in the maintained sector.

The monitoring of inspections carried out by ISC agencies

320 OFSTED monitors the inspections of independent schools organised through the ISC. A report on the first year of monitoring showed that the system was functioning satisfactorily, although some improvements are needed. The new ISI is taking action to bring about the required improvement through its new training and quality assurance arrangements.

321 Of the inspections monitored in 1999/2000, all but one met the requirements and were of at least

satisfactory standard. Leaders of inspection teams are generally effective. Some need further training in aspects of the work of independent schools, especially those relating to pupils' welfare. The main issue is the variability in the expertise of team members.

322 The majority of reports on schools followed the relevant criteria and were well written. Registration requirements were dealt with in accordance with the agreement with the DfEE. The use of performance data within reports varied. There was some inconsistency in reports, especially in the coverage and quality of subject sections. Occasionally, significant variations in the standards achieved between subjects or between pupils of different ages or abilities were not highlighted well enough.

Findings from the ISC associations' inspections

323 Of the schools belonging to the ISC associations, which includes most of the well-known independent schools, 180 were inspected in the year by the ISC inspection agencies. The reports on the schools indicated that the vast majority provided at least a sound education, and in many schools it was good or very good. Only a handful gave cause for concern. Inspections judged that pupils under the age of five are mostly given a good start to their education. Across all age groups academic standards tend to be high and at least commensurate with the abilities of the pupils. The ethos of the schools promotes generally high standards of behaviour. Pupils are well cared for and have a positive attitude to learning. Relationships between pupils and staff are mostly good. There are often strong links with parents.

324 ISC inspectors judge that the quality of management, though commonly satisfactory, is variable. Weaknesses in management are frequently to do with the planning and monitoring of the school's work, including its teaching. Most, but not all, schools meet requirements on issues such as the registration of pupils, child protection and carrying out checks on personnel.

325 In most schools ISC inspectors judge that the teaching is generally good and in many there are examples of very good and excellent practice. However, even in the better schools, teaching can be inconsistent. There is a minority of teaching which is unsatisfactory, for example because of a lack of planning for pupils of varying levels of attainment, with the consequence that the needs of higher-attaining pupils are not always met. Whilst some individual teachers receive sufficient training, schools do not generally plan for teachers' professional development in a systematic manner.

326 Most schools offer a broad and well-balanced curriculum. In some primary and preparatory schools practical subjects such as technology are not well represented. Aspects of personal and social education are not always taught. Many primary schools claim to teach the National Curriculum, but their schemes of work often lack the detail to demonstrate this. However, a strength of many schools is the wide range of extra-curricular opportunities given to pupils. These help to provide an all-round education and allow pupils to develop their skills and talents.

327 Learning resources are usually in good supply, but there are two significant areas for development. Some schools have poor libraries, or do not utilise them to the full in promoting independent learning amongst pupils. In a few schools, especially preparatory schools, the use of ICT is also weak, either through lack of provision or staff expertise. Schools' accommodation is usually good but related health and safety matters, most of a minor nature, need attention in many secondary schools.

Schools inspected by OFSTED

328 The characteristics and trends among the schools inspected by OFSTED remain much as outlined in last year's report. More schools are accepting very young pupils. A steady number of nursery settings are registering as independent schools because they have five or more pupils of compulsory school age. This may bring tax benefits for the school, but removes the protection of welfare inspection for very

young children, either under the Children Act 1989 or the Care Standards Act 2000.

329 Overall, teaching in seven in eight of the schools inspected by OFSTED was satisfactory and it was good in just under four in ten. The schools with unsatisfactory teaching were mainly among those that are provisionally registered. In sixth-form lessons most teaching seen was good, and very little was unsatisfactory.

330 The quality of management was mostly satisfactory or better, but in a significant minority of schools it was poor, because of a lack of experience of either management, education, or, in some newly established schools, both. In a few extreme cases the management was not aware of which pupils were on the school's roll. Failure to maintain admissions and attendance registers in line with requirements was the most frequent weakness. Disturbingly, while most schools had child protection policies and procedures in place, the second most frequent weakness was failure to carry out the required checks on the suitability of staff working with the children.

331 Other key concerns recorded in inspections carried out by OFSTED were:

- * the provision in schools which cater for very young pupils;
- * the nature of the curriculum provided for pupils of compulsory school age in some tutorial colleges and independent colleges of further education;
- * the breadth of the curriculum for pupils attending some religious schools, schools specialising in preparing pupils for the entrance examinations of selective independent schools, and some theatre schools;
- * the extremely poor accommodation, instruction and provision for welfare in a number of provisionally registered schools;
- * the effect of high staff turnover on pupils' educational experience, especially in many of the very small schools inspected.

332 The curriculum provided for pupils in some specialist schools, for example theatre schools, remains narrow and unbalanced. In some religious schools the curriculum is broad. In one evangelical Christian school, for example, despite a relatively short taught week, all areas of the curriculum are represented within what is a distinctive and coherent pattern of topics. In other religious schools, however, the balance is unsatisfactory. Many religious schools provide a pattern of religious instruction throughout the morning, with an inevitably limited secular curriculum delivered in two hours a day in the afternoons. Even where the balance between religious and secular studies is different to this, the amount of time available for the core subjects is sometimes inadequate and this can pose severe problems in GCSE courses, for example the lack of opportunity for investigation in science. The creative and aesthetic areas of the curriculum are often poorly represented or non-existent. Schemes of work are often not available.

333 Some schools following the Steiner/Waldorf curriculum have responded to those aspects of the national early years curriculum framework which conform to their guiding philosophy. In the best provision, children take part in a wide range of activities in a calm and orderly environment, where the use of resources from the natural world features prominently and where high numbers of adults provide models for activities and behaviour.

334 In those tutorial colleges and independent sixth form colleges that take pupils of compulsory school age, the balance of the curriculum is often a significant issue. The teaching of foreign students often does not take fully into account what needs to be done to develop their understanding of English. The social environment for boarders of compulsory school age is sometimes a serious concern, in particular where the students have limited contact with students of their own age or where boarding facilities do not

provide an appropriate separation of mature and younger students. Where host families are used to accommodate students, occasionally including those under the age of 16, colleges mostly carry out checks, but sometimes these are not regular.

335 Accommodation continues to be of major concern in a small percentage of independent schools. An increasing number of provisionally registered schools, particularly in the London area, which would otherwise be recommended for full registration, await approval of their fire safety arrangements. In six of the 15 provisionally registered schools with boarding, the accommodation is unsatisfactory.

13 DfEE, *Statistical First Release* 47/2000.

LEA SUPPORT FOR SCHOOL IMPROVEMENT

Overview

- The performance of LEAs as organisations continues to be too variable. There are considerable signs of improvement across a range of LEA functions. Nevertheless, one-third of the LEAs inspected were judged to be less than satisfactory.
- Of the seven LEAs re-inspected, five have improved without intervention, two have declined.
- Support for school improvement is better than in previous years but significant weaknesses remain. It is good in one in five of the LEAs inspected, but unsatisfactory in one-third.
- Almost all LEAs are implementing the National Numeracy and Literacy Strategies satisfactorily or well.
- Support for ICT, despite much effort, remains rarely good and is unsatisfactory in almost two-thirds of LEAs.
- Support for schools causing concern is satisfactory or better in eight in ten LEAs. No LEA is failing in its statutory duty to support schools in special measures and the support is usually effective. However, LEA support for schools with serious weaknesses is not as good, particularly where this support has failed to prevent a school known to be weak from falling into special measures.
- There are improvements in most aspects of the support for access to education, but support for education otherwise than at school is unsatisfactory in four in ten LEAs.
- Support for SEN is often the weakest aspect of the work of LEAs. Almost half lack an adequate SEN strategy.
- In poorly performing LEAs the deficiencies extend beyond the LEA to the corporate working of the council, and include poor strategic management by elected members and ineffective leadership by senior officers.

336 Between September 1999 and September 2000, OFSTED, in association with the Audit Commission, inspected 51 LEAs, and reinspected seven whose original inspection had revealed poor performance across a wide range of functions.

337 In total, 101 inspections of 91 LEAs have now been conducted: almost two-thirds of all LEAs. In the previous three years a disproportionate number of LEAs whose schools were performing relatively poorly were inspected. Although this year's inspections did not predominantly focus on such LEAs, they did not constitute a representative sample. There was an over-representation of inner urban authorities, because of the decision to give priority to the inspection of LEAs participating in the first round of the Excellence in Cities initiative.

338 The performance of LEAs as organisations continues to be too variable. However, there were considerable signs of improvement this year across a wide range of LEA functions, in that the proportion of work judged to be good or very good rose - as did the number of LEAs judged to be performing their functions well or very well overall. The LEAs which fell into the good or very good category this year were: Camden, the City of York, Coventry, the Corporation of London, Hammersmith and Fulham, Hartlepool, Hertfordshire, Kensington and Chelsea, Lewisham, North Yorkshire, Oxfordshire, Solihull and Wandsworth.

339 At the same time, the incidence of poor work and of LEAs judged poor or very poor overall fell only slightly. These included Bradford, Leeds, Rotherham, Walsall, Dudley, Redbridge, Rochdale, Waltham Forest and Sandwell and Southwark (both on reinspection). A further nine LEAs received reports which contained significant criticisms, so that a total of 17 out of 50 LEAs were judged unsatisfactory, poor or very poor overall. The general picture was, therefore, one of increasing polarisation, with a relatively large proportion of LEAs performing the great majority of their functions well, or very well, as well as a rather larger proportion which had more weaknesses than strengths. This polarisation was sharply reflected in the 13 inner London LEAs (all of which have now been inspected). They contain some of the most and some of the least impressive LEAs in the country.

340 The Secretary of State has now intervened in 18 LEAs, which has occasionally led to the outsourcing of one or more LEA functions to the private sector. The success of that intervention cannot yet be judged, because the seven re-inspections conducted during the year were exclusively of LEAs in which intervention had not been considered appropriate. However, of the seven LEAs, five improved without intervention (though in some cases with support from the DfEE). Three Tower Hamlets, Barnsley and Manchester improved greatly. The factors contributing to that improvement were:

- effective leadership from the Director of Education;
- political support at the local level;
- a determination to address rigorously the recommendations of the original report.

By contrast, two LEAs Sandwell and Southwark had declined greatly since their original inspection.

School Improvement

341 The main school improvement function of LEAs under the School Standards and Framework Act 1998 (SSFA) is intervention; this implicitly involves monitoring, challenge and support. This year, the proportion of good work rose and that of unsatisfactory work fell, but still these functions are not sufficiently well performed. Overall, just one in five LEAs was judged to be performing well in this respect and over a third were performing unsatisfactorily.

342 The main factor contributing to that improvement was a stricter and more realistic interpretation of the Code of Practice for LEA school relations. LEAs were directing the work of their Inspection and Advisory Services more in accordance with the principle of intervention in inverse proportion to success. The amount of scarce resource spent in unnecessary monitoring fell (partly because data collection and analysis also improved), and consequently there were more and better-planned visits undertaken to schools causing concern.

343 A factor inhibiting the effectiveness of support for school improvement was uncertain planning. A third of education development plans (EDPs) continued to be judged less than satisfactory (Chart 50, page 84). Too many EDPs were little more than a menu of activities lacking close alignment to priorities. The unsatisfactory performance management of advisers and inspectors was also a key weakness in a third of LEAs. There is a clear need for a national framework defining competencies and training for LEA advisers, inspectors and other officers.

Chart 50

Chart 51

344 This year, as last, the most consistently satisfactory or good aspect of LEA support for raising standards is support for literacy and numeracy. Almost all the LEAs inspected this year were implementing the national strategies well and in that sense contributing to the national rise in standards.

Support for the use of performance data also improved this year, though overall more unsatisfactory than good work was seen.

345 The main area of weakness is support for ICT, which is rarely good and is unsatisfactory in almost two-thirds of LEAs inspected. LEAs' attention has focused too exclusively on the installation of equipment. Few LEAs have a convincing strategy either for raising standards in ICT or for the use of ICT to raise standards across the curriculum. This is an issue to which further attention needs to be given nationally.

346 A further area in need of attention is the governance of schools. LEAs generally inform and consult governors well, and provide good administrative support. However, LEAs themselves spoke of the difficulty of attracting well-qualified governors. Partly for that reason and partly because of the limited amount of training provided for governors, governing bodies in many LEAs remained too dependent on the authority. They lacked the skills, the confidence or the determination to act as critical friend to the headteacher, or to challenge the targets set. The amount of documents to be read, many of which did not emanate from the LEA, distracted some from the key elements of the role.

347 Support for schools causing concern was satisfactory in eight out of ten LEAs inspected this year but good in only about one in six (Chart 51). No LEA was found to be failing in its statutory duty to support schools in special measures, and that support was usually effective, even in LEAs in which much else was ineffective. (*See Section 5 of this report.*) Where schools showed an intractable failure to improve, LEAs were increasingly prepared to take the necessary steps, including closure, to bring about change.

348 The majority of LEAs inspected this year had in place an agreed policy statement and strategy - usually developed in consultation with schools - for dealing with schools at different levels of concern. The most effective policies had clear triggers for intervention, which were clearly costed, well-defined, robust and differentiated. These policies were set in a context of good local knowledge and effective use of performance data.

349 However, there were important differences in the extent and quality of support for schools in special measures and that for schools with serious weaknesses, particularly where these are identified by the LEA. In about a third of LEAs inspectors express concern about the number of instances in which LEAs, having identified weaknesses, have not provided support adequate to prevent a school known to be weak from falling into special measures.

Support for access to education

350 LEAs are assessed on ten categories that have a bearing on the ability of all pupils to have access to a high quality education (Chart 52). There were signs this year of improvement, particularly in support for attendance and for ethnic minority pupils. In all ten categories more work is satisfactory than not, but the proportion judged unsatisfactory ranges from about one twentieth (school admissions, health and safety and child protection) to over one-third (the provision of education otherwise than at school).

351 The most basic task, however, is the provision of school places. Over four-fifths of LEAs were performing this function satisfactorily in that they had well-conceived school organisation plans and were liaising appropriately with the school organisation committee. Few, however, were using strategically their function of supplying school places to raise standards.

352 In the current year about three in ten LEAs provided good support for attendance, and about a quarter were performing unsatisfactorily in this respect. The key to effectiveness was a well-managed education welfare service, which directed its support well, using data effectively, and had clear criteria for

referral.

353 Support for improving behaviour was of mixed quality. Despite recent policy initiatives only one LEA in ten was judged to provide good support. Common weaknesses were:

- a lack of clarity in schools about what support was available;
- a lack of clarity about the criteria for referral and allocation of support (of which there was often too little);

Chart 52

- weak links with other relevant services.

354 The provision of education otherwise than at school shows some, but not sufficient, signs of improvement this year. It has been judged satisfactory in almost two-thirds of LEAs, but good in very few. A third of LEAs have been judged poor or very poor, with Rochdale and Waltham Forest failing to meet statutory requirements. Few LEAs match the high quality of provision found in Oxfordshire, where the LEA's aims for inclusion were achieved as a result of well-focused central support and a high degree of collaboration between schools and between schools and other agencies.

355 Support for children in public care remains of very mixed quality, though very good support was established in Salford and is emerging in Barnsley. It depended, in both LEAs, on effective liaison with social services. By contrast, fewer than half the LEAs inspected to date knew the educational attainment of these children. All the LEAs met the requirements to set targets but it is hard to see on what basis they could do so effectively.

356 Some good work was seen this year in support for ethnic minority pupils, particularly in London LEAs (and nowhere better than in the Corporation of London itself). The changes to the Ethnic Minority Achievement Grant (EMAG) were helping to broaden the focus beyond support for English as an additional language to increasing attainment across the mainstream curriculum. Moreover, the requirement to delegate the responsibility for management of teachers funded by EMAG was leading to clearer definition of the respective role of the school and the LEA, and shifting the onus firmly on to the former.

357 LEAs' progress on relevant recommendations arising from the report of the inquiry into the death of Stephen Lawrence (*Macpherson Report*, February 1999) was mixed. In five LEAs (Luton, Salford, Westminster, City of York and North Yorkshire) no process for reporting racist incidents was in place at the time of the inspection. However, the majority of LEAs already had such procedures in operation, and a number were revising them in the light of the Macpherson report. In LEAs as varied as Cambridgeshire, South Gloucestershire and Wandsworth, inspectors found broader anti-racist activities - which has involved work with other agencies - to be of good quality.

Chart 53

Chart 54

Support for special education needs

358 Support for special education needs continues often to be the weakest aspect of the work of LEAs, with little sign of improvement. Chart 53 shows that over four-fifths of LEAs take reasonable steps to carry out their statutory functions, but only one in five is good at this. Almost half have no adequate SEN strategy, and a third give less than satisfactory value for money.

359 Virtually all LEAs are moving towards teaching more SEN pupils in mainstream schools. The problems of transition are considerable, particularly with the transfer of resources from special school provision, and mainstream schools are coming to terms with the intensive needs that would previously have been attended to in special schools. Generalist learning support services, therefore, are almost always highly regarded by schools, but they are under great pressure. This is also true of educational psychology services.

360 The smaller LEAs in particular cannot make the full range of provision within their own boundaries, and, therefore, need to seek placements in other LEAs, or in the independent sector. The monitoring of such placements is often difficult and their value for money is uncertain. Most LEAs this year were seeking to reduce extra-district provision.

LEA management

361 Provision for the most vulnerable pupils underlines the importance of LEAs' ability to co-ordinate work with other agencies and across other departments of the council. A number of LEAs inspected this year, such as Kensington and Chelsea, Camden, Coventry and Lewisham, were remarkable in the extent to which they acted as part of a corporate whole. For the majority of LEAs, however, as the complexity of their work increased, there were some signs that their capacity to engage in inter-agency work was at risk of being over-stretched.

362 Support for the most vulnerable also requires effective leadership and the setting of clear principles and priorities by elected members. Unsatisfactory political leadership is still encountered as frequently as good (Chart 54). The emerging new structures, anticipating the Local Government Act 2000, were effective only to the extent that they were fully understood by those responsible for operating them. This year, of the 15 LEAs performing less than satisfactorily, eight were poor or very poor in this respect. In most cases, and in all the worst, the deficiencies extend beyond the LEA to the corporate working of the Council, which is characterised by:

- poor strategic management by elected members;
 - ineffective leadership and management by senior officers;
 - an inability to recruit and retain suitably qualified and experienced staff;
 - poor financial management.
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Annex 1

Inspection evidence

Section 10 inspections

The Section 10 inspections of primary, secondary and special schools were carried out by registered inspectors. Inspections since January 2000 were carried out under a new Framework for Inspection, *Inspecting Schools*. The new Framework introduced short inspection for the most effective schools and reduced the period of notice of inspection. It also changed the requirements and specifications of some of the judgements that inspectors make; these are detailed in the Handbooks for inspecting schools.

In the period from September/December 1999 there were 1,762 Section 10 inspections: 1,323 of primary or nursery schools; 336 of secondary schools; 81 of special schools; and 22 of pupil referral units. From January/July 2000 there were inspections of: 2,448 primary or nursery schools; 362 secondary schools; 178 special schools; and 50 pupil referral units.

HMI inspections

During the year 1999/2000 HMI made some 5,800 visits to schools. These included over 1,100 monitoring inspections of schools in special measures and over 300 inspections of schools with serious weaknesses. There were 350 registration inspections of independent schools and seven full inspections. HMI also conducted 300 inspections of the implementation of the both the National Literacy and Numeracy Strategies.

The schools inspected by HMI included all types, but there was no overall attempt to have a fully representative sample of the different types of school in England.

HMI inspected LEA support for school improvement in 51 LEAs, under Section 38 of the Education Act 1997, and re-inspected seven LEAs.

HMI inspected a range of initial teacher training, including over 200 subjects offered by 62 secondary providers, and English or mathematics and one specialist subject offered by 49 primary providers.

HMI also carried out full inspections of adult education in seven LEAs; full inspections of youth work in nine LEAs; monitoring visits to 40 National Voluntary Youth Organisations; inspections of provision for young people in public care in 26 LEAs; inspections of 12 secure units and secure training centres; and inspections of education and training in 15 prisons and five young offender institutions .

HMI, in collaboration with the Further Education Funding Council (FEFC) and the Training Standards Council (TSC), undertook area-wide inspections of all post-16 provision in ten LEAs.

Annex 2

Interpreting inspection evidence

Sources of evidence

Evidence from Section 10 inspections for 1999/2000 has been compiled from a number of distinct sources:

- judgements on individual lessons graded on a seven-point scale;
- judgements on features of the school such as how well pupils achieve - also graded on a seven-point scale;
- written evidence supporting these judgements;
- published reports;
- information on the schools provided by the headteacher.

Framework changes from January 2000

Because of the new *Framework for Inspection* in January 2000 the quantitative judgements have been based on grades given by inspectors only since then. These grades have been checked against supporting textual information. A summary of these grades is contained in the Statistical Annex. Full inspections provide a full range of grades, similar to those in previous years. Short inspections, however, provide only summary grades and no subject grades.

This report uses the summary grades to provide the national picture. The more detailed grades obtained only from full inspections are also used to compare relative strengths, for example between the different aspects of teaching. However, these grades do not provide nationally representative figures because they do not include those schools having a short inspection.

Standards achieved by pupils

Inspectors make two separate judgements of standards achieved by pupils:

- standards of work seen emphasising numeracy and literacy and highlighting strengths and weaknesses in what pupils know, understand and can do;
- how well the pupils achieve, taking account of the progress they have made and other relevant factors.

The term standards is used to indicate the educational attainment of pupils in relation to clear benchmarks such as National Curriculum levels. When grading the standards of work seen, inspectors judge whether the proportion of pupils achieving the national expectation is below, broadly in line with or above that which is found nationally. This comparison with norms is a key part of the judgement of standards and provides important information for the school being inspected. However, because the inspection grades for standards of work seen are made in comparison to a national norm, when aggregated nationally they

inevitably produce a distribution about that norm, rather than a measure of the national level of attainment of pupils. In this report, evidence from national tests and examinations is used to provide a quantitative measure of the national level of pupils' attainment. Inspection evidence is used to identify key strengths and weaknesses in pupils' attainment and the school factors contributing to high and low attainment. Taken together they provide a full picture of standards attained by pupils.

The judgement of attainment provides only a partial picture of the effectiveness of the school. As the evidence in this report shows, the factor that most strongly affects the average attainment of pupils in Key Stage 4 in a secondary school is the average attainment of pupils on entry to the school. That is why inspectors also judge how well pupils achieve in relation to what is known about their prior levels of attainment. Able pupils who are attaining levels which are above the average are still underachieving if they do not make sufficient progress. Conversely, pupils of low ability may be achieving well, even if their attainment is below the average for pupils of a similar age. Pupils with moderate or severe learning difficulties in special schools will invariably be attaining at well below the national level, but in effective schools they will be achieving well. Achievement is, therefore, an important indicator of the impact and effectiveness of the school. It tells whether pupils are doing as well as might reasonably be expected in their specific circumstances.

Interpreting grades

Inspectors use a seven point scale when grading achievement and other features of schools. Grades 1-2 indicate excellent or very good achievement, where most pupils achieve much better than expected. Grade 3 indicates good achievement, where most pupils achieve better than expected. Grade 4 indicates satisfactory progress, where most pupils achieve reasonably well. Grades 5-7 are used where progress is unsatisfactory or poor and most pupils underachieve. For other features of the school grades 1-2 generally indicate a strength that promotes very high standards, grade 3 generally indicates a strength that promotes high standards, grade 4 indicates neither a strength nor a weakness, leading to sound standards. Grades 5-7 indicate a weakness, which contributes to low standards. In the charts in this report, grades 1-2 are grouped and displayed as excellent/very good and grades 5-7 are grouped and displayed as unsatisfactory/poor.

Interpretation of grades in LEA inspections

HMI make judgements about how effectively LEAs carry out their functions using a seven-point scale. Grades 1-2 indicate that functions are carried out well. Grades 3-4 indicate that duties are carried out generally satisfactorily, although some improvement may be warranted. Grades 5-7 are used where functions are unsatisfactorily or poorly carried out. In the charts in this report grades 1-2 are categorised as good because the evidence shows that LEA performance at this level, but not below, has some influence on the promotion of high standards in schools; grades 3-4 are grouped and displayed as satisfactory; and grades 5-7 are grouped and displayed as unsatisfactory.

Calculating median, quartiles and percentiles

If a range of values is ordered in a list from lowest to highest, the value that falls in the middle of this list is known as the median. Fifty per cent of the values in the list will fall below the median, and 50 per cent above.

In a similar manner, we can also arrive at the upper quartile and lower quartile. The upper quartile is the point that 25 per cent of the values in the list will exceed and 75 per cent fall below, and conversely the lower quartile is the point that 75 per cent of the values in the list will exceed and 25 per cent fall below.

The upper quartile is also called the 75th percentile, the lower quartile the 25th percentile and the median the 50th percentile. We can divide the list at any point to give any percentile. Therefore, the fifth percentile is the value that exceeds five per cent of the other values on the list; the 95th percentile is the value that exceeds 95 per cent of the other values.

Annex 3

A balanced evidence base

HMCI's Annual Report gives an evaluation of quality and standards in English schools during the 1999/2000 academic year. The main evidence base for this evaluation is inspections carried out under Section 10 of the School Inspections Act 1996 since January 2000.

The schools inspected since January 2000 were not, overall, representative of English schools as a whole. This year was the second year of the second cycle of school inspections for primary and special schools, and the third year of the second cycle for secondary schools. In planning the programme for this cycle HMCI ensured that schools to be inspected during each year include:

- a sample of schools including all relevant types and displaying the full range of performance as judged in previous inspections;
- schools whose performance was weak at the time of the previous inspection or whose performance has declined significantly. These schools are inspected earlier than they would otherwise be;
- short inspections of the most effective schools.

Disproportionately large numbers of inspections of effective schools (short inspections) were carried out since January 2000, while there were relatively few inspections of weak schools.

To enable a representative picture to be obtained it has been necessary, in the evaluation of the inspection evidence, to weight data about different types of schools in proportion to their numbers in the total school population.

Annex 4 Statistical Summary

All primary schools

Aspects of the school		Percentage of schools			
	Inspection grade*	Excellent/Very good	Good	Satisfactory	Unsatisfactory/Poor
How well are pupils taught?					
Teaching	Under-five	20	56	22	2
	Key Stage 1	11	56	27	6
	Key Stage 2	13	59	23	5
	School	11	62	21	6
Learning	Under-five	17	59	22	2
	Key Stage 1	10	55	29	6
	Key Stage 2	12	57	25	5
	School	11	60	25	5
How well the pupils achieve	Under-five	9	52	34	4
	Key Stage 1	9	42	39	10
	Key Stage 2	13	42	34	11
	School	11	45	34	10
Attitudes to the school		48	43	8	1
Behaviour, including the incidence of exclusions		43	43	12	2
Personal development and relationships		46	41	11	2
Attendance		18	28	37	17
The quality and range of learning opportunities	Under-five	19	41	33	7
	Key Stage 1	12	38	42	8
	Key Stage 2	13	38	40	9
	School	13	38	40	9
Appropriate statutory curriculum in place	Under-five	12	20	65	4
	Key Stage 1	10	16	64	9
	Key Stage 2	10	15	60	15
	School	11	15	61	13
Provision for personal, including SMSC, development		32	49	17	1
Procedures for child protection and ensuring pupils' welfare		29	43	24	4
Parents' views of the school		40	42	15	3
How well is the school led and managed?					

The leadership and management of the headteacher and key staff	34	35	21	10
The effectiveness of the governing body in fulfilling its responsibilities	21	33	32	14
Monitoring and evaluation of the school's performance and taking effective action	22	32	27	20
Strategic use of resources, including specific grant and other funding	21	43	32	5
The extent to which the principles of best value are applied	16	37	41	7
Improvement since last inspection	17	41	30	12
Overall effectiveness of the school	20	43	27	10
Value for money provided by the school	14	42	35	9

Primary schools Full inspections only: not nationally representative

Aspects of the school		Percentage of schools			
	Inspection grade*	Excellent/Very good	Good	Satisfactory	Unsatisfactory/Poor
How well are pupils taught?					
Teaching	Under-five	16	57	24	3
	Key Stage 1	6	55	32	7
	Key Stage 2	5	59	29	7
	School	4	61	27	7
Teachers' knowledge and understanding	Under-five	22	50	25	4
	Key Stage 1	8	51	38	4
	Key Stage 2	7	54	35	3
	School	6	56	35	4
Teaching of basic skills	Under-five	23	51	24	2
	Key Stage 1	13	51	31	5
	Key Stage 2	11	52	32	5
	School	10	55	29	5
Effectiveness of teachers' planning	Under-five	19	45	27	9
	Key Stage 1	10	44	35	11
	Key Stage 2	9	44	35	12

Teachers' expectations	School	9	45	34	11
	Under-five	25	43	27	5
	Key Stage 1	11	39	37	13
	Key Stage 2	10	41	36	13
Effectiveness of teaching methods	School	8	44	37	12
	Under-five	21	48	26	6
	Key Stage 1	9	50	34	6
	Key Stage 2	9	52	32	6
Management of pupils	School	7	54	32	6
	Under-five	44	42	13	1
	Key Stage 1	29	47	19	5
	Key Stage 2	31	47	18	5
Use of time, support staff and resources	School	29	51	17	4
	Under-five	27	47	22	4
	Key Stage 1	13	47	34	5
	Key Stage 2	11	49	34	6
Quality and use of ongoing assessment	School	11	52	32	5
	Under-five	19	42	31	9
	Key Stage 1	8	31	42	18
	Key Stage 2	6	30	42	21
Use of homework	School	7	32	42	20
	Under-five	5	33	60	1
	Key Stage 1	3	26	66	5
	Key Stage 2	3	28	58	11
Learning	School	3	28	60	9
	Under-five	13	59	25	3
	Key Stage 1	5	53	35	7
	Key Stage 2	4	56	33	7

Acquisition of skills, knowledge and understanding	School	4	58	32	6
	Under-five	16	56	25	3
	Key Stage 1	6	49	36	8
	Key Stage 2	5	51	35	9
Pupils' intellectual, physical or creative effort	School	5	53	34	8
	Under-five	19	55	24	3
	Key Stage 1	10	53	32	5
	Key Stage 2	10	52	32	6
Productivity and pace of working	School	10	54	31	5
	Under-five	15	53	28	4
	Key Stage 1	8	43	39	9
	Key Stage 2	8	44	38	10
Pupils' interest, concentration and independence	School	7	46	38	9
	Under-five	26	51	19	3
	Key Stage 1	14	51	30	5
	Key Stage 2	15	51	28	6
Pupils' own knowledge of their learning	School	13	55	27	5
	Under-five	6	35	53	6
	Key Stage 1	5	32	52	11
	Key Stage 2	7	37	46	11
How well the pupils with SEN learn	School	5	35	49	10
	Under-five	11	61	27	2
	Key Stage 1	8	59	29	4
	Key Stage 2	7	60	29	4
How well the pupils with EAL learn	School	8	60	28	4
	Under-five	12	54	32	2
	Key Stage 1	9	51	38	3
	Key Stage 2	8	50	38	4

School	9	52	36	4
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How high are the standards?

How well the pupils achieve	Under-five	6	50	39	6
	Key Stage 1	3	37	47	13
	Key Stage 2	3	38	44	15
	School	3	40	43	13
Progress made by pupils with SEN	Under-five	7	60	31	2
	Key Stage 1	6	59	31	4
	Key Stage 2	5	59	31	5
	School	6	59	30	4
Progress made by pupils with EAL	Under-five	8	54	35	2
	Key Stage 1	7	49	39	5
	Key Stage 2	7	50	38	5
	School	8	51	36	5
Progress made by gifted and talented pupils	Under-five	4	36	51	9
	Key Stage 1	3	30	48	19
	Key Stage 2	4	32	44	20
	School	4	32	45	19
Attitudes to the school		36	52	10	1
Behaviour, including the incidence of exclusions		32	49	16	3
Personal development and relationships		35	48	15	2
Attendance		13	25	41	22
Enthusiasm for school		40	51	9	1
Interest and involvement in activities		32	53	13	1
Behaviour		31	50	16	3
Absence of oppressive behaviour, including bullying, sexism and racism		44	36	17	2
Pupils' understanding of the impact of their actions on others		30	47	19	3
Respect for feelings, values and beliefs		34	46	18	2
Initiative and personal responsibility		19	43	34	4
Relationships		52	38	9	1

How good are curricular and other opportunities?

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The quality and range of learning opportunities	Under-five	15	42	35	8
	Key Stage 1	6	35	49	10
	Key Stage 2	6	34	48	12
	School	6	35	48	11
Appropriate statutory curriculum in place	Under-five	9	19	68	5
	Key Stage 1	7	13	68	12
	Key Stage 2	6	11	65	18
	School	7	12	66	15
Breadth, balance and relevance of whole of the curriculum	Under-five	14	39	39	8
	Key Stage 1	5	29	51	15
	Key Stage 2	5	27	50	18
	School	5	29	50	16
Provision for pupils with special educational needs	Under-five	17	55	25	3
	Key Stage 1	16	53	26	4
	Key Stage 2	16	52	27	5
	School	17	53	25	5
Effectiveness of strategies for teaching literacy skills		11	43	38	7
Effectiveness of strategies for teaching numeracy skills		9	45	41	5
Provision for extra-curricular activities		20	32	38	10
Equality of access and opportunity		12	32	47	9
Provision for personal, social and health education		14	44	38	4
Contribution of the community to pupils' learning		20	45	33	2
Constructiveness of relationships with partner institutions		15	46	37	2
Provision for personal, including SMSC, development		23	54	22	1
Provision for pupils' spiritual development		15	36	44	6
Provision for pupils' moral development		41	47	11	1
Provision for pupils' social development		41	45	12	2
Provision for pupils' cultural development		15	39	41	5

How well does the school care for its pupils and students?

Procedures for child protection and ensuring pupils' welfare	25	43	27	5
Monitoring of pupils' academic performance and personal development	11	33	40	16

Educational and personal support and guidance for pupils	19	46	30	6
Procedures for monitoring and improving attendance	21	44	28	8
Procedures for monitoring and promoting good behaviour	40	42	15	3
Procedures for monitoring and eliminating oppressive behaviour	38	43	16	3
Procedures for assessing pupils' attainment and progress	13	32	38	17
Use of assessment information to guide curricular planning	8	23	36	33
Procedures for monitoring and supporting pupils' academic progress	12	29	41	18
Procedures for monitoring and supporting pupils' personal development	18	44	32	5
Day/residential provision (where relevant or as outlined in statements of SEN)	25	46	26	2

How well does the school work in partnership with parents?

Parents' views of the school	34	45	17	4
The effectiveness of the school's links with parents	26	41	27	6
The impact of parents' involvement on the work of the school	22	37	34	7
The quality of information provided for parents, particularly about pupils' progress	17	38	38	8
Contribution of parents to children's learning at school and at home	16	37	39	8

How well is the school led and managed?

The leadership and management of the headteacher and key staff	25	37	25	13
The effectiveness of the governing body in fulfilling its responsibilities	15	31	37	17
Monitoring and evaluation of the school's performance and taking effective action	14	31	30	24
Strategic use of resources, including specific grant and other funding	14	43	38	6
The extent to which the principles of best value are applied	11	34	46	8
Adequacy of staffing, accommodation and learning resources	5	34	55	6
Leadership ensures clear educational direction	31	35	21	13
Reflection of the school's aims and values in its work	32	39	22	7
Delegation and the contribution of staff with management responsibilities	13	32	32	23

Effectiveness of governing body in fulfilling statutory duties	14	27	45	14
Governors' role in shaping the direction of the school	15	30	35	21
Governors' understanding of the strengths and weaknesses of the school	17	35	31	17
The monitoring, evaluation and development of teaching	12	30	30	27
The school's strategy for appraisal and performance management	10	24	48	18
The appropriateness of the school's priorities for development	23	38	30	9
The action taken to meet the school's targets	19	35	34	11
Shared commitment to improvement and capacity to succeed	29	37	25	9
Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers	17	38	38	7
Educational priorities are supported through the school's financial planning	20	41	30	8
Effectiveness of the school's use of new technology	9	30	47	13
Specific grant is used effectively for its designated purpose(s)	16	42	39	3
Match of teachers and support staff to the demands of the curriculum	10	40	46	5
Adequacy of accommodation	12	31	44	12
Adequacy of learning resources	3	27	63	7
What sort of school is it?				
Improvement since last inspection	12	37	35	15
Overall effectiveness of the school	10	42	34	13
Value for money provided by the school	6	38	43	13

* As explained in Annex 2, Excellent/ Very good includes grades 1-2, Good is grade 3, Satisfactory is grade 4, and Unsatisfactory/Poor includes grades 5-7.

Figures have been rounded and may not add up to 100 per cent.

The grades in bold are common to both full and short inspections.

All secondary schools

Aspects of the school		Percentage of schools			
	Inspection grade*	Excellent/Very good	Good	Satisfactory	Unsatisfactory/Poor
How well are pupils and students taught?					

Teaching	Key Stage 3	12	59	18	11
	Key Stage 4	16	59	19	6
	Post-16	31	61	8	1
	School	15	60	18	7
Learning	Key Stage 3	12	55	23	10
	Key Stage 4	17	54	22	7
	Post-16	30	57	13	1
	School	15	57	21	7
How well the pupils achieve	Key Stage 3	11	42	35	12
	Key Stage 4	18	42	28	11
	Post-16	17	48	32	2
	School	14	45	32	10
Attitudes to the school		46	35	13	6
Behaviour, including the incidence of exclusions		38	37	17	8
Personal development and relationships		48	35	12	5
Attendance		18	25	34	22
The quality and range of learning opportunities	Key Stage 3	12	41	36	11
	Key Stage 4	16	35	36	14
	Post-16	23	41	29	8
	School	14	37	36	12
Appropriate statutory curriculum in place	Key Stage 3	16	13	46	25
	Key Stage 4	11	8	30	51
	Post-16	10	9	39	41
	School	13	10	35	41
Provision for personal, including SMSC, development		26	44	26	4
Procedures for child protection and ensuring pupils' welfare		31	38	24	6
Parents' views of the school		30	41	23	6

How well is the school led and managed?

The leadership and management of the headteacher and key staff	40	33	17	11
The effectiveness of the governing body in fulfilling its responsibilities	25	32	30	13
Monitoring and evaluation of the school's performance and taking effective action	22	29	26	23
Strategic use of resources, including specific grant and other funding	30	38	27	5
The extent to which the principles of best value are applied	25	42	29	4
Improvement since last inspection	16	39	31	14

Overall effectiveness of the school	24	43	21	12
Value for money provided by the school	18	42	29	11
Cost effectiveness of post-16 provision	17	27	44	12

* As explained in Annex 2, Excellent/ Very good includes grades 1-2, Good is grade 3, Satisfactory is grade 4, and Unsatisfactory/Poor includes grades 5-7.

Figures have been rounded and may not add up to 100 per cent.

The grades in bold are common to both full and short inspections.

Annex 5 OFSTED publications 1999/2000

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Annex 4 Statistical Summary continued

All secondary schools

Aspects of the school		Percentage of schools			
	Inspection grade*	Excellent/Very good	Good	Satisfactory	Unsatisfactory/Poor
How well are pupils and students taught?					
Teaching	Key Stage 3	12	59	18	11
	Key Stage 4	16	59	19	6
	Post-16	31	61	8	1
	School	15	60	18	7
Learning	Key Stage 3	12	55	23	10
	Key Stage 4	17	54	22	7
	Post-16	30	57	13	1
	School	15	57	21	7
How well the pupils achieve	Key Stage 3	11	42	35	12
	Key Stage 4	18	42	28	11
	Post-16	17	48	32	2
	School	14	45	32	10
Attitudes to the school		46	35	13	6
Behaviour, including the incidence of exclusions		38	37	17	8
Personal development and relationships		48	35	12	5
Attendance		18	25	34	22
The quality and range of learning opportunities	Key Stage 3	12	41	36	11
	Key Stage 4	16	35	36	14
	Post-16	23	41	29	8
	School	14	37	36	12
Appropriate statutory curriculum in place	Key Stage 3	16	13	46	25
	Key Stage 4	11	8	30	51
	Post-16	10	9	39	41
	School	13	10	35	41
Provision for personal, including SMSC, development		26	44	26	4
Procedures for child protection and ensuring pupils' welfare		31	38	24	6
Parents' views of the school		30	41	23	6
How well is the school led and managed?					

The leadership and management of the headteacher and key staff	40	33	17	11
The effectiveness of the governing body in fulfilling its responsibilities	25	32	30	13
Monitoring and evaluation of the school's performance and taking effective action	22	29	26	23
Strategic use of resources, including specific grant and other funding	30	38	27	5
The extent to which the principles of best value are applied	25	42	29	4
Improvement since last inspection	16	39	31	14
Overall effectiveness of the school	24	43	21	12
Value for money provided by the school	18	42	29	11
Cost effectiveness of post-16 provision	17	27	44	12

* As explained in Annex 2, Excellent/ Very good includes grades 1-2, Good is grade 3, Satisfactory is grade 4, and Unsatisfactory/Poor includes grades 5-7.

Figures have been rounded and may not add up to 100 per cent.

The grades in bold are common to both full and short inspections.

Annex 4 Statistical Summary continued

Secondary schools Full inspections only: not nationally representative

Aspects of the school		Percentage of schools			
	Inspection grade*	Excellent/Very good	Good	Satisfactory	Unsatisfactory/Poor
How well are pupils and students taught?					
Teaching	Key Stage 3	5	58	22	15
	Key Stage 4	7	61	25	8
	Post-16	24	66	9	1
	School	8	61	22	9
Teachers' knowledge and understanding	Key Stage 3	19	63	17	1
	Key Stage 4	23	62	15	0
	Post-16	44	48	7	1
	School	20	63	16	1
Teaching of basic skills	Key Stage 3	3	40	44	13
	Key Stage 4	4	33	51	12
	Post-16	9	46	42	2
	School	3	39	46	11
Effectiveness of teachers' planning	Key Stage 3	8	55	29	8
	Key Stage 4	8	59	27	5
	Post-16	14	69	16	1
	School	9	59	26	6
Teachers' expectations	Key Stage 3	9	45	33	13
	Key Stage 4	13	48	29	10
	Post-16	24	55	18	3
	School	11	49	28	12
Effectiveness of teaching methods	Key Stage 3	6	52	29	13
	Key Stage 4	7	55	30	8
	Post-16	18	58	22	1
	School	7	57	28	8
Management of pupils	Key Stage 3	29	47	13	11
	Key Stage 4	29	47	17	7
	Post-16	56	38	5	0
	School	32	46	16	7
Use of time, support staff and resources	Key Stage 3	6	54	33	7

Quality and use of ongoing assessment	Key Stage 4	6	55	33	7
	Post-16	11	67	20	2
	School	6	56	31	6
	Key Stage 3	2	22	52	24
	Key Stage 4	4	35	46	14
Use of homework	Post-16	13	58	26	2
	School	3	29	52	16
	Key Stage 3	3	28	55	14
	Key Stage 4	3	36	49	12
	Post-16	12	55	33	1
Learning	School	3	33	52	13
	Key Stage 3	5	53	28	14
	Key Stage 4	8	54	29	9
	Post-16	22	62	16	1
	School	8	56	27	10
Acquisition of skills, knowledge and understanding	Key Stage 3	6	53	31	11
	Key Stage 4	8	51	33	7
	Post-16	22	57	19	1
	School	8	54	30	7
	Key Stage 3	10	48	33	9
Pupils' intellectual, physical or creative effort	Key Stage 4	13	46	32	10
	Post-16	26	54	18	2
	School	12	49	30	8
	Key Stage 3	8	46	32	14
	Key Stage 4	9	45	36	10
Productivity and pace of working	Post-16	22	55	22	1
	School	9	48	33	10
	Key Stage 3	10	47	30	13
	Key Stage 4	15	46	30	10
	Post-16	33	53	12	2
Pupils' interest, concentration and independence	School	14	49	29	8
	Key Stage 3	3	29	44	24
	Key Stage 4	6	36	43	15
	Post-16	17	60	23	0
	School	5	33	46	15
Pupils' own knowledge of their learning	Key Stage 3	6	56	32	6
	Key Stage 4	5	53	36	6
	Post-16	16	59	24	1
	School	7	55	34	5
	Key Stage 3	6	56	32	6
How well the pupils with SEN learn	Key Stage 4	5	53	36	6
	Post-16	16	59	24	1
	School	7	55	34	5

How well the pupils with EAL learn	Key Stage 3	10	45	39	6
	Key Stage 4	10	43	40	7
	Post-16	7	66	20	7
	School	10	47	38	6

How high are the standards?

How well the pupils achieve	Key Stage 3	3	39	42	16
	Key Stage 4	7	42	37	15
	Post-16	9	50	39	2
	School	4	43	41	13
Progress made by pupils with SEN	Key Stage 3	6	51	37	6
	Key Stage 4	6	47	40	7
	Post-16	14	52	31	2
	School	7	50	36	6
Progress made by pupils with EAL	Key Stage 3	9	49	37	4
	Key Stage 4	8	52	35	6
	Post-16	8	60	28	4
	School	11	51	34	4
Progress made by gifted and talented pupils	Key Stage 3	3	36	52	9
	Key Stage 4	6	37	48	10
	Post-16	12	42	44	2
	School	4	37	51	9
Attitudes to the school		34	42	16	8
Behaviour, including the incidence of exclusions		29	39	22	10
Personal development and relationships		38	40	16	7
Attendance		10	24	37	29
Enthusiasm for school		31	42	19	7
Interest and involvement in activities		33	41	22	3
Behaviour		29	40	21	10
Absence of oppressive behaviour, including bullying, sexism and racism		32	45	15	8
Pupils' understanding of the impact of their actions on others		28	40	25	7
Respect for feelings, values and beliefs		33	41	21	5
Initiative and personal responsibility		27	35	30	9
Relationships		46	40	11	4

How good are curricular and other opportunities?

The quality and range of learning opportunities	Key Stage 3	6	38	41	15
	Key Stage 4	8	34	42	17
	Post-16	15	40	34	10
	School	7	35	43	16

Appropriate statutory curriculum in place	Key Stage 3	10	11	47	31
	Key Stage 4	5	7	29	59
	Post-16	6	6	38	50
	School	7	10	33	50
Breadth, balance and relevance of the whole curriculum	Key Stage 3	6	30	51	14
	Key Stage 4	7	26	41	26
	Post-16	12	39	37	12
	School	7	29	47	17
Provision for pupils with special educational needs	Key Stage 3	13	44	33	11
	Key Stage 4	13	39	38	10
	Post-16	24	45	28	2
	School	14	41	35	10
Effectiveness of strategies for teaching literacy skills		6	39	39	16
Effectiveness of strategies for teaching numeracy skills		3	20	51	26
Provision for extra-curricular activities		36	38	24	2
Equality of access and opportunity		14	35	41	10
Provision for personal, social and health education		11	45	34	10
Careers and vocational education		19	49	28	4
Contribution of the community to pupils' learning		28	41	28	3
Constructiveness of relationships with partner institutions		23	42	31	4
Provision for personal, including SMSC development		16	47	31	6
Provision for pupils' spiritual development		4	17	45	33
Provision for pupils' moral development		36	46	14	3
Provision for pupils' social development		49	36	11	4
Provision for pupils' cultural development		13	44	36	7

How well does the school care for its pupils and students?

Procedures for child protection and ensuring pupils' welfare	20	44	29	8
Monitoring of pupils' academic performance and personal development	11	36	38	15
Educational and personal support and guidance for pupils	21	46	26	6
Procedures for monitoring and improving attendance	29	37	21	13

Procedures for monitoring and promoting good behaviour	37	40	12	11
Procedures for monitoring and eliminating oppressive behaviour	40	37	17	6
Procedures for assessing pupils' attainment and progress	9	34	43	14
Use of assessment information to guide curricular planning	4	17	45	34
Procedures for monitoring and supporting pupils' academic progress	13	29	35	23
Procedures for monitoring and supporting pupils' personal development	23	50	22	5
Day/residential provision (where relevant or as outlined in statements of SEN)	30	43	22	4

How well does the school work in partnership with parents?

Parents' views of the school	23	42	27	8
The effectiveness of the school's links with parents	14	43	34	10
The impact of parents' involvement on the work of the school	11	27	47	15
The quality of information provided for parents, particularly about pupils' progress	13	33	36	18
Contribution of parents to children's learning at school and at home	9	28	49	14

How well is the school led and managed?

The leadership and management of the headteacher and key staff	30	37	19	14
The effectiveness of the governing body in fulfilling its responsibilities	18	31	35	16
Monitoring and evaluation of the school's performance and taking effective action	16	30	28	27
Strategic use of resources, including specific grant and other funding	21	40	31	7

The extent to which the principles of best value are applied

Adequacy of staffing, accommodation and learning resources	20	42	33	5
Leadership ensures clear educational direction	3	20	57	21
Reflection of the school's aims and values in its work	44	28	16	12
Delegation and the contribution of staff with management responsibilities	35	35	21	8
Effectiveness of governing body in fulfilling statutory duties	14	35	32	19
	13	22	32	33

Governors' role in shaping the direction of the school	20	35	31	14
Governors' understanding of the strengths and weaknesses of the school	24	41	21	13
The monitoring, evaluation and development of teaching	13	26	27	33
The school's strategy for appraisal and performance management	10	26	39	25
The appropriateness of the school's priorities for development	32	37	27	5
The action taken to meet the school's targets	19	35	29	17
Shared commitment to improvement and capacity to succeed	31	37	21	11
Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers	32	38	23	6
Educational priorities are supported through the school's financial planning	29	40	23	8
Effectiveness of the school's use of new technology	13	22	43	22
Specific grant is used effectively for its designated purpose(s)	23	40	33	3
Match of teachers and support staff to the demands of the curriculum	6	37	42	15
Adequacy of accommodation	3	22	46	28
Adequacy of learning resources	1	22	53	24
What sort of school is it?				
Improvement since last inspection	11	35	36	18
Overall effectiveness of the school	13	45	27	16
Value for money provided by the school	9	41	36	14
Cost effectiveness of post-16 provision	9	26	26	16

* As explained in Annex 2, Excellent/ Very good includes grades 1-2, Good is grade 3, Satisfactory is grade 4, and Unsatisfactory/Poor includes grades 5-7.

Figures have been rounded and may not add up to 100 per cent.

The grades in bold are common to both full and short inspections.

How well the pupils achieve - primary schools

Quality of teaching - primary schools

How well the pupils achieve - secondary schools

Quality of teaching - secondary schools

Quality of teaching in lessons in primary/secondary schools

Percentage of good or better teaching in lessons in primary schools over time

Percentage of good or better teaching in lessons in secondary schools over time















