OFSTED - OFFICE FOR STANDARDS IN EDUCATION

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

Standards and quality in Education
1997/98

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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OFFICE FOR STANDARDS
IN EDUCATION

The Rt Hon David Blunkett MP
Secretary of State
Department for Education and Employment
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

February 1999

Dear David,

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

The report is, as usual, in two sections: a commentary on some of the issues of importance and a more detailed section on the evidence from the year's inspections across the range of matters which 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 ever,
Chris

CHRIS WOODHEAD

Preface

This Report draws on three sources of evidence:

- **Section 10 inspections carried out by registered inspectors;**
- **inspections carried out by Her Majesty's Inspectors of Schools (HMI);**
- **research reviews commissioned by OFSTED.**

The 1997/98 Section 10 inspections provide evidence on the standards, quality and efficiency of over one-sixth of secondary schools and over one-quarter of primary and special schools. This year saw the first re-inspection of secondary schools and the completion of the first inspection cycle for primary and special schools. HMI have focused their inspections on the work of local education authorities (LEAs), teacher education and training, adult education and youth work, developments such as courses leading to General National Vocational Qualifications (GNVQs) and important matters such as the education of pupils with special educational needs. The Report also takes into account research commissioned by OFSTED on, for example, homework in schools.

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

The re-inspection of secondary schools enables me to identify improving schools.
The schools below stand out amongst the many that have improved their quality of education and the standards achieved by pupils since the previous inspection.

School name	*Postal town*	*LEA*
Alder Grange High School	RAWTENSTALL	Lancashire
Alsop High School	WALTON	Liverpool
Angley School	CRANBROOK	Kent
Barking Abbey Comprehensive School	BARKING	Barking & Dagenham
Baverstock GM School	KING'S HEATH	Birmingham
Beardwood School	BLACKBURN	Blackburn with Darwen
Bishop Barrington Comprehensive School	BISHOP AUCKLAND	Durham
Bretton Woods Community School	BRETTON	City of Peterborough
Chadwell Heath School	ROMFORD	Redbridge
Chatham Grammar School for Girls	CHATHAM	The Medway Towns
Christ Church CofE High School	ASHFORD	Kent
Erith School	ERITH	Bexley
Gable Hall GM Comprehensive School	STANFORD-LE-HOPE	Thurrock
Harlescott School	SHREWSBURY	Shropshire
Harrow (formerly Gayton) High School	HARROW	Harrow
Hurlingham and Chelsea School	FULHAM	Hammersmith & Fulham
Lady Lumley's School	PICKERING	North Yorkshire
Malbank School and Sixth Form Centre	NANTWICH	Cheshire
Morecambe High School	MORECAMBE	Lancashire

Morpeth School	TOWER HAMLETS	Tower Hamlets
North Manchester High School for Girls	MOSTON	Manchester
Poole High School	POOLE	Poole
Ruffwood School	KIRKBY	Knowsley
Southfield School	KETTERING	Northamptonshire
St Aidan's County High School	CARLISLE	Cumbria
St John Bosco High School	LIVERPOOL	Liverpool
St Thomas Aquinas Catholic School	KING'S NORTON	Birmingham
Stratford School (GM)	FOREST GATE	Newham
The Beacon School (GM)	BANSTEAD	Surrey
The Beauchamp College	OADBY	Leicestershire
The Bishop Bell CofE School	EASTBOURNE	East Sussex
The City Technology College	KINGSHURST	Solihull
The Clarendon School	TROWBRIDGE	Wiltshire
The Eastwood School	LEIGH-ON-SEA	Southend-on-Sea
The Hollins County High School	ACCRINGTON	Lancashire
The Robert Napier (GM) School	GILLINGHAM	The Medway Towns
The Robert Smyth School	MARKET HARBOROUGH	Leicestershire
Villiers High School	SOUTHALL	Ealing
Walderslade Girls' School	CHATHAM	The Medway Towns
Whitstone Community School	SHEPTON MALLET	Somerset
Wood Green School	WITNEY	Oxfordshire

As in previous years, I am identifying a number of schools which are shown by inspection to be providing a good quality of education and achieving high standards. All the secondary schools listed have received outstanding inspection reports. In addition, some have excellent General Certificate of Secondary Education (GCSE) results which they have sustained over a number of years. Others have GCSE results which are good, given the circumstances of the particular school.

School name	*Postal town*	*LEA*
Bedale High School	BEDALE	North Yorkshire
Beechen Cliff School	BATH	Bath
Bingley Grammar School	BINGLEY	Bradford
Bishop's Hatfield Girls' School	HATFIELD	Hertfordshire
Borden Grammar School	SITTINGBOURNE	Kent
Bottisham Village College	BOTTISHAM	Cambridgeshire
Bournville School	BIRMINGHAM	Birmingham
Burntwood School	WANDSWORTH	Wandsworth
Chelmsford County High School for Girls	CHELMSFORD	Essex
Chipping Campden School	CHIPPING CAMPDEN	Gloucester
Clitheroe Royal Grammar School	CLITHEROE	Lancashire
Colchester Royal Grammar School	COLCHESTER	Essex
Coloma Convent Girls' School	CROYDON	Croydon

Colyton Grammar School	COLYTON	Devon
County Upper School	BURY ST EDMUNDS	Suffolk
Cox Green School	MAIDENHEAD	Royal Borough of Windsor & Maidenhead
Fakenham High School and College	FAKENHAM	Norfolk
Fowey Community College	FOWEY	Cornwall
Graveney School	TOOTING	Wandsworth
Greenbank High School	SOUTHPORT	Sefton
Hillview School for Girls	TONBRIDGE	Kent
Ilford County High School	ILFORD	Redbridge
Keswick School (GM)	KESWICK	Cumbria
King Edward VI	KING'S HEATH	Birmingham
Camp Hill Girls' School		
Light Hall School	SHIRLEY	Solihull
Linton Village College	LINTON	Cambridgeshire
Norham Community Technology College	NORTH SHIELDS	North Tyneside
Old Swinford Hospital	STOURBRIDGE	Dudley
Oldbury Wells School	BRIDGNORTH	Shropshire
Oxted County School	OXTED	Surrey
Parliament Hill School	CAMDEN	Camden
Penrice School	ST AUSTELL	Cornwall
Plessington Catholic High School	BEBINGTON	Wirral
Robert Pattinson GM School	NORTH HYKEHAM	Lincolnshire
Sir John Lawes School	HARPENDEN	Hertfordshire
South Wilts Grammar School for Girls	SALISBURY	Wiltshire
St Anthony's Girls' School	SUNDERLAND	Sunderland
St Ivo School	ST IVES	Cambridgeshire
St John Fisher RC High School	NEWCASTLE-UNDER-LYME	Staffordshire
St Mary Redcliffe and Temple School	BRISTOL	City of Bristol
St Mary's RC High School	CHESTERFIELD	Derbyshire
St Nicholas RC High School	HARTFORD	Cheshire
St Patrick's RC High School	ECCLES	Salford
St Paul's School for Girls	EDGBASTON	Birmingham
St Peter's Collegiate School	WOLVERHAMPTON	Wolverhampton
St Peter's RC High School	ORRELL	Wigan
St Saviour's and St Olave's School	SOUTHWARK	Southwark
Standish Community High School	STANDISH	Wigan
Tewkesbury GM School	TEWKESBURY	Gloucester
The Corbet GM School	SHREWSBURY	Shropshire
The Downs School	COMPTON	Newbury
The Folkestone School for Girls	FOLKESTONE	Kent
The Greensward School	EPPING	Essex
The Henrietta Barnett School	HAMPSTEAD	Barnet

	GARDEN SUBURB	
The John Roan School	BLACKHEATH	Greenwich
The Rochester Grammar School for Girls	ROCHESTER	The Medway Towns
The Romsey School	ROMSEY	Hampshire
The Roseland Community School	TRURO	Cornwall
The Skinners' School	TUNBRIDGE WELLS	Kent
The Windsor Boys' School	WINDSOR	Royal Borough of Windsor & Maidenhead
Varndean School	BRIGHTON	Brighton and Hove
Watford Grammar School for Girls	WATFORD	Hertfordshire
West Bridgford Comprehensive School	WEST BRIDGFORD	Nottinghamshire
Wirral County Grammar School (Girls)	BEBINGTON	Wirral
Wootton Upper School	WOOTTON	Bedfordshire
Wymondham College (GM)	WYMONDHAM	Norfolk

I am also pleased to be able to identify particularly successful primary, middle and nursery schools. In these schools pupils achieve high standards in literacy and numeracy and make an excellent start to their education.

School name	*Postal town*	*LEA*
Primary Schools		
Anchorsholme County Primary School	THORNTON-CLEVELEYS	Blackpool
Arnside National C of E School	ARNSIDE	Cumbria
Barugh Green Primary School	BARUGH GREEN	Barnsley
Biddick Hall County Junior Mixed School	BIDDICK HALL	South Tyneside
Billinge and Winstanley St Mary's RC School	BILLINGE	St Helens
Birches Green Infant School	ERDINGTON	Birmingham
Boldmere Infant School	SUTTON COLDFIELD	Birmingham
Boughton Heath County Primary School	GREAT BOUGHTON	Cheshire
Bournes Green County Junior School	SOUTHEND-ON-SEA	Southend-on-Sea
Bramcote Hills Primary School	BEESTON	Nottinghamshire
Broughton in Amounderness C of E Primary School	BROUGHTON	Lancashire
Charlestown County Primary School	CARLYON BAY	Cornwall
Christ Church C of E School	CHORLEYWOOD	Hertfordshire
Cockwood Primary School	STARCROSS	Devon
Darrick Wood Infant School	ORPINGTON	Bromley
English Martyrs' RC Primary School	LITHERLAND	Sefton
Episkopi Primary School	CYPRUS	
Etchingham C of E School	BURGH HILL	East Sussex

Garrick Green First School	OLD CATTON	Norfolk
Garstang County Primary School	GARSTANG	Lancashire
Gawcott First School	GAWCOTT	Buckinghamshire
Hadley Wood Primary School	HADLEY WOOD	Enfield
Hazelwood Infant School	PALMERS GREEN	Enfield
Henley School	HENLEY	Suffolk
Hiltingbury Junior School	CHANDLERS FORD	Hampshire
Holmes Chapel County Primary School	HOLMES CHAPEL	Cheshire
Humshaugh C of E First School	HUMSHAUGH	Northumberland
Kobi Nazrul Primary School	TOWER HAMLETS	Tower Hamlets
Laneshaw Bridge County School	LANESHAW BRIDGE	Lancashire
Lindal and Marton Primary School	LINDAL	Cumbria
Lyndon Green Infant School	SHELDON	Birmingham
Manor Infants' School	BARKING	Barking & Dagenham
Marlborough County Primary School	FALMOUTH	Cornwall
Mayplace Junior Mixed Infant and Nursery School	BEXLEYHEATH	Bexley
Moat Farm Junior School	OLDBURY	Sandwell
Netherthong Junior and Infant School	NETHERTHONG	Kirklees
Nunthorpe Primary School	NUNTHORPE	Redcar and Cleveland
Our Lady of Fatima Junior and Infant School	BIRMINGHAM	Birmingham
Our Lady of Grace Junior School	DOLLIS HILL	Brent
Parklands Junior School	ROMFORD	Havering
Peter's Hill Primary School	AMBLECOTE	Dudley
Priory School	SLOUGH	Slough
Ramsden Infant School	BARROW-IN-FURNESS	Cumbria
Roseacre Junior School	BEARSTED	Kent
Sandford Hill Primary School and Hearing Impaired Unit	LONGTON	Stoke-on-Trent
Scargill Infants' School	RAINHAM	Havering
Seagry C of E School	CHIPPENHAM	Wiltshire
Somerhill Junior School	HOVE	Brighton and Hove
South Farnham County Junior School	FARNHAM	Surrey
St Anne's Catholic Primary School	CHERTSEY	Surrey
St Bartholomews's C of E Primary School	SYDENHAM	Lewisham
St Benedict's RC School	GARFORTH	Leeds
St Francis de Sales Infant School	TOTTENHAM	Haringey
St Francis RC Junior and Infant School	GORTON	Manchester
St Giles' C of E (Aided) Infant School	ASHTEAD	Surrey
St John The Evangelist RC Primary School	BILLINGHAM	Stockton on Tees

St Joseph and St Theresa Primary School	CHASETOWN	Staffordshire
St Joseph's Junior School	REDDISH	Stockport
St Joseph's Primary School	ROSSINGTON	Doncaster
St Joseph's RC Primary School	LEEDS	Leeds
St Joseph's RC Primary School	BLAYDON-ON-TYNE	Gateshead
St Martin de Porres RC Junior and Infant School	BIRMINGHAM	Birmingham
St Mary's RC Junior School	NEWTON-LE-WILLOWS	St Helens
St Peter's C of E Junior School	BIRMINGHAM	Birmingham
St Peter's C of E Primary School	PADDINGTON	Westminster
St Teresa's RC Primary School	HARTLEPOOL	Hartlepool
St Vincent's RC Primary School	NORDEN	Rochdale
Stanley RC (Aided) Primary School	STANLEY	Durham
Stocksbridge Junior School	STOCKSBRIDGE	Sheffield
Stubbins County Primary School	RAMSBOTTOM	Lancashire
Sun Hill Infant School	ALRESFORD	Hampshire
The Grange Infant School	SHREWSBURY	Shropshire
The R A Butler Infant School	SAFFRON WALDEN	Essex
Trafalgar Junior School	TWICKENHAM	Richmond-Upon-Thames
Twickenham Primary School	KINGSTANDING	Birmingham
Weeley St Andrew's GM C of E Primary School	WEELEY	Essex
Westgate County Primary School	WESTGATE	Lancashire
Weston Coyney Infants' School	WESTON COYNEY	Stoke-on-Trent
Weston Hills C of E School	WESTON HILLS	Lincolnshire
Whiteheath Junior School	RUISLIP	Hillingdon
Willows Primary School	LICHFIELD	Staffordshire
Withnell Fold County School	WITHNELL	Lancashire
Worlds End Infant School (NC)(SU)	QUINTON	Birmingham
Wrockwardine Wood Infant School	WROCKWARDINE WOOD	Shropshire

School name	*Postal town*	*LEA*
Middle Schools		
Hagley Middle School	HAGLEY	Hereford & Worcester
Hugh Sexey Middle School	WEDMORE	Somerset
Thomas A Becket Middle School	WORTHING	West Sussex
Tylers Green Middle School	HIGH WYCOMBE	Buckinghamshire

School name	*Postal town*	*LEA*
Nursery Schools		
Cleator Moor Nursery School	CLEATOR MOOR	Cumbria
George Dent Nursery School	DARLINGTON	Darlington
Padgate County Nursery School	PADGATE	Warrington

Rawmarsh Nursery School	RAWMARSH	Rotherham
Stanley Nursery School	STANLEY	Wakefield
Whitnash Nursery School	LEAMINGTON SPA	Warwickshire

I am also pleased to name highly effective special schools this year. In similar terms to the schools named above, they demonstrate the best in this highly diverse and important sector of education.

School name	*Postal town*	*LEA*
Cambridge School	HAMMERSMITH	Hammersmith and Fulham
Clare Mount School	MORETON	Wirral
Cloughwood School	NORTHWICH	Cheshire
Crevesford School	BARNSLEY	Barnsley
Ethel Tipple School	KING'S LYNN	Norfolk
Exhall Grange School	COVENTRY	Warwickshire
Freemantles School	CHERTSEY	Surrey
Fulford Cross School	FULFORD	York
Gibfield School	COLNE	Lancashire
Glebe Special School	WHITLEY BAY	North Tyneside
Glyne Gap School	BEXHILL ON SEA	East Sussex
Greenbank Residential School	NORTHWICH	Cheshire
Heathlands School	ST ALBANS	Hertfordshire
Hinderton School	WHITBY	Cheshire
Horton Lodge School	LEEK	Staffordshire
Oaklands School	ISLEWORTH	Hounslow
Pendower Hall School	NEWCASTLE UPON TYNE	Newcastle upon Tyne
Piper Hill High School	NORTHENDEN	Manchester
Priory School	SOUTH NORWOOD	Croydon
Southfield School	HATFIELD	Hertfordshire
St Anthony's School	CHICHESTER	West Sussex
Swiss Cottage School	SWISS COTTAGE	Camden

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.

School name	*Postal town*	*LEA*
Abbey Farm Middle School	THETFORD	Norfolk
Acorn Nursery (Special)	LIVERPOOL	Liverpool
Alderman Jackson School (Special)	KING'S LYNN	Norfolk
All Saints C of E First School	BRADFORD	Bradford
Ambergate School (Special)	GRANTHAM	Lincolnshire
Ashton St Peter's GM C of E Primary School	DUNSTABLE	Bedfordshire

Aylands School (Special)	ENFIELD	Enfield
Baliol (Special) School	SEDBERGH	North Yorkshire
Brancaster C of E Primary School	BRANCASTER	Norfolk
Brindale Primary School	BRINNINGTON	Stockport
Brookfield (Special) School	CHELTENHAM	Gloucester
Brooksby Primary School	NOTTINGHAM	City of Nottingham
Cawston C of E Primary School	CAWSTON	Norfolk
Christ Church C of E Primary School	BATTERSEA	Wandsworth
Clatterbridge School (Special)	BEBINGTON	Wirral
Cliffey House School (Special)	HANLEY CASTLE	Worcestershire
Colby Primary School	COLBY	Norfolk
Dalton Junior School	HUDDERSFIELD	Kirklees
David Lister School	HULL	Kingston-upon-Hull
Edinburgh Primary School	WALTHAMSTOW	Waltham Forest
Epinay (Special) School	JARROW	South Tyneside
Flamstead Primary School	FLAMSTEAD	Hertfordshire
Forest Gate Centre		Northamptonshire
Fred Nicholson Special School	DEREHAM	Norfolk
Gainsborough Primary School	NEWHAM	Newham
Garston C of E Primary School	LIVERPOOL	Liverpool
Geoffrey Chaucer Comprehensive School	SOUTHWARK	Southwark
Glenmere Primary School	WIGSTON	Leicestershire
Griffin Manor School (Special)	GREENWICH	Greenwich
Harborne Hill School	BIRMINGHAM	Birmingham
Hickling First School	HICKLING	Norfolk
Hockwold Primary School	THETFORD	Norfolk
Holmefield First School	HOMEWOOD	Bradford
Holyhead Primary School	WEDNESBURY	Sandwell
Isaac Newton School	HULL	Kingston-upon-Hull
Kemsing County Primary School	SEVENOAKS	Kent
Knighton Fields Primary School	LEICESTER	City of Leicester
Lea Green School and Centre (Special)	WALTHAM FOREST	Waltham Forest
Lea Infant School	SLOUGH	Slough
Leeds and Broomfield C of E Primary School	MAIDSTONE	Kent
Lilian Baylis School	LAMBETH	Lambeth
Little Ilford School	NEWHAM	Newham
Lowry High School	SALFORD	Salford
Luttons Primary School	WEST LUTTON	North Yorkshire
Massey Hall School (Special)	WARRINGTON	Lancashire
Meadow Wood School (Special)	WATFORD	Hertfordshire
Millbrook Community School	MAYBUSH	Southampton
Mitchell Brook Primary School	WILLESDEN	Brent

Morningside Primary School	HACKNEY	Hackney
Mortimer School (Special)	STREATHAM	Lambeth
New Hinksey First School	OXFORD	Oxfordshire
New Penshaw Primary School	HOUGHTON LE SPRING	Sunderland
Newnham Croft Primary School	CAMBRIDGE	Cambridgeshire
Newport Junior School	WALTHAM FOREST	Waltham Forest
Oaklands Nursery School	NEWCASTLE	Staffordshire
Oxhey Infants School	BUSHEY	Hertfordshire
Pinfold Street Primary School	WEDNESBURY	Walsall
Potternewton Primary School	LEEDS	Leeds
Richmonds Infants School	SHOEBURYNESS	Southend-on-Sea
Rodmell C of E Primary School	RODMELL	East Sussex
Roe Lee Park Primary School	BLACKBURN	Blackburn with Darwen
Rough Hay Primary School	DARLASTON	Walsall
Rowdeford School (Special)	ROWDE	Wiltshire
Sandgate School (Special)	KENDAL	Cumbria
Shaw Park Primary School	HULL	Kingston-upon-Hull
Skerton Primary School	SKERTON	Lancashire
Slated Row School (Special)	WOLVERTON	Milton Keynes
St Alfege with St Peter's Primary School	GREENWICH	Greenwich
St Barnabus and St Paul's C of E Primary School	BLACKBURN	Blackburn with Darwen
St Cuthbert's (VA) C of E Junior School	GATESHEAD	Gateshead
St George's C of E Primary School	BATTERSEA	Wandsworth
St Hugh's High School	GRANTHAM	Lincolnshire
St John's RC Junior School	KIRKDALE	Liverpool
St Lawrence (VA) Lower School	RUSHDEN	Bedfordshire
St Mary of the Angels RC Primary School	WESTMINSTER	Westminster
St Mary's and St Joseph's RC Primary School	BLACKBURN	Blackburn with Darwen
St Matthias' C of E Primary School	HACKNEY	Hackney
St Monica's RC Primary School	HACKNEY	Hackney
St Oswald's RC Primary School	ACCRINGTON	Lancashire
St Paul's with St Michael's C of E Primary School	HACKNEY	Hackney
St Stephen's C of E Primary School	LAMBETH	Lambeth
Staveley Junior School	CHESTERFIELD	Derbyshire
Sunfield Independent Special School	CLENT	Worcestershire
Sutton Manor Community Primary School	SUTTON MANOR	St Helens
Talbot House School (Independent Special)	CRAMLINGTON	Northumberland

The Pupil Referral Unit	KINGSBURY	Brent
The Sneyd High School	NEWCASTLE	Staffordshire
Three Crowns School (Special)	WALSALL	Walsall
Uffculme (Special) School	BIRMINGHAM	Birmingham
Undercliffe Middle School	BRADFORD	Bradford
Upbury Manor School (GMS)	GILLINGHAM	The Medway Towns
Upottery Primary School	HONITON	Devon
Victoria Primary School	LEEDS	Leeds
Wark C of E (Aided) First School	HEXHAM	Northumberland
Warren Hills County Primary School	COALVILLE	Leicestershire
Watergate School	LEWISHAM	Lewisham
Welshampton C of E Primary School	ELLESMERE	Shropshire
West Gate Community College	NEWCASTLE	Newcastle upon Tyne
Windmill School (Special)	BRIXTON	Lambeth
Woodseats Primary School	SHEFFIELD	Sheffield
Woodside Middle School	BRADFORD	Bradford
Woodstock Primary School	LEICESTER	City of Leicester
Worsley Mesnes Primary School	WIGAN	Wigan

Commentary

This is my fifth report as HMCI. Coinciding as it does with the completion of the inspection cycle, it offers an opportunity to review developments since the publication of my first report in 1993/94.

Three main points need to be made. The first is that the performance of teachers and pupils stands in sharp contrast to that of four years ago. Teachers are now teaching better, and pupils, as a consequence, are learning more. The re-inspection of secondary schools has highlighted the progress that some schools have made and I am pleased to identify those with a particularly good record of improvement at the beginning of this report. That said, as in every previous year, inspection shows that while some schools are outstandingly successful, others perform badly. To an extent this is inevitable, but the gap in achievement between schools serving similar communities continues to be too wide. Education remains, as I said in last year's report, "too much of a lottery". This is a second, and very significant, issue. Then, third, there is the unsurprising fact that the basic challenges are still very much those we faced when I wrote my first report. The quality of teaching has improved, but further progress is needed if, for example, the Government's literacy and numeracy targets are to be achieved. So, too, with leadership in schools. The headteacher is the critical figure in the drive to raise educational standards. We have many committed, highly effective heads. We need more. It is upon these two imperatives that the policy agenda should focus.

I have emphasised the achievements of the service in each of the reports I have published since 1993/94, and I have done so with increasing confidence. The statistics this year speak for themselves. In 1993/94 the quality of teaching was judged to be less than satisfactory in 25 per cent, 30 per cent, 19 per cent and 17 per cent of lessons in Key Stages 1, 2, 3 and 4 respectively. This year the comparable figures have fallen to 8 per cent, 8 per cent, 10 per cent and 7 per cent. Teaching is now deemed to be good in over half of the lessons observed in each key stage. Teachers are now expecting more of their pupils. They are planning and preparing more effectively and teaching in a more challenging, direct way. More headteachers (though not yet enough) are monitoring the quality of teaching in their schools. More pupils, as a consequence, are achieving their potential. In particular, more children are making better progress in mathematics and English in primary schools. The Literacy and Numeracy initiatives are enabling many teachers to teach more effectively. In a number of primary schools, some of which serve areas of severe disadvantage, we have seen spectacular improvements in reading. The task now, for most primary schools, is to build steadily on these foundations and, for those directing the strategies, to continue to improve them in the light of experience.

Pupils continue generally to have a positive attitude to learning. Behaviour of pupils is unsatisfactory in only 2 per cent of primary schools. It is unsatisfactory in 6 per cent of secondary schools, which is too high. However, relationships are generally good. Most schools provide well for social and moral development of pupils. Teachers do much to ensure that pupils have a clear grasp of what constitutes right and wrong behaviour. Attendance figures in most schools are above 90 per cent, with schools working hard to ensure regular attendance, at times despite the difficulties posed by condoned absence.

The improvements highlighted by the second round of inspections of secondary schools are encouraging. Most schools have tackled the issues identified by inspectors in the first report. Seven in ten schools have an upward trend in examination results; nine in ten have a higher proportion of good teaching. More pupils are now staying on at school and most sixth forms provide a good-quality education. GNVQs have improved. The new assessment regime is clearer and more rigorous and this has led to improved standards in the work inspected.

A worryingly high proportion (8 per cent) of special schools continues to be made subject to special measures. There have, however, been some encouraging developments in special schools. In particular, the teaching in schools for pupils with emotional and behavioural difficulties has improved. HMI in OFSTED have carried out a study of successful practice in these demanding schools which we shall be publishing in the near future.

Considerable improvement has, therefore, been made in a number of areas. Inspection, however, has found that there is still substantial underachievement in about one in ten primary and secondary schools. About four in ten pupils leaving primary schools did not achieve level 4 (the level expected of 11 year olds) in English and in mathematics tests, and one in ten did not even reach level 3. In Key Stage 3, where the proportion of unsatisfactory teaching is now highest, about four in ten pupils do not achieve level 5. The achievement of boys continues to cause concern. Their achievement in reading and particularly writing is significantly weaker than that of girls at both Key Stage 1 and Key Stage 2. There is still, therefore, much to do in a significant number of schools.

An encouraging number of schools are now being removed from special measures. The proportion of schools that fail their inspection remains, however, much the same as in previous years - about three per cent of primary and secondary schools, and eight per cent of special schools. Those secondary schools that failed this year had generally made little or no improvement since their previous inspection. In one recently failing school serving a disadvantaged area, standards had spiralled downwards to a point where only 6.6 per cent of pupils achieved five or more A* to C grades. Nearly a third of the pupils registered at this school failed to gain a single GCSE pass. Attendance was well below the national average and the unauthorised absence rate was over twelve times the national figure. The quality of teaching was a serious weakness. One-third of all lessons, and half of the mathematics lessons, were less than satisfactory. The main weaknesses were that teachers lacked sufficient knowledge of their subject, planning was often poor and the work set was insufficiently challenging. The school had not addressed weaknesses identified as Key Issues in the previous report.

I am fully aware that teachers working in schools in socially disadvantaged areas can face enormous difficulties. The rich do not, however, have a monopoly on intelligence and poverty can never be an excuse for school failure. It is the children who have no books at home, whose parents cannot or will not read to them, who need school most. More privileged children are likely to be better prepared for education, but the fact that a child is eligible for a free school meal ought not to have any relevance when it comes to learning to read. This is not pious exhortation. We know from inspection and test and examination results that schools working in difficult circumstances can achieve exceptional results. In recent years there has been a clear trend of improvement in such schools. A number of secondary schools, for example, with very disadvantaged intakes have increased their examination results by over 4 GCSE points per year in the last four years, compared with a national trend of less than one point per year. Ways must be found to replicate the strengths of such schools. It is deeply depressing that some schools like the one described in the previous paragraph have deteriorated since their first inspection. The LEAs responsible must ask themselves why this has been allowed to happen. If two hundred of the schools that failed their inspection can be turned round, why cannot all? The Government has taken firm action to ensure that schools in special measures and with serious weaknesses receive proper support from their local authorities. If the LEA cannot deliver, then alternative forms of provision must be found. The drive to raise standards for the children who need education most must not be allowed to grind to a halt in a mire of professional incompetence and political indecision within the LEA.

The key to raising standards in schools where achievement is currently too low is obviously to improve the quality of teaching and the strength of leadership provided by the headteacher. We have now inspected every school in the country. We know what makes a good teacher and headteacher. It is not, therefore, research into the nature of teaching and school leadership that is needed, so much as new thinking about how we can use our current knowledge better.

Good teachers have a secure understanding of the subjects they teach. The evaluation, for example, of the literacy initiative has revealed that the problem in schools where standards in reading are low is that teachers simply do not know what to do. Their initial training may have given them a vague sense of different methods, but they lack the specific, day-to-day understanding of what knowledge and skills need to be taught when. It is exactly the same at A level: students who are taught by teachers who do not have a firm intellectual grip upon (and, indeed, a personal enthusiasm for) their subject-matter are unlikely to make good progress. Good teachers have, moreover, high expectations of their pupils. They plan effectively. They deploy a variety of different teaching methods in a skilful and pragmatic fashion. They achieve high standards of discipline. They both plan and assess pupils' work thoroughly, using assessment to inform planning for future lessons. There is, of course, nothing new in this account. There is nothing, moreover, that is problematic theoretically. The challenge for the teacher is, as it always has been, to turn the words that are so easy to write on the page into the difficult reality of day-to-day action. For the policymaker, it is to rethink current approaches to the training and support of teachers so that more teachers teach more effectively.

So, too, with leadership. Successful schools are invariably led by men and women who are aware of the gap between what should be, and what is, happening, who have the determination to tackle problems, and, more generally, the determination to develop a culture which takes nothing for granted. They recognise that only so much can be done at once and they have the courage, whatever the pressures, external and internal, to prioritise. They deal with decisions with down-to-earth management efficiency, and, most important of all, they themselves know what constitutes high-quality teaching and educational excellence. We do not have enough such headteachers. Indeed, educational leadership is judged to be weak in one in eight primary and one in seven secondary schools. These are disturbing figures. Too many headteachers do not really know what is happening in the classrooms of their schools. They do not know because they do not have a rigorous and systematic approach to monitoring standards and evaluating the quality of teaching. This is a fundamental weakness, for, without this, development planning is clearly impossible and target setting little more than a pious aspiration. The key challenge for school management over the next few years is to exploit the potential of appraisal and self-evaluation. Appraisal in many schools has lacked rigour. The conclusions of the appraisal process have not been followed through into management action which benefits the appraisee and the school. The situation with self-evaluation has become similar. A minority of schools have, as indicated

above, had the courage to cut through the obstacles to an honest identification of the really important issues. Too many have not.

What, then, can be done to increase the number of good teachers and good headteachers? The contribution of initial teacher training (ITT) is clearly vital. Inspection shows that ITT for primary schoolteachers has focused more sharply on the teaching of number and reading. There have been some marked improvements in key areas such as the attention given to mental arithmetic and phonics. The Primary Follow-up Survey nevertheless identified some key weaknesses. The majority of trainees are still uncertain about how to plan for and use phonics appropriately in the teaching of reading over a period of time. Many trainees have difficulty in planning and pacing a structured sequence of lessons for reading and number. The assessment of trainees has improved, but it is not always sufficiently rigorous or accurate and does not always cover fully the standards for qualified teacher status. Rigorous inspection of ITT must therefore continue so that institutions of higher education can remedy the weaknesses that remain. Each and every student who leaves a training institution must, as a minimum, feel confident in dealing with the day-to-day practicalities of classroom teaching. This is not yet the case.

LEAs now have the opportunity to make a real contribution to the improvement of teaching and leadership in schools. In that the cycle of LEA inspection only began in 1997/98, this Annual Report does not draw upon a balanced sample of LEAs. Some interesting conclusions nevertheless emerge. Good LEAs meet their statutory obligations. They neither seek to replicate the work of OFSTED nor do they second-guess the management decisions of headteachers and governing bodies. They devolve a high proportion of the resources available for education to schools. They target intervention in those schools which cannot manage their own destiny, and, having listened to the views of headteachers, ensure that the majority of schools have access to high-quality, value-for-money support which from time to time most headteachers will want. It is an important but sensibly minimalist role.

The weakest LEAs inspected in this sample had no clear concept of their role. They had failed to listen to headteachers, to define the respective roles of school and authority, or to establish how and when intervention would occur when schools failed to deliver acceptable standards. They retained too much money and had no clear idea of whether the services they provided represented good value for money. They tried, typically, to do too much, in the process confusing schools and dissipating energy. They failed to meet their own statutory responsibilities. Such LEAs, and next year's Report will give a clearer idea of their number, have some way to go if they are to deliver what the Government now expects from them. At present they are making little or no contribution to the standards agenda. Indeed, they are damaging schools because they are wasting resources and managing change badly.

Traditionally, the only strategy beyond the work of ITT institutions and LEAs to improve the quality of teaching and leadership has been the publication of good practice in the hope that it will seep through the system. Some such publications have had some effect, but most have not. The Government is right, therefore, to look for new solutions. The Green Paper *Teachers Meeting the Challenge of Change* proposes fundamental changes for the longer term, including incentives for excellence in leadership and in training, more flexible models of initial teacher training and a systematic approach to professional development.

The most dramatic innovations thus far are the National Literacy and Numeracy Strategies. These strategies are unique in that, for the first time, the Government has offered firm guidance not only on what should be taught but also on how children should be taught to read, write and calculate. Those who believe telling teachers how to teach is an affront to their professional dignity because it treats them as "technicians" rather than professionals are seriously misguided. The overwhelming majority of teachers involved with the Literacy and Numeracy Projects have welcomed the way in which the Frameworks for Literacy and Numeracy have brought together up-to-date knowledge of what needs to be taught and the best methods of teaching it. Teachers' confidence and competence in teaching fundamentally important areas of work, notably phonics and mental mathematics, which had suffered much from weak teaching in the past, have been enormously strengthened. However, the National Literacy Strategy has huge in-service training implications. Not surprisingly, while the picture is broadly positive, there have been problems maintaining the quality of this training in some local authorities. It has not been easy to keep the focus on phonics because of the reluctance of a minority of LEAs and schools to recognise its importance.

The next stage in the Government's drive to improve teaching will focus on the use of information and communication technologies (ICT) to raise educational standards and equip teachers and pupils with the skills they will need in the twenty-first century. The Government is right to find very substantial extra funding for this initiative. Information technology is the subject taught least well in primary and in secondary schools. About one-third of schools in both sectors show substantial underachievement. There is a huge gap between those schools which teach the National Curriculum requirements for information technology effectively and those which, for various reasons, do not. A small amount of work involving communication and data handling is very good, but there is much that is mediocre or poor and makes only trivial use of expensive facilities and information sources. Much of the existing investment is, therefore, wasted, largely because in many

schools teachers lack confidence and training to teach the subject well and other teachers are unable to apply ICT to the subjects they teach. In taking advantage of the new funding for ICT, schools must establish clear priorities for training and for monitoring the quality of training. They should also make full use of the ideas and guidance in the scheme of work for Key Stages 1 and 2 recently published by the DfEE and QCA. OFSTED will continue to monitor closely and report on the impact of the Government's initiative in ICT.

The Beacon school initiative is a further example of new government thinking in the drive to improve the quality of teaching and leadership. It is too early to comment from inspection evidence, but in principle this seems a highly promising development. We now know which schools are the most successful and we are therefore for the first time in a position to draw upon their expertise in a systematic way. Such schools have the potential to make a very significant contribution to initial and in-service training and to the training of prospective headteachers. Teachers and headteachers who are themselves doing the job have an expertise and credibility that nobody outside schools can possibly claim. It is worth therefore seeing how a bottom-up approach can complement the traditional dissemination of good practice from on high.

It is clear that we have reached a critical point in the Government's drive to raise educational standards. Significant progress has been made in recent years. Much, nevertheless, needs to be done if the Government's vision of a world-class education service is to be realised. We must, in particular, continue to focus on raising standards in the basic skills of literacy, numeracy and IT. These are the foundations upon which a culture of lifelong learning must be built, and, at present, standards are simply too low for us to be confident that the foundations are secure. There is, however, every reason for optimism. Nobody now questions the need to raise standards. Fewer take refuge in socio-economic explanations of school failure. Most within the profession accept that the beliefs about education and teaching which have dominated practice for the last forty years must be, at the least, questioned. The culture is now less self-indulgent. We have a new and rigorous focus on what actually works. As a consequence, teachers will be able to achieve more at less personal cost. More pupils will realise their potential, and, as a nation, we can contemplate the likelihood of a more socially cohesive and economically prosperous future.

on this site.

Secondary schools

Educational standards achieved

76. Standards in secondary schools have continued to improve gradually. The average GCSE points score per pupil in maintained schools has risen from 35.6 in 1997 to 36.8 in 1998 on this site.

Sixth forms in schools

Educational standards achieved

161. One-quarter of young people aged 16-18 are in school sixth forms and a similar proportion are in further education. The participation of this age group in education has doubled over the last 15 years. There are now almost 400,000 students in school sixth forms, a growth of nearly 10,000 over the last year. In maintained sixth forms about three-quarters of students are studying for GCE A levels, one in ten Advanced GNVQ and one in ten Intermediate GNVQ. The proportion following Advanced GNVQ courses has trebled over the last four years. Overall, school sixth forms account for over two-thirds of those students completing full GCE A-level programmes and more than a quarter of students completing the Advanced GNVQ.

162. There is evidence of continued, gradual improvement in standards in sixth forms. GCE A-level results have improved slightly. The average points score for students taking two or more GCE A levels was 17.6 in 1998 compared to 17.0 in 1997[16]. The average points score was similar for boys and girls. However, since on average the boys started from lower levels of prior attainment than the girls, the boys have made greater overall progress and closed the gap that existed at GCSE. This improved progress is most marked amongst high ability students. The average points score per subject entry for Advanced GNVQ courses has matched those for GCE A levels.

163. The chart opposite shows inspectors' judgements of progress in lessons. There has been a slight improvement on last year, reflecting a corresponding improvement in the quality of teaching. Students make good progress in the majority of GCE A-level and Advanced GNVQ lessons, and in two in five Intermediate GNVQ lessons. Many students have made substantial improvements in attainment over a year or two on GNVQ courses, after little prior success in GCSE.

164. Small sixth forms tend to recruit students with lower prior attainment and those pupils tend to make less progress than students in large sixth forms. Inspection reports on small sixth forms show that inadequate teaching time, co-teaching of different year groups or courses, weak development of students' organisational and analytical skills and poor information technology provision contribute to slow progress. However, inspection also provides examples of small sixth forms with good-quality provision and high standards.

165. **ACHIEVEMENT IN GCE A LEVEL** lessons is predominantly satisfactory or better. The best students in all subjects show a consistently high level of scholarship, work well under pressure and perform equally well in timed written exams, practical work and coursework assignments. The weakest students in GCE A-level classes usually cope with the basic techniques required for the syllabus and have a reasonable grasp of the subject matter. Overall standards required of students and levels of demand are the same for modular and corresponding linear syllabuses. Features such as more regular assessment and feedback, and the opportunity to resit modules, have nevertheless contributed to a higher pass rate amongst weaker students in modular than in linear syllabuses. More able students generally perform equally well on linear and modular syllabuses.

166. The large majority of Advanced **GNVQ** students are committed and conscientious. They work effectively both independently and as part of a team and are able to organise both themselves and others. Frequent contact with the world of work, and business, promotes a high level of self-reliance and interpersonal skills. The best distinction portfolios match GCE A-level grade A performance, showing mature work of impressive range and depth. These students can synthesise a variety of material and analyse complex ideas, but pass and merit students are often uncritical of the evidence they collect.

Chart 16 - Lessons in Sixth Forms: Progress *(percentage of lessons)*

167. The revised unit structure of the new **GNVQ** assessment model, which is currently in the pilot stage, is encouraging greater rigour and has led to improved standards within the vocational areas. Advanced work is at least satisfactory and there are examples of good standards in art and design, business studies and information technology. At Intermediate level, standards are again generally satisfactory and often good in art and design. Inspection of portfolios in the summer term by HMI found improvements in standards, as compared with the current model, and a good equivalence with standards on comparable GCE A-level or GCSE courses. The new specifications have encouraged better analysis in students' work, though there are still too many examples of direct copying from secondary sources.

168. Within the new GNVQ model, standards in key skills [17] have been broadly satisfactory, though with considerable variations between schools. Performance on the set assignments, which form the external component of assessment for key skills, has generally been poor, particularly in application of number. Some schools however, have been able to prepare their students effectively for these assignments and have achieved better results.

169. The proportion of registered students gaining a full GNVQ varies considerably across schools. It is typically above three in five, with a further one in five staying the course but receiving only a part award. Some students are able to complete the award by returning to school for a further term or year after the notional end of their course, since there is no time limit on when the GNVQ has to be completed. Full award completion rates in schools are higher than the national figure, where just over half of students complete the award. Non-completion is usually due to ineffective course organisation and monitoring of students as they work on assignments, though students are also tempted from courses by employment opportunities.

170. Overall, the quantity, quality and consequently standards **OF ENRICHMENT PROGRAMMES** vary widely. Because of the limited provision in some schools, a significant minority of sixth-form students, particularly those on GNVQ or two GCE A-level programmes, are taught for only half of the 25-hour week. A small number of students have the opportunity to take a wide curriculum of more than three Advanced courses, together with an assessed enrichment programme. In schools that teach the International Baccalaureate, students are given this opportunity and are stimulated to high achievement across a body of knowledge and skills which is much more extensive than the normal sixth- form workload. Once committed to such demanding regimes, students show effective time management and good study skills. The more they have to tackle, the better they can cope.

171. The **RESPONSE AND ATTITUDES** of students engaged in post-compulsory education in schools are mainly very positive. There is, however, variation as the same individuals are observed from subject to subject, according to the quality of teaching, the extent of prescription and the pace and expectations generated. The well motivated sixth form sets the tone in a school. This is often a key factor in a school's determination to establish a small sixth form and make it work.

Quality of education

Teaching

172. Section 10 inspections show that there has been a significant overall improvement in sixth-form teaching over the last year. The proportion of lessons judged very good or excellent has risen from 15 per cent to 22 per cent whilst the proportion judged unsatisfactory has fallen from 5 per cent to 3 per cent. The quality of teaching improves markedly from Year 11 to Year 12 and is better again in Year 13.

173. The chart below shows inspectors' judgements of the different aspects of teaching. The pattern is similar to last year, but with a substantial improvement in teachers' use of day-to-day assessment. Low expectations and poor management of homework are characteristics of weak sixth-form teaching. In general, GCE A-level lessons would benefit from a broader range of teaching approaches, and GNVQ work would benefit from more direct teaching, which is encouraged by the new assessment model for GNVQ.

Chart 17 - Quality of Teaching: post-16 *(percentage of schools)*

174. Teachers on **MODULAR A-LEVEL COURSES** have raised their expectations of Year 12 students much earlier in the course and sharpened their course organisation to meet the requirements of these syllabuses. Day-to-day assessment has necessarily improved in preparing students for regular module examinations.

175. Teachers are finding the new **GNVQ ASSESSMENT MODEL** easier to manage. Where teaching arrangements for a GNVQ course involve four or five teachers, it is difficult to achieve coherence and consistency in teaching. In some GNVQ subject areas which are new to the curriculum, teachers' own knowledge is not always fully secure across the whole subject specification. Many GNVQ teachers need more help with curriculum planning, teaching methodology and assessment. Teaching quality in key skills ranges from excellent to poor, but many teachers are uncertain about their role in teaching these skills.

Curriculum and assessment

176. Most schools, including some **SCHOOLS WITH SMALL SIXTH FORMS**, provide a post-16 curriculum that meets the needs of their particular students. Some small sixth forms do this by providing essentially vocational courses with GCE A-level English and mathematics in addition. By contrast, others are forced to limit their curriculum in an unsatisfactory way. Some offer limited science/non-science GCE combinations. A few abort courses that are grossly undersubscribed, with the

result that, for example, some sciences operate but not others, leaving a limited range of miscellaneous subjects. Combination of Year 12 and Year 13 teaching is sometimes necessary for budgetary reasons. A small sixth form inspected in 1993 was said to be "requiring rationalisation" with "unacceptable curriculum entitlement" cited as a matter of "major and urgent concern". It was re-inspected this year when it had 71 sixth-form students on roll; over the last three years only half of the GCE A-level entries have resulted in a pass grade and the sixth form continues to be a drain on resources.

177. In some areas, collaborative arrangements between sixth forms, often in association with further education colleges, enable schools to provide a wide range of courses economically. Students benefit from remaining within their "home" schools as a social base and for an enrichment programme, whilst being able to choose from a good range of subjects and levels of course as well as interacting with a large number of other students in good-size classes. Schools with large sixth forms have less to gain from collaborative arrangements, but they do enable schools to offer subjects such as law and history of art which would not otherwise be viable.

178. **MODULAR GCE A-LEVEL COURSES** are increasingly common, and in 1998 represented over half of A-level entries in schools. They are better suited to some subjects than others and function most successfully in mathematics, physics, chemistry and biology. They are not well suited to modern foreign languages where almost all schools enter candidates at the end of the course. The complete move to modular syllabuses in geography has resulted in some fragmentation in the way in which topics are covered.

179. **ENRICHMENT PROGRAMMES** range widely in quantity and quality, though teaching on non-examination work is as good as elsewhere in the sixth form. In a minority of sixth forms, large as well as small, there is virtually no provision beyond examination courses and even students on three GCE A-level programmes sometimes have more than 10 hours of non-contact time each week. The rationale for what is provided compulsorily or offered on a voluntary basis is not always strong. In some schools, general studies GCE A- or AS-level syllabuses provide a basis for a well-structured course. The tiny minority of schools operating the International Baccalaureate provide a comprehensive range of contrasting and overarching studies without sacrifice
of depth.

180. **COURSEWORK** for GCE A level is usually organised well and assessed to a high professional standard. It generally follows through appropriately from coursework in Key Stage 4. Where practical examinations in the sciences have remained of the same nature for many years, they fail to build sufficiently on practical skills developed in Key Stage 4. In both coursework and practical examinations in the sciences, assessment criteria have insufficient scope to promote or reward the higher skills of which the best students are capable.

181. The new **GNVQ ASSESSMENT MODEL** is improving the quality of curriculum planning by simplifying requirements and procedures, though late arrival of materials left planning haphazard in some schools. Teachers are able to increase the vocational content of courses. The new assessment and grading approach is leading to more manageable and accurate assessment. However, externally set benchmark assignments have taken up too much time on Intermediate courses. With Advanced courses, teachers have tended to delay formal assessment as long as possible. External set assignments are making an important contribution to the rigour of key skills assessment. However, the burden of key skills assessment at Intermediate level needs to be reduced and simplified. The purpose and range of key skills assessment should be carefully reconsidered, in order to retain and encourage the appropriate application of key skills within the vocational contexts.

182. Approaches to the new pilot **KEY SKILLS QUALIFICATION** have varied considerably in the A-level centres involved. This has been a consequence of a lack of clarity about the purpose of the proposed qualification. Some schools have used the qualification to develop students' key skills, whilst others have viewed it merely as a means of accrediting existing skills.

183. Except in church schools, statutory requirements concerning **RELIGIOUS EDUCATION AND ACTS OF WORSHIP** in post-compulsory years are usually disregarded. Students and their teachers cannot see any rationale for this regulation, which is not matched by a corresponding regulation for those in 16-19 education in the further education sector.

Student support and guidance

184. **GUIDANCE** to students entering the sixth form is usually sound, but a significant minority are encouraged to take courses for which they have insufficient prior attainment and which they then find too demanding. This is common in small sixth forms where there is an inevitable concern to make up numbers. As students with low attainment at GCSE move successfully through Intermediate GNVQ, they are sometimes unwisely guided into Advanced courses with insufficient attention to their competence in key skills. Sixth-form tutors are generally efficient in monitoring attendance, coursework commitments and progress in subjects. Some schools make effective use of value-added predictions based on pupils' GCSE

results to monitor pupils' performance in their GCE and GNVQ courses and more could usefully do so.

185. **CAREERS** lessons are provided through tutorial sessions, general studies and various enrichment programmes. These are usually supported by programmes of visits to universities, open days and careers fairs. Nearly all students intending to go on to higher education are well informed. However, schools are much less effective at supporting students in finding out about occupations and work options available. Often students' knowledge about these options is limited, but exceptions include GNVQ students who can describe working conditions in detail and have a good knowledge of local and national job markets and the organisation of the workplace. Overall, careers education and guidance is unsatisfactory in about one in four schools. Work experience placements are on offer to a growing minority of students. These are well conceived and usually give good value for the time and effort involved.

Management and efficiency

186. The great majority of sixth forms are well managed. Schools are adopting a more rigorous approach to evaluating the success of their sixth form and making increased use of value-added indicators to judge effectiveness. The management of sixth forms is most effective when the head of sixth form has clearly defined responsibilities and is a member of the senior management team.

187. GCE A level continues to serve the needs of many sixth-form students well. However, schools have rightly broadened their curriculum to meet the needs of the increasing numbers of pupils staying on. Schools were understandably cautious in the early days of the GNVQ, but the motivation and achievements of the students have confirmed the value of these qualifications in the sixth-form curriculum. Schools need to continue to review their curriculum to ensure that they provide properly for the needs of present and future students.

188. In large sixth forms there is no difficulty covering the cost of provision. Indeed, there are some situations where large sixth forms subsidise work in main school. In small sixth forms, managers are too easily persuaded by staff, students and their parents to timetable small groups which drive the sixth-form budget into deficit. In a few small sixth forms an over-ambitious curriculum is offered, which results in corner-cutting in teaching both in the sixth form and in the main school.

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16 Provisional DfEE data, 1998. The points score per pupil is calculated by allocating two points for an E, four for a D, up to 10 for an A for each subject taken; and half the number of points for an AS subject.

17 The three mandatory key skills are communication, the application of number and information technology.

Special schools

189. Evidence for this report is drawn from Section 10 inspections, from an HMI inspection exercise examining good practice in schools for pupils with emotional and behavioural difficulties, and from other inspections by HMI. Most of the schools inspected were for pupils with moderate or severe learning difficulties and for pupils with emotional and behavioural difficulties, but hospital schools, schools for pupils with sensory impairment, for those with speech and language disorders, and those with autism and other disabilities, were also inspected.

Educational standards achieved

190. Standards in special schools have continued to rise. There has been a marked improvement in schools for pupils with emotional and behavioural difficulties. This is a considerable achievement for schools working in this particularly difficult sector. Pupils' progress is often particularly good in early years classes in all types of school. Schools' adoption of the "Desirable Learning Outcomes" guidelines has resulted in raised standards.

Chart 18 - Progress in Special Schools *(percentage of schools)*

191. Pupils make satisfactory or better progress in English in nine in ten special schools. Progress is better this year, particularly in schools for pupils with severe learning difficulties. Pupils' progress in speaking and listening has improved in schools for pupils with emotional and behavioural difficulties. The amount of drama taught within English has increased and this has contributed to the improvement in speaking and listening, not least in developing pupils' confidence and fluency.

192. There has been a slight overall improvement in pupils' progress in reading, most noticeably in schools for pupils with severe learning difficulties. Good progress by pupils in reading is closely associated with a structured and systematic approach to the teaching of reading in all types of school. Poor progress is associated with the absence of a whole-school policy for reading development and with the lack of a suitable range of appropriate books, particularly for older pupils. The most substantial overall improvement is in pupils' progress in writing. This is satisfactory or better in more than eight out of ten schools. Written policies and schemes of work for writing are becoming more common, and increased attention is being paid to handwriting, spelling and grammar in subjects other than English.

193 . Pupils' progress in mathematics is satisfactory or better in nine in ten schools overall, but in only three-quarters of schools for pupils with emotional and behavioural difficulties. An increasing number of pupils take nationally accredited courses. In schools of all kinds, a narrow interpretation of the mathematics programmes of study denies pupils the opportunity to make progress in practical mathematics. Progress in science is satisfactory or better in nine in ten schools. An increasing number of schools teach science well, and practical work has improved.

194. Progress in design and technology is satisfactory or better in eight in ten schools. It is least satisfactory in schools for pupils with severe learning difficulties and with emotional and behavioural difficulties, where specialist teaching and facilities are less common. Pupils make satisfactory progress in information technology in only half of special schools. Lack of progress is often due to the poor use of equipment available and to the lack of schemes of work.

195. Pupils make satisfactory or better progress in geography in more than eight in ten schools and in history in slightly less than eight in ten. In modern foreign languages pupils make satisfactory progress in little more than one-third of schools. This reflects the fact that the subject is still being established as part of the curriculum. Standards are rising most quickly in schools for pupils with emotional and behavioural difficulties, where increased attention is given to reading and writing in the foreign language.

196. Progress in physical education is satisfactory or better in nine out of ten schools. Pupils' achievements in swimming are particularly good. Pupils make at least satisfactory progress in art in almost all schools, and are making use of a widening variety of art media such as scraper board, batik, photography and printing rollers. Increased use is being made of "artists in residence" who are employed to lead workshops with pupils, raise teachers' expectations and widen the range of pupils' experiences. In at least eight out of ten schools pupils make satisfactory or good progress in music. Pupils make sound progress in religious education in seven in ten schools. This represents a considerable improvement over time.

197. Pupils' progress in personal, social and health education is satisfactory in the few schools where the subject is planned

and taught in a sufficiently structured manner to enable judgements of progress to be made by the school or the inspection team. In many schools where a strong emphasis on personal, social and health education is claimed, the subject is not effectively planned and co-ordinated, and pupils' progress is not assessed or recorded.

Quality of teaching

Chart 19 - Quality of Teaching in Special Schools *(percentage of lessons)*

198. The improvement in the quality of teaching is continuing. The quality of teaching is now judged to be good in more than half of lessons.

199. In all schools, the most commonly identified component of good teaching is the high quality of teachers' planning. In the best practice, the aims for the lesson are shared not only with the other members of the teaching team, particularly the learning support assistants, but also with pupils. Team planning, involving learning support assistants and therapists, is a particular strength in schools for pupils with severe learning difficulties and for pupils with physical disabilities.

200. Teachers' subject knowledge is strongly associated with good-quality teaching in all types of special schools. It is particularly important in Key Stages 3 and 4 in schools for pupils with emotional and behavioural difficulties. Conversely, a lack of subject knowledge is identified as a factor reducing the quality of teaching in almost half of all special schools. Subjects such as music, design and technology and modern foreign languages pose problems in terms of staff expertise for many schools, especially small schools with a limited number of teaching staff.

201. An accurate match of lesson plans to the needs of all pupils in the teaching group is a strength of the teaching in one-third of schools, but less than half of schools make effective use of assessment information in planning lessons. This is an improvement on previous years, but many schools continue to have difficulty in making this essential link between assessment and planning.

202. Learning support assistants are usually effectively deployed. The schools making most effective use of such staff invest in training courses aimed at their needs and include learning support assistants in general staff training programmes. As a result, learning support assistants in these schools take responsibility successfully for small groups of pupils for activities as varied as survival cookery and computer sessions.

Curriculum

203. Special schools are giving more attention to securing coverage of the whole range of National Curriculum subjects and religious education and are giving priority to the teaching of literacy and numeracy. Nine in ten schools for pupils with severe learning difficulties now offer all of these subjects to all pupils. The teaching of a modern foreign language to Key Stages 3 and 4 is the most frequent omission. Schools for pupils with emotional and behavioural difficulties have the greatest problems in providing the full National Curriculum, with one-third of schools omitting one or more subjects for some or all of their pupils. Music and information technology are the subjects most frequently missing from timetables.

204. Schools are achieving a better balance among subjects, but only half have developed the process satisfactorily. Schools for pupils with emotional and behavioural difficulties have moved most in offering a balanced curriculum. There is no detailed national guidance on what constitutes the ideal balance for pupils of different ages and disabilities. Schools must, therefore, evolve and justify their own rationale. Too often, the curricular balance is decided at the level of individual teachers who sketch out a class timetable, which is then modified for individuals as they are withdrawn or re-grouped for various purposes. In the absence of any monitoring, the timetables of individual pupils can become seriously unbalanced.

205. The attention given to the National Curriculum programmes of study for each subject has also improved considerably, but is satisfactory in only half of schools. Schools for pupils with moderate and with severe learning difficulties have shown the greatest advance. The subject least likely to be taught across the full range of the programme of study is information technology, but there are also weaknesses in the planning of design and technology, science and music. These difficulties stem largely from class teachers' lack of specialist subject knowledge, while the improvement is associated with developing quality of schemes of work and the increasingly effective monitoring by subject co-ordinators.

206. Schools are increasingly successful in supporting the spiritual, moral, social and cultural development of pupils. The great majority meet moral, social and cultural needs (including the multicultural aspect) satisfactorily, and provision is judged to be good in half of schools. Although provision for spiritual development is improving, one in five schools gives inadequate attention to this aspect of the curriculum.

Chart 20 - Assessment and Recording in Special Schools *(percentage of schools)*

Assessment and recording

207. The assessment and recording of pupils' progress remain a cause for concern in many schools and show little sign of improvement. Almost one in five schools has no whole-school policy for assessment and recording, and overall practice is satisfactory in only half of schools.

208. The most common feature of unsatisfactory assessment and recording is that each class teacher uses a different approach, so that records are discontinuous, with no effective picture of progress over time. In schools with improving assessment there is usually a teacher with a post of responsibility for assessment and recording, and some means of monitoring each teacher's practice.

209. The preparation of individual education plans causes many schools difficulty. Only half of schools have established a satisfactory cycle of effective target setting and review within individual education plans. The writing of relevant and quantifiable targets is the most common problem. There are wide variations in teachers' ability to do this effectively, even within the same school.

210. Schools' perceptions of the nature and purpose of individual education plans vary greatly. Some regard them as opportunities to set a small number of indicative targets for the pupil in key areas of weakness, while others prepare the individual education plan as a comprehensive teaching plan. The absence of a national consensus or guidance on the nature of the individual education plan in the context of the special school gives rise to much uncertainty and anxiety as to the acceptability of adopted practices.

211. Pupils' access to external accreditation at Key Stage 4 and post-16 continues to vary widely. The best provision is in schools for pupils with physical disability, with visual and hearing impairment, and with speech and language problems. Only about half of schools for pupils with emotional and behavioural difficulties and of those for pupils with moderate learning difficulties offer a satisfactory or good range of accreditation for their pupils at Key Stage 4. The latter group of schools is making strong efforts to broaden further pupils' opportunities for accreditation.

Management and efficiency

Chart 21 - Leadership and Management in Special Schools *(percentage of schools)*

212. Leadership and management are satisfactory or good overall in four in five schools. The best leadership in all types of school is characterised by senior management teams which provide strong direction but which also involve all staff in decision-making, so that agreed policies are more likely to be put into practice consistently. Managing change is a constant process in special schools, and the most successful management teams regard the analysis of needs for change and planning of responses as their primary functions.

213. In contrast to the more favourable overall picture of management, over half of schools have weaknesses in curricular leadership and management. Schools with otherwise effective leadership and organisation have significant shortcomings, including in some cases a lack of co-ordinators for National Curriculum subjects. The great majority of schools are still at an early stage of monitoring and evaluating the quality of teaching. Only one school in five makes effective use of planned classroom observation.

214. About six in ten governing bodies are satisfactorily involved in the general management and planning process of their schools, but only one in 20 is effective in monitoring and evaluating the work of the school. Governing bodies and school management teams find it difficult to visualise a meaningful monitoring role for the governors within the complex and highly specialised professional environment of the special school. Thus they often feel unable to take the first steps in putting the role into practice.

215. The ratio of pupils to teachers varies widely within groups of similar schools. This is justifiable to a degree, as the populations of pupils with different learning difficulties vary. Low numbers of teachers in some schools are balanced by higher than usual numbers of learning support assistants. However, there are undue variations in overall funding between schools working with similar populations. These variations are not directly reflected in standards achieved by pupils.

216. More schools plan their finances effectively, for example by costing initiatives in their development plans. Half of schools now do this. The timespan of school development plans is extending, so that seven in ten schools now have plans which extend beyond one year. While unforeseen external budgetary changes may upset the fine detail of such plans, longer-term financial planning enables initiatives to be prioritised and funding to be used more flexibly.

217. The most effective development plans include criteria for the success of each initiative. These enable the senior management team and governing body to evaluate the plans, and to establish a cycle of target setting and review for the whole school. Schools are increasingly aware of the need to evaluate the outcomes of management initiatives by improvements in pupils' progress, but few are able to do this because of a lack of effective means of assessing and recording pupils' progress.

Accommodation and resources

218. The lack of specialist subject accommodation continues to limit pupils' progress in many special schools. Only six in ten schools have satisfactory accommodation for science, although provision is improving, particularly in schools for pupils with emotional and behavioural difficulties. A similar proportion of schools has suitable accommodation for design and technology. One in four schools has unsatisfactory accommodation for music. Less than half of schools have satisfactory accommodation for physical education. The best provision is in schools for pupils with physical disabilities. Only one-fifth of schools for pupils with moderate learning difficulties and with emotional and behavioural difficulties have satisfactory changing and gymnasium provision. Where on-site facilities are poor, some schools, particularly those for pupils with emotional and behavioural difficulties, make use of community sports facilities, and often make a virtue of the enhanced social integration which this brings.

219. Less than half of schools have a library at present. Schools for pupils with moderate and severe learning difficulties are actively developing libraries, but there is little sign of improvement in schools for pupils with emotional and behavioural difficulties. Even where they have libraries, many schools have difficulty in planning their use effectively, so that the resource is underused.

220. Schools of all kinds continue to build up learning resources to enable them to teach the full National Curriculum programmes of study in every subject. All types of school have made improvements in resources for English, and these are satisfactory or better in three-quarters of schools. In contrast, resources for mathematics are sufficient in less than half of schools to support the teaching of numeracy and to provide a suitable variety of practical experiences.

221. Two-thirds of schools have adequate learning resources for teaching the full programmes of study in science, design and technology and information technology. Resources for geography, history and physical education are adequate in a little more than half of schools. Increasingly effective use is being made of the local environment to support practical work in both geography and history. Religious education is the subject with the least satisfactory levels of resource; only one-third of schools have sufficient books and materials.

Schools requiring special measures and schools with serious weaknesses

222. Since 1993 a total of 717 schools have been made subject to special measures. This represents about 3 per cent of all secondary schools and primary schools, 8 per cent of special schools and 6 per cent of Pupil Referral Units (PRUs). Of all of these schools, 55 have closed, and 143 have since been removed from special measures because they made the necessary improvements and now offer an acceptable standard of education.

223. The picture for 1997/98 is a little different from previous years. The number of new schools being identified as failing to provide an acceptable standard of education shows a rising trend in primary and secondary schools. There are contributory factors which account for this. First, 1997/98 was the last year in the four-year cycle for inspecting primary schools, and included a number of schools whose inspection had been deferred, sometimes because of particular internal difficulties. Second, this year has been the first of a new cycle for inspecting secondary schools and, of the schools inspected, around 40 per cent were placed in the programme because national indicators and previous inspection reports had shown them to be weak. Following these inspections, 4 per cent of secondary schools were made subject to special measures. These were schools which had made little or no improvement since the first inspection, or in which the quality of education had deteriorated.

224. Primary schools subject to special measures continue to differ in size, type and socio-economic circumstances. Just over one-third have intakes with high levels of disadvantage in and around large cities, and in most of these schools the standards achieved in one or more key stages are unacceptably low. This is often reflected in poor National Curriculum test results. However, other cases include very small rural schools, some schools in more advantaged areas, and nursery schools. There are examples of schools where national test results are average or above, but where many able pupils are seriously underachieving, because teachers fail to make lessons sufficiently challenging. A particular problem for some small primary schools is the considerable impact that one weak teacher can have on the overall education provided.

225. About half of secondary schools subject to special measures have intakes with high levels of disadvantage. Standards of attainment in these schools are low, particularly in literacy and numeracy, and examination results are often well below average.

226. Special schools subject to special measures vary in size, age range and disability provision. However, almost half of the schools placed in special measures last year provide for pupils with emotional and behavioural difficulties and cover at least three key stages. A significant difference this year is the increasing number of schools with a wide disability intake that have been made subject to special measures or have serious weaknesses. The wide ranges of disability are often the result of LEAs' reorganisation, or closure of certain types of special schools in line with inclusive education priorities. This results in a redesignation of remaining special schools to provide, on an area basis, for a wider range of special educational needs. Such schools provide for pupils with emotional and behavioural difficulties, moderate, severe or complex learning difficulties, and autism. In addition, many of these schools are small in size (under 60 pupils on roll). The combination of these factors adversely affects all aspects of the schools' management and places undue demands upon planning and upon the expertise of staff.

227. The common weaknesses of schools subject to special measures remain similar to previous years: a high proportion of unsatisfactory teaching; poor progress made by the pupils; and inadequate leadership and management, causing the school to fail to provide satisfactory value for money. In a number of schools there are poor relationships between different groups of the school community, dissatisfaction among the parents and a high staff turnover. Poor behaviour and attendance are common features in the secondary and special schools, but less so in the primary schools. Many of the primary and special schools have failed to implement the National Curriculum sufficiently, and too little has been done to develop teachers' inadequate subject knowledge.

228. All schools subject to special measures have undertaken a programme of improvement based on their action plan. The best plans identify precise targets to be achieved over a specific timescale, with success criteria that describe actual improvement. For example, a school might set itself a percentage target for children reaching a particular National Curriculum

level by a certain time. The majority of schools have made satisfactory or good progress against their action plans. Sometimes this progress is rapid and due to changes in key senior personnel, but at other times improvement has depended on sustained efforts being made over a longer period of time. The improvements that schools have made quickly relate to systems and structures, and to the consistent implementation of whole school approaches for example some schools have improved pupils' behaviour in this way. Special schools have improved their planning and provided a closer match and relevance of activities to age and ability levels. Residential special schools, usually providing for pupils with emotional and behavioural difficulties or complex learning disabilities, have instigated more effective behaviour management strategies and improved the working relationships between education and care staff.

229. The improvements that have often taken longer to achieve have been in tackling weak teaching, or in raising pupils' attainment. Local and national projects focusing on literacy and numeracy have improved the structure and pace of lessons, although it is too soon to measure the impact of this on standards. A few schools have improved national test and examination results relatively quickly, but in most cases these improvements are slow to emerge. Where schools are being considered for closure or reorganisation, the resulting uncertainty often impedes their progress.

230. Steps have been taken this year to ensure that schools subject to special measures receive their first monitoring visit by HMI after about six months, whereas previously it was more commonly 12. It is too early to evaluate fully the impact of this action, but initial evidence shows that schools requiring special measures now make quicker progress in the initial stages. Most schools value the termly monitoring visits of HMI, and use them as an opportunity to review progress and pinpoint areas where further work is needed.

231. In the best instances, LEAs have prepared clear statements of action and have supported schools in special measures effectively, establishing guidelines that clarify the range of strategies they will use. Using the data and other information already available about the school, a number of LEAs are identifying and supporting weak schools ahead of a registered inspector's judgement. Increasingly, there is a growing understanding of which actions are likely to produce the required improvements in underachieving schools. This has helped to shorten the time between the original judgement that a school needs special measures, and the improvements actually being made. The 1997 OFSTED publication *From Failure to Success* looks in detail at what has helped schools in special measures to improve. Some LEAs respond less well, often by failing to strike the right balance between monitoring the school's progress and offering well targeted advice on how to improve.

232. One strategy that has been used by some LEAs is to second an experienced and successful headteacher into a school, to provide strong leadership. There are examples where this has proved very successful, and some where it has been less effective, particularly where unclear or unrealistic timescales have been used. A number of detailed case studies of this approach to school improvement were presented in the OFSTED publication *Making Headway* (1998).

233. Building on the work started in 1994, since September 1997 inspectors conducting Section 10 inspections have been required to state in the report if the school has serious weaknesses. Over 500 schools have been found to have serious weaknesses and with this formal designation they cannot say any longer that they did not realise they were in this category.

234. Many of the strategies that have helped schools with serious weaknesses to improve are similar to those used in schools subject to special measures. Some schools have grouped pupils according to attainment in order to raise standards. In primary schools this tends to be for English and mathematics, but in secondary schools it can extend to other subjects. Schools are analysing performance data more systematically, especially results from national and standardised tests, and are using these to measure progress and set new targets for individual pupils. In many schools, pupils are explicitly shown how they might improve their own National Curriculum levels, or GCSE grades. Many special schools have improved the clarity of the objectives on pupils' individual education plans and tackled weaknesses in their coverage of the National Curriculum.

235. The progress made by secondary schools with serious weaknesses has been slower than that of other schools. Improvements to systems and structures have been positive, and there has been much worthwhile staff development. However, some schools struggle to improve levels of pupils' attendance or to raise standards consistently.

The education of young people who have disengaged from mainstream education

236. During 1997/8, OFSTED's work on identifying effective strategies for countering disaffection with education, and thereby for combating social exclusion, has concentrated primarily on young people from 14 onwards who have left, or are in danger of leaving, education and training prematurely or whose lifestyles and behaviour place them at considerable risk. Evidence has been drawn from a range of inspection: an evaluation of the initial stages of 17 DfEE-funded New Start partnerships, which began in autumn 1997; inspection of detached (ie street-based) work aimed specifically at such young people in six local authority youth services, serving highly disadvantaged metropolitan boroughs; inspection of Pupil Referral Units; inspection of the quality of education provision for young people in secure accommodation; and, with the Prison Inspectorate, inspection of education programmes within seven Young Offender Institutions.

237. The 17 **NEW START** partnerships, involving schools, LEAs, training and enterprise councils, careers companies and youth services, in all regions of the country, have been funded by the DfEE for a period of 18 months (autumn 1997 to spring 1999). Their focus is young people aged 14-17 who are likely to opt out of education and training, both pre- and post-16, and who are among the 50,000 young people who leave statutory schooling each year without any qualifications. This group not only includes those who truant or who are excluded from school but also those who reluctantly remain within the system, without enthusiasm or self-confidence, and who inevitably never achieve their potential.

238. In the early months the Projects have wisely concentrated upon building and strengthening the foundations of the local partnerships. Following a research phase, often taking the form of an audit alongside a consultation exercise to which young people themselves make a major contribution, each partnership has developed an action plan which sets the parameters for the implementation phase. Speed of progress in drawing up these action plans has varied from area to area, with the subsequent implementation being subject to delay in a number of instances. Where the timetable has been successfully met, however, it is usually because the partnership has been able to build on previous work of this nature, often extensive, and has seen its function as lending cohesion, rigour and permanence to what was previously short-term, insular and fragmented. Indeed, one of the prime aims of New Start is to ensure that practical action, where appropriate, is embedded into the mainstream work of all the partners and can therefore be sustained when funding comes to an end.

239. Some of the most promising indications of sound preparation include: involving young people closely in determining the causes of disaffection; collaborative planning by a range of agencies; closer links between schools and the youth service; improved support, guidance and mentoring for young people which will continue to be available post-16; and, in some areas, the instigation of specialist training for teachers and others working with this particular group. Inspection during 1998/99 will focus on whether these carefully planned initiatives are implemented effectively and, most importantly, whether they are monitored thoroughly to keep them on track. In the past, few providers have demonstrated the ability to manage initiatives and review outcomes equally rigorously. For this reason the New Start projects are attempting to do things differently.

240. In the survey, in six local authority **YOUTH SERVICES**, of detached projects with young people perceived to be at risk, there were only a small number of examples of effective work. In these cases, staff had successfully harnessed the enthusiasm of diffident young people, involving them in long-term activities such as the establishment of a young people's centre in their neighbourhood, thus developing their organisational and interpersonal skills as well as channelling their energies constructively. Work had been well planned and researched, often as a result of sound partnership with other agencies. Through the good links which young people had established with youth workers, they were able to gain access to appropriate information, support and advice on education, health, finance and housing. However, much detached youth work lacked rigour, structure and clear objectives. Even in the best work, there was an absence of effective procedures for evaluating what had worked and why.

241. Pupils in **PUPIL REFERRAL UNITS** (PRUs) generally make at least satisfactory educational and behavioural progress although, as would be predicted, their attainments are generally considerably lower than would be expected for their age and ability. An increasing number of PRUs, however, are offering some courses leading to a nationally accredited qualification; a small number of reports indicate that some pupils have gained a GCSE grade A*-C in one or two specific subjects - notably in art, occasionally in mathematics or English. More than eight out of ten PRUs are successful in improving pupils' behaviour,

promoting positive attitudes to education and fostering good relationships. Teaching is satisfactory or better in a similar proportion of lessons. The quality and use of assessment, however, are less than satisfactory in four out of ten PRUs - in common with findings in educational and behavioural difficulty special schools. The size and nature of PRUs, including the part-time provision that they make, create particular problems for the development of a broad and balanced curriculum; four out of ten units fail to offer this. Similarly, while many individual pupils have begun to attend regularly, often after very long periods of previous non-attendance, the overall levels of attendance are significantly below 90 per cent in nine in ten PRUs.

242. Over the last three years there has been an expansion of places for **YOUNG PEOPLE IN SECURE ACCOMMODATION.** Whilst there is evidence of an improving status for education and firm aims are stated about the vital role of education within the overall provision of each unit, in reality there are factors which frequently prevent these aims from being met. Little educational information is provided by local authorities when young people are admitted and with variable quality of initial assessments it is difficult for staff in secure units to plan work effectively and demonstrate that pupils are making some progress. However, in a few secure units, the young people do make significant progress, with opportunities for external accreditation, including GCSE. Attainment is frequently low because of absences from previous educational establishments. A high proportion of young people have learning difficulties, with poorly developed literacy and numeracy skills. Staff are not specifically trained, in most secure units, to be able to address these difficulties and there is need for more effective collaboration between care and education staff.

243. Much of the teaching is sound, with five out of the 23 units inspected having good or very good teaching. Six units had less than satisfactory provision and some are being re-inspected with Social Services Inspectors approximately one year after the last inspection rather than waiting for the next triennial inspection. Secure units report difficulty in recruiting new staff, as is the situation in many schools for pupils with emotional and behavioural difficulties. However, most have a sufficient number of teachers, although there are inevitable difficulties with subject coverage. There is some particularly effective teaching in units which draw on specialist teachers appointed to both the secure unit and an open unit on the same site. The curriculum is generally becoming more broad and balanced, with planning based on National Curriculum programmes of study. However, careers education and guidance and assessment, recording and reporting are often weak.

244. In **YOUNG OFFENDER INSTITUTIONS,** high standards were achieved by a substantial number of young prisoners who had the opportunity to attend good lessons. Unfortunately, owing to insufficient provision, these circumstances are rare. A few sessions occupied participants on totally inappropriate tasks such as tracing or cutting out pictures; these tasks were neither educational nor successful in countering disaffection. Attainment was at least satisfactory, and sometimes good, in basic skills, art and information technology. Generally, however, young offenders make insufficient progress because of the overall shortage of provision and a lack of variety in the curriculum offered.

245. In a minority of Young Offender Institutions, the quality of educational provision is good and supported well by the management. In most institutions, however, it is inadequate for the needs of young prisoners. In a minority of cases, that which is available is badly organised. The curriculum has insufficient breadth. Needs analyses are rarely undertaken and expectations are commonly too low. Careers and employment guidance for young prisoners is of very variable quantity and quality and is limited in effectiveness by lack of collaboration with services in offenders' home areas.

246. Education is generally accorded low status in Young Offender Institutions. Good resources are frequently not exploited fully because of lack of communication and co-operation between the rest of the regime and the education department. This often results in low numbers in classes, late arrivals and regular disruption to lessons. This unsatisfactory situation demands urgent remedy. Young prisoners need to gain practical, marketable skills, including, for many, much higher skills of literacy and numeracy, as a means of reducing the risk of re-offending.

Youth work and adult education

Youth work

Educational standards achieved

247. During 1997/98, HMI carried out full inspections of three LEA youth services, a survey of detached youth work in six metropolitan boroughs and a national inspection of the training of part-time youth workers. The achievement of young people who took part in this local authority youth service provision was good in just over half the sessions inspected and unsatisfactory in about one in eight. These are very similar proportions to those found in inspections of local authority youth services in 1996/97.

248. In the services inspected, achievement was particularly good in art, performing arts and other practical sessions. In well-focused discussions, participants improved their knowledge and understanding of issues related to substance abuse, sexuality and gender. Most of the sessions targeted on the interests of minority ethnic groups led to effective participation and achievement. In all three local authorities inspected, young people with learning difficulties made effective social and educational progress. The unsatisfactory provision often contained repetitive programmes with limited educational content which presented little challenge for the young people. As a result, they often became unruly and achieved little.

249. In the National Voluntary Youth Organisations (NVYOs) funded by the DfEE standards have improved steadily over the year. The care and detailed attention that NVYOs have paid to identifying appropriate targets have been crucial factors in enabling them to assess and improve standards of achievement. A number of organisations, however, are still insufficiently clear about the educational purpose of the activities that they provide.

Quality of education

250. The quality of provision in three local authority youth services inspected was good in just over half of the sessions and unsatisfactory in one in seven. Where youth workers knew participants well enough to understand what participants already knew and could do, and were able to plan activities with them which built on these strengths, provision was effective. Similarly, when senior managers and youth workers regularly evaluated the quality of sessions, good practice was consolidated and weak practice rectified. Detached youth work generally made a worthwhile contribution to health education, the avoidance of substance abuse and crime diversion. The causes of poor sessions were generally youth workers' lack of awareness of young people's needs and management's failure to identify and remedy poor work.

251. The best staff had a good knowledge of their local communities, both urban and rural, and had high expectations of the young people with whom they worked. These young people showed a strong allegiance to the club or project and developed the qualities of persistence, fortitude and determination to succeed. While allowing young people to develop in an informal environment, youth workers were able to identify and maintain appropriate boundaries. By contrast, unsatisfactory or poor work was often found where staff were acting solely in a policing or containing role. Names of young people were not known, or not used, and much of the work was unplanned or unstructured.

252. Aiming work at priority groups, including disaffected young people and those with learning difficulties, was generally successful. However, in some instances, insufficient account was taken of locally identified needs related to minority ethnic groups, unemployed young people and single parents, with a resulting absence of appropriate provision. There is still much to be done to plan provision on the basis of sound assessment of need and to involve young people directly in planning programmes of activities.

253. The reduction in full-time staffing in several areas had a negative effect on the quality and regularity of support as well as the co-ordination of in-service training. Staff development is often of good quality but insufficiently focused on the specific needs of the service. The initial training provided by most services for their part-time staff offers good opportunities for training youth workers to relate their theoretical knowledge to their practice in the workplace and to develop skills of planning and evaluation. There is insufficient clarity in the standards that are expected of newly trained youth workers.

254. Programmes of youth work in the NVYOs were sound but a number had too rigid a structure for the informality of youth

work. Planning and evaluation were usually good, partly because of the requirement of the funding scheme for clear targets and indicators with formal and regular self-evaluation. Most of the NVYO schemes are specifically targeted at disadvantaged and disaffected groups. Much of this work, including some within Young Offender Institutions, has been very effective. Many organisations show considerable skill in curriculum development and most are successful in adapting their work to specific needs, though there is a wide variety between the best and the weakest work.

255. In the NVYOs, support, development and training for staff have been vital elements in the improvement of youth work. Many organisations, however, underestimated the time required to train volunteers. Specific allocation of funding for training has ensured that it takes place, but occasionally the training itself has not been at the right level for the staff involved. Some, however, was very good, raising the quality of youth work throughout the organisation.

Management and efficiency

256. There is sometimes a marked variation in quality between different elements in a local authority service and these inconsistencies require attention. Quality assurance needs to be more systematic and comprehensive. Some of the new youth services lack focus, often because they are led by officers without relevant professional experience. They are sometimes in departments other than education and elected members lack the knowledge and experience to offer informed support. Links between local authority services and voluntary youth organisations are usually good, though links with schools are not well developed. The resources available to youth services are usually effectively managed. Budgetary cuts this year have led to reductions in staffing and provision. Most youth services in unitary authorities have suffered budgetary reductions following separation from larger authorities.

257. The management of most NVYO schemes is good, with clear organisational structures and identified lines of accountability. In some organisations, however, despite appropriate policies, management is tenuous because regions or individual units are largely independent. Frequently, leaders of a scheme cannot adopt a line management role. Other organisations face the difficult task of changing people's perceptions of their work with young people, owing to long-held traditions that activities and competitions are in themselves youth work. A number have been successful and others are improving slowly.

Adult education

Educational standards achieved

258. In the three full service inspections, a survey of modern foreign language learning and thematic inspections of access, participation and family learning conducted in 26 local authorities during 1997/98, standards of achievement were good or very good in 70 per cent of classes and unsatisfactory in one in 20. Adult learners are committed, enthusiastic and perceptive about their learning needs and achievements, which are spread evenly across the whole curriculum.

259. Given skilled and knowledgeable guidance and support, disadvantaged adults who achieved little in their schooldays succeed well on a range of courses carefully designed to meet their needs. Basic education students given the chance to set their own goals and learn at their own pace, when it suits them, quickly discover their own ability and aptitude for learning, gain confidence and start to expand their ambitions. Prisoners on a range of courses achieve and progress, gaining skills, knowledge and qualifications, particularly in art and information technology.

260. Achievement is generally high in art and craft classes and many students make rapid progress in information technology and business-related subjects.

Quality of education

261. The quality of teaching was good or very good in 70 per cent of classes and less than satisfactory in only 8 per cent. Most tutors are skilled, knowledgeable, trained enthusiasts and some are active, successful practitioners of the subjects they teach. Sessions are generally well planned with clear, appropriate objectives, a good pace and challenging content that extends students. Conversely, in poor classes the teaching is insufficiently demanding, ill-prepared or has confused objectives. In poor modern foreign language classes tutors talked at length in English, giving students little or no opportunity to use the language they were learning. These tutors lacked specialist language teaching training and updating. General adult education qualifications do not ensure specialist language teaching skills.

262. There is a clear correlation between high-quality teaching and specialist curriculum leadership for modern foreign languages. More generally, the resourcing of curriculum leadership and development bolsters quality and enables services to develop innovative, diverse and responsive curricula.

Access and participation

263. In some parts of the country adults have little or no opportunity to learn locally, but good services go to considerable lengths to support courses close to where people live or work. They also provide specialist adult educational guidance and information. These services know their communities well and work hard to provide appropriately, for instance offering particular daytime courses in areas with large retired populations. Pressure to accredit courses in order to secure funding is deterring some modern foreign language students.

264. Many services now strive particularly to reach under-represented and disadvantaged groups by researching their needs, eliminating barriers to participation and providing an appropriate curriculum in the local community. Parent education, family literacy, information technology and business skills courses have all successfully attracted and retained new students. Some courses enable students to improve their quality of life and contribute more to the community. Others take students on to higher-level learning in other institutions.

265. Many services do not have the resources or the contacts to develop such provision alone. They generally require successful partnerships with schools, social services, the voluntary sector, business, training and enterprise councils and other agencies. Indeed, services committed to providing access generally manage to do so through a range of partnerships.

266. In a number of new unitary authorities, adult education has been linked into lifelong learning policies and is now seen as integral to the overall raising of achievement. Provision for disadvantaged groups, particularly in family literacy, numeracy and parent education, has developed rapidly.

267. Adults in prison have limited access to education and training. In many cases, only one in five prisoners is able to participate in education. Few prisoners have adequate induction interviews to diagnose their educational needs and inform them about what is on offer. Although the core curriculum of the Prison Education Service emphasises basic skills, insufficient thought has been given to their teaching. Basic skills are mostly taught in isolation, which is rarely productive, when they could be integrated with the teaching of other subjects. Linked basic skills support also needs to be offered in prison workshops, to help raise levels of attainment. In some prisons, financial pressures are reducing the curriculum, with the loss of valuable courses in subjects like art and music. Few establishments now offer evening classes.

Management and efficiency

268. There is an unacceptable degree of variation in how local authorities manage their responsibility to secure provision for certain aspects of adult learning. Some devolve this responsibility without adequate central oversight or monitoring, failing to ensure general access or consistent quality. Whereas the best local authorities make good use of the potential for links between adult and school education, unmonitored devolution to community schools whose main focus is school-age children and their parents can result in failure to provide for other sections of the community. Other local authorities manage efficiently, with a light touch, within an agreed framework of standards and expectations. Local authority funds for adult education are generally reducing year on year. Well managed services have diversified their funding bases and entered into partnerships so that provision is secured. These services have good financial monitoring and are run efficiently and effectively.

Independent schools

269. The evidence for this section of the report is derived very largely from OFSTED's role in advising the DfEE about the suitability of independent schools for initial and continued registration under the 1996 Education Act. For this purpose every independent school is visited by HMI at least once every five years, some more frequently. In the past year, HMI made registration visits to 411 schools. These schools represent a wide cross-section of the independent sector. Seven schools, which had been identified as causing serious concern from previous visits, received inspections leading to published reports.

270. In January 1996 there were 2,264 independent schools in England which catered for the full-time equivalent of 546,787 pupils. These numbers have been fairly static for the last few years. While the number of pupils in the independent sector remains relatively stable, there has been an increase in the number of children under three in some schools. About one in five independent schools has such children, some of whom can be as young as six weeks. The concerns raised last year about the poor quality of provision and care for a significant minority of these pupils still remain.

271. Nursery settings in independent schools are exempt from local social services inspections under the Children Act 1989, although HMI are asked to apply criteria from the Children Act in their registration inspections. The future arrangements for the regulation of early education and day care will need to ensure that the welfare of children in independent nursery settings is given due attention.

Statutory requirements

272. Independent schools are statutorily required to meet acceptable standards as regards the instruction, the proprietor and staff, suitability of premises and accommodation and - in the case of boarding schools - pupils' welfare. Of the 411 schools visited, 60 caused considerable concern. These represent about 2.5 per cent of independent schools - a reduction on last year's figures. Thirty-two did not meet these requirements for instruction, 20 did not adequately ensure pupils' welfare, 30 had poor accommodation, 9 had inappropriate or dangerous premises and 15 had problems related to the suitability of the proprietor or weak management. Some schools failed to meet the requirements in more than one of these areas. Only 12 of these problematic schools were accredited members of one of the associations within the Independent Schools Council. Of these, nine had problems of overcrowding or poor accommodation and only three had poor instruction. All schools which fell below the level of acceptable standards received a letter from the DfEE requiring them to give evidence of progress on their shortcomings within three months. Action from DfEE and OFSTED led to a Notice of Complaint proceeding against four schools with very serious deficiencies. One of these has since closed and three remain under close scrutiny.

Educational standards achieved

273. Although most of the provision in independent schools for under-fives is at least satisfactory, some is poor, being overcrowded, unhygienic, insecure or unsafe. This is a cause for particular concern because increasing numbers of schools are admitting very young children and babies. Provision is particularly poor in institutions that seek to evade inspection by local social services by admitting, or claiming to admit, just over the minimum number of statutory aged pupils.

274. Independent schools generally achieve highly in public examinations. In 1997, 85 per cent of pupils achieved five or more higher grades at GCSE and an average points score of 53, which is equivalent to just over ten grade Cs. There are considerable variations across schools. For example, in 10 per cent of schools all pupils achieved five or more higher grades, but in some 5 per cent - usually small schools serving particular religious or ethnic communities - no pupils achieved five higher grades. Schools with sixth forms perform better than those without, with regard to the more able pupils. However, schools without sixth forms achieve better with the lower attaining pupils. At GCE A level the average points score for pupils attempting two or more subjects was 23, which is slightly higher than that in selective maintained schools (22).

275. Schools which exist for a primarily religious purpose differ significantly from the rest. In Jewish schools, the religious aspects of the curriculum are often very demanding and intellectually rigorous. However, while speaking and reading skills in English are often well developed, writing skills tend to be poor. Seventh Day Adventist schools have a commitment to raising standards in the minority ethnic community they serve, as well as providing a Christian education; they vary in their success. Schools within the Christian Schools Trust also vary widely. Some aim to provide the National Curriculum from a Christian perspective and those with secondary pupils prepare them for the GCSE. In most of the established Muslim schools, especially

day schools, standards are satisfactory and there are signs of improvement. Standards in the secular curriculum of some newly established schools and of a significant proportion of the boarding schools are a cause of some concern.

276. Academic standards are high in the music schools that are participating in the government-funded Music and Ballet Schools Scheme. Schools within the ballet scheme have satisfactory to good academic standards and good or very high standards in dance. Stage schools are not part of this scheme and their academic standards are variable, and in some cases low.

277. Most independent tutorial colleges cater entirely for post-16 students and are not therefore required to register as a school. About 30 colleges, however, take a small number of pupils of statutory age and about half of these were visited to check on their suitability. Some do not make appropriate arrangements for a broad and balanced curriculum for their school-age pupils and provision for pupils with special educational needs is sometimes inadequate. Three of the colleges gave cause for serious concern.

278. Boarding schools overall do not perform as well in external examinations as day schools, but this may be linked to the number of overseas students admitted. Schools which are members of a recognised association perform significantly better than those which have no affiliation. Single-sex schools generally perform better than mixed schools.

The quality of education

279. Teachers in well established secondary independent schools are knowledgeable about their subject and this leads to high expectations, a good pace of work and, on occasion, scholarship. The best teaching draws out pupils' reactions, invites opinion, challenges them to make judgements and to take the initiative. The minority of weak teaching is characterised by poor planning of lessons, leading to inappropriate activities. Some pupils whose first language is not English are particularly disadvantaged by poor planning.

280. In the best schools the curriculum has breadth and richness. Pupils have access to a wide range of subjects and this is supplemented by extra-curricular activities which add significantly to the pupils' education. In some schools, however, the curriculum is restricted by the small size of the school, the lack of a clear philosophy or lack of appropriate accommodation. For example, the free choice given to pupils in some schools can lead to a lack of breadth and balance in the subjects they take in Key Stage 4. Other schools do not have the specialist accommodation to teach the full range of subjects within design and technology, sometimes reflecting their history as a single-sex school.

281. The philosophy and organisation of some of the religious schools lead to weaknesses in their secular curriculum. For example, Jewish boys' schools have a narrower curriculum than girls' schools. In the former, the secular curriculum can be confined to only English, mathematics and "general knowledge" because of the time given to teaching Hebrew studies. Many of the small Accelerated Christian Education schools with a wide age-range of pupils have difficulty offering a sufficient range of subjects. This is a particular problem in practical science and modern foreign languages. In the majority of the established Muslim day schools design and technology, information technology and music are often under-represented; physical education and art can also be limited in scope. In Muslim boarding schools the curriculum continues to be narrow, with the core subjects of mathematics, English and some science, in addition to physical education, often being the only non-religious provision.

282. Most stage schools attempt to provide a broad education but some find this difficult. Pupils' professional studies can occupy half of their time, thus reducing the time for academic studies. Some Steiner schools lack facilities for teaching science, but schools in the Steiner Fellowship now have a policy which takes account of the National Curriculum.

283. It is a matter of concern that in a few schools some foreign national pupils do not have full access to the curriculum. This is sometimes because of a lack of support for their English language needs. Their progress in learning the English language is not helped by their being sometimes socially isolated mostly with other pupils whose first language is not English, as a result of boarding provision at weekends.

284. The majority of schools have satisfactory arrangements for assessing pupils' work and progress. One in seven schools lack clear and effective procedures to mark, assess and report on pupils' work. Often these weaknesses stem from a failure to identify clearly the intended learning outcomes of the curriculum. Half of the schools with weak provision are unusual in type: schools with a religious foundation, foreign schools or those catering for specialisms such as the arts.

285. While there are no statutory requirements concerning pupils' welfare in day schools, HMI look for effective policies and procedures for child protection and for dealing with bullying. In the vast majority of schools the welfare of pupils is satisfactorily safeguarded.

School management

286. Independent schools are generally effectively managed, but there are considerable variations. Weak management is often, but not exclusively, associated with the smaller, sometimes more specialist, schools. These schools have few, if any, systems for effective management and depend excessively on established daily routines.

Staffing, accommodation and learning resources

287. Many independent schools are well staffed. Indeed, a major factor in parents opting for the independent sector is often the small class sizes and the attention given to individual pupils. The quality or the sufficiency of staffing can be poor in schools where the fees are low or where they rely on voluntary help. Staff appraisal schemes are not well developed in most schools. In the better schools there are very good opportunities for staff development, but in the smaller or privately owned schools this is often a neglected feature, the owners citing costs as a major impediment.

288. The well-established schools often have excellent accommodation and facilities. Some small preparatory schools have difficulty in providing the full range of specialist accommodation, for example in design and technology and science, although an increasing number are developing better facilities for information technology.

289. The provision of resources for learning varies from excellent to very poor, generally depending on the school's income. In schools charging high fees the pupils have access to very good-quality resources and equipment. In others, particularly the religious schools or very small schools, routine resources and books can be in short supply.

Boarding provision

290. There has been considerable improvement in the support for pupils' welfare in boarding schools compared with last year. This is mainly due to the continued work of social services department inspectors working with the schools, but partly also to the response of schools to the publication of the Utting Report. The Boarding Schools' Association has started a programme of validated training for boarding staff at Roehampton which is helping to raise standards of provision in member schools.

291. About nine in ten of the boarding schools inspected provide satisfactory support for their pupils. A high proportion of the schools where support for pupils' welfare is unsatisfactory are not finally registered with the DfEE. One-third of the schools where there are long-term serious concerns are preparatory schools. These concerns mainly involve failure to conform with the requirements of the Children Act 1989. The proportion of schools with clear complaints procedures has improved from 67 per cent last year to 88 per cent this year. Ineffective child protection procedures and policies are reported from only one-quarter of the boarding schools this year as opposed to one-third last year. The percentage without any child protection policy or procedure remains steady at 10 per cent. There continue to be health and safety concerns in about one-third of boarding schools visited, but only about 14 per cent now have no health and safety policy. The proportion of schools with overcrowded dormitories remains at about 20 per cent, but the percentage with insufficient or unsatisfactory showers or baths has decreased from 15 per cent to just over 10 per cent. Sadly, the proportion of schools reported to be making inadequate checks on the suitability of staff has not fallen.

292. Most schools visited had at least satisfactory boarding accommodation and in over half it was good. However, a quarter of secondary boarding schools have features which are unsatisfactory, and this proportion rises to almost a half in those schools which have recently opened.

The private inspection of independent schools

293. The associations which belong to the Independent Schools Council are implementing substantial reforms to their inspection frameworks from January 1999, on the basis of which OFSTED has been able to recommend to the DfEE that, if they implement these arrangements successfully, they are likely to be able to produce secure and reliable reports and to advise the DfEE about the suitability of their member schools for registration. This is a new departure, involving self-regulation for the 1,350 schools which fall within the Independent Schools Council. HMI will monitor the effectiveness of this arrangement closely and will advise Ministers on whether the inspections provide a secure basis for confirming the continued registration of the schools.

Teacher education and training

Primary initial teacher training

294. Training to teach reading and number was inspected in about 75 per cent of primary providers in 1997/98, to complete the Primary Follow-up Survey, which was extended to cover all providers over a two-year period. In the 1997/98 inspections, trainees were assessed for the first time against the new standards for the award of Qualified Teacher Status (QTS). Providers also introduced the Teacher Training Agency's Career Entry Profile for all trainees who successfully completed their initial teacher training (ITT) course.

Reading

295. Many providers were already adjusting their courses in anticipation of the National Curriculum for ITT which became a requirement in September 1998. They were beginning to use a range of methods to audit trainees' subject knowledge, including more rigorous scrutiny at interview, the use of commercially-produced materials linked to the QTS standards, and tests of language and linguistic terminology. However, the methods are not yet sufficiently systematic and rely too much on trainees' self-assessment.

296. Courses mostly provide trainees with reasonable or better preparation to teach the basic skills of literacy and familiarise them with the National Curriculum programmes of study for reading. Some do not pay sufficient attention to the level descriptors. This is often reflected in the trainees' weaknesses in assessment and recording. Training for the National Literacy Strategy and the literacy hour is included in almost all courses, and has improved the trainees' teaching of reading to whole classes.

297. Even though courses have paid greater attention to preparing trainees to teach literacy, the majority of trainees are still uncertain about how to plan and teach phonic work appropriately in the teaching of reading. This is a serious weakness which needs to be addressed for trainees specialising in Key Stage 1 and in Key Stage 2. It is misguided to assume that the latter will not need rigorous training in the teaching of reading.

298. The extent of trainees' experience across the full age-range has been a cause for concern. The majority of trainees specialising both in early and in later years courses have insufficient opportunities to teach and assess pupils outside their specialist age-range to meet the requirements of Circular 14/93. Even where this experience is specified as part of the training, mentors and trainees do not always ensure that it takes place. This affects the trainees' ability, for example, to teach the more able readers at Key Stage 1 and struggling readers at Key Stage 2. A substantial minority of trainees on courses for the age range 3-8 have very limited experience of teaching in nursery settings. Those who have appropriate experience, however, often show a very good understanding of how to teach literacy to young children and how to build on this at Key Stage 1.

299. Very good training in information and communication technology is a strength only of a small minority of courses. These courses enable trainees to develop their own information and communication technology skills and to use them successfully in the classroom. More often, however, not enough attention is given to the use of information and communication technology to teach reading, and trainees have very few opportunities in schools to put any skills they have into practice.

300. Class teachers generally provide good support for trainees. However, a widespread problem in school-based training for the teaching of reading is that trainees have insufficient opportunities to work with good teachers of reading. In some schools, trainees benefited from working with co-ordinators of English and of special educational needs, but such opportunities are not widespread.

301. For most aspects of reading taught at Key Stages 1 and 2, the trainees' knowledge is at least sufficient and sometimes good. However, knowledge of linguistic terminology, including the terminology required to teach reading and to discuss language more generally, is a particular weakness for a substantial minority of trainees. A minority of trainees still have unacceptable weaknesses in their own spelling and punctuation.

302. Trainees have benefited from the focus on the National Literacy Strategy and from the time dedicated in schools to the teaching of reading. However, shortcomings in medium-term planning and in the setting of clear learning objectives for individual lessons are common. Objectives tend to be too vague or general, and are sometimes couched purely in terms of

activities rather than what is to be learned. Even the best trainees experience difficulty in planning to teach reading over an extended period. Increasingly, trainees were gaining experience of teaching a 'Literacy Hour'. In these cases the management of whole class teaching and group work was often of good quality. Some trainees are beginning to make effective use of a plenary session to review pupils' work, but this remains an area for development.

303. Trainees' skills in assessment and recording show some improvement since last year, but remain relatively weak. They have a generally good knowledge of the attainment of individual pupils, gained through informal assessment, but they do not use this knowledge effectively. The lack of clear objectives for lessons makes it difficult for trainees to assess rigorously whether pupils have achieved what they intended them to learn.

304. Trainees' record-keeping has improved, but it still varies in its usefulness. Most trainees are required to keep detailed records for a small group of pupils. The best trainees are able to take on the schools' record systems and sometimes to improve them; they keep reliable and manageable information. On a small number of courses, the majority of trainees keep minimal records. They do not fully understand their purpose and are not able to use them in the planning of lessons.

305. Most trainees are familiar with statutory assessment and reporting requirements. Some have direct experience of national tests or have helped to prepare pupils for them. Trainees' understanding of these has been improved significantly when they have had discussions with class teachers. Familiarity with the tests is inconsistent on some weaker courses, where trainees vary widely in their confidence and experience in using the level descriptions. Many schools do not recognise the important part they can play in ensuring that trainees understand the statutory requirements.

306. Trainees' experience of preparing and presenting reports to parents is variable. Many providers now require trainees to report on at least one pupil, but a minority of courses require improvement in this area. Trainees rarely attend parents' evenings, although many take part in simulated reporting.

Number

307. Most courses are designed well to enable trainees to meet the standards for the award of QTS. On all courses the training to teach number is strongly emphasised within the overall provision for mathematics. The preparation for trainees to teach place value and to make use of correct number vocabulary, notation and conventions, is particularly good. The development of mental methods and strategies is a prominent feature of most courses and trainees are shown the limitations and advantages of different approaches to doing calculations. Taught sessions often introduce effective ways to use calculators and information and communication technology in the teaching of number. However, trainees do not always get sufficient opportunity to put the knowledge gained into practice in schools. A small minority of courses still do not teach trainees how to recognise and remedy pupils' number errors and misconceptions.

308. A good number of providers had already made changes to courses in anticipation of the ITT National Curriculum for mathematics which became a requirement from September 1998. The development of trainees' own mathematical knowledge continues to be an important issue and trainees' knowledge of number is frequently audited at the start of training. A few providers have also introduced some form of screening tests of number knowledge as part of their selection procedures. Many providers have effective formal support systems for improving trainees' subject knowledge. On a quarter of courses there are weaknesses in the way that trainees' knowledge is monitored and assessed, and some providers rely too heavily on trainees to address their own needs through self-supported study.

309. Weaknesses remain in the arrangements made for trainees to observe the teaching and assessment of pupils of differing abilities across the full primary age- range. These are frequently due to the limited amount of time that trainees spend outside their specialist age phase. There are, however, examples of good practice in this area. Many providers ensure that trainees spend a sufficient amount of time in their non-specialist sub-phase and carry out particular number-related tasks and activities during their time in classrooms.

310. Trainees specialising in the early years are more confident and knowledgeable about the number work at Key Stage 2 than are later years specialists about the early stages of development in number. A minority of all trainees have limited knowledge of the progression in number between Key Stage 2 and Key Stage 3 or of how to extend the learning of advanced pupils at Key Stage 2. Those trainees on courses for the age range 3-8 generally have a very good understanding of how to develop numeracy skills in young children and of how to build on the work of nursery and reception classes at Key Stage 1 and into Key Stage 2.

311. Schools continue to develop their understanding of their role in training and a small number of mathematics co-ordinators are becoming involved in observing trainees and monitoring planning documentation. However, more still needs to be done to make sure that all trainees observe and work with good teachers of mathematics and receive sharply focused subject feedback

on the strengths and weaknesses of their teaching of number. The overwhelming majority of providers set assignments and directed tasks which are directly linked to school-based work and to the subject and professional knowledge needed for teaching number.

312. Most trainees are able to make appropriate conceptual links between number and other areas of mathematics such as data handling, probability and measures. Increasingly, trainees are using the lesson structure and materials of the National Numeracy Project to help them with their planning to teach number. In many cases this has led to an improvement in trainees' ability to set specific learning objectives for their lessons to ensure effective teaching. Nevertheless, on about one course in eight, trainees often set objectives that are too broad or they couch objectives in terms of activities to be covered rather than knowledge to be learned or concepts to be understood. An important weakness is that a significant minority of trainees do not have sufficient opportunity to plan and teach a sequence of lessons.

313. More attention has been given to ensuring that trainees have experience of teaching number to whole classes. Many trainees introduce their lessons well, engaging pupils' attention successfully and making use of effective questioning skills. A significant minority of trainees have difficulties in organising the use of time effectively and some experience difficulties in organising the transition between whole class teaching and group work or give insufficient time to plenary sessions. Better trainees are becoming increasingly skilled at evaluating the achievement of learning objectives to improve their teaching and their planning of the content and methodology of lessons.

314. In over one-third of courses weaknesses remain in trainees' competence in the assessment, recording and reporting of pupils' progress. Good practice in assessment, recording and reporting is often associated with very clear guidance about, for example, lesson planning or record-keeping, and with rigorous monitoring to ensure that trainees are putting recommendations into practice.

315. Almost all trainees keep records of their assessments of pupils' performance; however, these vary in quality from excellent to barely adequate, and a tiny minority of trainees, even on some of the better courses, keep hardly any records of number work. Weaker trainees are often unsure what to record or why they have to record at all. The better trainees use their records of assessment to organise or reorganise ability groups, to differentiate work in planning lessons, to identify common errors and misconceptions and to help review systematically what they have taught.

316. Most trainees are familiar with statutory assessment and reporting requirements. Those trainees placed in a Year 2 or Year 6 class during the testing period will have direct experience of national tests, but few providers request that partnership schools ensure that all trainees have some experience of the administration of the national tests or discuss them with appropriate teachers. Most trainees have at least an adequate understanding of the expected demands of pupils in relation to the level descriptions and most are able to assign levels to their pupils' work.

317. Many trainees draft simulated parental reports on a small number of pupils, often as part of a directed task. It is rarer for trainees to contribute to the actual written reports, but if they are in their placement school at the appropriate time, they are sometimes consulted by class teachers who are compiling such reports. Only a minority of trainees have actually observed at a parents' evening or made oral reports to parents. Many courses seek to compensate for this by including an oral feedback simulation during the course, but this is by no means universal and many trainees do not have any practical experience of oral reporting approaches.

Secondary initial teacher training

318. In 1997/98 OFSTED completed a two-year programme of secondary subject inspections which covered every provider and used the joint OFSTED/Teacher Training Agency Framework. A small number of individual subject inspections were carried over for inspection in 1998/99. The focus was the Postgraduate Certificate in Education (PGCE) route to QTS. OFSTED will be publishing an overview report with subject-specific detail later in the academic year. The findings and issues outlined here are preliminary.

319. The number and quality of applicants for teacher training continue to vary markedly according to subject, region and provider. Recruitment in English and history is very good and there has been little or no difficulty in meeting the targets set by the Teacher Training Agency. Recruitment in geography is less buoyant, with newer courses in particular experiencing some difficulties in meeting their targets. In science, design and technology and mathematics, under-recruitment is almost universal and many science courses have very few trainees who are specialists in physics. In design and technology and physical education there are problems in recruiting appropriately qualified trainees because many of the applicants have degrees whose content is not well matched to the requirements of the National Curriculum. A majority of the trainees in English, history and geography have upper second class degrees or better. In shortage subjects such as science, for example, it is common for fewer than half to have those qualifications.

320. Completion rates are generally good, with over nine in ten trainees acquiring Qualified Teacher Status. Principally in mathematics, but also in science, withdrawal rates were relatively high during 1997/98, the second year of the inspection programme. In mathematics one-quarter of the trainees failed to acquire Qualified Teacher Status. In the case of mathematics, financial pressures leading to withdrawal were the dominant reason for failure to achieve QTS, whereas in the case of science, trainees failed because they made insufficient progress in meeting the QTS standards.

321. The quality of the training is at least good in three-quarters of courses. The training programmes provided 'centrally' in the partnerships, that is in the universities, colleges or, in the case of school-centred training, the lead schools, are usually good. Programmes are generally well planned and effectively taught, with a good coverage of relevant topics. However, in science and design and technology, partnerships are sometimes overambitious about the number of specialist areas they are able to prepare individual trainees to teach effectively at Key Stage 4. In physical education, most patterns of training emphasise trainees' strengths at the expense of areas in which they are insecure. Support for trainees in partner schools has generally improved, although pockets of poor practice remain. In some subjects the focus of the training in schools is mainly on developing the skills of classroom management, with insufficient emphasis on teaching and assessing the knowledge, understanding and skills specific to that subject.

322. The inspection has revealed some areas which require further emphasis or development in training. These vary from subject to subject but include the following: the provision of direct experience of post-16 teaching; the development of trainees' subject knowledge, especially where the focus of the degree is not closely aligned with what is taught in schools; literacy and numeracy skills, especially where they are part of a subject, for example numeracy in geography; and the development of trainees' information technology teaching capability. There is a need for closer co-ordination between centrally-provided programmes and work in schools on some courses so that the two elements complement and reinforce each other.

323. The quality of feedback on trainees' teaching skills and class management is often good or very good from both school mentors and tutors from the central institution. Some feedback provided, for example by mentors, tends to underemphasise subject-specific issues related to pupils' understanding, effective learning and assessment. Many mentors are extremely hard pressed for time, and have neither allocated nor protected non-contact time to meet their training responsibilities.

324. The procedures used to audit the trainees' subject knowledge vary and are often not systematic. Mentors need to be drawn fully into this process of making judgements about the extent and depth of trainees' subject knowledge and the remediation which may be required. Where the audits are carried out by the central institution, for example, the results are not always communicated to the trainees' partner schools.

325. Providers' assessments of trainees are becoming more detailed and sharply focused on QTS standards. Most partnerships have made good progress in converting systems from those based on the previous competences to those based on the new standards, and within a very tight timescale. A small number of providers have been slow in adapting to the pace of change in policy. Nearly one-third of courses need to improve the quality of their assessment and fewer than one-fifth of courses were rated as very good in this aspect of provision. In a minority of partnerships a greater consistency among mentors in assessing trainees' performance is needed, promoted and supported by moderation carried out by subject specialists.

326. Written assignments set for trainees are usually well conceived, appropriately focused on classroom practice, carefully and helpfully marked and accurately assessed. In some subjects, the more consistent use of assignments as evidence for meeting the standards is needed, as well as more regular communication of trainees' attainment in assignments to mentors.

327. Regular target-setting is now a standard feature of training practice. The quality of targets set is variable, but there were some indications of improvement during the course of the two-year cycle. The best practice is becoming very good, the targets being precisely defined, appropriate, specific to the trainee, and realistic.

328. Trainees' subject knowledge was very good in one in five courses, and good in a further two-thirds. In science and design and technology the weaknesses are associated with the breadth of subject knowledge which is required. Knowledge of the National Curriculum and how it operates in schools is less well developed in some subjects, including science, where trainees have been overdependent on schools' schemes of work. Other areas which require improvement also include the trainees' knowledge and understanding of vocational courses and the links between Key Stage 2 and Key Stage 3. Trainees' knowledge of key skills, relating to reading, writing and knowledge of information and communication technology, is variable and heavily dependent on the schools in which they have been placed.

329. Trainees' skills in planning and teaching are generally good. One-sixth of courses were rated as very good and a further two-thirds as good. Trainees usually have high expectations of pupils' behaviour, are able to achieve good standards of

classroom control, and strive to establish and maintain safe and purposeful working environments in their classrooms and laboratories. Medium-term and longer-term planning are generally good but much affected by the quality of departmental practice. Some departments have comprehensive schemes of work of their own and this can mean that trainees have limited opportunities to undertake independent planning. Daily lesson planning is detailed, often imaginative and usually covers the relevant requirements of the National Curriculum programmes of study.

330. Areas needing further development in planning include: consistency in establishing clear learning objectives for lessons and sequences of lessons, appropriate to the full range of ability, including, in particular, high-attaining pupils; the use of assessment information from previous lessons and marked work to guide planning and future learning; more explicit identification of National Curriculum and syllabus coverage in planning, of assessment strategies, and of provision for differentiation and progression in learning; more awareness of how to stimulate intellectual curiosity as well as how to generate enthusiasm for the subject; and a more analytical approach to pupils' errors and misconceptions.

331. The standards achieved by trainees in assessment, recording and reporting are more variable than for the other standards. While just over half of courses were rated good, and about one-tenth very good, one-third were judged to require significant improvement. Trainees' proficiency depends very much on their experience in partner schools, and the trainees' weaknesses often reflect practice in schools where they are placed. The strengths of trainees' performance in assessing, recording and reporting include generally good-quality marking of pupils' written work, with effective monitoring of the understanding of individual pupils during lessons, particularly those with special educational needs; appropriate oral feedback during the course of lessons; and good understanding in applying the level descriptions of the National Curriculum and of grade criteria for GCSE. The trainees also keep clear, full records of work submitted, and grades, marks and levels awarded, and show a good understanding of the range of assessment data which can be used to target teaching and diagnose difficulties. Where opportunities are provided, the trainees are able to prepare good-quality reports for parents and they often make effective contributions to parent consultation evenings. Areas of their assessment and recording practice to which trainees need to give further attention include: more specific evaluations of lessons in relation to the achievement of learning objectives; greater precision in assessing pupils' levels of attainment; and the consolidation of this by sufficient experience of making judgements alongside experienced teachers.

National Professional Qualification for Headteachers (NPQH)

332. The National Professional Qualification for Headteachers (NPQH) is an initiative of the Teacher Training Agency; it provides a qualification which is designed to prepare aspiring headteachers for their roles as professional leaders of schools. The national training and assessment programme is based upon the National Standards for Headteachers, developed by the Teacher Training Agency, which set out the key knowledge, understanding, skills and attributes that are required of headteachers.

333. During the summer term of 1998, OFSTED carried out a small-scale inspection of NPQH training which involved visits to a small sample consisting of 22 candidates. During the visits structured interviews were carried out with candidates and a range of documentation was scrutinised. Where candidates were aspiring headteachers, the headteacher or nominated senior member of staff from their existing school was also interviewed. Inspectors looked for evidence of school improvement related to NPQH.

334. All the candidates visited had had a wide range of experience within different schools. Many of them were deputy headteachers in primary, secondary or special schools, two had already obtained headships and a further two were acting headteachers. Candidates embark on training with varying expectations about what the course will offer. The training often does not address issues in sufficient depth to meet their diverse needs. One-third of the candidates considered that training sessions were too undifferentiated and inflexible, especially where they failed to take sufficient account of their prior management experience. In response to such concerns, a new accelerated route to the qualification, for those candidates who are close to obtaining a headship, is being trialled from September 1998.

335. The headteachers in candidates' own schools do not generally have enough information about NPQH or what the programme requires candidates to do. Headteachers rarely play a major part in the training and assessment processes and they often feel that their experience is not used fully.

336. Those candidates who reported greatest benefit from participation have grown in confidence, improved their analytical skills and have greater knowledge and understanding of strategic planning. The training has significantly improved their management and leadership skills.

337. Candidates undertake assessment tasks that are intended to lead directly to school improvement. Where tasks have been designed and completed well, they have clear benefits for pupils' learning. However, starting points for assessment tasks do

not always meet the particular circumstances of candidates and there is a danger in such circumstances that participation in NPQH is seen as a burden to schools rather than a support.

338. NPQH training has not been running long enough to allow its full impact to be evaluated. Changes to the content of courses and access to the qualification have already been made in response to candidates' evaluations of the training, and their impact will be subject to further inspection.

Local education authority support for school improvement

339. The 1997 White Paper *Excellence in Schools* sets out a new role for LEAs. For each school the LEA should:

- analyse recent test, examination and inspection data;
- compare results and progress with data from other schools;
- monitor parental and local concerns;
- agree annual targets;
- check that the school's approach to improvement planning meets national standards set by the DfEE.

If an LEA has concerns about a school's performance it should intervene to secure good standards. Where, however, schools are performing successfully there should be no intervention. LEAs need to know how their schools are performing; they must exercise sensible judgements to as to when and how to intervene; and they must possess the managerial skills to bring about improvement. Legislation has given LEAs greater powers to equip them for this new role, but also places new requirements on them, in particular cyclical planning for improvement. The government has also proposed a new code for relations between LEAs and schools to ensure that schools receive effective support and are suitably challenged without being subject to unnecessary intervention. 'Fair Funding' will require LEAs to delegate money for curriculum support to schools and retain only what can be shown to be necessary to meet statutory requirements. These arrangements will need to be open and transparent and must lead to more money being delegated to schools.

340. HMCI has acquired new powers to inspect LEAs' contribution to school improvement. A five-yearly inspection cycle began in January 1998, following a period in which certain pilot LEAs agreed to be inspected. This summary draws on six inspections conducted under the new statutory powers and four pilot inspections, one of which had been requested by the Secretary of State. These ten LEAs do not represent a balanced sample of the 150 authorities in England: three of the first six to be inspected statutorily were chosen because of the relatively low performance of their schools and two because of their schools' high performance. In addition, this summary takes account of the inspection revisit made to one LEA at the request of the Secretary of State in order to identify progress made since its inspection the previous year. Evidence is also drawn from other HMI surveys of particular aspects of provision in a wider range of LEAs, and from the evaluation of all reorganisation proposals made by LEAs.

LEA support for school improvement

341. The quality of the LEAs' contribution to school improvement varied greatly. In the most effective LEAs, it was clear that schools had benefited in many detailed ways from the involvement of the LEA but there was no clear evidence that this led directly to an appreciable rise in standards across the authority. The better LEAs, Surrey, Birmingham and North Somerset, had a relatively clear sense of purpose. They met their major statutory obligations, managed services well, supported schools well with performance data, and for the most part successfully implemented their main objectives. By contrast the weakest LEAs, despite the considerable resources they were given, achieved little in support of school improvement. Manchester and Hackney did not fulfil certain fundamental statutory responsibilities concerning pupils' basic rights and needs, and lacked a clear vision of their own role and purpose. Despite this range of quality, all of the authorities inspected, except for two of the weakest, were showing signs of improvement, albeit not always very great, in some or all of the above respects.

The role of the LEA and the planning and management of provision

342. In general, the LEAs inspected were attempting to establish a more precisely defined role in relation to school improvement, taking account of new government policy. Those LEAs which had a clear and reasonable vision of their role had consulted appropriately with their schools. Other LEAs were still developing their role; in the case of Manchester, neither clearly nor coherently. Crucially, most of the LEAs needed to define what they meant by the partnership they claimed to have

with schools, specifying the respective roles of the school and the authority. They also needed to be clearer about how and when the LEA would intervene if schools were not improving or were deteriorating. The re-inspection of Calderdale showed that, despite the recommendations of its earlier OFSTED report, the LEA had not been able to dispel the mistrust and hostility some schools felt towards it and still needed to develop more transparent decision-making and better consultation with schools.

343. Few of the LEAs inspected set out their costs clearly, allocate resources precisely to priorities, or do enough to check that they spend their money well. The demands of 'Best Value' and 'Fair Funding' will require a significant change. Many will find it difficult to move from incremental budgeting which has been complicated by ill-defined service costing and complex recharging practices, to a position where all money retained centrally is required to be earmarked for a particular purpose.

344. The effectiveness of LEAs' planning varied widely. Two LEAs tried to do too much. Despite its relatively clear sense of purpose, Birmingham was running too many initiatives and projects. More would have been achieved if it had focused more energy on raising standards in literacy and numeracy in primary schools. Hackney had too many plans for too many purposes, not linked clearly enough to the overall purposes of the LEA. In Manchester the service plan lacked a clear rationale, and at one time there were far too many priorities - over 50. With so many priorities and no clear means of identifying which were the most significant, they were in effect not priorities but rather a set of aspirations which may or may not be realised.

345. In order to plan effectively, LEAs must have: a clear idea of the schools' needs; a clear picture of the performance of all pupils and of all significant groups of pupils; a detailed understanding of the implications of local and national priorities; and a rigorous, unsentimental assessment of the capacity of their own services to deliver. Such information was not always available, and most of the LEAs inspected were unclear about what they could reasonably expect to achieve. However, Birmingham and North Somerset authorities had sound procedures for measuring their own progress towards meeting their objectives.

346. Four of the ten LEAs, Birmingham, North Somerset, Surrey and Kingston, managed their service provision well. They identified and to a large extent met schools' various needs, ensured that schools had realistic expectations of what they could provide, and maintained or were developing sound quality assurance procedures. Where provision was less well managed, LEAs tended to respond to schools' demands rather than their needs, which sometimes resulted in questionable value for money. There was evidence of inconsistency in the provision of services, or of an over-complex array of projects, indicating a need for better direction and co-ordination. Often such projects were grant funded and the money was rightly conditional on certain objectives being met. These objectives were not always easily reconcilable with the main thrust of the LEA's strategy. In Hackney and Sandwell, for example, undue complexity and waste of effort resulted from the need to seek funds from various sources. However, there were signs in all but the worst LEAs of senior officers giving greater attention than previously to consistency, accountability, and quality assurance. A survey of schools in 21 authorities indicated that special educational needs services and building maintenance tended to be less well regarded than most other aspects of LEA provision, and were on average rated by headteachers as less than adequate.

347. Most of the LEAs inspected were taking reasonable steps to meet most of their statutory obligations, and acting appropriately to ensure that their schools did so too. In each of the following important areas there were at least two LEAs that were failing to discharge their responsibilities adequately: provision of school places or out-of-school provision; appropriate and timely statementing of pupils with special educational needs; and teacher or headteacher appraisal.

The use of performance data

348. LEAs are increasingly providing schools with performance data in order that they can evaluate their own strengths and weaknesses. Most of the LEAs inspected produced a useful range of statistical information in a manageable form. This often included comparisons with similar schools and value added measures. Surrey produced high-quality information that was considered useful by most schools, but was slightly over-ambitious and some schools found the data daunting. By contrast, Manchester provided insufficiently detailed data to meet schools' needs. In general, the data proved helpful to schools, particularly in targeting specific groups of pupils whose progress needed to improve. It was also of great value to the LEAs themselves in identifying trends across the authority and pinpointing schools where intervention was needed.

349. Most LEAs provided schools with helpful guidance and training in the use of performance data. Primary schools generally needed this more than secondary schools; many of the latter already had extensive experience of analysis of examination and test results. However, schools needed more help in using the data for setting performance targets which acknowledged pupils' present attainment and also incorporated a reasonable degree of challenge.

350. A further survey of a group of 25 LEAs serving areas with varied ethnic composition showed that only about half of these had any useful data on the attainment of different ethnic groups. Only one-third monitored the attainment of ethnic

groups comprehensively. Those that did were generally in London or other metropolitan areas and had, at best, important management information for focusing initiatives and keeping parents and local communities well informed. Those that did not were in a weak position for implementing national policy on the needs of ethnic minorities. However, many LEAs had plans to remedy this deficiency in the near future.

LEAs and Section 10 inspections

351. Some of the LEAs inspected continue unnecessarily to divert significant amounts of scarce resources to pre-inspection advice and "support", partly because schools ask for it and partly because both LEAs and schools want to ensure a favourable report. About half of the LEAs inspected provided a significant amount of support to schools before their OFSTED inspection, but there was little evidence that such support promoted real improvement in the schools. Support for schools after their inspection varied in quality and effectiveness. Some authorities were better at supporting primary than secondary schools and several did not always identify weak schools' need for help, or did not allocate resources to support them. Overall, there was a general need for greater clarity about what development support schools were entitled to expect from their LEA, and to what extent the LEA matched its provision to schools' needs.

352. The LEAs inspected tended to give better support to schools identified by OFSTED or the LEA itself as having serious weaknesses, although there were sometimes inconsistencies where the LEA lacked clear criteria for identifying serious weakness or where its procedures were patchy. By contrast, Sunderland agreed action with a school and co-ordinated a programme of support. This meant mobilising a range of services to meet the school's needs, maintaining close contact with governors and senior management, and monitoring the progress made by the school.

353. The LEAs inspected met their statutory obligations with regard to schools requiring special measures. They generally had clear procedures and gave good, constructive support, though they were not uniformly effective in rescuing schools in difficulties. Surrey and North Somerset, in particular, took a broad range of action to help such schools, including supporting weak teachers, improving schools' curriculum planning, and monitoring their progress. LEAs' secondment of headteachers into schools subject to special measures was beneficial in the majority of cases. It stabilised these schools, raised morale and began the process of change. LEAs responded better to urgent crises when they had written policies for such eventualities, and had briefed the secondees well. However, the schools from which the headteachers were seconded sometimes suffered and LEAs had not always done enough to protect these schools.

Support for improving the quality of teaching

354. LEAs' contributions to improving the overall quality of teaching varied significantly from authority to authority. Not surprisingly, the inspections found that if improvement in teaching is to occur, it must be led by the school itself. Nevertheless, LEAs had a largely positive impact in schools in half of the LEAs. Although there were certain strengths in the others, the quality and impact of their work varied too much. In the most successful LEAs , in-service training matched the schools' identified needs, and in three of these authorities advisory teachers or consultants also worked with headteachers, training them to observe lessons and evaluate the quality of teaching. In general, LEAs tended to focus their initiatives on the primary phase, probably wisely because many of the secondary schools felt that they could obtain better advice or consultancy from elsewhere. Even so, the LEA's work was sometimes hampered by gaps in the expertise of the advisory team, or by a lack of awareness in poorly managed schools of what improvements were necessary.

355. All of the LEAs inspected attempted, with varying degrees of success, to support primary schools in the drive to improve standards of literacy, and when it was implemented, to assist with the development of the National Literacy Project, particularly in weaker schools. The main flaw in this support was that it was often insufficiently focused on improving the quality of teaching by giving teachers a clear evaluation of their performance, LEAs need to make sure that the main literacy initiative is well co-ordinated with services for bilingual pupils and pupils with special educational needs in some LEAs there was confusion about the respective roles of these services. At the same time, schools need to be selective and have the flexibility to decide which of the LEA's services best serve their priorities.

356. LEAs are not as advanced in supporting improvements in numeracy, reflecting the national timetable. In only two authorities was this a very high priority at the time of inspection, but it was clear that six of the ten LEAs were making a positive contribution to improvement, albeit only a slight improvement in two of them. Again, the main effort has rightly been focused on the primary phase.

Reorganisations

357. The majority of proposals made by the full range of LEAs to the Secretary of State regarding the reorganisation of

schools concerned uncontroversial matters, such as the addition of a nursery to a primary school or the enlargement of a school to meet local population change. These were usually well-presented proposals and they were normally accepted by the government. However, the quality of the long-term organisation of school places varied considerably across LEAs. Some authorities showed considerable knowledge of their schools and made plans which had a clear reference to educational standards, whereas others sought to rationalise the provision of places without proper heed to the implications for quality or, sometimes, to local needs and perceptions. Proposals to close seriously weak schools or those requiring special measures did not always provide a solution which offered realistic hopes of long-term improvement. Furthermore, some local planning had been too drawn-out and had led to instability and uncertainty in schools.

Annex 1
Inspection evidence

Section 10 inspections

The Section 10 inspections of primary, secondary and special schools were carried out by registered inspectors. There were 7,284 such inspections: 6,218 of primary or nursery schools, 645 of secondary schools, 317 of special schools and 104 of Pupil Referral Units.

Section 5 inspections

From the inception of Government funding for nursery education in 1996 to the end of December 1998, OFSTED has carried out over 20,000 inspections of settings in receipt of funding for four-year old children. In addition to the published reports on each setting, OFSTED has written two overview reports on the quality of funded nursery provision. A third publication is planned in 1999.

HMI inspections

During the year HMI made over 3,300 visits to schools. These included more than 1,400 inspection visits to schools with serious weaknesses or requiring special measures and over 400 inspection visits to independent schools. They also included investigations of, amongst other things, the teaching of the National Literacy Project in primary schools, good practice in schools for pupils with emotional and behavioural difficulties, and modular GCE A levels.

The sample of schools inspected by HMI included all types, but the sample was not chosen to be representative of the different types of school in England.

HMI inspected LEA support for school improvement in ten LEAs, six under new statutory powers and four pilot inspections.

HMI inspected a range of initial teacher training including secondary subject training and training for teaching reading and number in primary schools. In addition, HMI carried out an inspection of National Professional Qualification for Headteachers training.

HMI also inspected a range of youth work and adult education provision: full inspections of adult education in three LEAs; full inspections of youth work in three LEAs; grants to national voluntary youth organisations; education provision in young offenders' institutions; a survey of modern foreign language learning; and access, participation and family learning in 26 local authorities.

Annex 2
Interpreting inspection evidence

Evidence from Section 10 inspections for 1997/98 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 the progress made by pupils - also graded on a seven-point scale;
- written evidence supporting these judgements;
- published reports;
- information on the schools provided by the headteacher.

All of these sources of evidence were used to produce this report. The quantitative judgements have been based on grades provided by inspectors which have been checked against supporting textual information. A summary of these grades is contained in Annex 7.

Standards achieved by pupils

Inspectors make two separate judgements of standards achieved by pupils:

- attainment - how well pupils are achieving in relation to national standards or expectations;
- progress - the gains pupils make in knowledge skills and understanding.

When judging attainment 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 measurement of standards and provides important information for the school being inspected. However, because the inspection grades for attainment are made in comparison to a national norm, when aggregated nationally they can only produce a distribution about that norm. They cannot produce 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.

While attainment provides an important component of evidence on the achievement of pupils, it provides only a partial picture of the effectiveness of the school. Able pupils who are achieving levels which are above the average could still be underachieving if they do not make the progress that they should. Conversely, pupils of low ability may be doing well if they are making good gains, even though 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 make good progress. Progress is, therefore, a valuable indicator of the impact and effectiveness of the school.

Inspectors judge the progress made in individual lessons. They also make overall judgements for each National Curriculum subject and for each key stage and for the school as a whole. These judgements are based on a range of evidence - lesson observations, written work, pupil interviews and test and examination results - and therefore provide a rounded view of achievement. These overall judgements have mainly been used to provide the evidence for the educational standards achieved by pupils in individual subjects and in the school as a whole. Lesson grades have been used occasionally when finer detail is required, for example of variations across years within a key stage.

Interpreting grades

Inspectors use a seven-point scale when grading progress and other features of schools. Grades 1-3 indicate very good or good

progress 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 1-3 generally indicate a strength that promotes high standards, grade 4 indicates neither a strength nor a weakness, implying sound standards. Grades 5-7 indicate a weakness which promotes low standards. In the charts in this report, grades 1-3 are grouped and displayed as good/very good, and grades 5-7 are grouped and displayed as unsatisfactory/poor.

The quality of teaching

Direct observation in lessons provides the clearest view of the quality of teaching. Inspectors use a seven-point scale to judge the quality of teaching. Grades 1-3 indicate very good or good teaching that promotes high standards. Grade 4 is satisfactory teaching that promotes sound standards and grades 5-7 are unsatisfactory or poor teaching that promotes low standards. In this report lesson grades have generally been used to provide quantitative overviews of the quality of teaching.

Annex 3
The sample of schools

HMCI's Annual Report gives an evaluation of quality and standards in English schools during the 1997/98 academic year. The main evidence base for this evaluation is inspections carried out under Section 10 of the School Inspections Act 1996.

There were 6,218 primary schools and 317 special schools inspected during the 1997/98 academic year and these schools were broadly representative of English primary schools as a whole. The schools inspected were essentially those that had been randomly allocated to the fourth year of the initial cycle of inspection at the commencement of the cycle. Using the inspection evidence for these schools as an indicator of quality and standards in English schools including comparisons with earlier years was, therefore, straightforward.

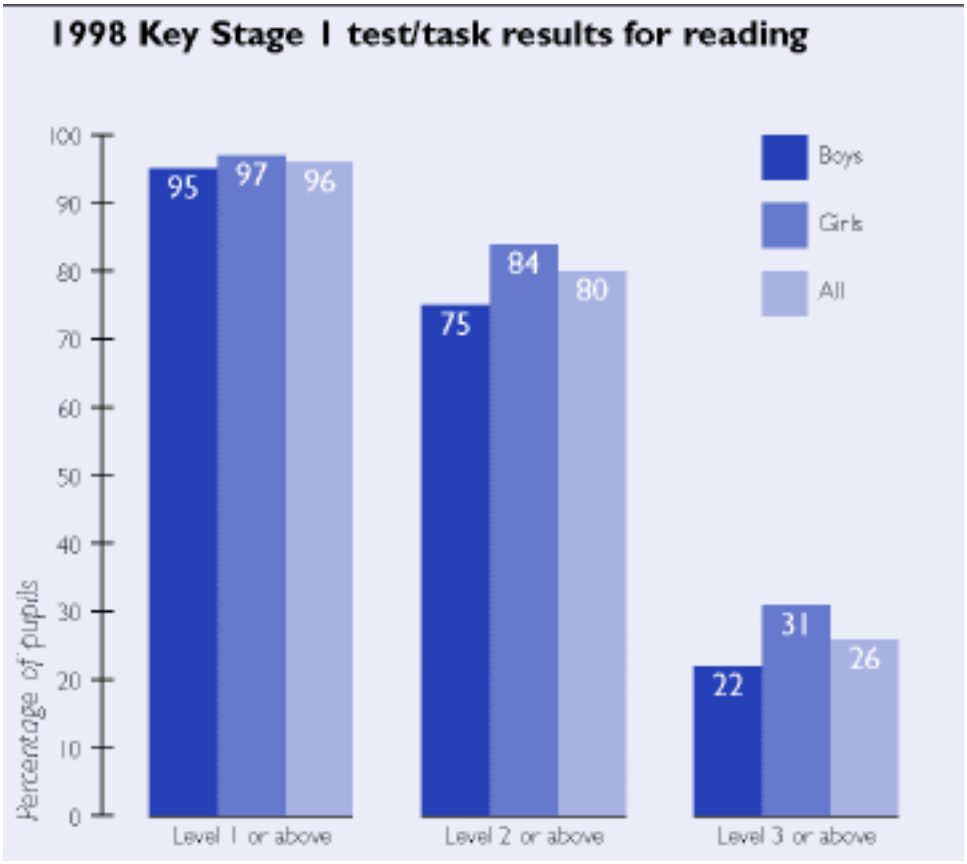
In the case of secondary schools, there were 645 schools inspected during the 1997/98 academic year but these schools were not, overall, representative of English schools as a whole. This year was the first year of the second cycle of school inspections. In planning the programme for this cycle HMCI ensured that schools to be inspected during each year include:

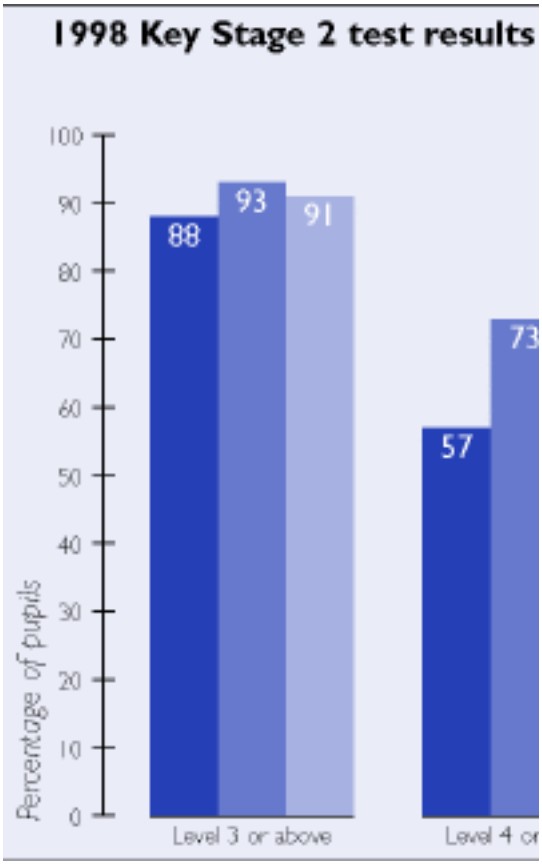
- a balanced sample including all relevant types and displaying the full range of performance as judged in previous inspections;
- within the balanced sample schools which are likely to be models of good practice;
- schools whose performance was weak at the time of the previous inspection or whose performance has declined significantly. These schools are inspected earlier than they would otherwise be.

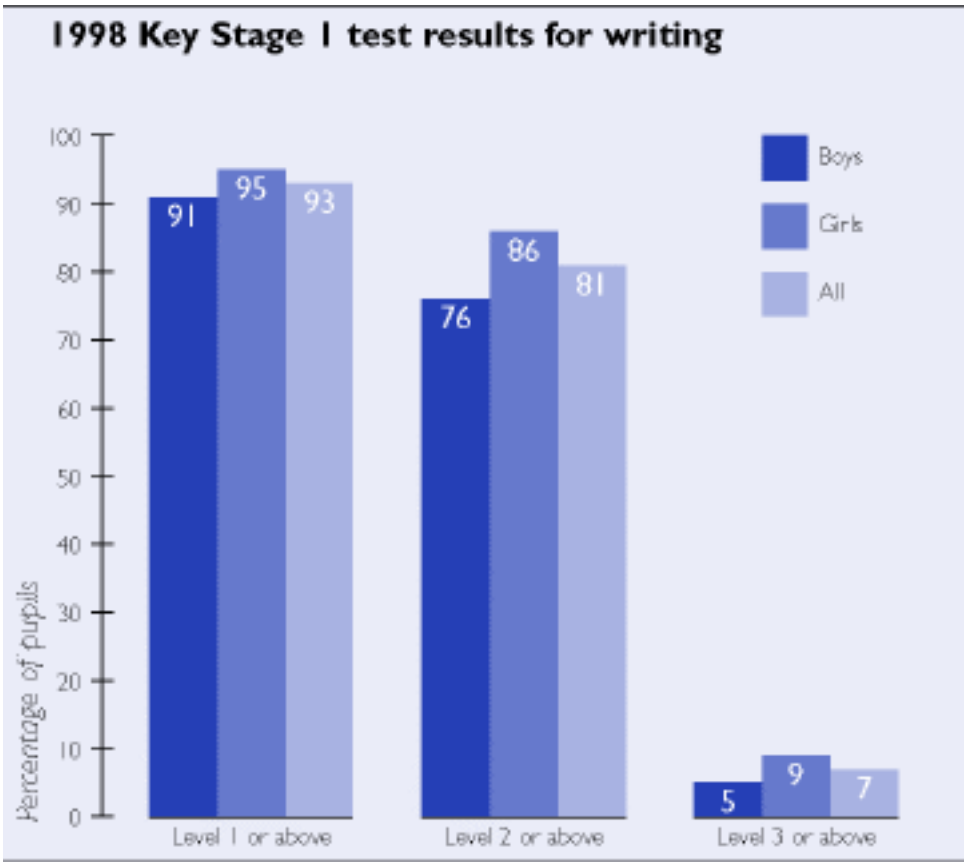
Whilst the earlier inspection of weak schools means that there was a disproportionate number of these schools inspected in 1997/98, the balanced sample of schools has ensured sufficient evidence to enable a full and representative picture of English schools to be obtained from inspection evidence.

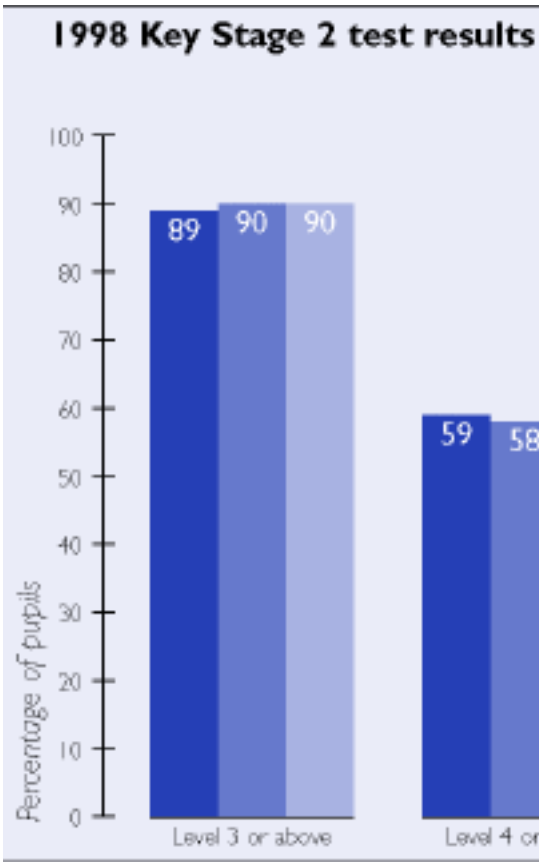
To enable a representative picture to be obtained it has been necessary, in the evaluation of the inspection evidence, to weight data about different types of schools in proportion to their numbers in the total school population. At the same time, the higher rate of inspection of weak schools enables a sharper focus on quality and standards in the weakest schools and on the weaknesses in the schools that need to be remedied in order to raise standards.

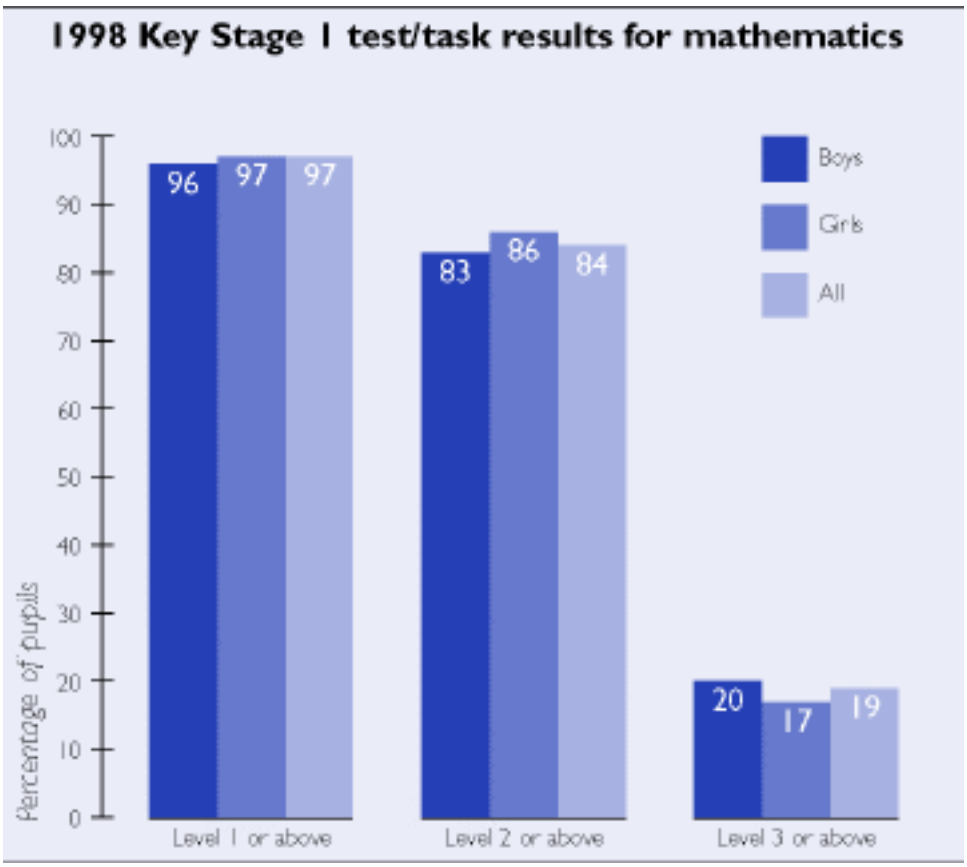
Annex 4
1998 Key Stages 1 and 2 test results

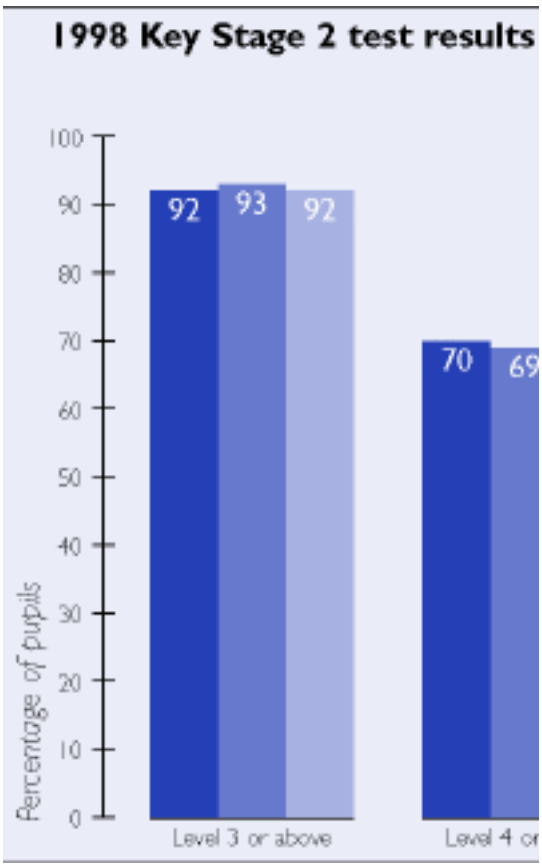




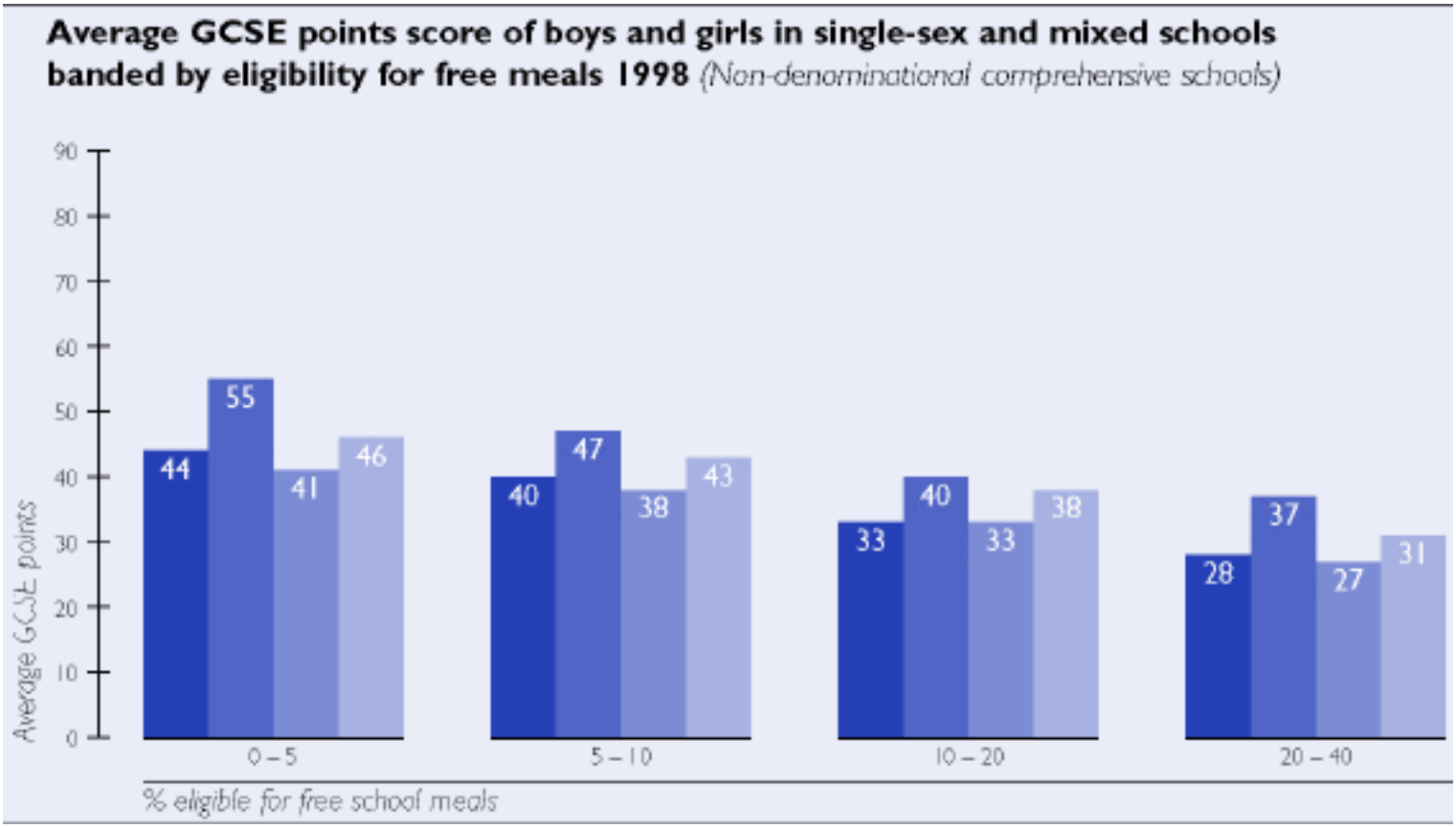

1998 Key Stage 1 test results for writing
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
91
95
93
76
86
81
5
9
7
Level 1 or above
Level 2 or above
Level 3 or above
Boys
Girls
All


1998 Key Stage 2 test results
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
89
90
90
59
58
Level 3 or above
Level 4 or

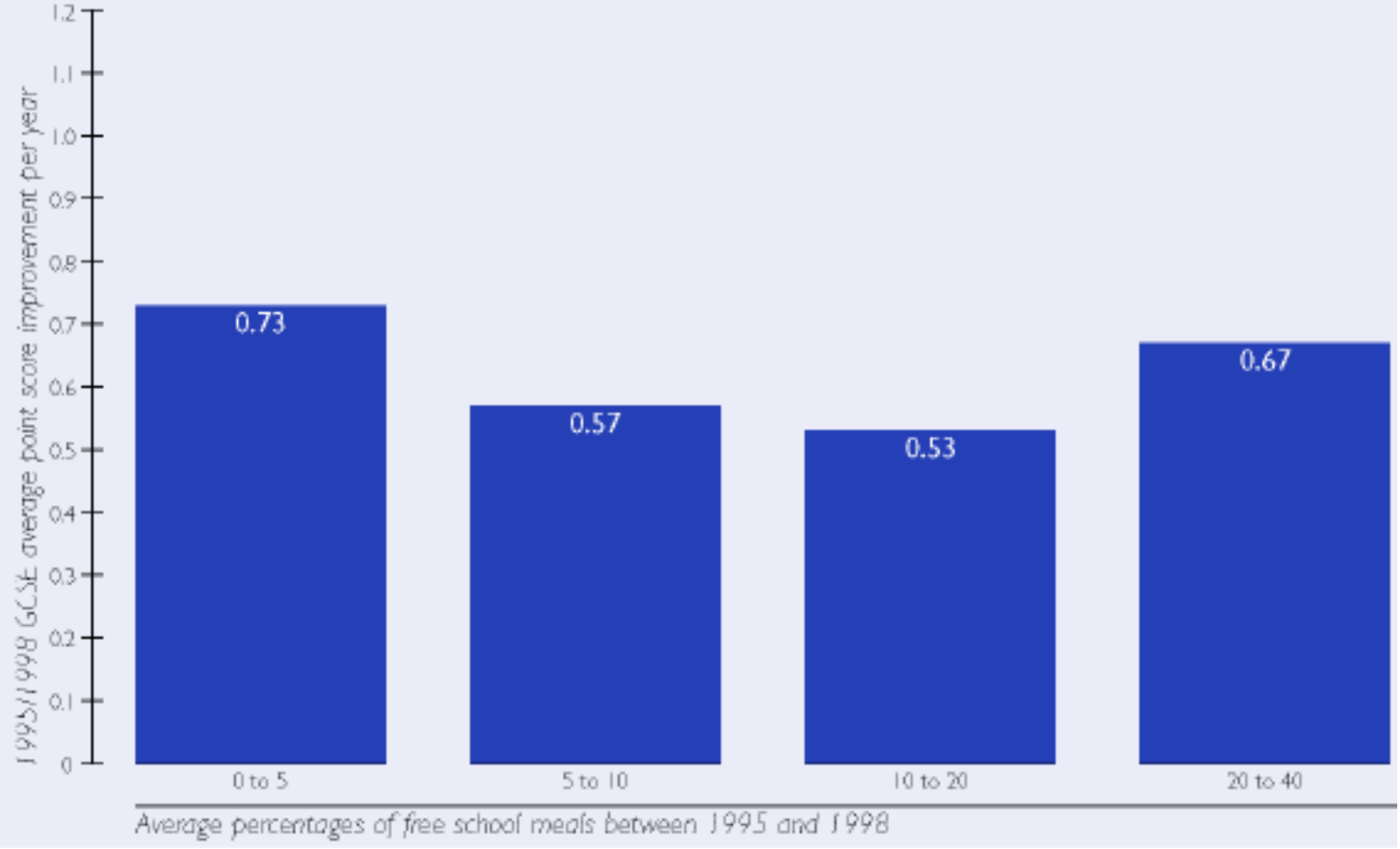

1998 Key Stage 1 test/task results for mathematics
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
96
97
97
83
86
84
20
17
19
Level 1 or above
Level 2 or above
Level 3 or above
Boys
Girls
All


1998 Key Stage 2 test results
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
92
93
92
70
69
Level 3 or above
Level 4 or

Annex 5
Achievement of boys and girls in single-se schools



Annex 6
Average GCSE improvement trend per ye
1995 and 1998 against eligibility for free s



Annex 7

Statistical Summary
Progress in Primary Schools 1997/98 (percentage of schools)

Statistical Summary
Teaching in Primary Schools 1997/98 (percentage of schools)

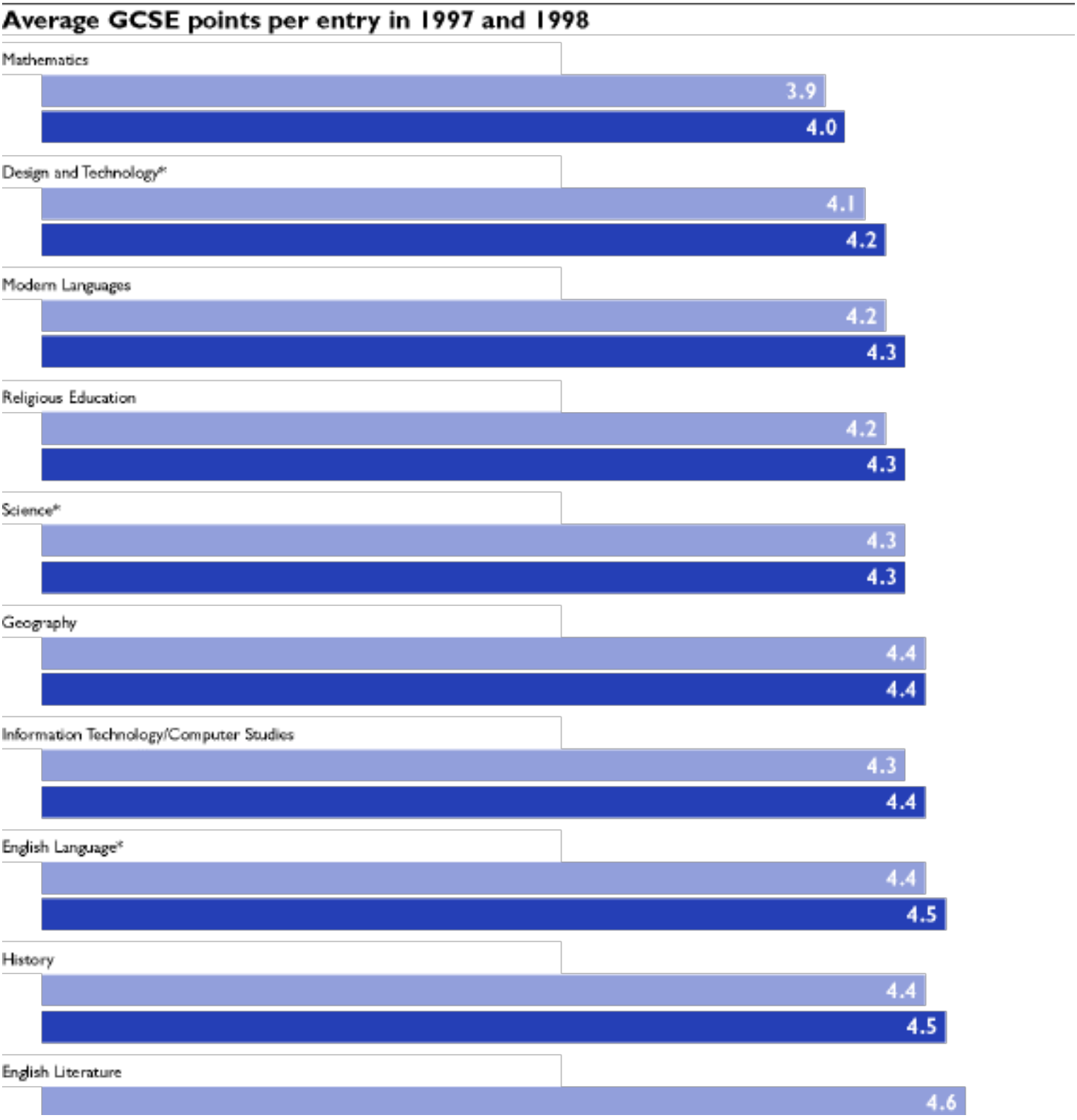
Statistical Summary
Progress in Secondary Schools 1997/98 (percentage of schools)

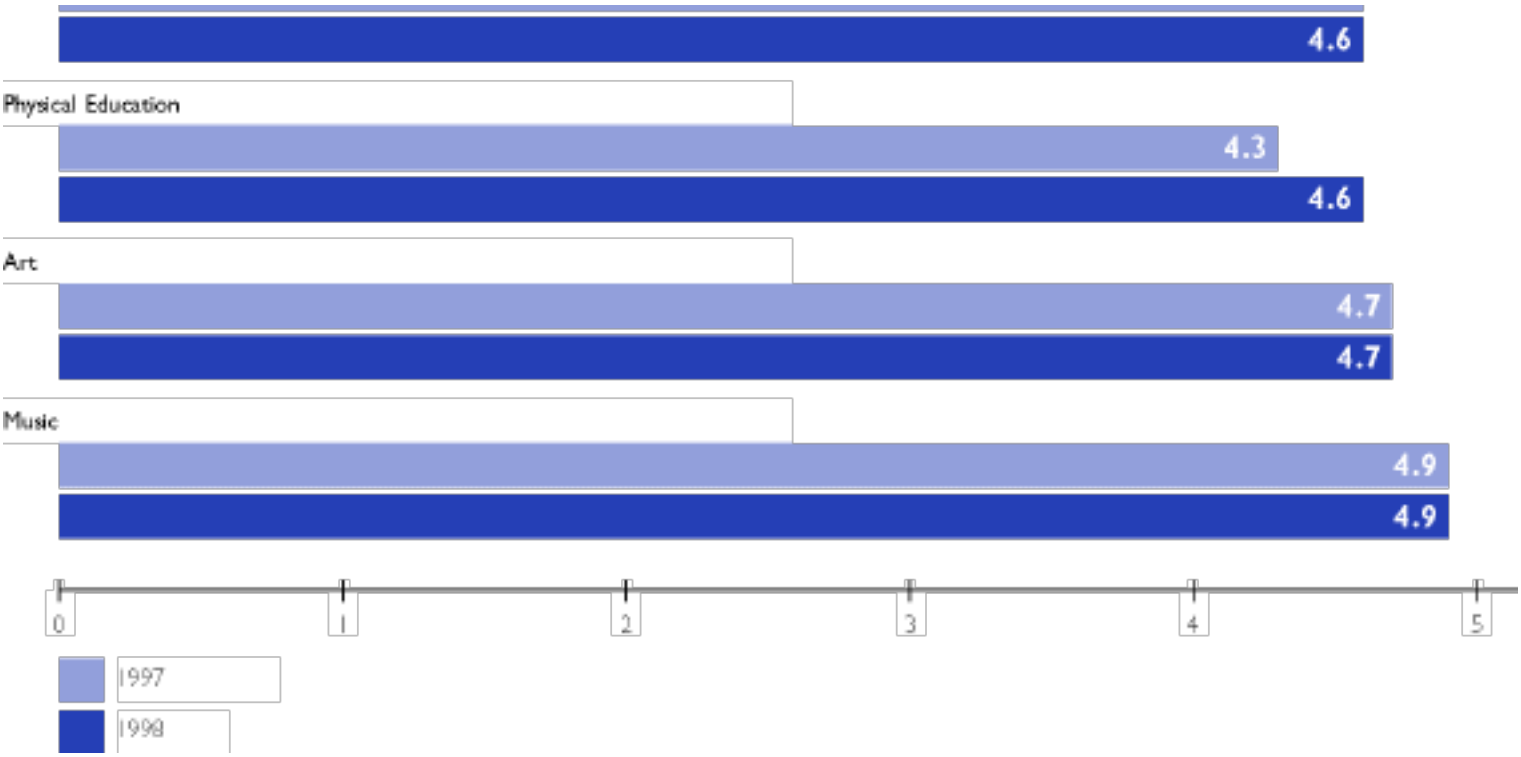
Statistical Summary
Teaching in Secondary Schools 1997/98

Statistical Summary
Inspection Grades for Primary Schools - 1997/98

Statistical Summary
Inspection Grades for Secondary Schools - 1997/98

Annex 8
GCSE scores for different subjects in seco schools





*** Subject definitions for these subjects have changed since 1997.**

Annex 9
OFSTED Publications 1997/98

PRICED PUBLICATIONS

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

0 10 283598 5 £10.30

Secondary Education 1993-97:
a review of secondary schools
in England

0 11 350099 8 £22.95

Guidance on the inspection of Nursery
Education Provision in the Private,
Voluntary and Independent Sectors

0 11 350101 3 £9.95

Educating the Very Able

0 11 350110 5 £10.95

Recent Research on Gender and
Educational Performance

0 11 350102 1 £10.95

Artists in Schools: A Review

0 11 350103 X £9.95

Standards of Achievement in Advanced
GNVQs in Sixth Forms 1997

0 11 350098 X £4.95

The Arts Inspected: Good Teaching in
Art, Dance, Drama, Music
(Available from Heinemann,
telephone 01865 311366)

0 43 530232 9 £14.99

Homework: Learning from Practice

0 11 350104 8 £11.95

Part One General National Vocational
Qualifications: Final Report

0 11 3500105 7 £6.95

UNPRICED PUBLICATIONS

Corporate Plan 1998

HMI 164

School Evaluation Matters

HMI 127

Standards in the Primary Curriculum 1996-97
(pack of subject leaflets)

HMI 129K

Changes to the National Curriculum in
Key Stages 1 and 2 in Primary and Special Schools

HMI 128

Assessing the Core Subjects at Key Stage 2

HMR/050/98/DS

How Teachers Assess the Core Subjects
at Key Stage 3

HMR/1/98/NS

Making Headway

HMI 143

The Quality of Education in Institutions
inspected under the Nursery Education
Funding Arrangements

HMI 142

Making Complaints to OFSTED

HMI 144

Educational Research: A Critique,
by James Tooley

HMI 147

Inspection 98: Supplement to the inspection
handbooks containing new requirements
and guidance [for inspectors]

HMI 145

Inspection 98: Briefing for Schools on the
New Inspection Requirements

HMI 149

Inspecting Subjects 3-11

HMI 148

Making the Most of Inspection:
fully revised version 1998

HMI 088

School Inspection:
A Guide for Parents: revised 1998

HMI 089

Inspection of Manchester LEA

HMR 88/98/LEA

Accent on Adults: A Survey of Modern
Foreign Language Learning by Adults

HMI 152

Work Related Aspects of the Curriculum
in Secondary Schools

HMI 160

National Survey of Careers Education
and Guidance: Secondary Schools

HMI 150

National Survey of Careers Education
and Guidance: Special Schools and
Pupil Referral Units

HMI 151

Setting in Primary Schools

HMI 163?

Proposals for a Differentiated System
of Inspection: Consultation Paper

HMI 153

The Training of Part-Time Youth Workers

HMI 162

The Teaching of Reading to Hearing
Impaired Children in Mainstream Schools

HMI 159

The National Literacy project: An HMI Evaluation

HMI 157

The National Numeracy Project: An HMI Evaluation

HMI 158

The Teaching of Physical Education in
Primary Schools

HMI 161

The Inspection of Initial Teacher Training:
The Primary Follow-Up Survey 1996 to 1998

HMI 165

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Publications Centre
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London SW8 5DT

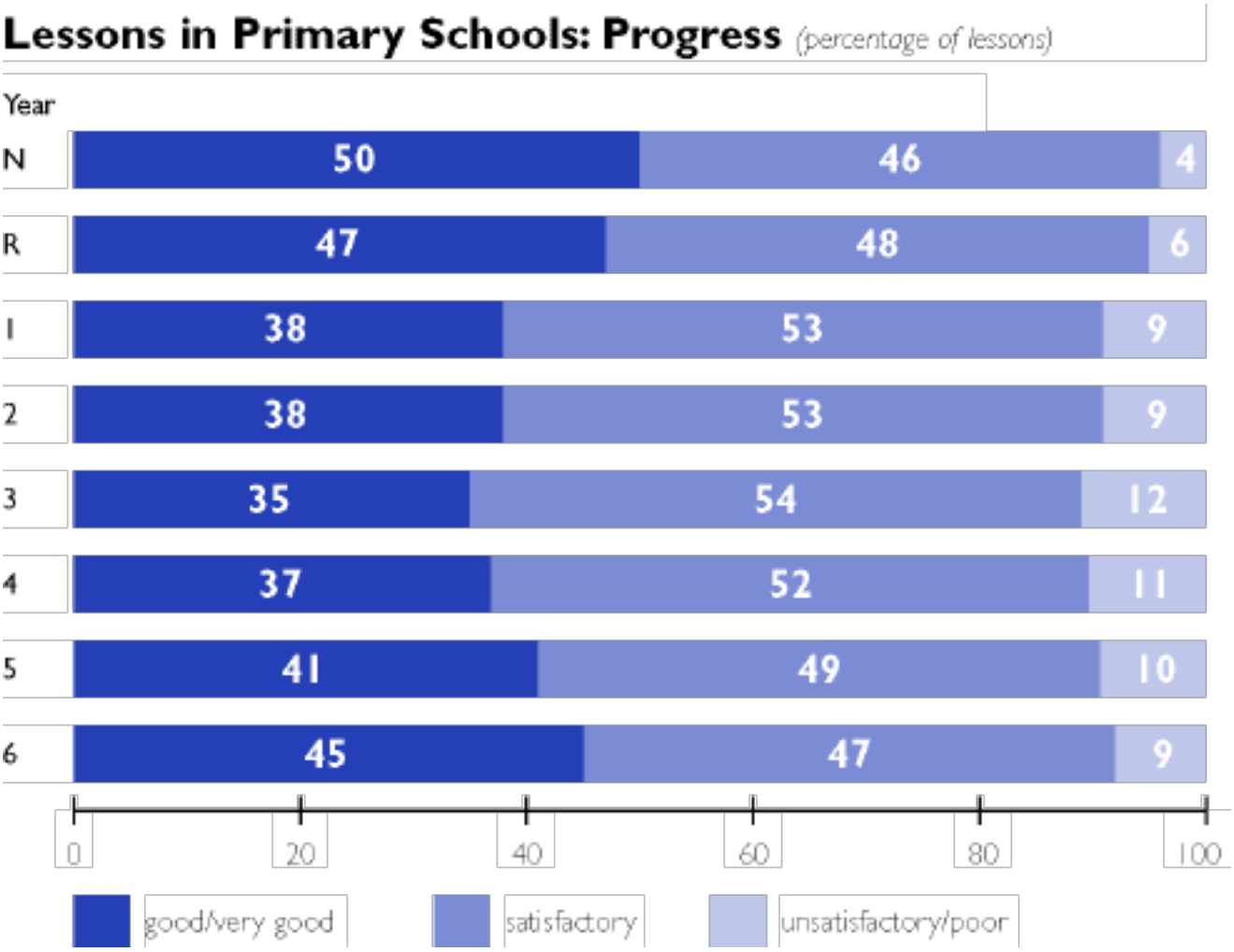
or from any Stationery Office bookshop and most other booksellers. The Stationery Office produces a regular catalogue of its education publications including OFSTED titles. Telephone 0171 873 9090.

Unpriced OFSTED publications are
available from:
OFSTED Publications Centre
PO Box 6927, London E3 3NZ
Telephone 0171 510 0180

Reports on individual state-funded schools are available from the schools themselves or on the Internet. The OFSTED website

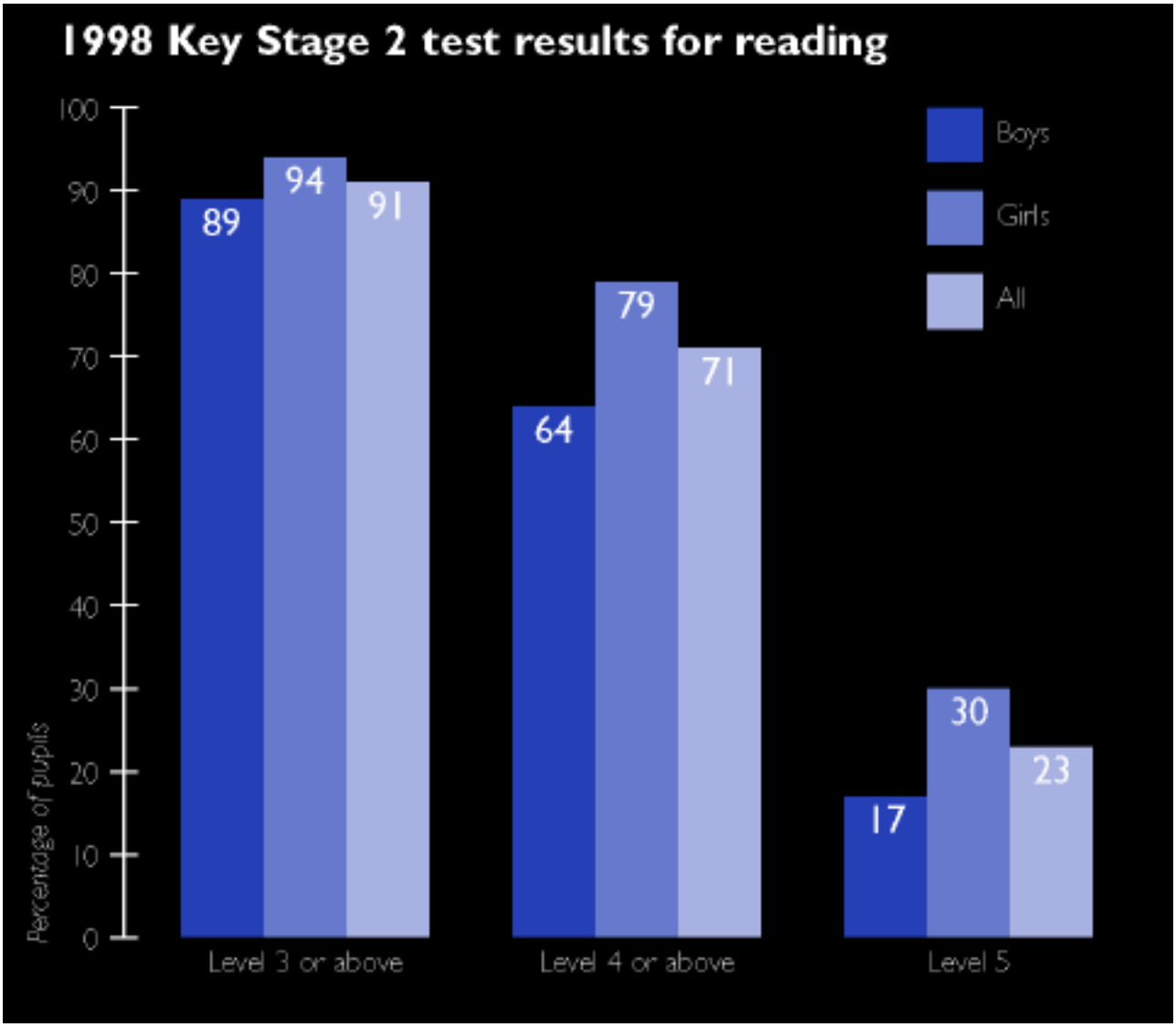
is at: **http://www.ofsted.gov.uk**

The website also carries OFSTED reports on nurseries, teacher training institutions and certain LEAs, as well as a selection of Inspection Guidance and other publications.

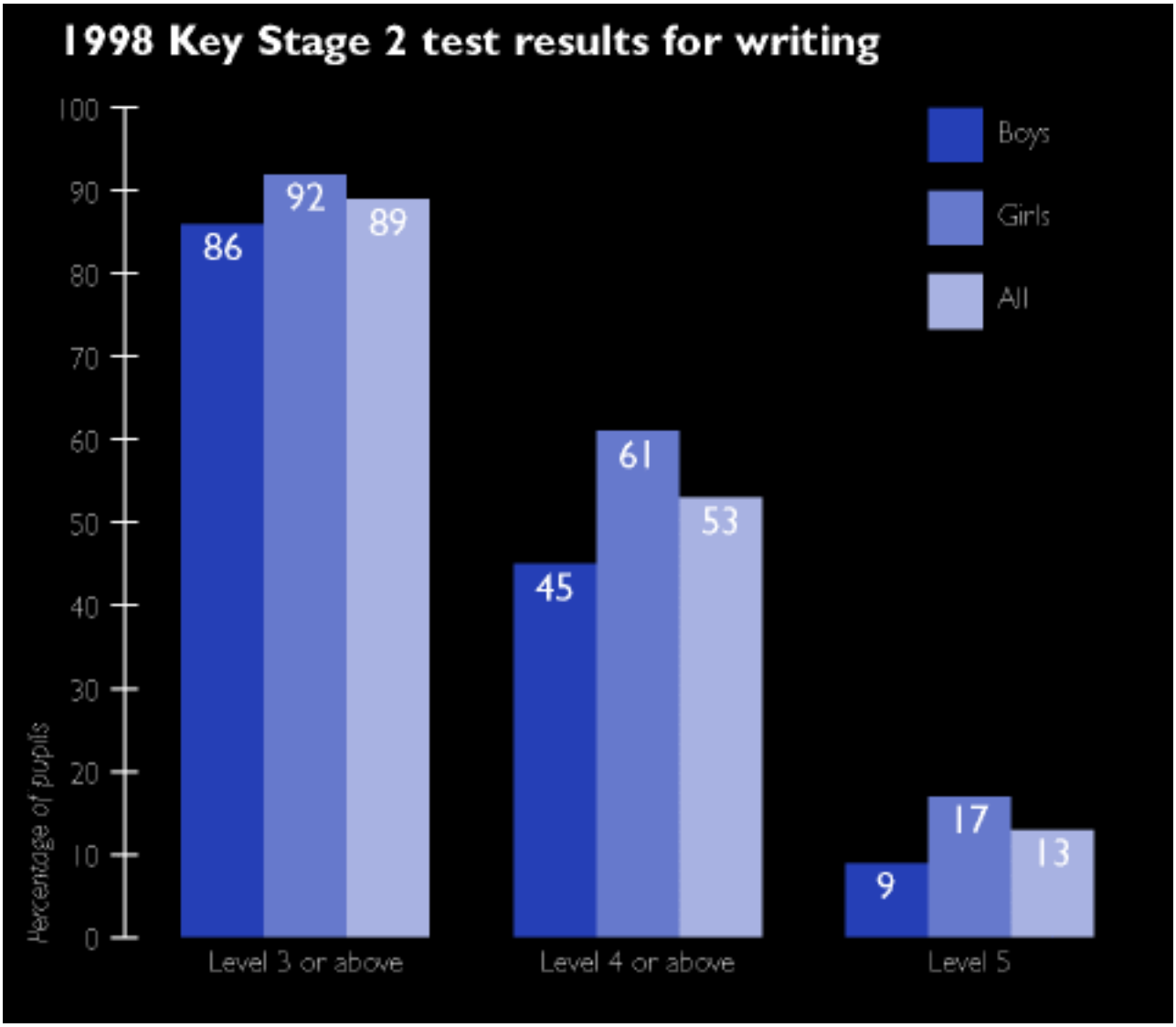


These figures have been rounded and may not add up to 100 per cent

Back

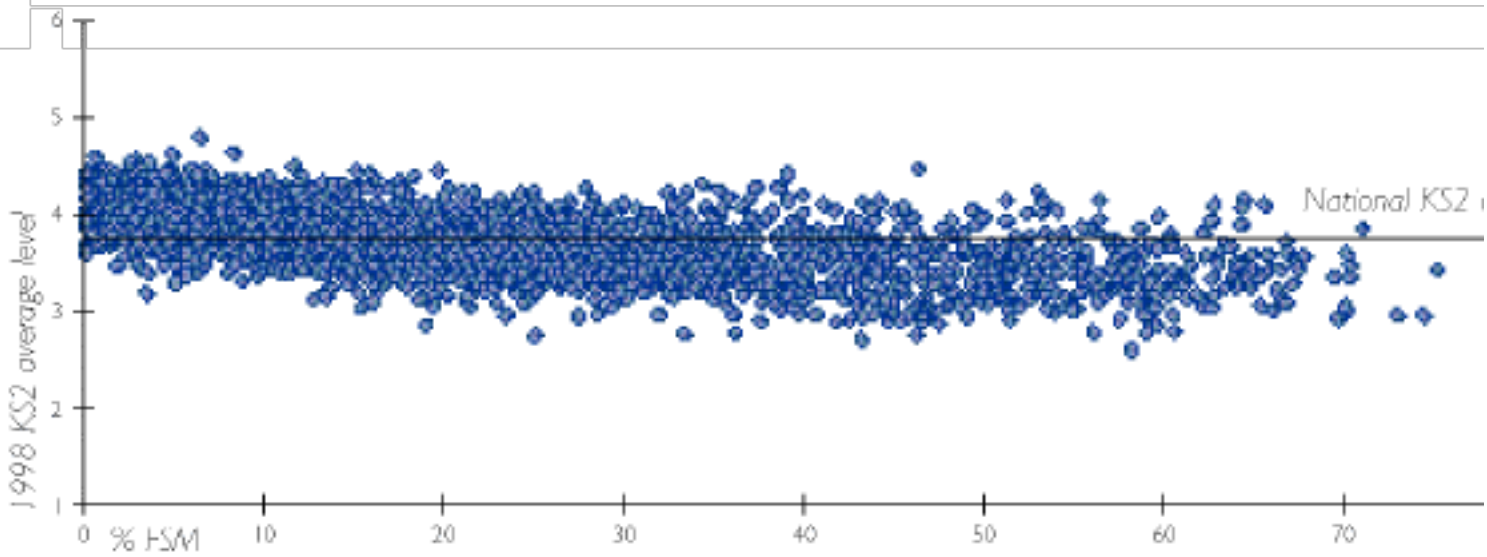

1998 Key Stage 2 test results for reading
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
89
94
91
64
79
71
17
30
23
Boys
Girls
All
Level 3 or above
Level 4 or above
Level 5

Back


1998 Key Stage 2 test results for writing
Percentage of pupils
100
90
80
70
60
50
40
30
20
10
0
Boys
Girls
All
86
92
89
45
61
53
9
17
13
Level 3 or above
Level 4 or above
Level 5

Back

Average National Curriculum level achieved by pupils in KS2 tests against eligibility for free school meals for a random selection of primary schools



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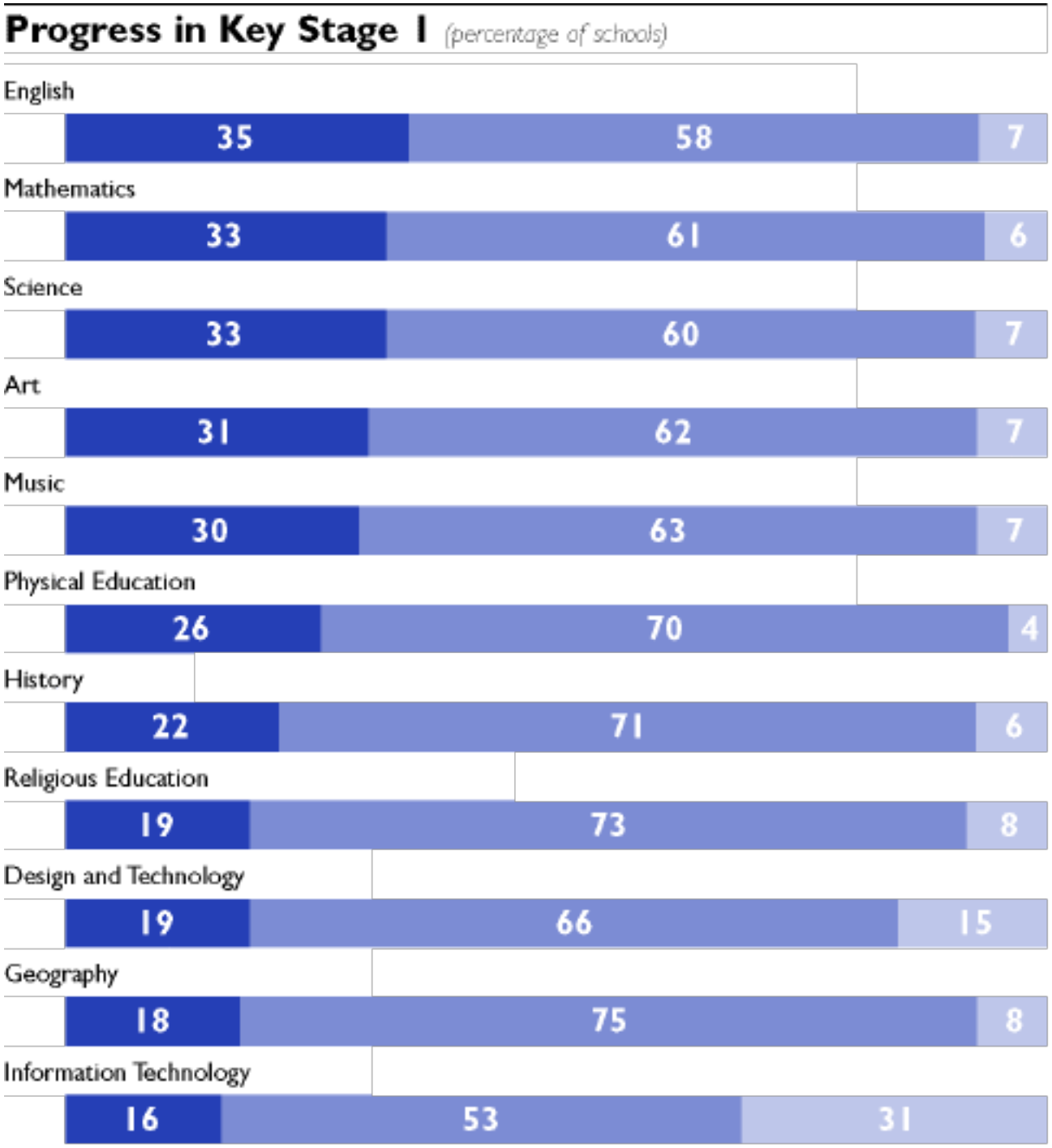
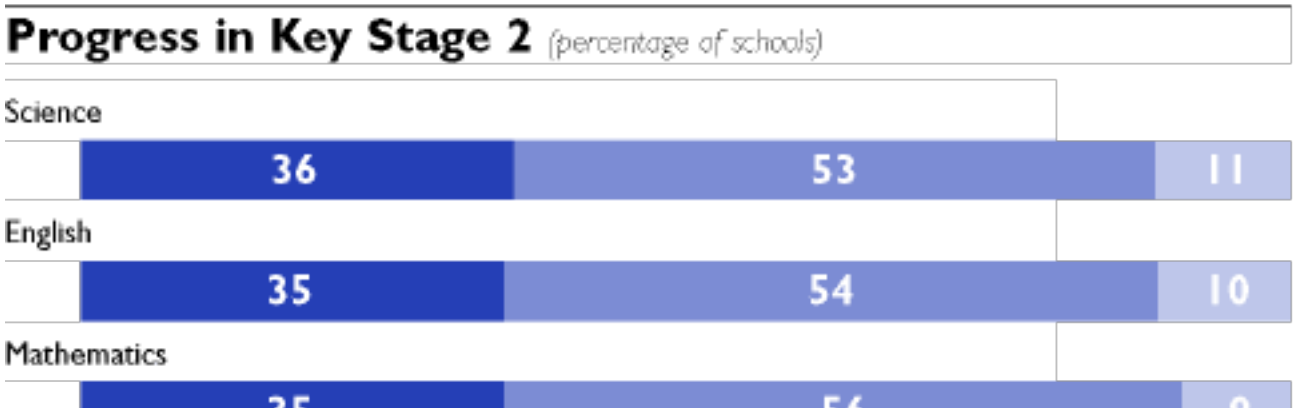
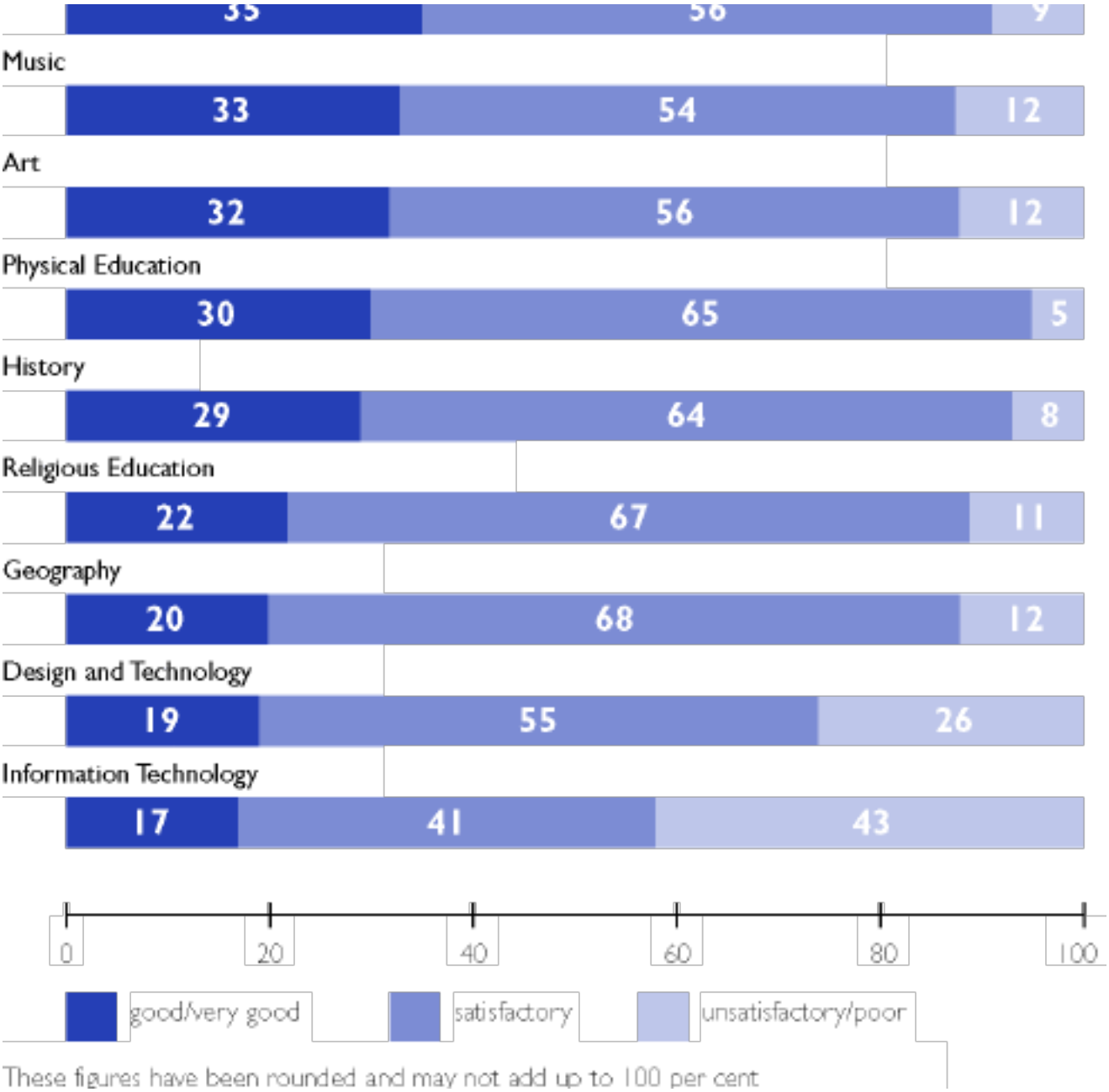
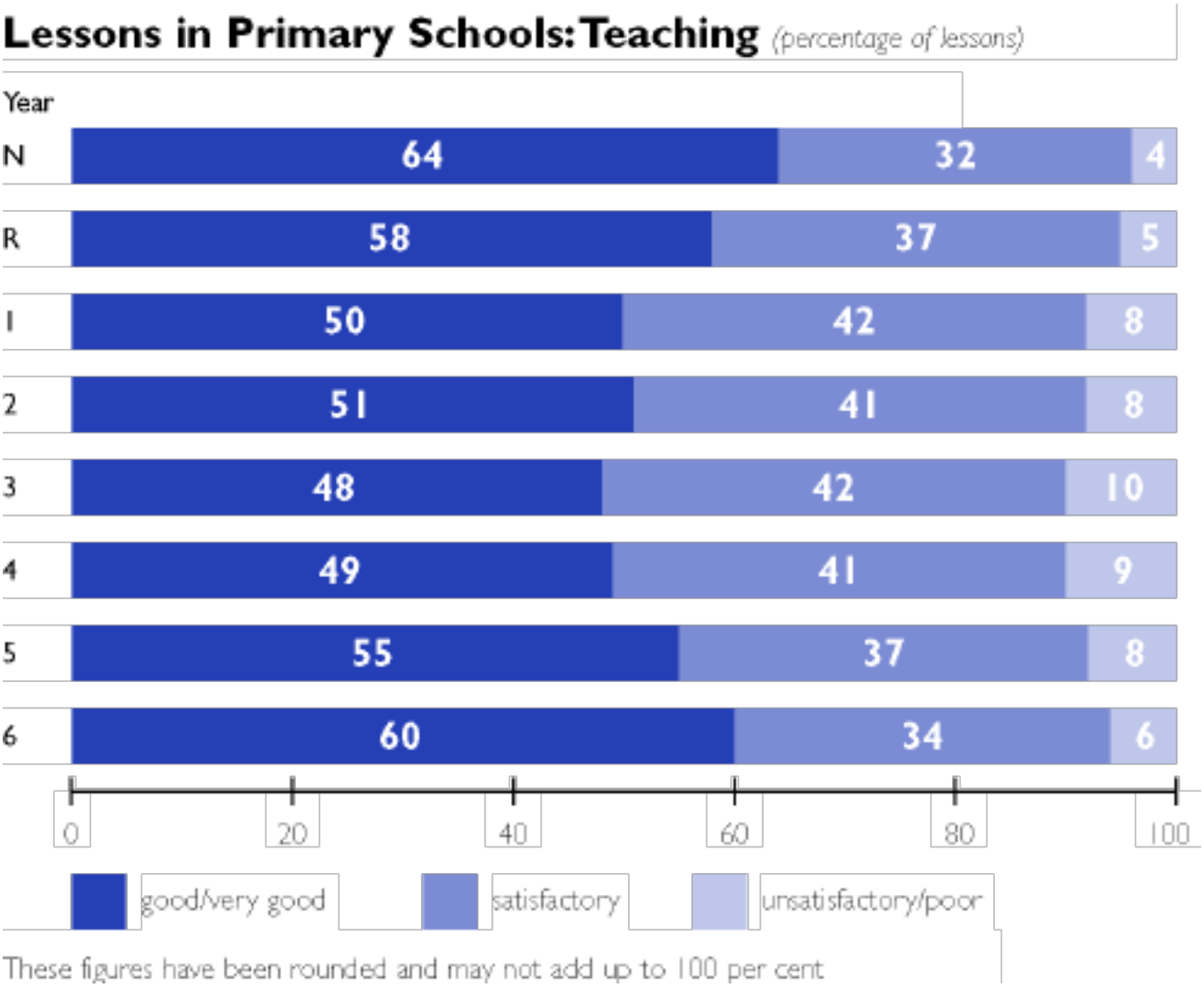

Progress in Key Stage 1 (percentage of schools)
English
35
58
7
Mathematics
33
61
6
Science
33
60
7
Art
31
62
7
Music
30
63
7
Physical Education
26
70
4
History
22
71
6
Religious Education
19
73
8
Design and Technology
19
66
15
Geography
18
75
8
Information Technology
16
53
31


Progress in Key Stage 2 (percentage of schools)
Science
36
53
11
English
35
54
10
Mathematics



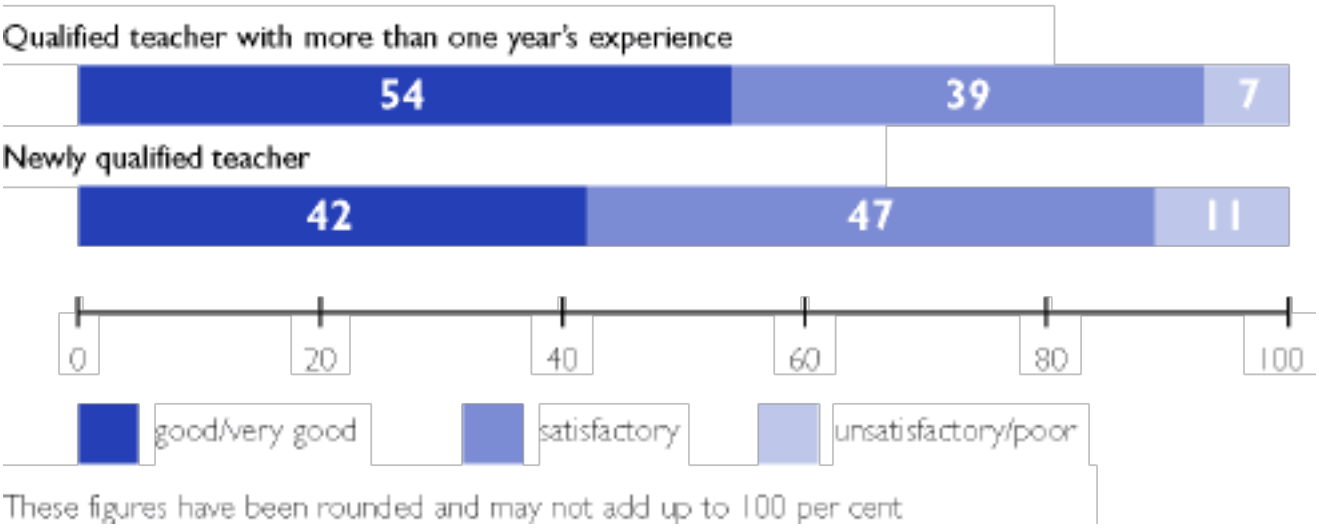
These figures have been rounded and may not add up to 100 per cent

Back


Lessons in Primary Schools: Teaching (percentage of lessons)
Year
N
64
32
4
R
58
37
5
1
50
42
8
2
51
41
8
3
48
42
10
4
49
41
9
5
55
37
8
6
60
34
6
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

Back

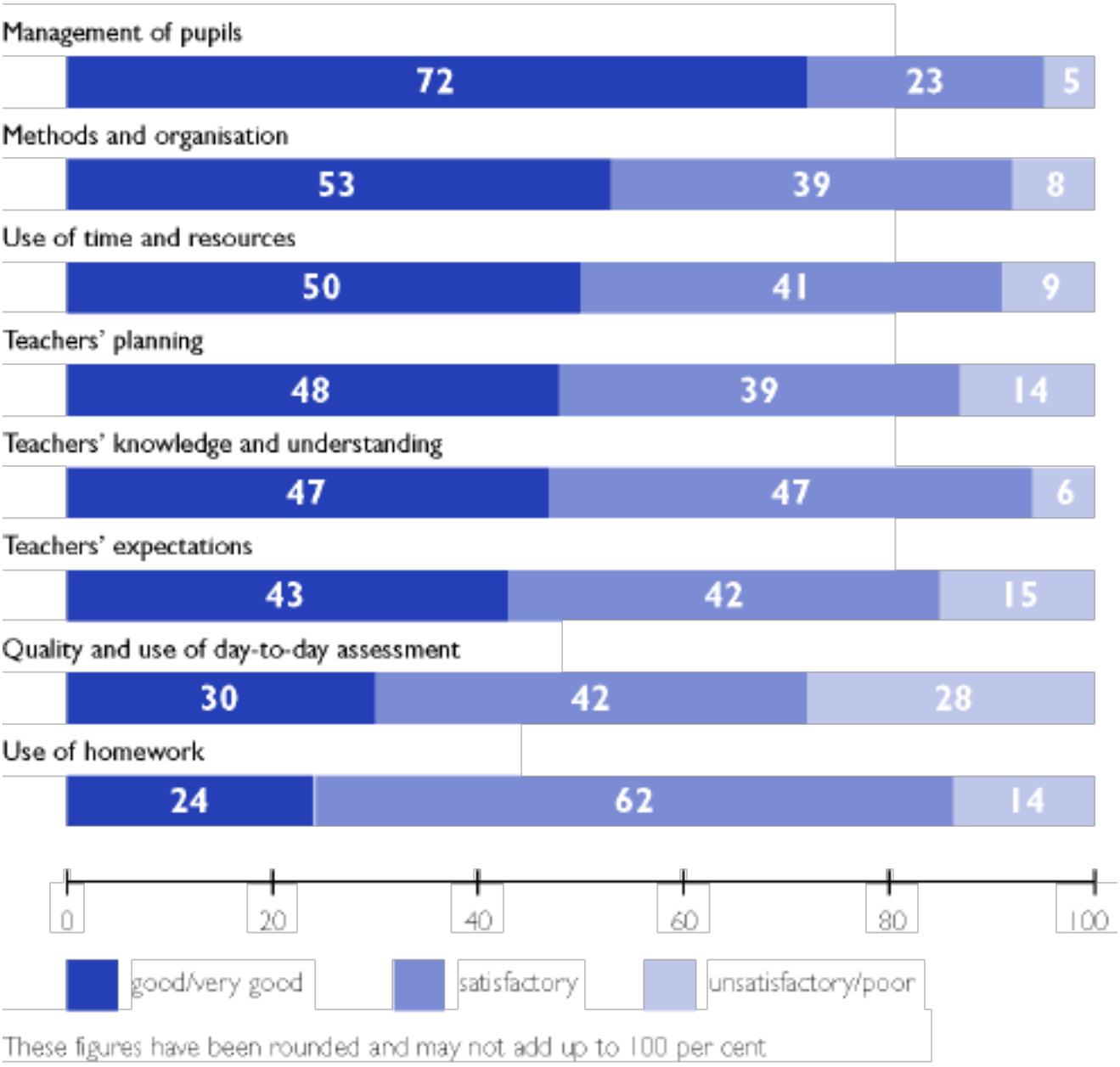
Quality of Teaching in Primary Schools: qualified teachers with more than one year's experience and newly qualified teachers *(percentage of lessons)*



These figures have been rounded and may not add up to 100 per cent

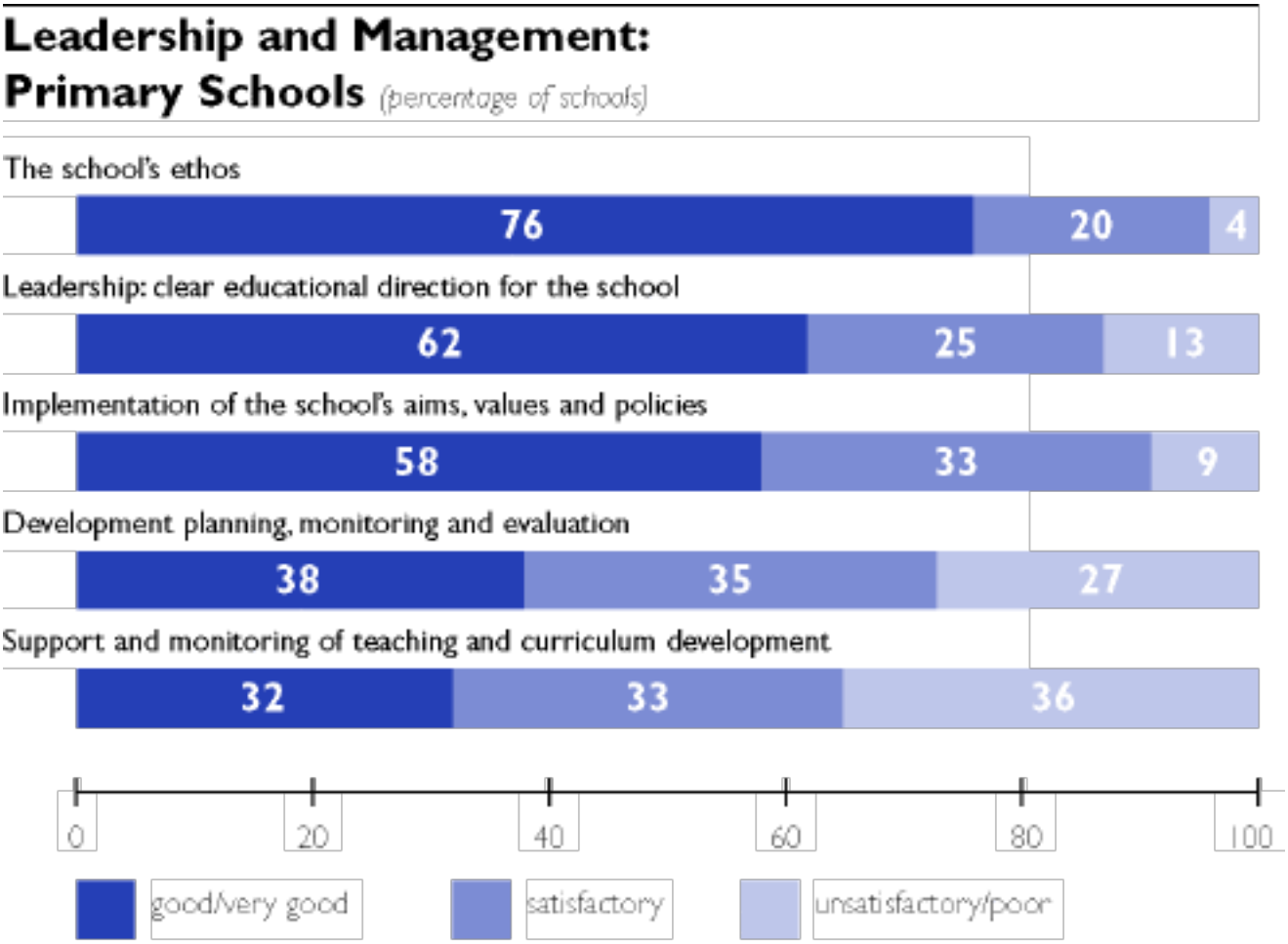
Back

Quality of Teaching: Key Stage 1 and 2 *(percentage of schools)*



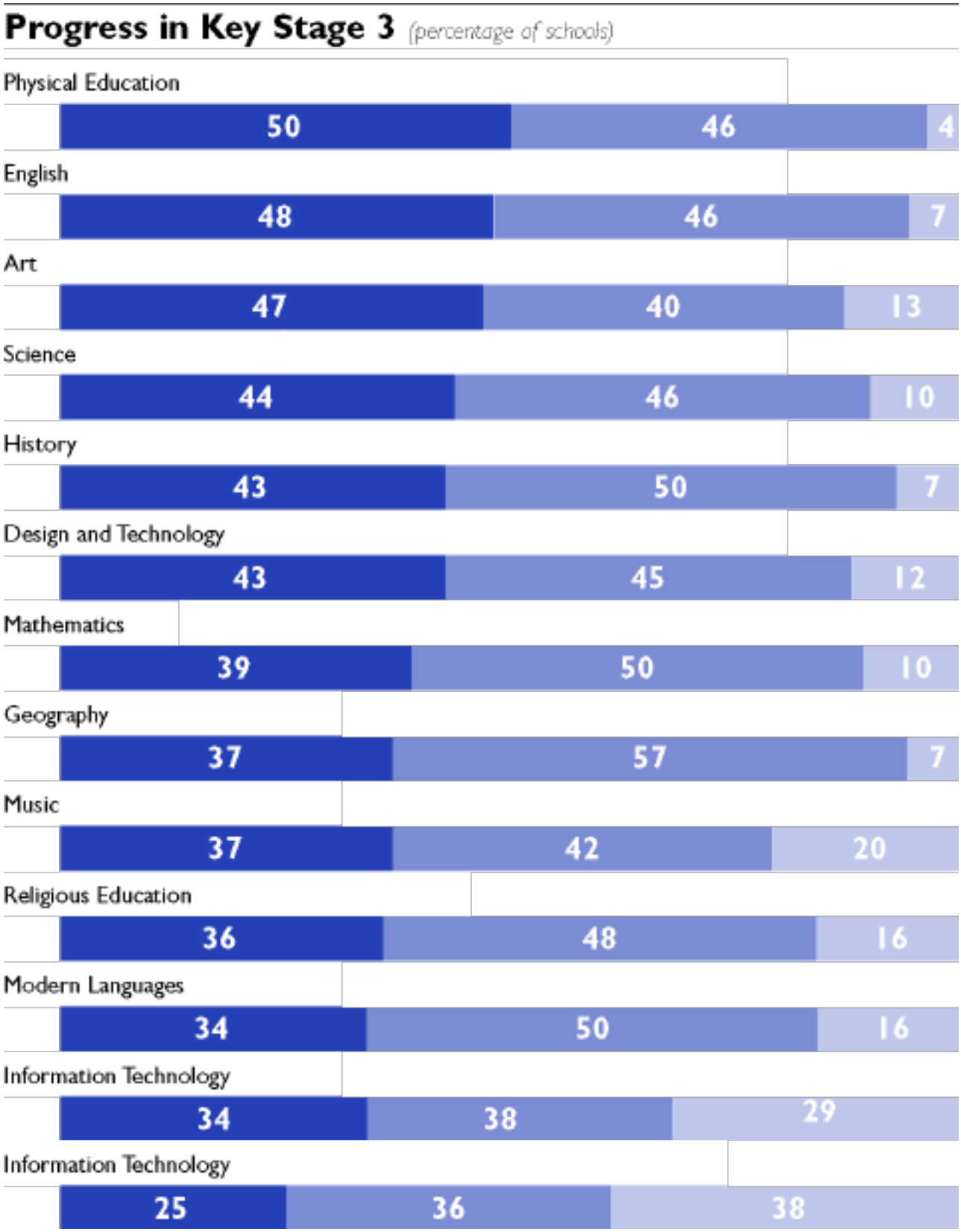
These figures have been rounded and may not add up to 100 per cent

Back

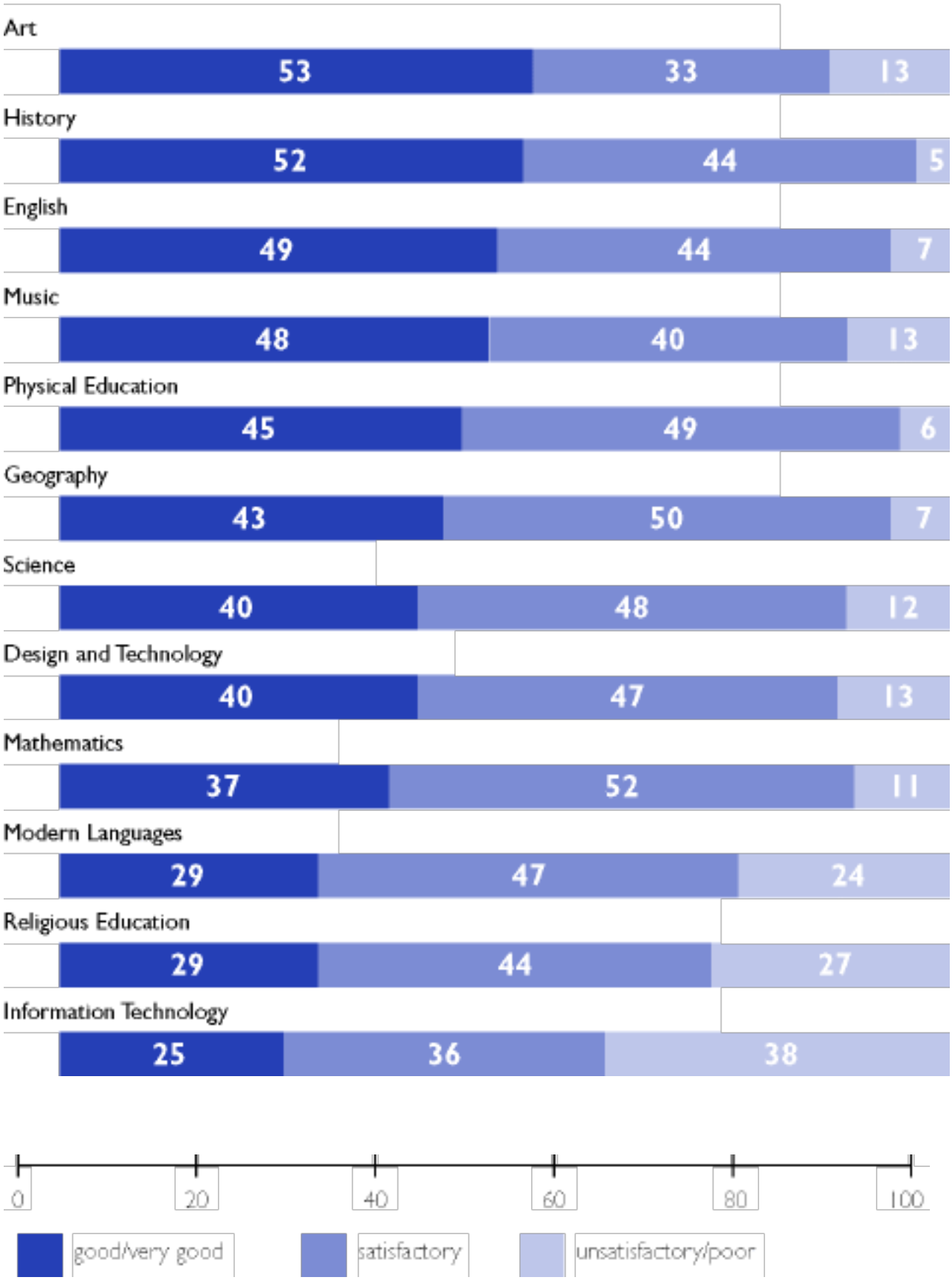


These figures have been rounded and may not add up to 100 per cent

Back


Progress in Key Stage 3 (percentage of schools)
Physical Education
50
46
4
English
48
46
7
Art
47
40
13
Science
44
46
10
History
43
50
7
Design and Technology
43
45
12
Mathematics
39
50
10
Geography
37
57
7
Music
37
42
20
Religious Education
36
48
16
Modern Languages
34
50
16
Information Technology
34
38
29
Information Technology
25
36
38

Progress in Key Stage 4 *(percentage of schools)*



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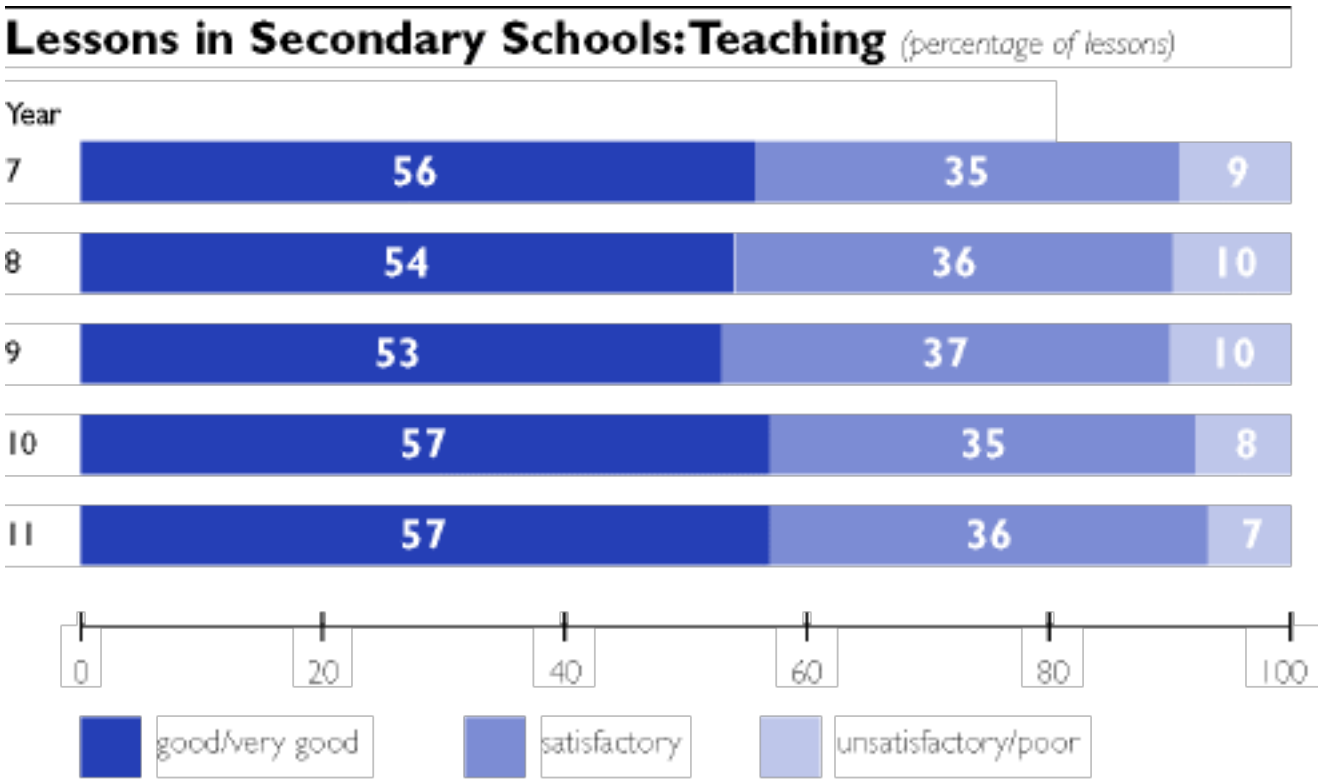
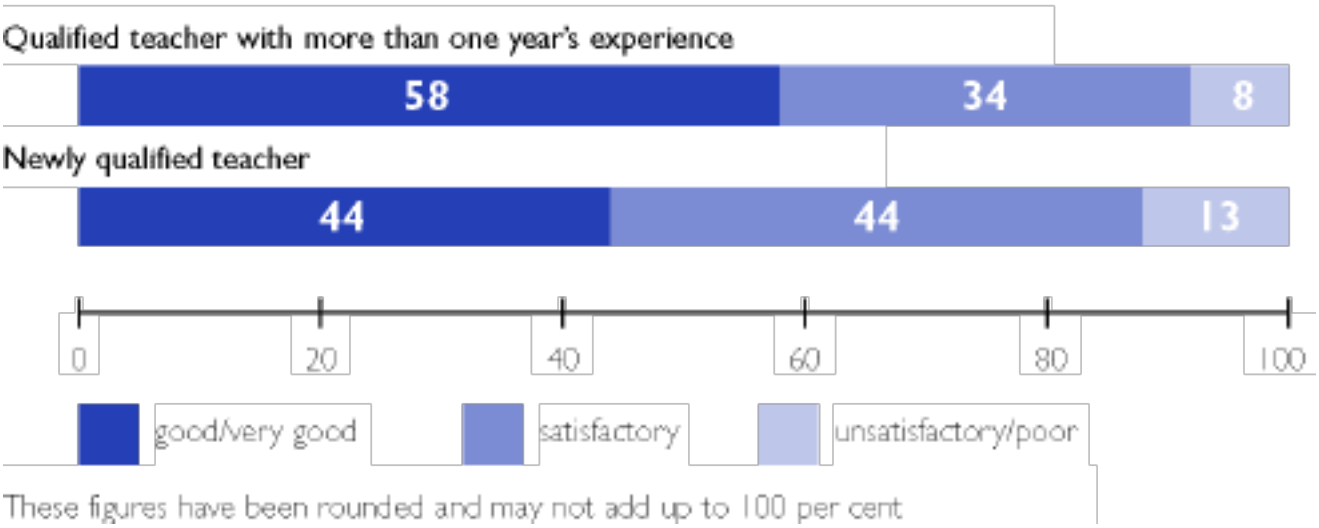

Lessons in Secondary Schools: Teaching (percentage of lessons)
Year
7
56
35
9
8
54
36
10
9
53
37
10
10
57
35
8
11
57
36
7
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor

Back

Quality of Teaching in Secondary Schools: qualified teachers with more than one year's experience and newly qualified teachers *(percentage of lessons)*



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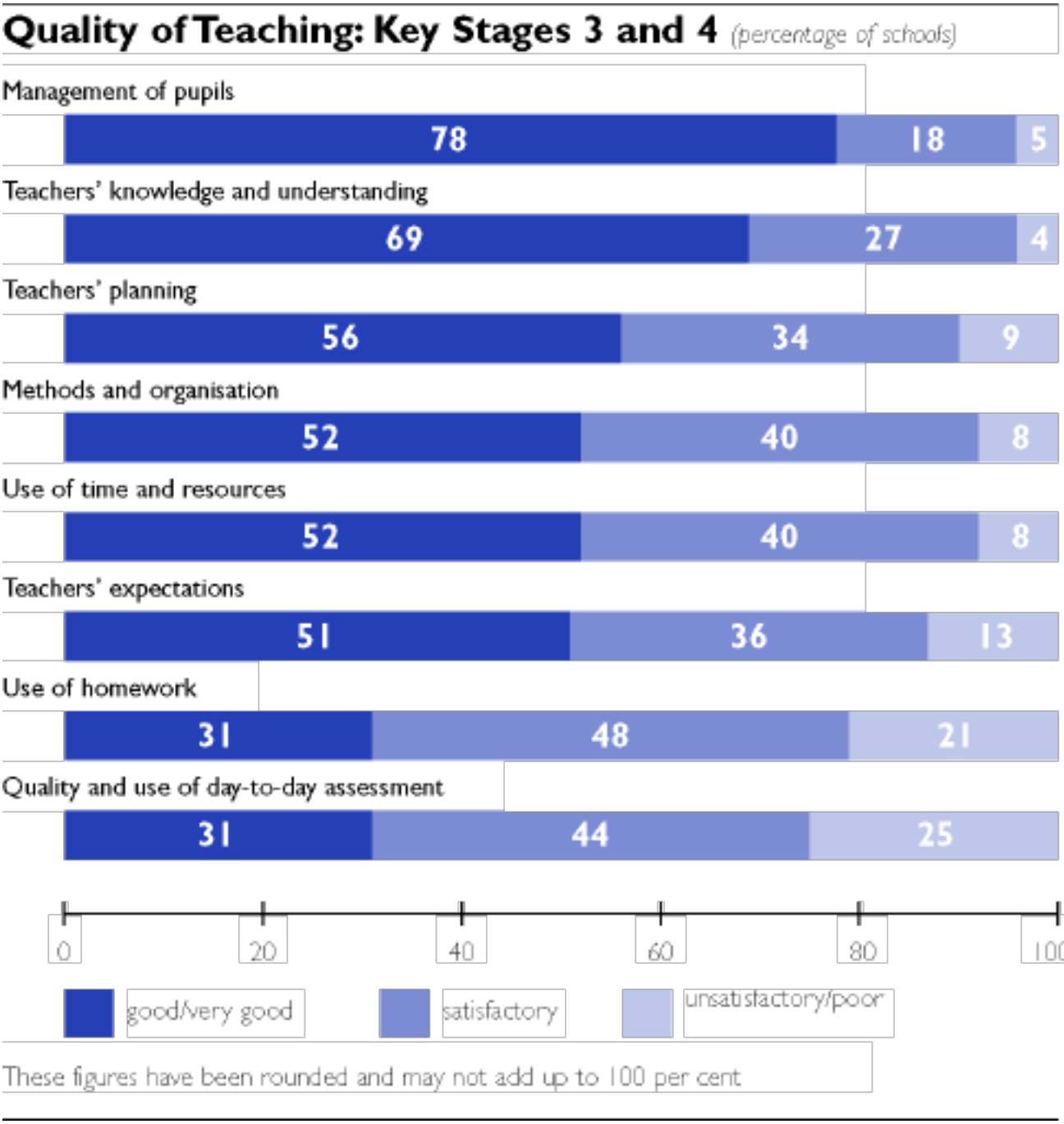
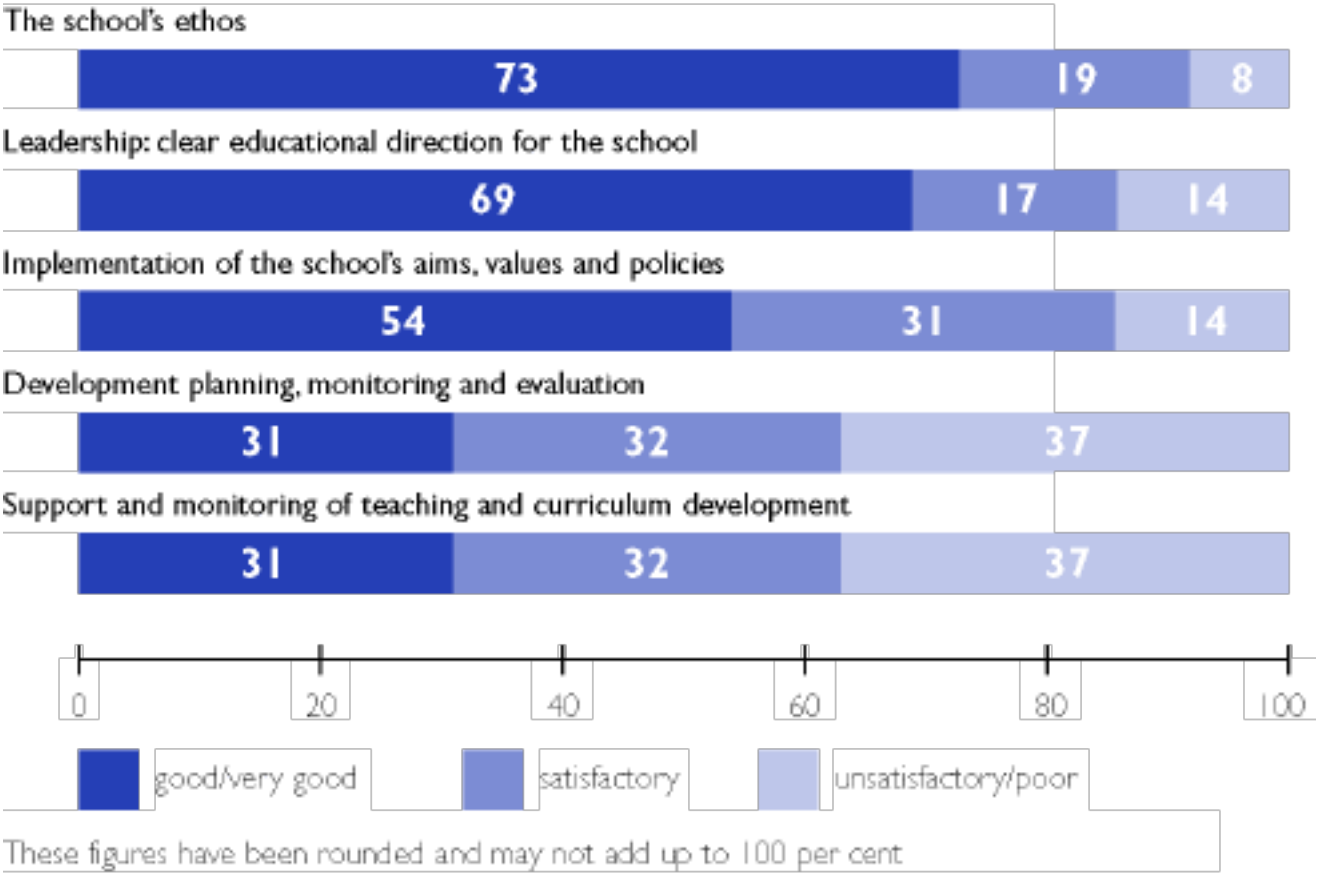
Back


Quality of Teaching: Key Stages 3 and 4 (percentage of schools)
Management of pupils
78
18
5
Teachers' knowledge and understanding
69
27
4
Teachers' planning
56
34
9
Methods and organisation
52
40
8
Use of time and resources
52
40
8
Teachers' expectations
51
36
13
Use of homework
31
48
21
Quality and use of day-to-day assessment
31
44
25
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

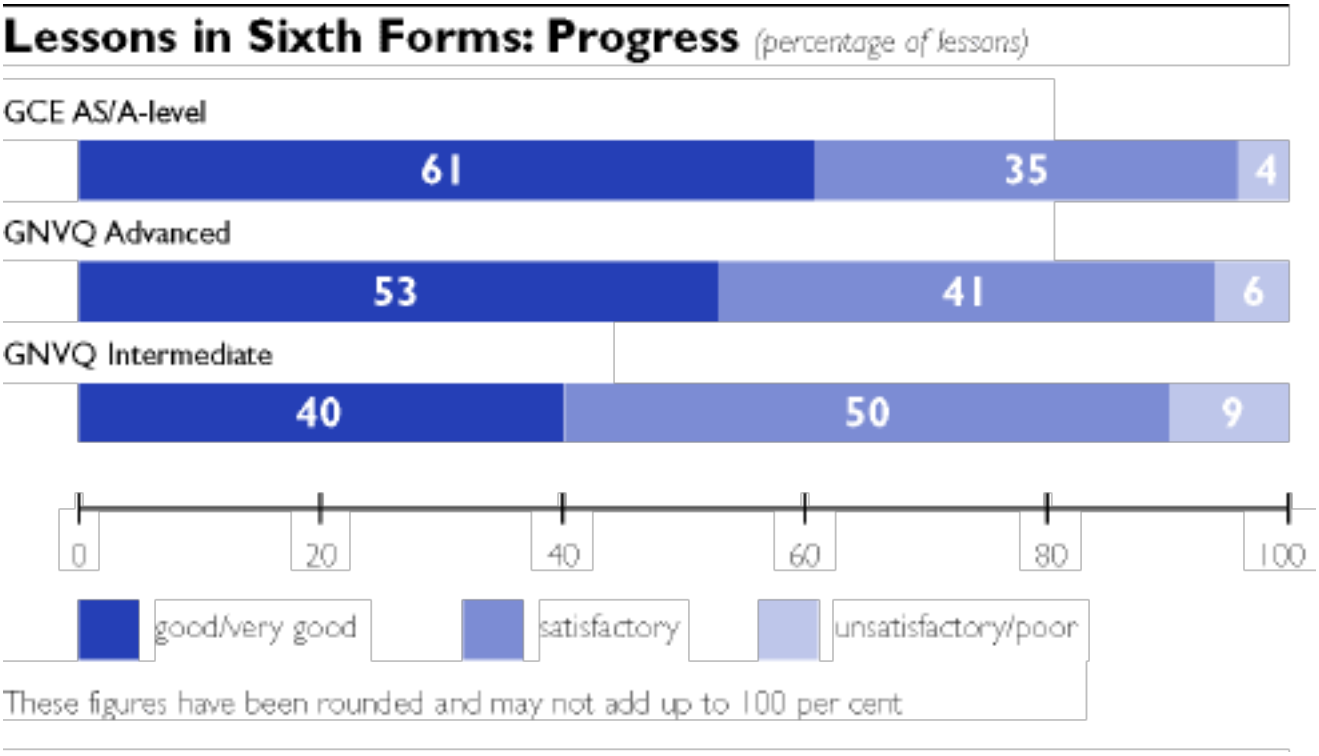
Back

Leadership and Management: Secondary Schools *(percentage of schools)*

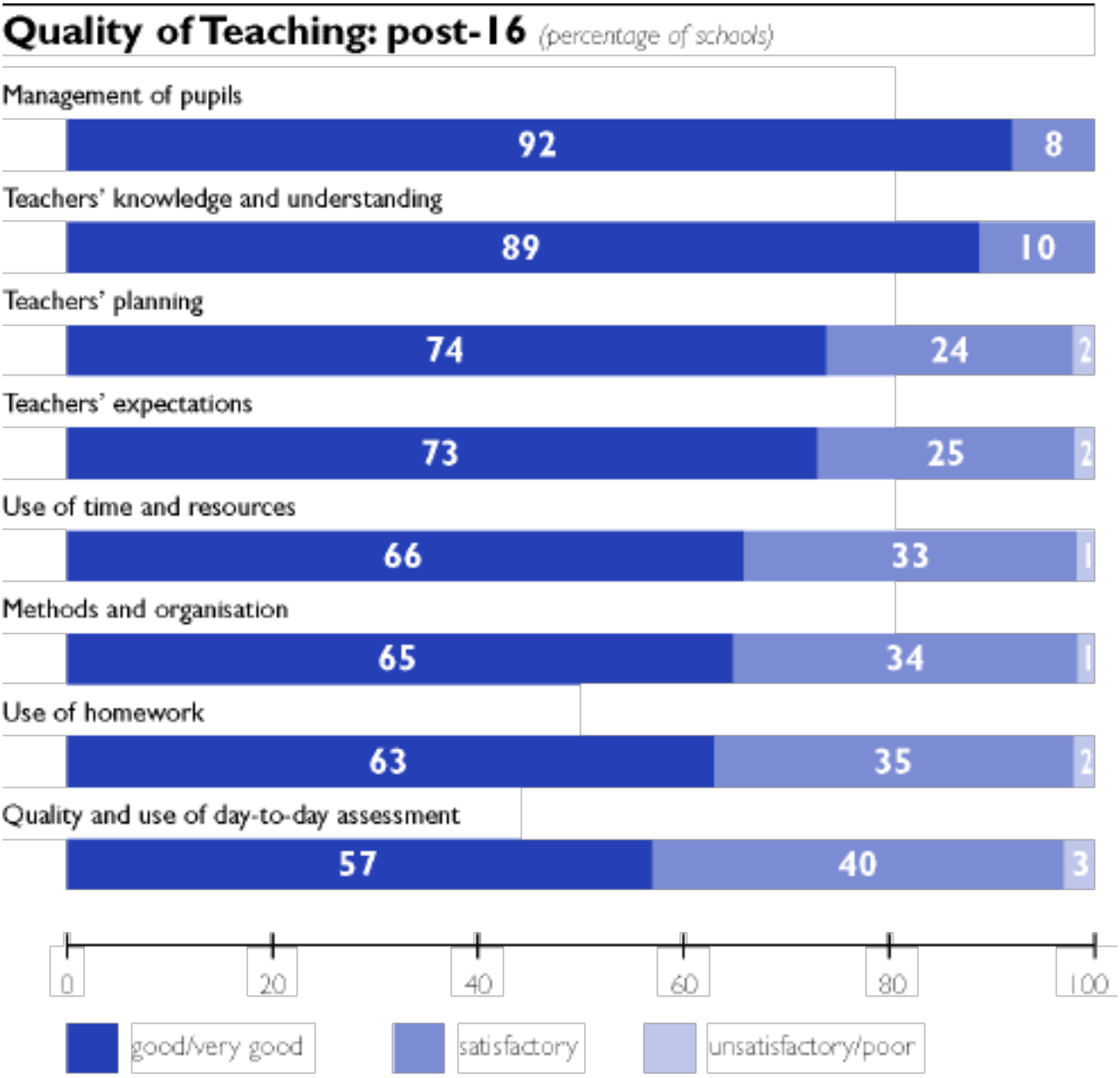


These figures have been rounded and may not add up to 100 per cent

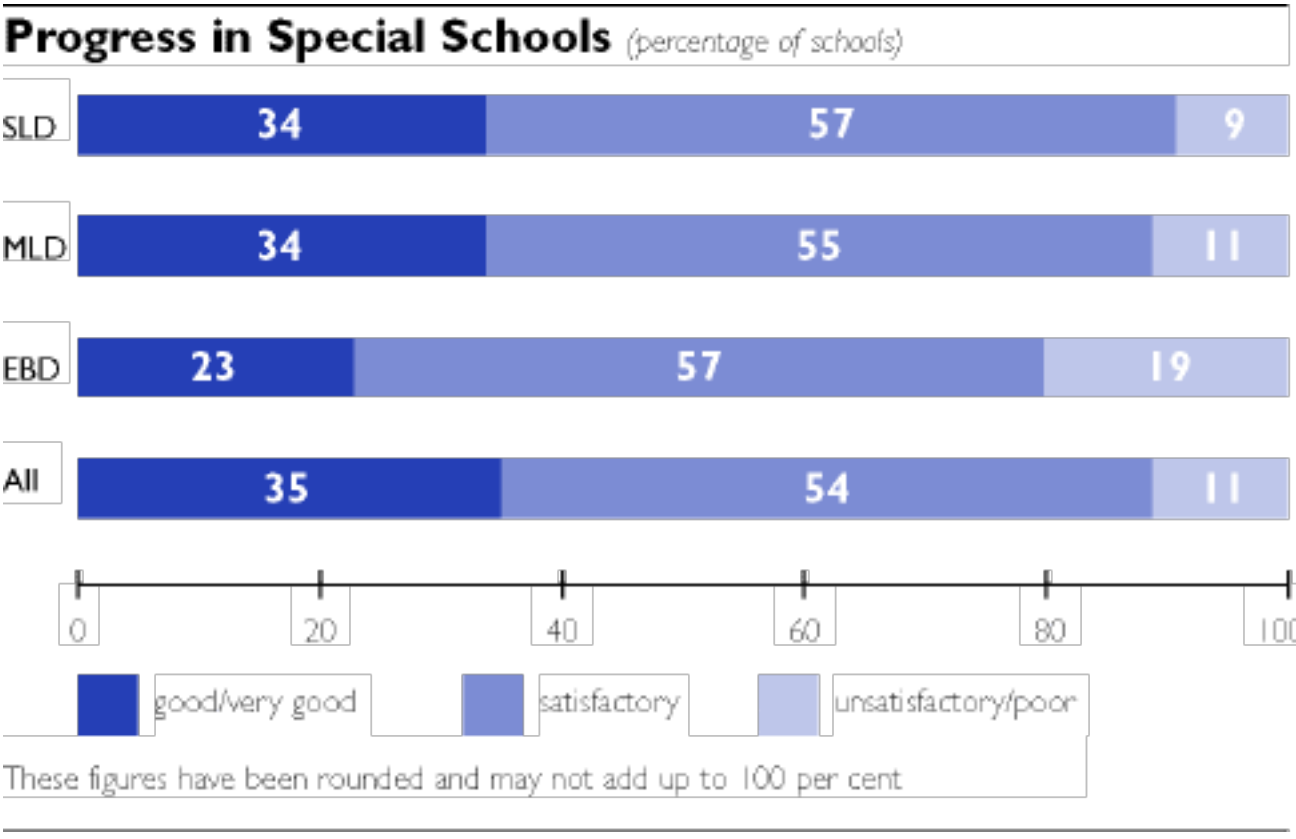
Back


Lessons in Sixth Forms: Progress (percentage of lessons)
GCE AS/A-level
61
35
4
GNVQ Advanced
53
41
6
GNVQ Intermediate
40
50
9
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

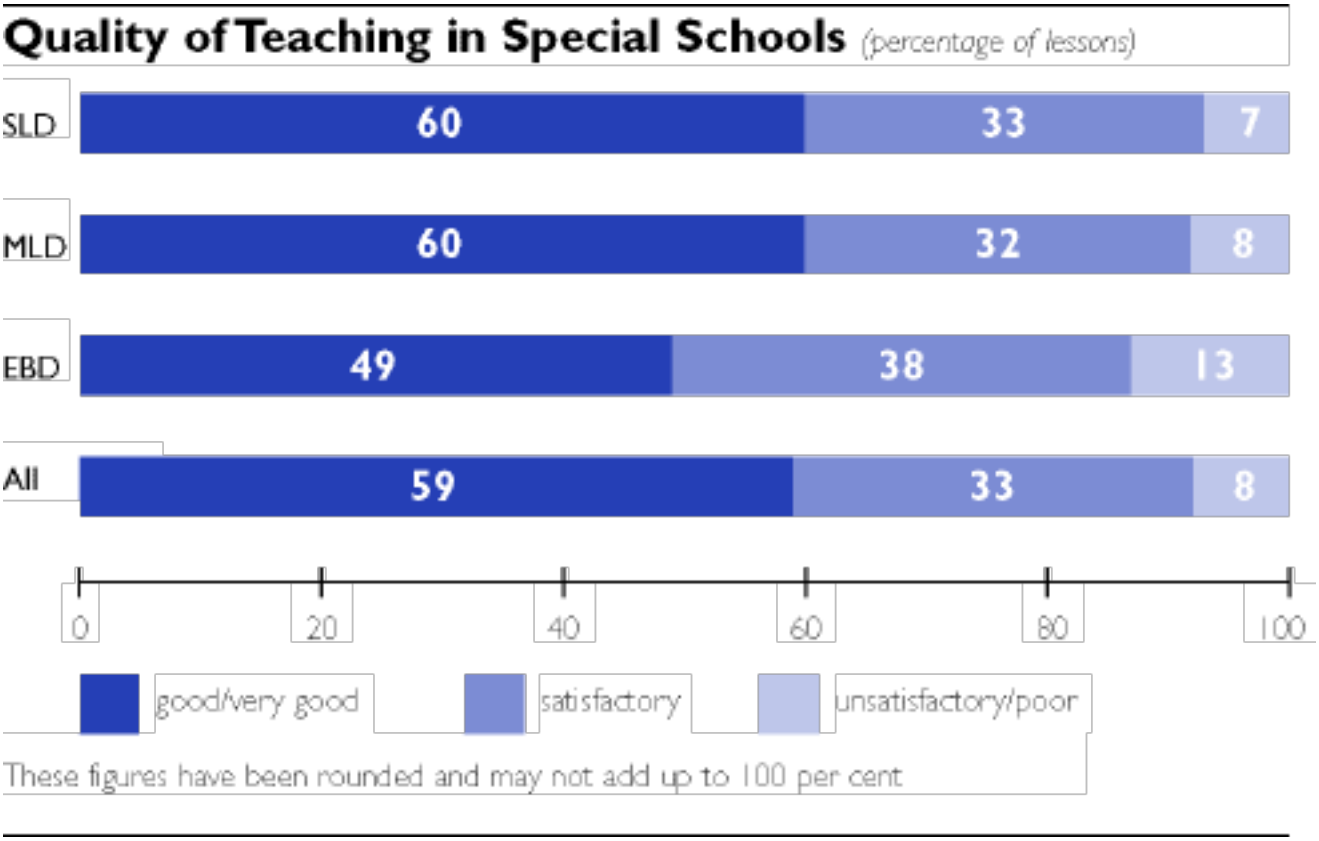
Back


Quality of Teaching: post-16 (percentage of schools)
Management of pupils
92
8
Teachers' knowledge and understanding
89
10
Teachers' planning
74
24
2
Teachers' expectations
73
25
2
Use of time and resources
66
33
1
Methods and organisation
65
34
1
Use of homework
63
35
2
Quality and use of day-to-day assessment
57
40
3
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor

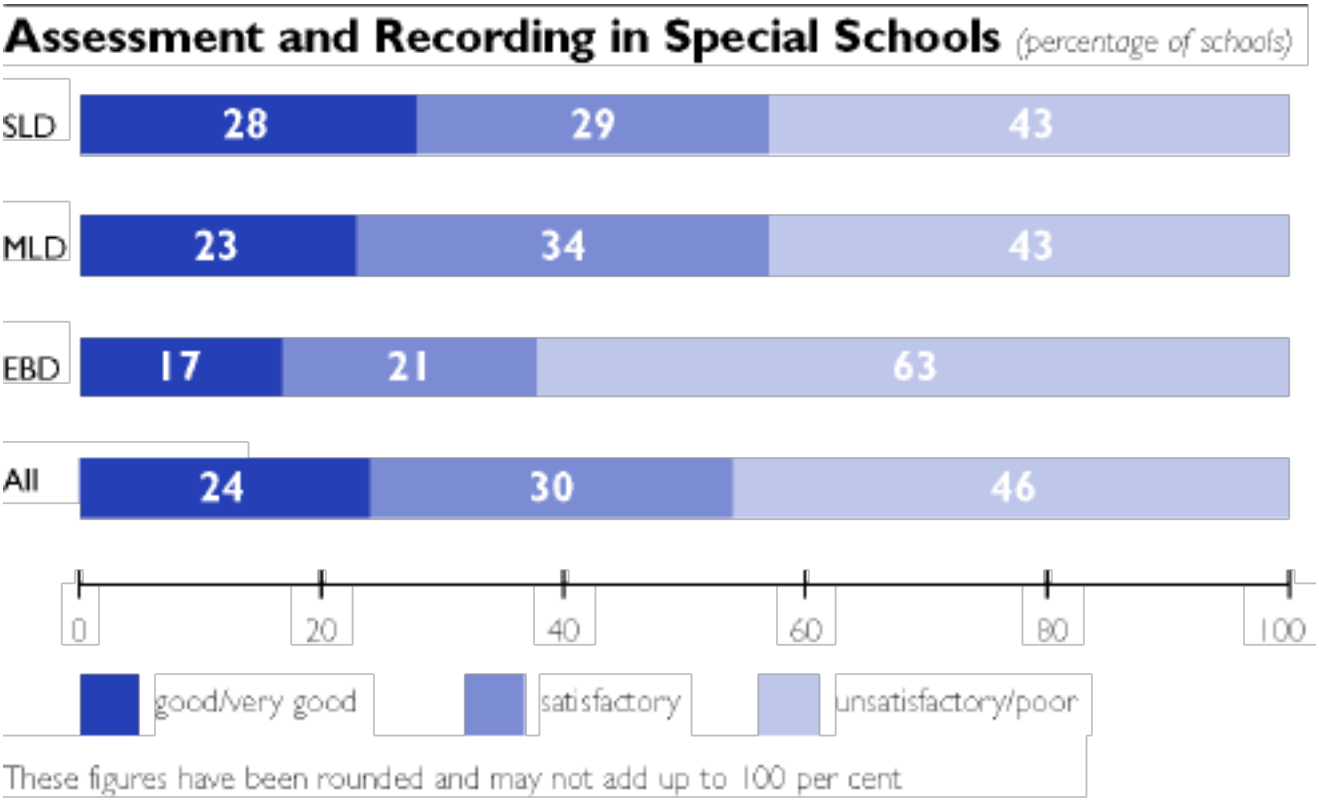
Back


Progress in Special Schools (percentage of schools)
SLD
34
57
9
MLD
34
55
11
EBD
23
57
19
All
35
54
11
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

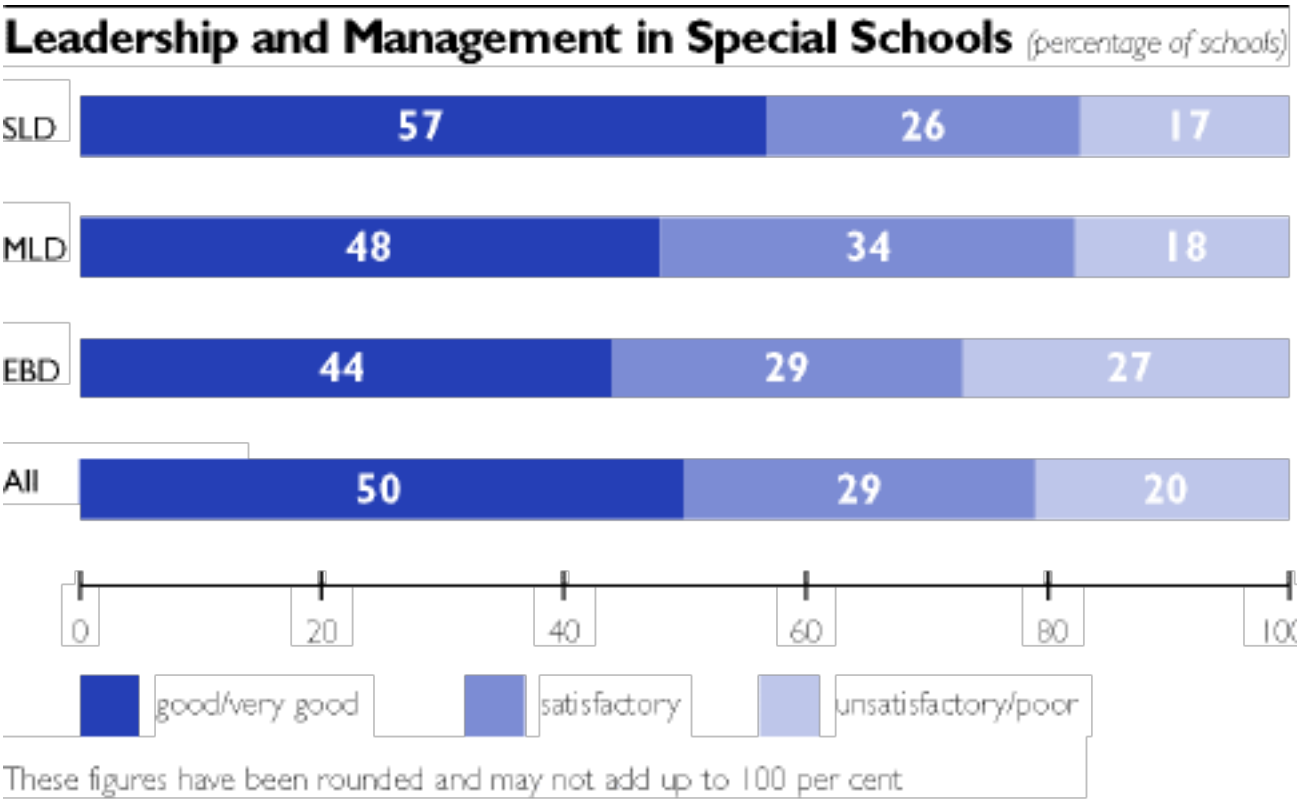
Back


Quality of Teaching in Special Schools (percentage of lessons)
SLD
60
33
7
MLD
60
32
8
EBD
49
38
13
All
59
33
8
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

Back


Assessment and Recording in Special Schools (percentage of schools)
SLD
28
29
43
MLD
23
34
43
EBD
17
21
63
All
24
30
46
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

Back


Leadership and Management in Special Schools (percentage of schools)
SLD
57
26
17
MLD
48
34
18
EBD
44
29
27
All
50
29
20
0
20
40
60
80
100
good/very good
satisfactory
unsatisfactory/poor
These figures have been rounded and may not add up to 100 per cent

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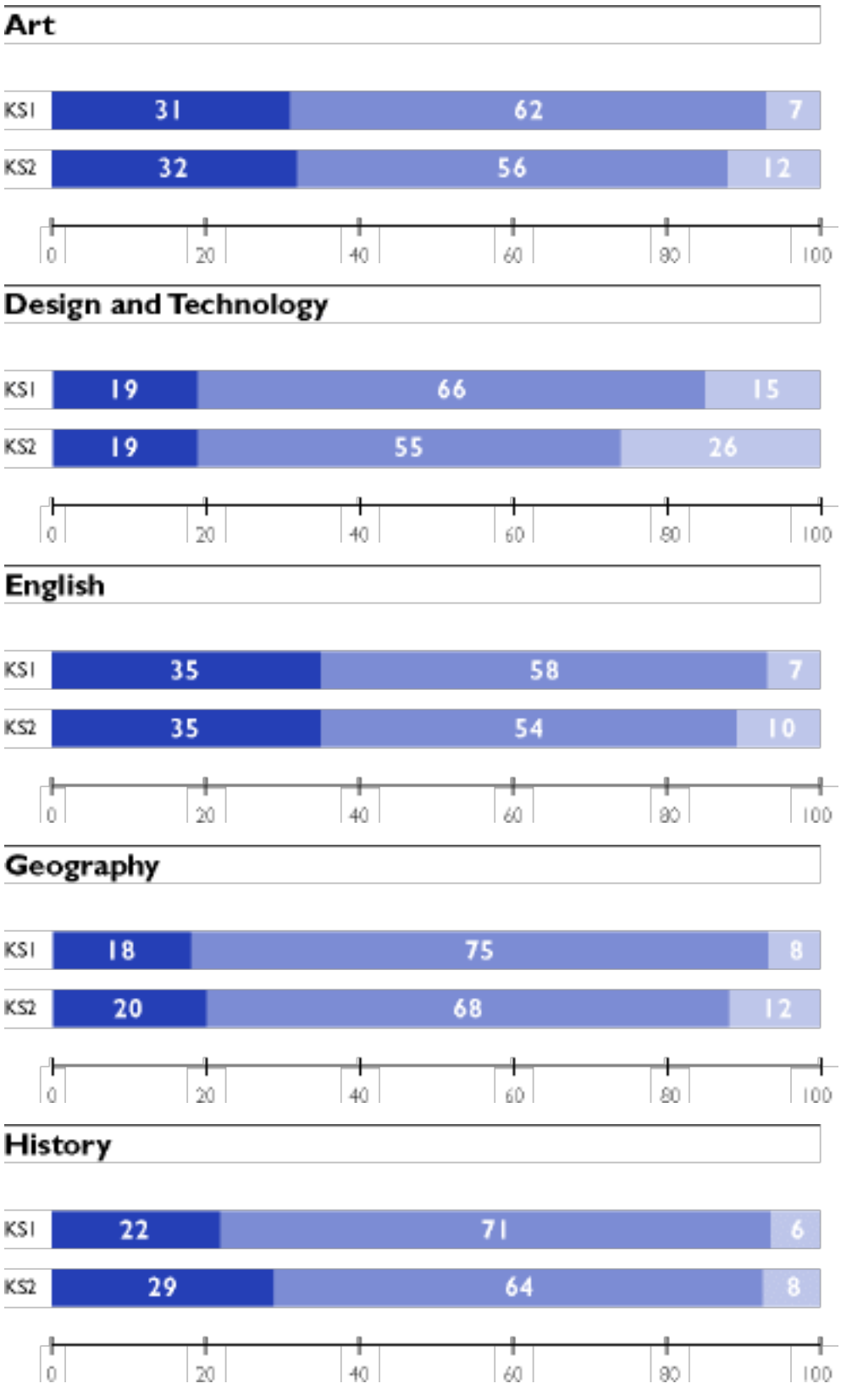
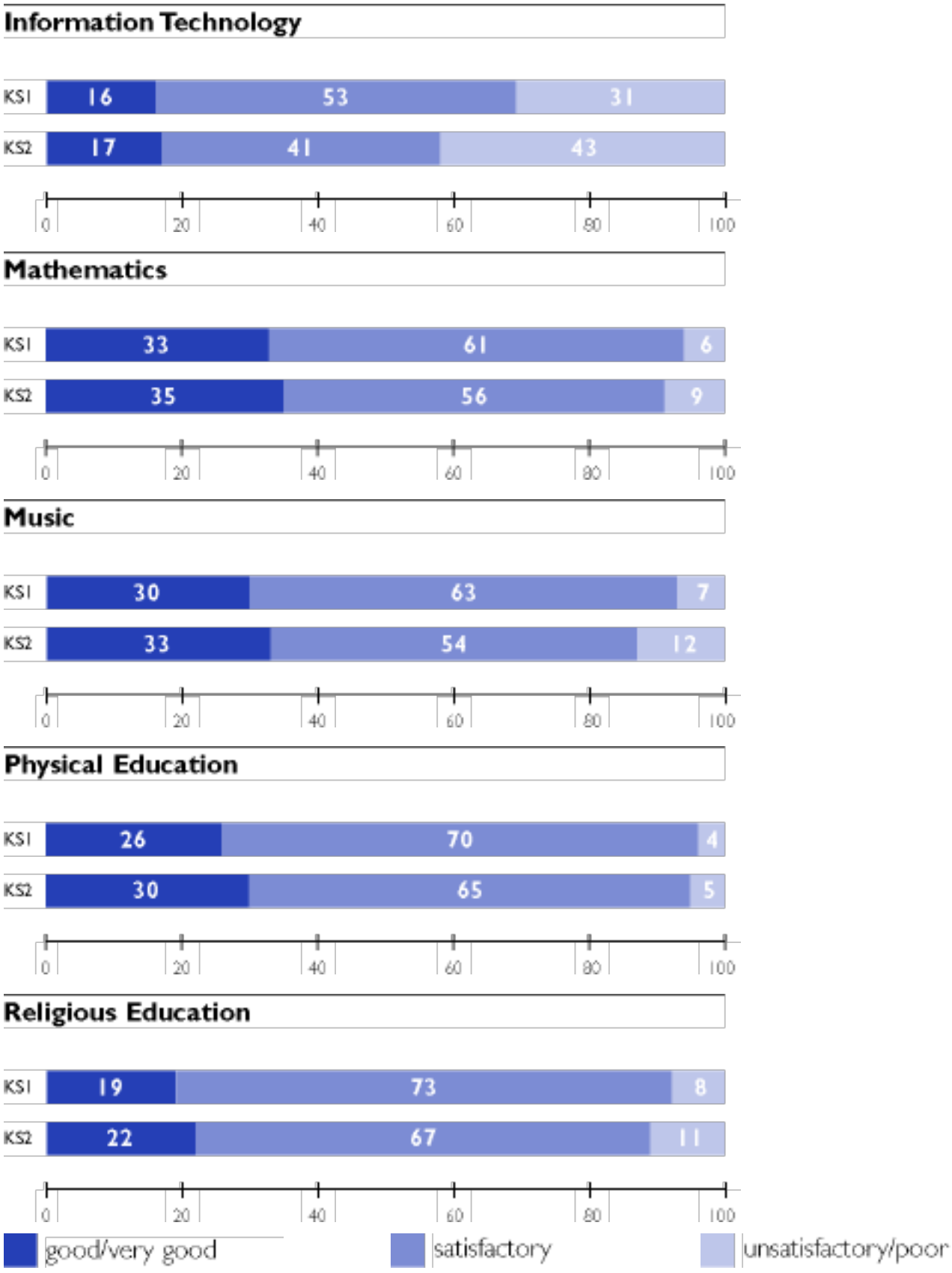
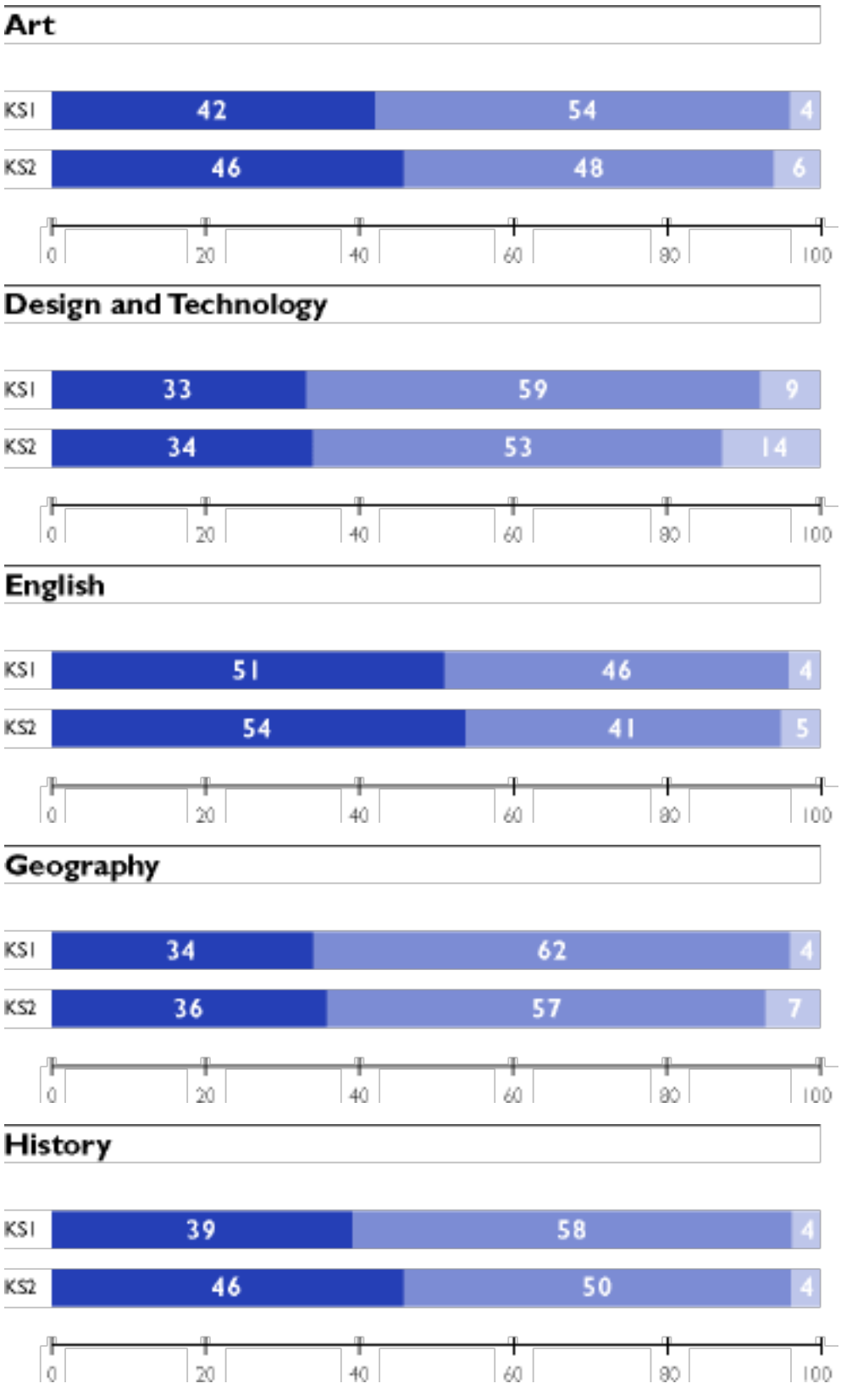
Annex 7: Statistical Summary
Progress in Primary Schools 1997/98 (percentage of schools)



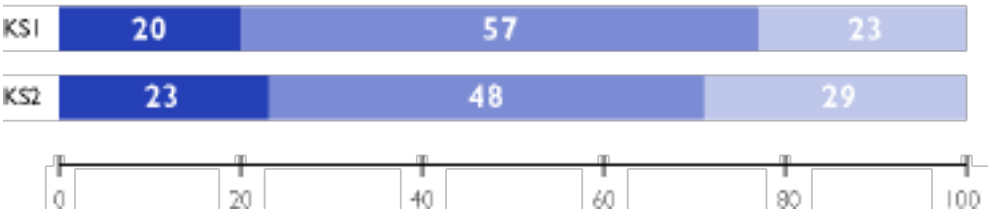


Figures have been rounded and may not add up to 100 per cent

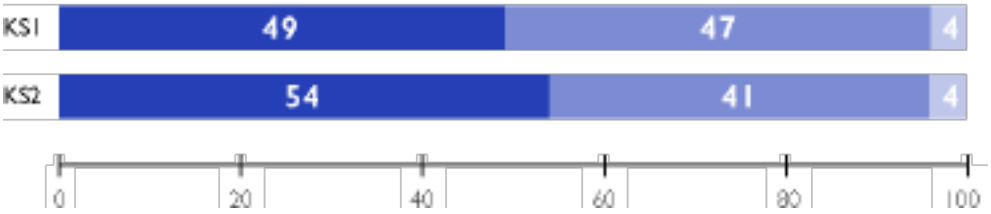
Annex 7: Statistical Summary
Teaching in Primary Schools 1997/98 (percentage of schools)



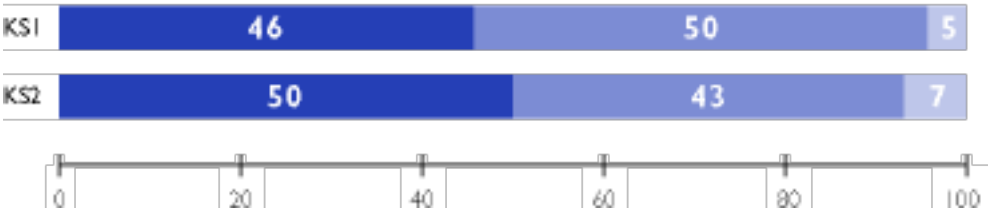
Information Technology



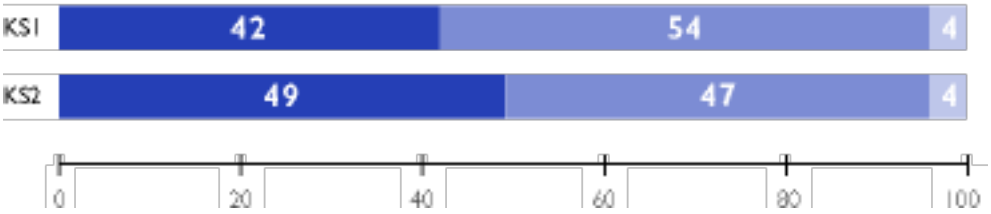
Mathematics



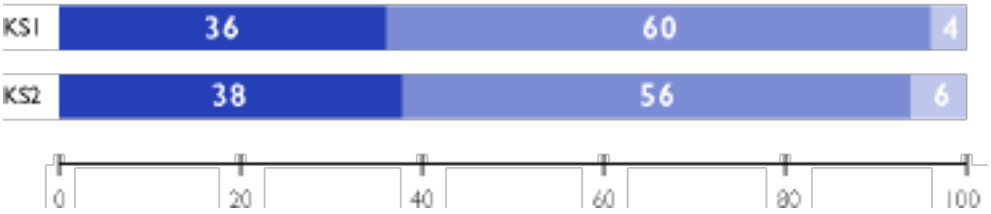
Music



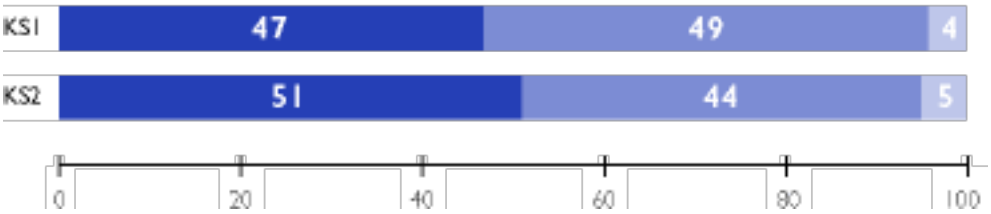
Physical Education



Religious Education

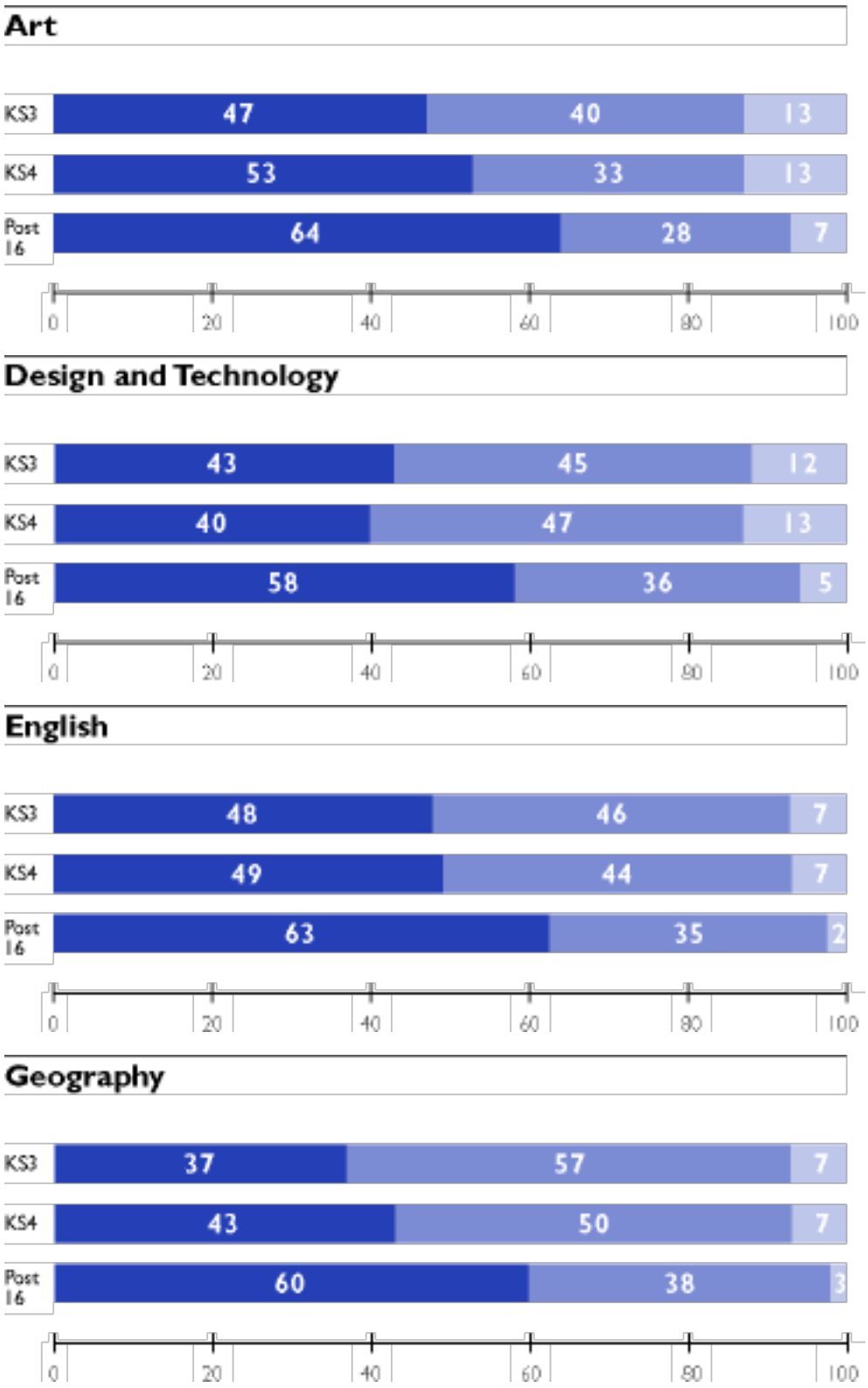


Science

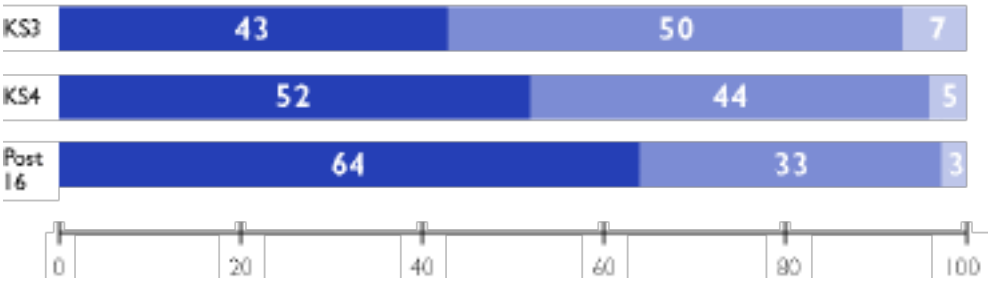


Figures have been rounded and may not add up to 100 per cent

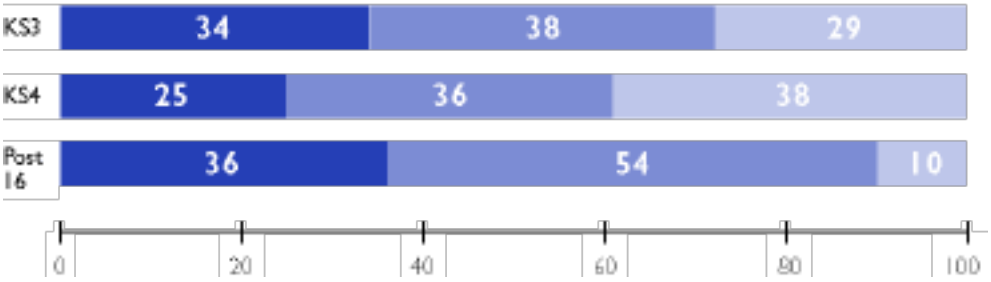
Annex 7: Statistical Summary
Progress in Secondary Schools 1997/98 (percentage of schools)



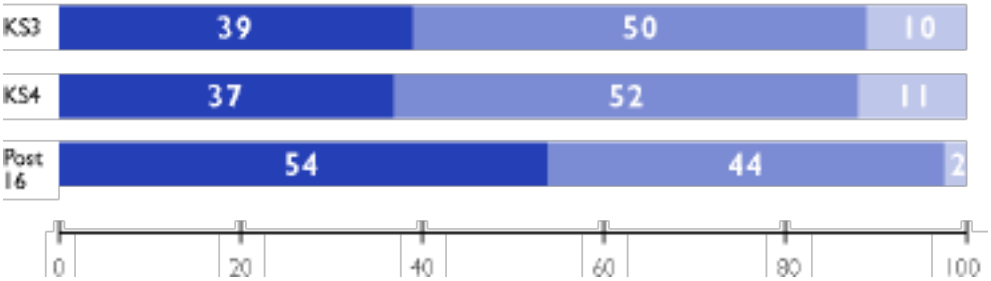
History



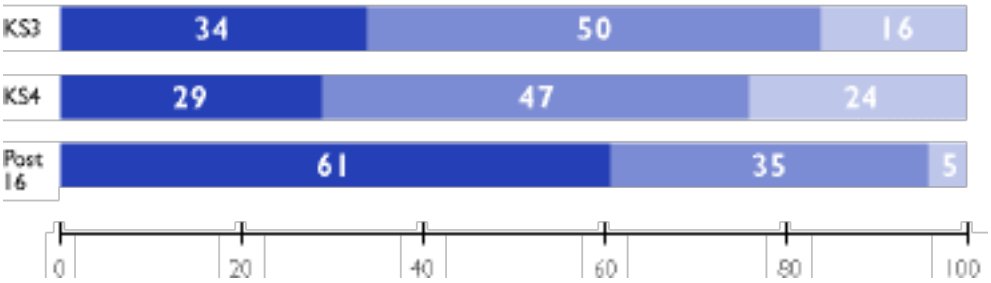
Information Technology



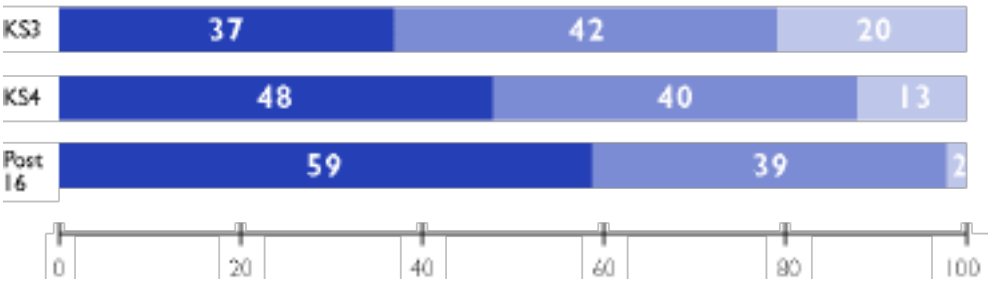
Mathematics

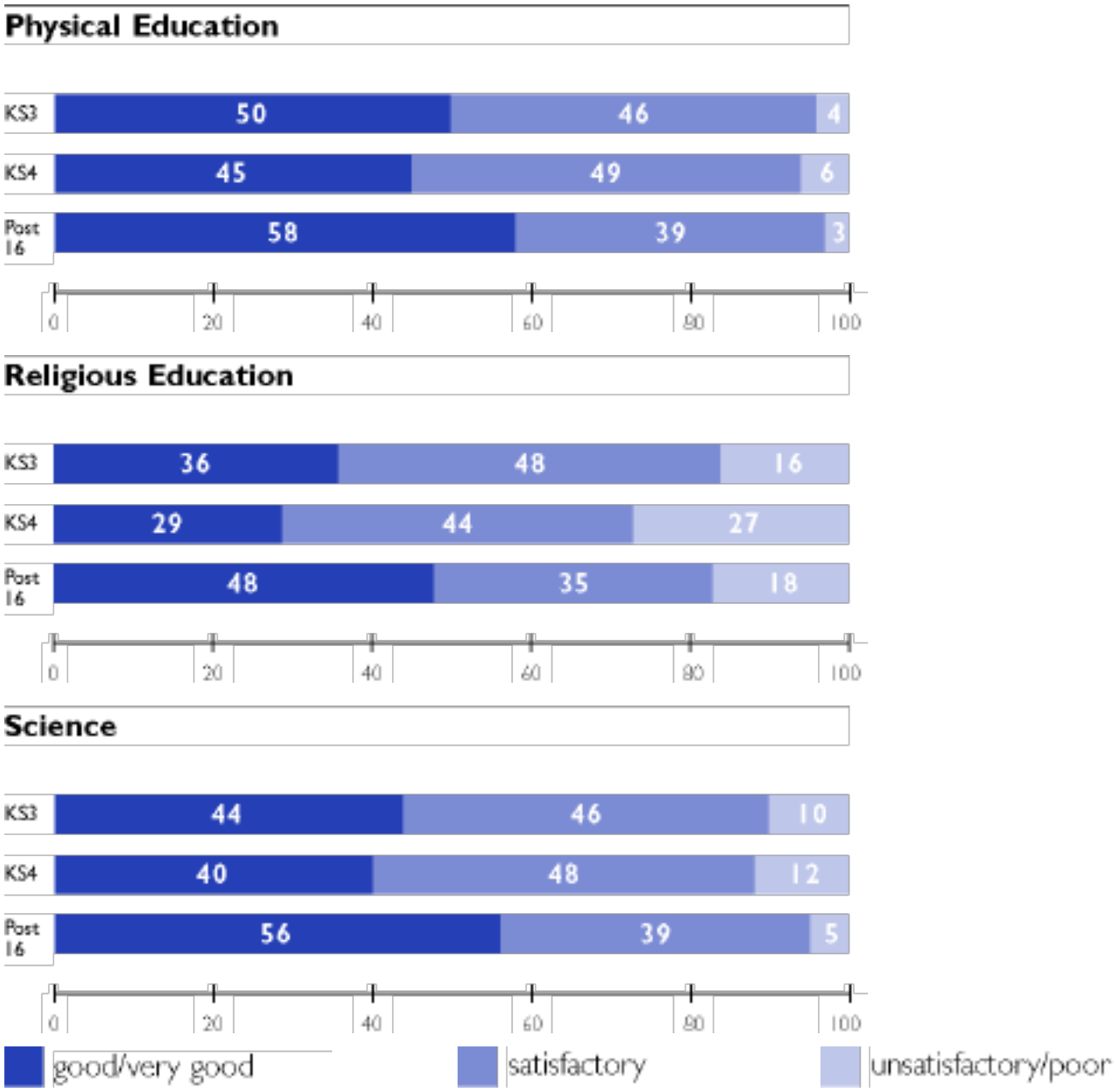


Modern Languages



Music





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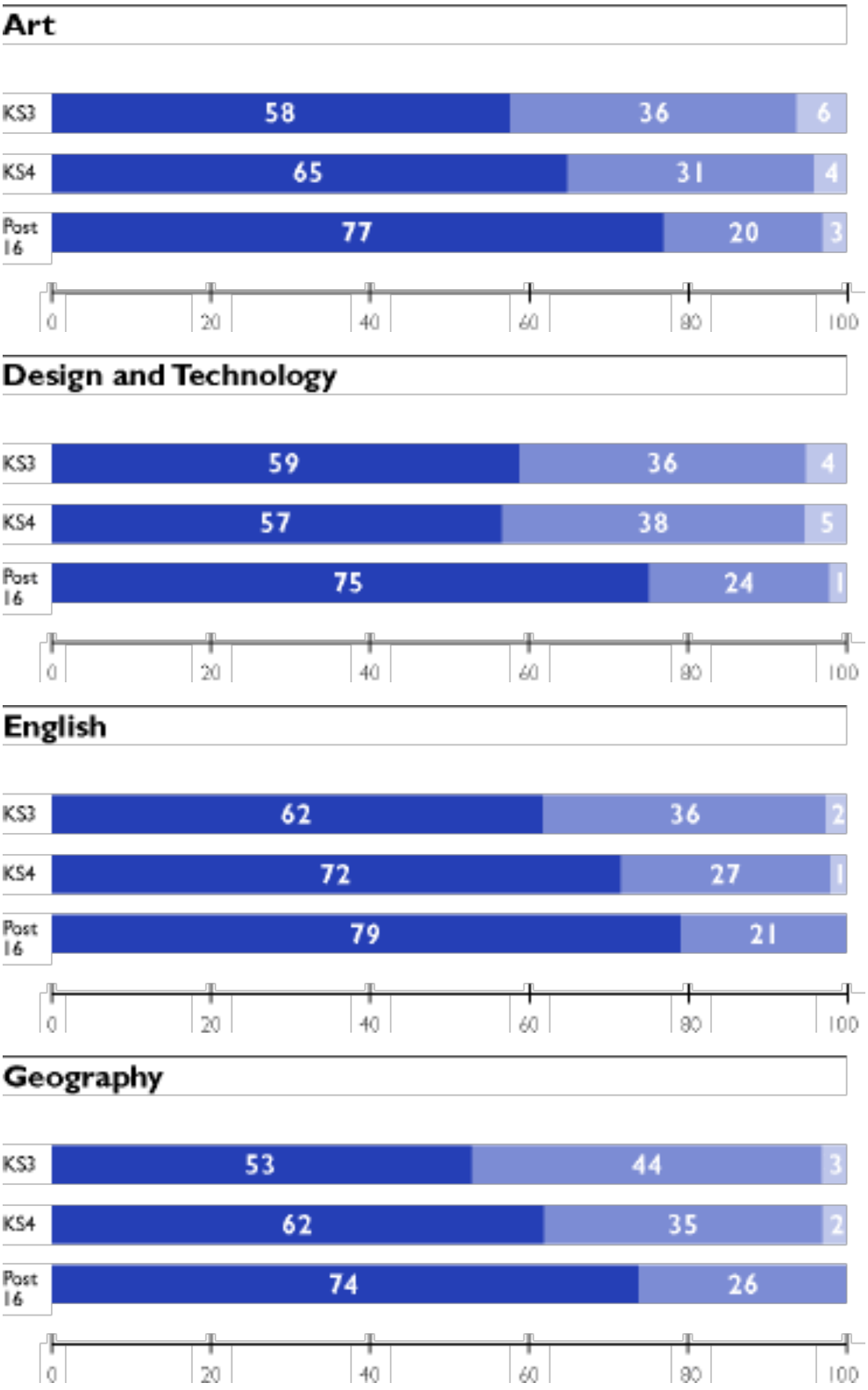
Annex 7: Statistical Summary
Teaching in Secondary Schools 1997/98



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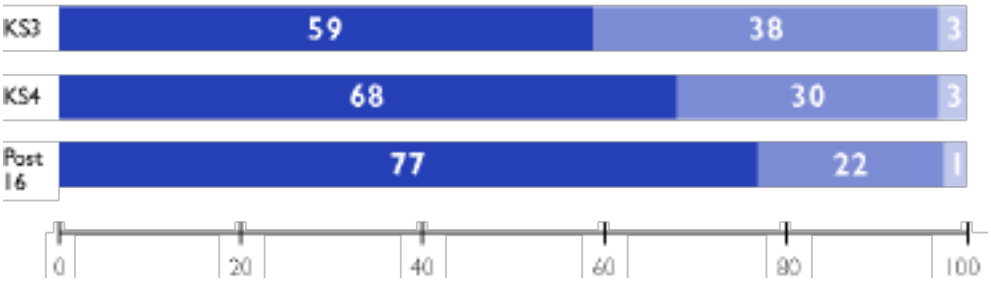

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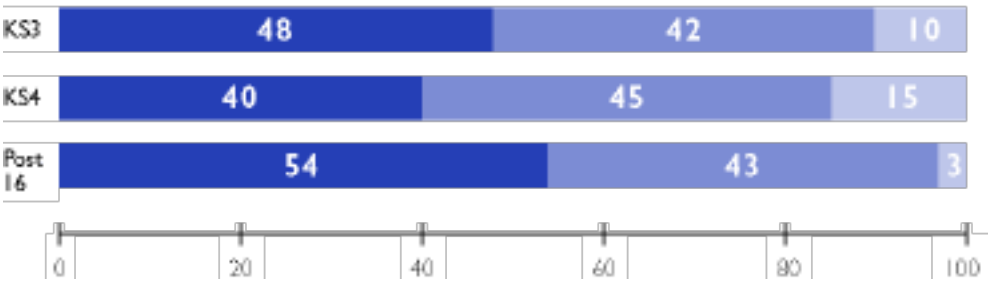
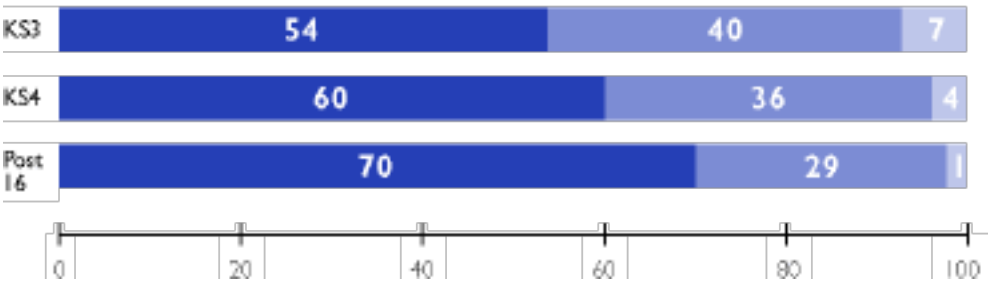
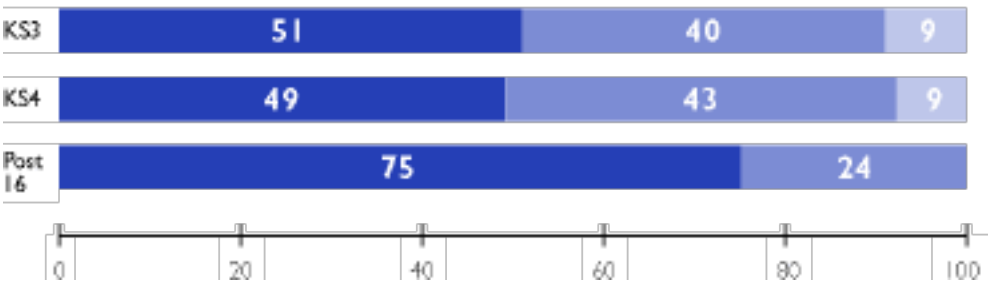


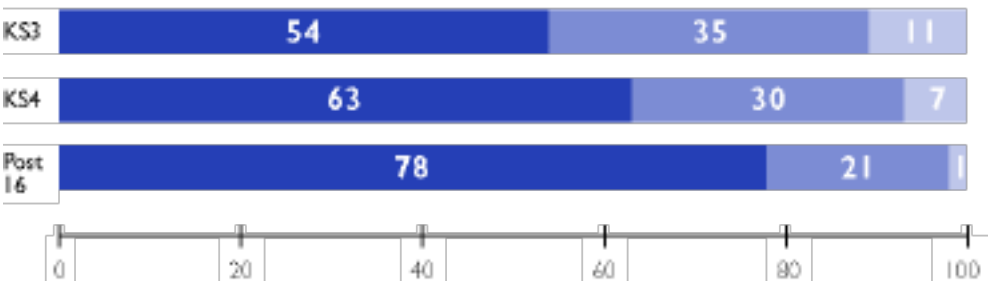
Mathematics

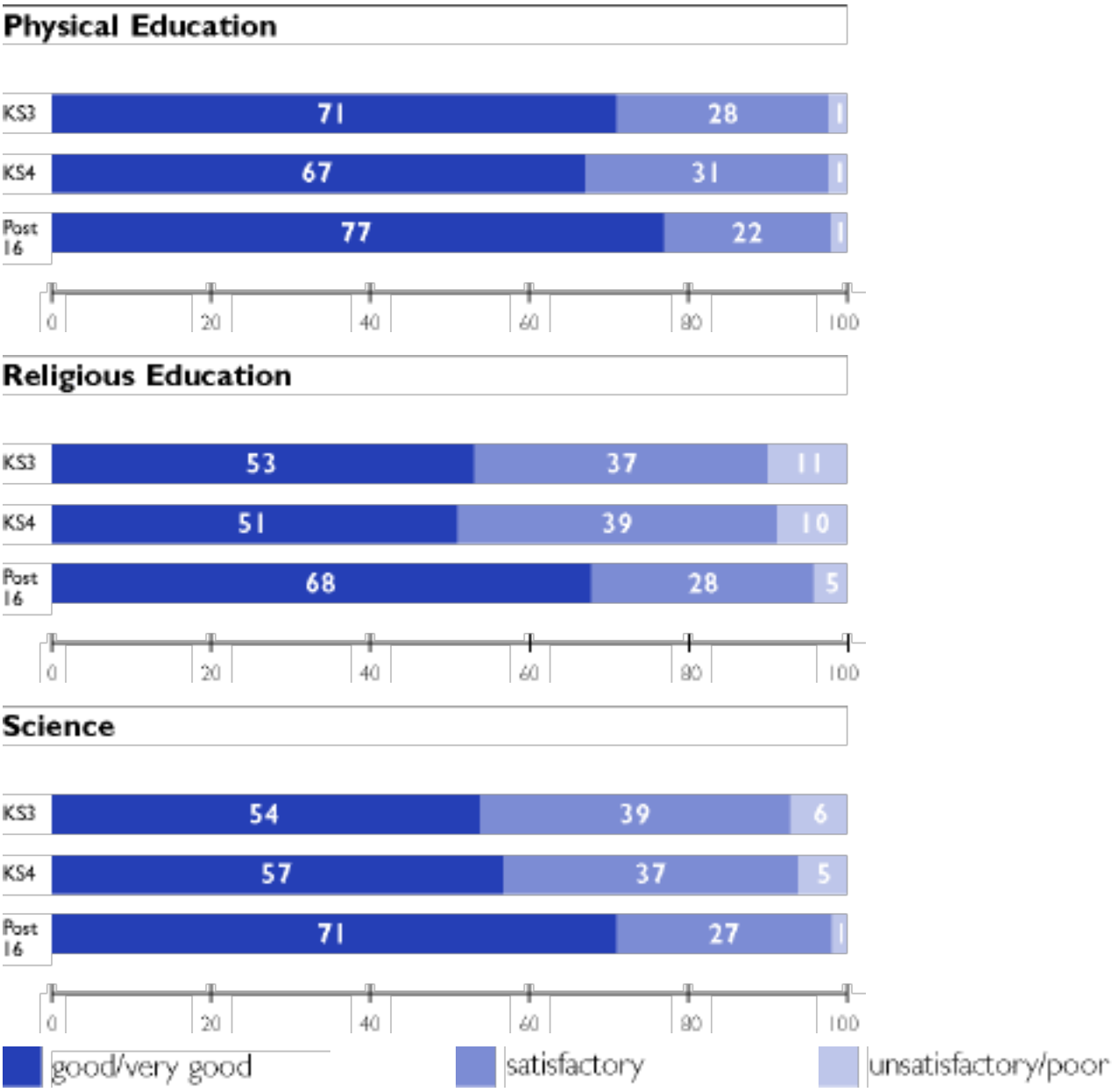


Modern Languages



Music





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Annex 7: Statistical Summary Inspection Grades for Primary Schools - 1997/98

Aspects of the School		*Percentage of Schools*		
	*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
Educational Standards Achieved				
4.1.2 Progress	Under Five	53	44	3
	Key Stage 1	30	64	7
	Key Stage 2	30	60	10
	School	32	61	7
4.1.3 Progress of pupils with SEN	Under Five	51	47	2
	Key Stage 1	50	46	4
	Key Stage 2	49	45	6
	School	51	45	5
4.2.1 Attitude		83	15	2
4.2.2 Behaviour		80	18	2
4.2.3 Relationships		88	11	1
4.2.4 Personal development		63	33	4
4.3 Attendance		51	39	9
Quality of Education				
Teaching				
5.1 Teaching	Under Five	67	28	5
	Key Stage 1	50	44	6
	Key Stage 2	53	39	7
	School	55	40	5
5.1.1 Teachers' knowledge and understanding	Under Five	65	28	7
	Key Stage 1	46	49	5
	Key Stage 2	47	46	6
5.1.2 Teachers' expectations	Under Five	64	29	7
	Key Stage 1	42	44	14
	Key Stage 2	43	41	16
5.1.3 Teachers' planning	Under Five	61	29	10
	Key Stage 1	48	39	13
	Key Stage 2	47	39	14
5.1.4 Methods and organisation	Under Five	64	28	9
	Key Stage 1	51	40	8
	Key Stage 2	54	39	7
5.1.5 Management of pupils	Under Five	81	16	2
	Key Stage 1	71	24	5
	Key Stage 2	72	23	5
5.1.6 Use of time and resources	Under Five	63	31	6

		Key Stage 1	48	43	9
		Key Stage 2	51	41	8
5.1.7	Quality and use of day-to-day assessment	Under Five	55	34	12
		Key Stage 1	31	43	26
		Key Stage 2	29	41	30
Aspects of the School			***Percentage of Schools***		
		*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
5.1.8	Use of homework	Under Five	36	62	2
		Key Stage 1	23	68	8
		Key Stage 2	24	57	19
	Curriculum				
5.2	The curriculum	Under Five	53	39	8
		Key Stage 1	33	55	12
		Key Stage 2	30	53	17
		School	32	54	14
5.2.1	Breadth, balance, relevance	Under Five	53	38	10
	of the whole curriculum	Key Stage 1	32	56	11
		Key Stage 2	30	55	15
5.2.2	Equality of access and opportunity	Under Five	53	43	4
		Key Stage 1	43	51	6
		Key Stage 2	41	51	8
5.2.3	Provision for pupils with SEN	Under Five	62	35	2
		Key Stage 1	62	34	5
		Key Stage 2	60	34	6
5.2.4	Planning for progression and continuity	Under Five	48	37	15
		Key Stage 1	29	39	32
		Key Stage 2	26	37	37
5.2.5	Provision for extra-curricular activities, including sport		53	36	11
5.2.6	Careers education and guidance		68	24	8
	Assessment				
5.X	Assessment	Under Five	47	39	15
		Key Stage 1	25	36	39
		Key Stage 2	21	35	44
		School	24	36	40
5.2.7	Procedures for assessing	Under Five	54	38	8
	pupils' attainment	Key Stage 1	33	43	25
		Key Stage 2	29	43	28
5.2.8	Use of assessment to inform	Under Five	45	37	18
	curriculum planning	Key Stage 1	23	33	45
		Key Stage 2	20	31	49
	Spiritual, Moral, Social, and Cultural Development				
5.3	Provision for pupils' SMSC development		70	28	2
5.3.1	Pupils' spiritual development		48	43	9

5.3.2	Pupils' moral development	83	16	1
5.3.3	Pupils' social development	80	18	2
5.3.4	Pupils' cultural development	48	44	8
	Support, Guidance and Pupils' Welfare			
5.4	**Support, guidance and pupils' welfare**	66	30	4
5.4.1	Procedures for monitoring progress and personal development	43	44	13
5.4.2	Procedures for monitoring and promoting discipline and good behaviour	79	17	4
Aspects of the School		*Percentage of Schools*		
	*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
5.4.3	Procedures for monitoring and promoting good attendance	65	28	8
5.4.4	Procedures for child protection and promoting pupils' well-being, health and safety	58	33	9
	Partnership with Parents and the Community			
5.5	**Partnership with parents and the community**	61	34	5
5.5.1	Quality of information for parents	55	36	9
5.5.2	Parental involvement in children's learning	56	35	9
5.5.3	Enrichment through links with community	64	32	4
Management and Efficiency				
	Leadership and Management			
6.1	Leadership and management	54	33	13
6.1.1	Leadership: clear educational direction for the school	62	25	13
6.1.2	Support and monitoring of teaching and curriculum development	32	33	36
6.1.3	Implementation of the school's aims, values and policies	58	33	9
6.1.4	Development planning, monitoring and evaluation	38	35	27
6.1.5	The school's ethos	76	20	4
	Staffing, Accommodation and Learning Resources			
6.2	Staffing, accommodation and learning resources	36	60	4
6.2.1	Match of number, qualification and experience of teachers to the demand of the curriculum	35	63	3
6.2.2	Match of number, qualification and experience of support staff to the demand of the curriculum	55	41	5
6.2.3	Arrangements for professional development of all staff	42	43	15
6.2.4	Adequacy of accommodation for effective delivery of the curriculum	46	43	11
6.2.5	Adequacy of resources (including books/materials/	28	62	10

	equipment) for effective delivery of the curriculum			
	Efficiency of the School			
6.3	Efficiency	56	38	6
6.3.1	Financial planning	52	34	13
6.3.2	Use of teaching and support staff	54	39	7
6.3.3	Use of learning resources and accommodation	53	43	4
6.3.4	Efficiency of financial control and school administration	74	23	3
6.4	Value for money	42	50	8

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

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

Annex 7: Statistical Summary
Inspection Grades for Secondary Schools - 1997/98

Aspects of the School		*Percentage of Schools*		
	*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
Educational Standards Achieved				
4.1.2 Progress	Key Stage 3	41	50	9
	Key Stage 4	38	54	8
	Post 16	59	39	2
	School	42	50	8
4.1.3 Progress of pupils with SEN	Key Stage 3	47	45	8
	Key Stage 4	41	50	9
	Post 16	48	49	2
	School	43	49	8
4.2.1 Attitude		75	20	5
4.2.2 Behaviour		72	22	6
4.2.3 Relationships		85	13	2
4.2.4 Personal development		62	30	8
4.3 Attendance		44	25	31
Quality of Education				
Teaching				
5.1 Teaching	Key Stage 3	61	32	7
	Key Stage 4	66	30	4
	Post 16	82	18	0
	School	67	28	5
5.1.1 Teachers' knowledge and understanding	Key Stage 3	80	19	1
	Key Stage 4	83	16	1
	Post 16	89	10	0
5.1.2 Teachers' expectations	Key Stage 3	48	38	14
	Key Stage 4	50	39	11
	Post 16	73	25	2
5.1.3 Teachers' planning	Key Stage 3	62	32	6
	Key Stage 4	65	31	4
	Post 16	74	24	2
5.1.4 Methods and organisation	Key Stage 3	50	42	8
	Key Stage 4	52	42	6
	Post16	65	34	1
5.1.5 Management of pupils	Key Stage 3	80	15	5
	Key Stage 4	80	17	4
	Post16	92	8	0
5.1.6 Use of time and resources	Key Stage 3	51	43	7

		Key Stage 4	53	42	5
		Post 16	66	33	1
5.1.7	Quality and use of day-to-day assessment	Key Stage 3	27	50	23
		Key Stage 4	33	51	16
		Post 16	57	40	3
Aspects of the School			***Percentage of Schools***		
		*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
5.1.8	Use of homework	Key Stage 3	36	49	14
		Key Stage 4	39	51	11
		Post 16	63	35	1
	Curriculum				
5.2	The curriculum	Key Stage 3	38	49	13
		Key Stage 4	30	52	18
		Post 16	50	44	6
		School	34	52	14
5.2.1	Breadth, balance, relevance of the whole curriculum	Key Stage 3	38	47	14
		Key Stage 4	29	47	24
		Post 16	52	36	12
5.2.2	Equality of access and opportunity	Key Stage 3	48	42	11
		Key Stage 4	40	42	18
		Post 16	57	38	5
5.2.3	Provision for pupils with SEN	Key Stage 3	54	31	15
		Key Stage 4	45	40	16
		Post 16	47	49	4
5.2.4	Planning for progression and continuity	Key Stage 3	33	49	18
		Key Stage 4	37	50	13
		Post 16	55	41	3
5.2.5	Provision for extra-curricular activities, including sport		75	21	4
5.2.6	Careers education and guidance		65	32	3
	Assessment				
5.X	Assessment	Key Stage 3	25	48	27
		Key Stage 4	31	50	19
		Post 16	50	46	4
		School	28	50	21
5.2.7	Procedures for assessing pupils' attainment	Key Stage 3	39	43	18
		Key Stage 4	47	43	10
		Post 16	65	33	2
5.2.8	Use of assessment to inform curriculum planning	Key Stage 3	17	43	40
		Key Stage 4	23	47	30
		Post 16	41	49	9
	Spiritual, Moral, Social, and Cultural Development				
5.3	Provision for pupils' SMSC development		55	36	8
5.3.1	Pupils' spiritual development		22	35	43

5.3.2	Pupils' moral development	80	18	2
5.3.3	Pupils' social development	77	20	3
5.3.4	Pupils' cultural development	48	39	13
	Support, Guidance and Pupils' Welfare			
5.4	Support, guidance and pupils' welfare	69	25	6
5.4.1	Procedures for monitoring progress and personal development	55	35	11
5.4.2	Procedures for monitoring and promoting discipline and good behaviour	78	16	6
Aspects of the School		***Percentage of Schools***		
	*Inspection grade**	*Good/very good*	*Satisfactory*	*Unsatisfactory/poor*
5.4.3	Procedures for monitoring and promoting good attendance	67	22	11
5.4.4	Procedures for child protection and promoting pupils' well-being, health and safety	54	33	13
	Partnership with Parents and the Community			
5.5	Partnership with parents and the community	55	39	6
5.5.1	Quality of information for parents	52	40	8
5.5.2	Parental involvement in children's learning	39	43	18
5.5.3	Enrichment through links with community	68	28	5
Management and Efficiency				
	Leadership and Management			
6.1	Leadership and management	54	29	17
6.1.1	Leadership: clear educational direction for the school	69	17	14
6.1.2	Support and monitoring of teaching and curriculum development	31	32	37
6.1.3	Implementation of the school's aims, values and policies	54	31	14
6.1.4	Development planning, monitoring and evaluation	31	32	37
6.1.5	The school's ethos	73	19	8
	Staffing, Accommodation and Learning Resources			
6.2	Staffing, accommodation and learning resources	28	56	16
6.2.1	Match of number, qualification and experience of teachers to the demand of the curriculum	55	38	7
6.2.2	Match of number, qualification and experience of support staff to the demand of the curriculum	42	43	15
6.2.3	Arrangements for professional development of all staff	37	37	26
6.2.4	Adequacy of accommodation for effective delivery of the curriculum	31	49	20
6.2.5	Adequacy of resources (including books/materials/ equipment) for effective delivery of the curriculum	20	53	27

	Efficiency of the School			
6.3	Efficiency	58	33	8
6.3.1	Financial planning	58	25	17
6.3.2	Use of teaching and support staff	52	37	11
6.3.3	Use of learning resources and accommodation	56	39	5
6.3.4	Efficiency of financial control and school administration	81	16	3
6.4	Value for money	49	41	10

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

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