

Overall effectiveness of the school

The inspection findings support the school's view that its effectiveness is outstanding. Under the highly successful leadership of the headteacher and her deputy, the school is very well placed to improve further. It is especially effective in promoting pupils' academic performance. The outstanding provision in the Foundation Stage gives the children an excellent start. This is built upon very effectively and, by the end of Year 6, standards in English, mathematics and science are exceptionally high.

Teaching and learning are outstanding. Teachers inspire pupils with an enthusiasm for learning and involve them well in understanding their own progress. They are now well placed to increase the ways in which pupils can take responsibility for their own learning. The outstanding care, guidance and support that the school provides enrich pupils' academic, spiritual and personal development. As a result, pupils enjoy learning, are polite and behave very well. The curriculum is outstanding and provides pupils with a very interesting and exciting range of learning experiences.

Leadership and management are outstanding. There is strong teamwork among all who work in the school and a shared determination to provide the very best for the pupils. The school is supported by a highly effective governing body.

The leadership at all levels is very strong and contributes very significantly to the pupils' outstanding achievement. Subject leaders are now very influential in improving achievement and raising standards.

Issues raised at the previous inspection have been dealt with successfully and standards have risen. The school provides outstanding value for money.

Grade: 1

What the school should do to improve further

- Give pupils even more opportunities to take responsibility for their own learning

Overall effectiveness of the school

Denbigh School is improving and overall effectiveness is now satisfactory. The school judged it to be outstanding. Standards in 2005 were above the national average but overall progress of students completing year 11 was below that expected based on their previous attainment. Action has been taken by the school and progress is now judged to be satisfactory. There is a strong and successful focus on students' personal development. Behaviour in the school as a whole is good, although there are behaviour issues in some classes. The student council has a valued voice in the school community.

Teaching is satisfactory and improving, with examples of good or outstanding teaching in many subject areas. The school recognises that learning in some classes and subjects needs to be more challenging and better match the needs of average and higher attaining students, particularly at GCSE.

The curriculum for students in years 7-11 and additional activities throughout the school are outstanding. This is a caring school which ensures students settle in well, monitors their personal and academic progress carefully and guides students well to ensure they make the right choice of course and career.

Vulnerable students and those with learning difficulties are very well supported. However, students' individual targets are not sufficiently focused on the next steps in their learning.

The good leadership of the headteacher who was appointed last academic year has enabled the school to identify correctly its strengths and areas for improvement. Early indications are that plans are being implemented successfully and that the school is well placed to improve further. The school provides good value for money.

Grade: 3

Effectiveness and efficiency of the sixth form

The overall effectiveness and efficiency of the sixth form is satisfactory. The school judged it to be good. Students' achievements are broadly as expected based on their prior attainment and they achieve standards that are above national average. Students' personal development and well-being is outstanding and they are excellent role models for younger students.

Teaching and learning is good and marking is clear and helpful. Students work industriously and want to succeed. They are strongly focused on progression into higher education. There is a wide range of academic AS and GCE A levels but very few equivalent vocational courses at level 3. There are some vocational courses at level 2 including a successful first diploma in sport, (football academy).

Grade: 3

What the school should do to improve further

- Continue to strengthen teaching and learning particularly for the average and higher attaining students in order to raise standards further
- Ensure targets set with individual students show them how to improve their learning
- Ensure programmes offered within the sixth form cater for the needs of the wide ability range enrolled.

Overall effectiveness of the school

The school has shown a significant improvement in its effectiveness over recent months and inspection evidence agrees with the school's management that provision is now satisfactory.

There have been very good improvements in the pupils' behaviour and personal development and in the quality of teaching. The pupils enjoy being there and make satisfactory progress. Their progress is good in Years 8 and 9. Parents are now happy for their sons to attend, knowing that they feel safe and confident. The staff know the pupils well and provide good personal care; this is a strength of the school and has a considerable impact on pupils' behaviour.

The school's monitoring of pupils' progress is presently inadequate and the school does not have sufficient data to predict achievement or give pupils accurately focused support. Assessment is not used to identify clearly the next steps in pupils' learning.

The curriculum is good in Years 8 and 9 but is weaker in Years 10 and 11. It does not provide enough challenge for these older pupils.

The school has been very ably led by the recently appointed headteacher. She has managed the school outstandingly well after a difficult period in its history and she has been strongly supported by the local authority and the governing body.

The school is aware of its strengths and weaknesses and there is a great determination by all staff to succeed. There is a very good capacity to improve and this has been focused by the headteacher's clear self evaluation.

The school currently gives satisfactory value for money.

Grade: 3

Effectiveness of the school's boarding provision

Boarding provision is satisfactory. The accommodation is well maintained and modern and there is an adequate number of care staff. A recent inspection by the Commission for Social care has confirmed that the facilities meet the national minimum standards for care provision. The management is satisfactory in that pupils are safe and well cared for but there are weaknesses in providing sufficient training opportunities for staff and in monitoring the standard of record keeping. There is a need to develop more recreational activities for the pupils.

Grade: 3

What the school should do to improve further

- Make better use of assessment to measure pupils' progress and to identify steps in their learning
- Improve the curriculum for pupils in Year 10 and 11 to give them more challenge in their learning and to provide better opportunities for them to reach their potential.

Overall effectiveness of the school

The headteacher and managers have a clear awareness of the unit's many strengths but do not realise quite how good it is: they judge the unit to be good, whereas the inspection found it to be outstanding.

The unit is exceptionally effective in the way that it promotes students' personal development and meets their academic needs, and it provides very good value for money.

Teaching is outstanding, with some lessons being exemplary. Members of staff provide exactly the right combination of encouragement and challenge. Great care is taken to match curriculum opportunities to the needs of individual students. The unit has productive links with schools and colleges. Assessment information is used well. The unit has correctly identified as a priority for development the need to make greater use of assessment data in self-evaluation, and in checking that teachers are consistently considering students' individual targets in their lesson planning.

The leadership of the headteacher is outstanding. She is dynamic and has very high expectations. The teachers are highly experienced and dedicated to ensuring that students fulfil their potential. As a result, the unit is exceptionally well placed to improve further.

The unit's work is supported well by the strategic leadership of the local authority, although the role of the new management committee is not as well developed as it should be.

The headteacher checks the quality of teaching and learning exceptionally thoroughly as part of her management of staff performance. The assistant head and subject co-ordinators support their colleagues well, but the unit recognises that it needs to undertake more formal monitoring of teaching and learning as it continues to refine the quality of education.

Grade: 1

Effectiveness and efficiency of the sixth form

The unit does not operate a sixth form. It provides exceptionally well for its students on an individual basis. They follow programmes that are very carefully matched to their needs, which enable them to add to their existing qualifications at Fenny House and through college courses, backed up by high quality care and support at the unit.

Grade: 1

What the school should do to improve further

- Fine-tune the management of the unit by developing the role of the management committee and the monitoring roles of the assistant head and subject co-ordinators.
- Continue to develop the use of assessment information in evaluating the unit's effectiveness and in refining lesson planning.

Overall effectiveness of the school

Inspectors agree with the school's own evaluation that this is a good school that provides good value for money and pupils achieve well. Parents and pupils think highly of the school, as one pupil said, 'I like it the way it is' and a parent commented, 'this is a really happy school that my child loves coming to'.

Pupils' behaviour and personal development are excellent. They enjoy school and their care, welfare and support are excellent.

Reception children make at least good progress in all areas of learning because the Foundation Stage is very well managed. Although standards are below those expected in language, communication and mathematics by the time the children start Year 1 they have made good progress in relation to their starting points.

Throughout the school the teaching is good and leads to all pupils making good progress and attaining the standards expected for their age by Year 2. Writing standards are improving but lag behind those seen in reading and mathematics. However, the school is closing the gap. Teachers use assessment well to plan lessons, particularly in English and mathematics. In other subjects planning does not always match tasks closely enough to pupils' abilities so their progress slows.

Good leadership and management ensure that the school is well placed to improve further. Governors are guided by the strong leadership of the headteacher and work in close partnership with staff and parents. However, governors are not directly involved in monitoring the impact of the school on pupils' learning and standards.

The school has a good capacity to keep on improving and raising standards, having successfully dealt with all the weaknesses identified at its last inspection.

Grade: 2

What the school should do to improve further

- ensure writing standards are further improved
- ensure that tasks are closely matched to the abilities of the pupils in all subjects
- ensure that governors are more directly involved in monitoring the work of the school.

Overall effectiveness of the school

This is a good school with some outstanding features. It gives good value for money. Pupils consistently achieve well and attain high standards because of good teaching, an interesting curriculum and excellent provision for care, guidance and support. Teachers make very good use of the skilled teaching assistants to help pupils learn. They are very good at matching work to pupils' needs in English and mathematics, drawing on the careful tracking of their achievement. Provision in the Foundation Stage is good, and the adults ensure that children get the full range of activities and make good progress.

Pupils' personal development is outstanding. They enjoy school, behave exceptionally well and have excellent relationships with each other and with adults. Staff have a very good understanding of pupils' academic and pastoral needs and work very hard to respond to these. Parents appreciate this, and strongly support the school. The school is working successfully to enhance their involvement. One wrote that 'this is a lovely well behaved school which teaches in an innovative and exciting way'.

The school is well led and managed, and runs very smoothly. The clear vision of the new headteacher, supported by the hard work of staff and governors, has maintained high standards during recent changes. The school has an accurate view of its own strengths and weaknesses, and the inspector agreed with all elements of the school's self-evaluation except for pupils' personal development, where the school had under-estimated its strength. The recent federation with another school has been handled expertly by governors and staff. The school is starting to consider how the potential benefits can be realised.

The weaknesses identified at the previous inspection have been rectified and pupils' standards in information and communication technology (ICT) now meet national expectations. There is some good use of ICT in lessons, and the school has correctly identified that expanding this has the potential to improve pupils' achievement across the curriculum. The school is well placed to build on its strengths and improve further.

Grade: 2

What the school should do to improve further

- Make more use of ICT to enhance pupils' learning across the curriculum.
- Consolidate the links with its partner school to enhance provision across the Federation by sharing expertise from the two schools.

Overall effectiveness of the school

Inspectors agree with the school's view that it provides a good standard of education. Parents are overwhelmingly supportive, one noting that it is 'warm and welcoming with an open-door policy that pleases parents and children.' Another goes further: 'Moving to Riverside has been the best possible thing that has happened to our son.' Parents' confidence is well placed. The school has many strengths, including the outstanding care, guidance and support it provides and the excellent steps it takes to ensure that all pupils are fully included in school life and helped to fulfil their potential. Consequently, most pupils have a high level of enjoyment of school and, regardless of age, background or ability, achieve well. Standards are above average. The school gives good value for money.

Teaching, the curriculum, leadership and management are good and there is good provision in the Foundation Stage. The acting head teacher, well supported by staff and governors, is ensuring that the school continues to develop during a period of significant change. Pupils' personal development is good, but the school has recognised it needs to develop their ideas about cultural diversity. The school leaders have made good progress since the last inspection by sustaining above average standards and ensuring that behaviour is consistently good. Given this track record, and the successful steps taken to raise standards in writing, the school has good capacity for further improvement.

Grade: 2

What the school should do to improve further

- Increase the pupils' awareness of cultures other than their own

Overall effectiveness of the school

The inspection findings support the school's view that it provides a satisfactory education for its pupils. There are significant strengths in the good care, guidance and support it provides for pupils, which greatly enrich their personal development and well-being. As a result, pupils behave well and develop positive attitudes to learning. The school works very well in partnership with other agencies to support pupils. Parents appreciate all that the school provides and the school works strenuously to involve parents in school life.

Teaching, learning and the curriculum are satisfactory with some good features, and these contribute to the pupils' enjoyment of learning. The provision for children in the Foundation Stage is satisfactory and gives the children a particularly good start in their personal development. Throughout the school, standards and achievement are average.

However, standards in writing are too low and there is some underachievement for higher attaining pupils. Whilst the school has recognised these issues and has begun to take action, more needs to be done.

Leadership and management are satisfactory. The headteacher has a good understanding of the school's strengths and weaknesses and of the actions that are necessary to bring about improvement. There is a determination among the staff and governors to continually work for school improvement. Issues raised at the previous inspection have been dealt with effectively and the school has good capacity to improve. The school provides satisfactory value for money.

Grade: 3

What the school should do to improve further

- Ensure that teaching and the curriculum provide sufficient challenge for pupils who have the potential to achieve higher levels
- Build on the current work to raise standards in writing throughout the school

Overall effectiveness of the school

The provision offered by Manor Road is good and meets the needs of its students well. There is a calm purposeful working atmosphere apparent throughout the site, enhanced by fabulous displays of students' very competent artwork. Students make good progress both academically and socially as a result of the clear expectations made of them and the systems and procedures that are in place to support them. They contribute well to the local community through planned activities. The PRU knows itself to a satisfactory degree, but does not analyse pupil data to establish strengths and weaknesses in the provision. Nor do staff use performance data sufficiently rigorously to set challenging academic targets for individual students. Relationships in the unit are good and lessons are generally characterised by a good blend of challenge and support. The unit is developing increasingly good working relationships with referring schools to ensure focussed support of individual students and is beginning to undertake outreach work in these schools. These and other improvements demonstrate a good capacity to further improve. The unit is quite costly, but offers good value for money.

Grade: 2

What the school should do to improve further

- use assessment and performance data more fully to set challenging targets for individual students
- gain a clearer view of the strengths and weaknesses of the unit's work by analysing students' academic and social progress.

Overall effectiveness of the school

The inspector agrees with senior management, governors, pupils and parents that this is a good school which gives good value for money. One parent wrote, 'Our children could not ask for a better start to their education'. The school has outstanding strengths in pupils' personal development and well-being and in the high quality care, guidance and support it provides. Provision for pupils with learning disabilities is exceptionally good.

Achievement and standards are good. Children in the Foundation Stage benefit from good provision, make good progress and achieve well by the end of their reception year. Standards continue to rise so that by the end of Year 2 attainment is well above average in reading, writing and mathematics. Over the past five years standards have risen steadily and a large majority of pupils exceed the levels expected for their age.

Good teaching ensures that all pupils make good progress because they are motivated and learning is made relevant. Teaching is especially effective for the more able and those with learning disabilities. Well focused assessment ensures that the learning needs of all pupils are met. However not all pupils are clear about their next steps in learning because target setting is not sharp enough. Joined handwriting is not sufficiently promoted and this detracts from the quality of pupils' written work.

Effective leadership and management have been successful in creating a committed team who are ambitious for the pupils' success. The school improvement plan sets the correct agenda and as a result there is a good track record of improvement and steadily rising standards demonstrating the school's capacity to improve further.

Grade: 2

What the school should do to improve further

- Develop the use of target setting so that all pupils are clear about their next steps in learning.
- Improve the quality of pupils' writing through the promotion of joined handwriting.

Overall effectiveness of the school

The inspection judgements agree with the school's evaluation that it provides a satisfactory education. The school gives satisfactory value for money. The pupils enjoy school, are well behaved and have positive attitudes because their personal development is good. However, attendance rates are below average because a few pupils do not attend well. The staff take good care of the pupils and support them well.

The pupils make satisfactory progress and reach the standards expected for their age in reading, mathematics and science. Standards in reading and mathematics are rising but writing standards are below average and should be higher. There are too few opportunities for pupils to write independently and at length and the pupils' writing targets are not challenging enough. Pupils with learning difficulties and those in the early stages of learning English make good progress. Teaching is satisfactory overall but the pace of some lessons is too slow.

There is satisfactory provision in the Foundation Stage. Nursery children make good progress in relation to their starting points. Those in reception make satisfactory progress and standards are below those expected by Year 1 in language, communication and mathematics.

Leadership and management are satisfactory and have led to satisfactory improvement since the last inspection and a smooth transition towards the school's reorganisation. Overall standards are rising because teachers' planning and assessment have improved. Governors provide satisfactory support and this is an improvement since the last inspection. Parents are very pleased with what the school offers their children. Given the overall improvements made since the last inspection, the school demonstrates satisfactory capacity to continue improving.

Grade: 3

What the school should do to improve further

- Improve the teaching of writing and provide more opportunities for pupils to write at length
- Ensure that all lessons are sufficiently brisk and challenging to accelerate pupils' progress
- Improve attendance rates.

Overall effectiveness of the unit

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this unit requires significant improvement, because it is performing significantly less well than in all circumstances it could be reasonably expected to perform. The unit is therefore given a Notice to Improve. Significant improvement is required in relation to the leadership and management of the unit. Although the unit's overall effectiveness and the value for money it provides are inadequate, it provides an acceptable standard of education.

The local authority conducted a detailed review of the unit's work in March 2006 and reached conclusions very similar to the findings of this inspection. The roles and responsibilities of leaders and managers are unclear, and there are no systems in place within the unit for checking the quality of its work. There has been a lack of strategic direction from the local authority and insufficient clarity about the purpose of the unit. The critical nature of the local authority's own review has led to some very recent improvements which indicate that the unit has a satisfactory capacity to improve.

Despite the weaknesses in leadership and management, pupils' achievement is satisfactory because the teachers and teaching assistants work well together as a committed and motivated team. Teaching is satisfactory overall, and it is good in literacy and numeracy. The satisfactory progress pupils make in their personal development, with good progress in their social and emotional development, prepares them effectively for reintegration into mainstream and special schools. Pupils' behavioural needs are assessed thoroughly. However, systems for assessing their academic needs, for setting learning targets and tracking their progress are inadequate.

Grade: 4

What the unit should do to improve further

- Clarify roles and responsibilities of leaders and managers so that staff are fully supported and developments are underpinned by a clear structure.
- Develop systems of self-evaluation and monitoring within the unit and strengthen improvement planning.
- Improve the assessment of pupils' academic progress, the system for collecting information about pupils' prior attainment from mainstream schools, the diagnosis of individual learning needs, academic target setting in individual education plans and the analysis of data.
- Clarify the role and purpose of the unit, including the placement of pupils.

Overall effectiveness of the school

The school judges its effectiveness to be good, but because of the very low standards at Year 6 in English, mathematics and science, and pupils' poor overall progress, inspectors judge that it is inadequate. Data from national test results indicate that pupils at the end of Year 6 have been underachieving for several years. The school provides unsatisfactory value for money.

Difficulties in the recruitment and retention of staff mean that there are inconsistencies in the quality of teaching that limit pupils' standards and progress in Years 3 to 6. There are examples of good teaching but much is no better than satisfactory and does not do enough to enhance the rate at which pupils learn to cover gaps in their knowledge. Teachers' planning does not always take into account the needs of the different ability groups so the pace of lessons is slow and pupils are not engaged sufficiently in their learning. Records of checks on the quality of teaching show that these generally lack a sharp focus and issues are not followed up rigorously enough to bring about improvements to benefit pupils' progress. The school's strategic plan shows what needs to be done to improve but it lacks urgency and rigour. The outcome of the school's self evaluation processes is over-generous.

The school has the capacity to improve as leadership and management are now building a united staff team with a commitment to raising standards. Improvements in teaching are beginning to have a positive impact in the classes for younger children. Children in the Foundation Stage benefit from good provision, making good progress from a low base. Standards in Years 1 and 2 rose in 2005 as a result of increased support for lower attaining pupils, greater focus on the teaching of phonics and more effective management of this Key Stage. Effective work with outside agencies is promoting good standards of care and has brought about increased levels of attendance and better standards of behaviour. Parents are positive about the school.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it can reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards and achievement in Year 6 and consistency in the quality of teaching especially in Years 3 to 6.

Grade: 4

What the school should do to improve further

- Raise standards in English, mathematics and science at Year 6 by accelerating the progress that pupils make from Year 2 to Year 6.
- Check the quality of teaching more rigorously so as to raise the quality of all teaching to that of the best.

Overall effectiveness of the school

The overall effectiveness of the school is inadequate because standards in English, mathematics and science are well below average and pupils are under-achieving. Teaching is inadequate and the lack of consistency and challenge impede pupils' progress. The school's evaluation of its performance is broadly accurate, including its recognition of the overall quality of teaching in the school. The school provides unsatisfactory value for money.

Pupils' personal development and behaviour are satisfactory. Care, guidance and support are also satisfactory. The way the school looks after the welfare of pupils is its best feature. The curriculum is satisfactory, and the use of information and communication technology (ICT) is beginning to make an impact on learning.

Pupils have underachieved for several years and improvement since the last inspection has been unsatisfactory. However, the headteacher and deputy are working effectively with teachers and outside agencies to produce sound plans for raising achievement. There is a renewed sense of direction. Plans show that appropriate targets are set for pupils but assessment of the individual learning needs of all pupils is underdeveloped. The leadership team shows satisfactory capacity for improvement because it has identified the need to improve the overall quality of teaching. It also has good systems in place, such as the regular and systematic monitoring of lessons, to help ensure this. The school's programme for the professional development of teachers is good.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising pupils' attainment, improving teaching and making better use of assessment.

Grade: 4

What the school should do to improve further

- Raise standards in English, mathematics and science so that pupils' achievements are significantly improved.
- Improve the quality of teaching so that all lessons set challenging targets for pupils' learning.
- Ensure that assessment identifies the individual learning needs of all pupils and is used to accelerate their progress.

Overall Effectiveness of the School

The school has focused on developing an environment where pupils feel welcome and included and in this it has been successful. Behaviour is good; pupils work well together and are fine ambassadors for their school. They report that they feel safe and that they know they will be listened to by staff. They understand the importance of eating wisely and keeping hydrated. The curriculum is enriched by good quality visits, visitors and special events.

Achievement and standards are satisfactory overall but there are variations across the school. The school, rightly, is now focusing on improving the pupils' attainment and increasing the rate of progress that they make in lessons. Standards in the reception classes are in line with expectations and the pupils make sound progress in their learning, because of the appropriate provision. In Years 1 and 2 standards are improving; the pupils' performances in reading and writing are satisfactory, and are stronger than in mathematics. The results in the 2005 national tests at the end of Year 6 were low. However, the current work of pupils in Year 6 indicates that many are working at average levels and that a significant proportion is doing better than this in literacy and science. In Key Stage 2, standards in mathematics are generally lower than those in literacy or science.

Teaching is variable across the school but is satisfactory overall. Good teaching was seen in five of the seven year groups. There are some inconsistencies in the quality of the planning and the way in which the work is matched to the pupils' needs. Pupils with learning difficulties and disabilities make good progress because their teaching and support is well organized and is related closely to their needs. Those entering the school with English as an additional language quickly develop appropriate competency and fluency in English.

Leadership and management are satisfactory but recent changes in management and governance have resulted in a good sense of cohesion and a shared strategic view and have provided the school with a clear agenda for improvement.

Data is being used with increasing effectiveness to ensure that support is more precisely matched to the needs of all pupils. The rate of progress is being tracked more systematically than in the past.

Subject leaders need to strengthen their contribution to improving standards but are receiving appropriate support to help them accomplish this. Inspectors agree with the school's statement that, 'The overall effectiveness of our provision is satisfactory with the capacity to improve further'.

The school provides satisfactory value for money.

Grade: 3

What the school should do to improve further

Focus on:

- ensuring that the quality of teaching is more consistent across subjects and classes and reflects the good practice that exists within the school so that standards rise;
- building effectively on recent improvements in leadership and management to ensure that subject managers develop effective management skills and use data more effectively enabling them to contribute fully to school improvement.

Overall effectiveness of the school

'We give teachers a purpose, they give us a future', is how one pupil fittingly described the school. Shenley Brook End is an outstanding school that has managed very effectively to blend the best of traditional values, high expectation of behaviour and achievement, adherence to school uniform and professionalism amongst its teachers, together with forward thinking innovations, such as how best to teach pupils using modern technologies and considering the specific ways individual pupils learn best. Parents reported to inspectors that they are overwhelmingly positive about the education provided for their children, which is also reflected in surveys undertaken by the school of student and parental views. The school is consequently oversubscribed.

Outstanding leadership from the headteacher and her senior team provide very clear direction for the school's future development and they are ably supported by the governing body. The headteacher and her leadership team have correctly identified the strengths of the school and areas for future development. Inspectors agree with the school's judgement that overall its effectiveness is outstanding. Well founded structures and approaches to management issues ensure that the school is very successful. A key to its effectiveness is the consistency with which new approaches are debated widely and then put into practice.

Pupils achieve well and their standards are well above national averages by the end of Year 9 and 11. The quality of teaching and learning is good and has been considerably enhanced by the school's specialist status. This has enabled very good provision for technology in school and effective outreach work within the community, in particular with local primary schools. Pupils have very good attitudes to their studies; behaviour is very good in lessons and around the school and bullying, where it occurs, is effectively managed.

The curriculum has appropriately changed as the school has increased in size over the last nine years; the school is now broadening the structure and range of courses on offer for 14-19 year olds. An extensive variety of extracurricular activities is offered, in which pupils are actively encouraged to participate. Pupils are well supported and guided in their transition from primary to secondary school, and from Year 11 and the sixth form into employment, further training and education or university. The school has managed the induction of two years groups in September 2005 very well, ensuring that these pupils have settled well following the reorganisation of education locally.

A sixth former said, 'it (the school) has highly effective systems, it's full of opportunities no matter what your abilities and overall it is an absolutely brilliant school' . . . perhaps the best endorsement a school could wish for!

Grade: 1

Effectiveness and efficiency of the sixth form

The sixth form is growing and continuing to improve. Almost all the students complete their courses, making good progress and achieving good standards. The curriculum is largely academic but is expanding. Students contribute to the school community as a whole in a range of ways, for example through the 'school service programme', and receive strong encouragement to enter higher education, which the majority achieve.

Grade: 2

Overall effectiveness of the school

The school views itself as outstanding and the inspectors agree. Parents are extremely satisfied with all the school offers. As one parent said, which echoed that of others, 'My children have had the best possible start to their education in an extremely well organised, fantastic and forward looking school'.

All groups of pupils make outstanding progress in all years because the teaching is excellent and very challenging targets are set. Other factors influencing this are the razor sharp systems for tracking pupils' progress, the emphasis on thinking skills and the first class learning environment in classrooms and the school grounds.

Children make a flying start in the Reception class where standards and quality are excellent. Most children reach, and many exceed, the goals set for the end of the year because teaching, learning and the curriculum are all top notch. In Years 1 and 2, standards in reading are consistently and exceptional high and achievement is outstanding. In the past two years there has been a small gap between these and standards in mathematics. This has widened a little this year because the Year 2 pupils have found problem solving difficult. However, pupils still make very rapid progress in mathematics. Pupils also achieve very highly in art, ICT and music.

Pupils personal development is also outstanding because of the excellent care provided, the inspirational assemblies, opportunities to learn about the world beyond their immediate environment, the focus on healthy eating and exercise and constant encouragement to give of their very best. Bullying, racism and exclusions are virtually unknown.

The headteacher and her talented staff continually look for improvement and keep the school in 'tip-top' condition. Dynamic and extremely effective, governance steers the work of the school. Consequently, very good progress has been made since the last inspection. The school is extremely well placed to continue this and provides excellent value for money.

Grade: 1

What the school should do to improve further

- Keep the provision for mathematics under review so that standards equal those attained in reading and writing.

Overall effectiveness of the school

The school modestly judges itself to be satisfactory but it is in fact a good school. It provides good value for money. Quality and standards in the Foundation Stage are good. The school has improved significantly since the last inspection, when serious weaknesses were found, particularly in leadership and management. Improvements have led to better provision and higher standards.

Children join the Foundation Stage with standards that are mostly above average. They make good progress as they move up through the school, and are above average when assessed at the ages of 7 and 11. Standards have gone up particularly amongst older pupils, who were underachieving in the past. Attainment levels are now high in all the areas tested, although writing skills are less developed than other areas. Pupils with learning difficulties or disabilities make as much progress as other pupils.

Good teaching and learning have contributed to the good progress made. Knowledgeable and capable teachers and effective support staff deliver a good curriculum even though they are teaching two year groups together. Past weaknesses in the provision for information and communication technology (ICT) have been overcome and pupils now receive a good all-round education, enriched by many extra-curricular activities and by links with parents and the local community. Good care, guidance and support lead to good personal development. Pupils enjoy coming to school very much, and are rarely absent. They know how to stay safe, fit and healthy, and are well prepared for life after they leave. However, their experience of the wider world is restricted through limited exposure to other cultures, creating a relatively narrow awareness of life in Britain today.

The improved teaching and learning and consequent rising achievement can be attributed to the effective leadership and management that are now in place. This has been inspired by an extremely able interim headteacher who has empowered others to carry on the good work after she leaves. The school has the capacity to go on improving.

Grade: 2

What the school could do to improve further

- Devote more time to the teaching of writing skills so that pupils become as good at writing as they are in other areas
- Improve pupils' awareness of other cultures.

Overall effectiveness of the school

Staff and pupils at Greenleys have successfully made the change to a junior school. This and its previous track record of improvement, shows the school has the capacity to improve further. The headteacher and his staff know their school well and rightly judge it to be good. It offers good value for money.

Standards are well below average when pupils start in Year 3. As a result of good teaching and a varied curriculum most groups of pupils achieve well. By the end of Year 6 standards are close to average overall. Generally, they are strongest in science and weakest in English. Pupils make good gains in some areas of writing but overall this is the weakest element of English and progress whilst satisfactory is not as strong as in other subjects. This is especially the case in handwriting, using a wide vocabulary, and applying English skills in other subjects.

Most parents are delighted with the education provided. One said, 'I like the family atmosphere, the approachability of staff and the many extra things my son has done'. Pupils' personal development, including their spiritual, moral, social and cultural development is good. Their abilities to care for themselves and make healthy and safe choices are well developed.

The school takes excellent care of all its pupils. Consequently, they flourish in a harmonious community, enjoy coming to school and feel highly valued and secure. Pupils with learning difficulties and disabilities and those at an early stage of speaking English are integrated extremely well and are effectively supported. Links with outside agencies are extremely good.

The school is well led and managed. The staff have a 'can do' approach which permeates their work. Good improvement has been achieved through well planned developments and good staff training although there is scope for clearer written feedback to teachers in order to sharpen their practice and improve the pace of some lessons. Recruiting governors has proved difficult but their responsibilities are effectively discharged.

Grade: 2

What the school should do to improve further

- Improve pupils' handwriting and use of a wider range of vocabulary and provide more opportunities for extended writing in English
- Provide teachers with clearer written guidance on the good points in their teaching and areas where they need to improve, especially regarding the pace of lessons.

Overall effectiveness of the school

Although the PRU judges its effectiveness to be satisfactory, inspection evidence shows it to be inadequate. Students do not achieve as well as they should, especially in basic literacy and numeracy skills. The curriculum does not meet all students' needs or provide full time education for all, to which they are entitled. Links with students' previous schools are unsatisfactory and teachers often have little information about students' prior attainment on which to base work in the PRU. This results in imprecise targets for students that do not challenge them sufficiently and results in underachievement. The management committee does not provide sufficient support or challenge for the headteacher. Staff work in a climate of uncertainty because the PRU lacks clear direction; there are insufficient teachers to meet the needs of all students. Inadequate self-evaluation and a lack of forward planning mean that the PRU does not have the capacity to improve. It provides unsatisfactory value for money.

Despite these problems, there are some good features of the PRU's provision. Teachers work hard as a dedicated team. They establish very good relationships with students and enable several to make a fresh start with their education, improving their attitudes, attendance and behaviour as a result. Careers guidance is good and ensures that students have suitable opportunities for apprenticeships and further study when they leave the PRU.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this PRU requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the PRU are not demonstrating the capacity to secure the necessary improvement in the PRU.

Grade: 4

What the school should do to improve further

- Raise students' achievement, especially in literacy and numeracy, by ensuring that these skills are taught well
- Help students to achieve more by setting and evaluating more precise, challenging targets
- Provide full time, appropriate education for all students
- Improve leadership and management so that the PRU has clear aims and a rigorously evaluated action plan
- Ensure that the PRU is fully staffed to meet the needs of all students.