

# INSPECTION REPORT

**Pictor School**  
Sale

LEA area : Trafford

Unique Reference Number : 106390

Headteacher : Mrs Jean Spruce

Reporting inspector : Mrs Jacque Cook  
T12092

Dates of inspection : 28 September – 1 October 1998

Under OFSTED contract number: 701100

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Special

Type of control : Metropolitan District Council

Age range of pupils : 2 - 7 years

Gender of pupils : Mixed

School address : 30 Harboro Road  
Sale  
Cheshire  
M33 5AH

Telephone number : 0161 962 5432

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Appropriate authority : The governing body

Name of chair of governors : Mrs Rita Barber

Date of previous inspection : 26 - 30 June 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Jacque Cook, RgI	Under-fives	Characteristics
	Mathematics	Attainment and progress
	Religious education	Attitudes, behaviour and personal development
		Teaching
Mrs Juliet Baxter, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Ms April Dakin	Design and technology	Leadership and management
	Information technology	Efficiency
	Humanities	
Mrs Diane Pearson	English	Curriculum and assessment
	Art	Integration
	Music	Equal opportunities
Mr Nick Smith	Science	Spiritual, moral, social and cultural development
	Physical education	Staffing, accommodation and learning resources
		Special educational needs

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## MAIN FINDINGS

### What the school does well

- This is a good school which makes very good provision for the under-fives giving young children a very good start to their schooling.
- It helps children and pupils to have a very positive attitude towards their schoolwork, improves behaviour and successfully emphasises the importance of very good relationships.
- It enables children and pupils to make good progress and prepares them well for the next stage of their education.
- It has a very effective team approach involving teachers, support staff and therapists, which helps children and pupils to make good progress, especially in speaking and listening skills.
- Overall, the quality of teaching is high.
- It provides a very good integration programme both in school and at other schools.
- It has a really effective partnership with parents.
- The headteacher and deputy have a clear educational direction for the school.

### Where the school has weaknesses

- Pupils do not make enough progress in religious education and information technology.
- There is insufficient monitoring of the curriculum and the way it is taught.
- Targets on a number of Individual Education Plans are not sufficiently specific.
- The roles of subject co-ordinators are underdeveloped.
- Arrangements for the professional development and induction of staff are inadequate and appraisal is not in place.
- Financial planning is unsatisfactory, particularly for the longer term.
- The governing body's role as a critical friend is insufficiently developed.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents, and guardians of children and pupils in the school.

### How the school has improved since the last inspection

The radical changes in the range and nature of special needs and the age group since the last inspection make direct comparisons difficult. Children continue to make good progress and the collaborative multi-disciplinary work of staff and therapists is very effective. A start has been made on developing the roles of subject co-ordinators but this area is currently unsatisfactory. Whilst the spiritual dimension of the school's work is now satisfactory, the provision for religious education has not improved, although a new co-ordinator is implementing an action plan to rectify matters. The deployment of staff for the integration programme is reviewed regularly and has been appropriately reduced in line with the number of pupils involved. The headteacher and deputy headteacher have been in post for a year and have already made a significant impact on improving the school, which is well placed to make further improvements.

### Whether pupils are making enough progress

Progress in:	By 5	By 7
Targets set at annual reviews or in IEPs*	B	B
English:		
listening and speaking	A	A
reading	A	B
	A	C

Key	
<i>very good</i>	A
<i>good</i>	B
<i>satisfactory</i>	C



writing	B	B	<i>unsatisfactory</i>	<i>D</i>
Mathematics	B	B	<i>poor</i>	<i>E</i>
Science	A	A		
Personal, social and health education (PSHE)				

\* IEPs are individual education plans for pupils with special educational needs

**The best progress takes place in:**

**The early years department:** children in classes six and seven make particularly good progress in acquiring and improving language and literacy skills;

**Speaking and listening:** all pupils improve their communication skills, some using a range of aids; by the time they leave they have increased their vocabulary and many talk fluently;

**Mathematics:** pupils become increasingly accurate in their work, recognising numbers and shapes and by the time they leave they identify coins, use mathematical terms to describe shape and position, weigh and measure and a few tell the time;

**Science:** by the time they are seven pupils classify animals, know about light sources and have explored how some physical changes occur;

**Personal and social education:** pupils learn to do things for themselves and to relate positively to others; by the time they are seven most dress and undress themselves , relate well to others and understand about rules;

**Art:** by the time they leave pupils use a range of techniques, and observational work has led to more detailed drawings, pictures and models;

**Physical education:** by the time they are seven most pupils have increased their co-ordination and confidence; they play team games and take part in lessons at a local sports college.

**Not good enough progress takes place in:**

**Religious education and information technology.**

**Quality of teaching**

	<b>Overall quality</b>	<b>Most effective in:</b>	<b>Least effective in:</b>
Up to 5 years	Good	Language and literacy.	No weak areas.
5 – 7 years	Good	English, mathematics, art, music, physical education.	Information technology and religious education.
English	Good		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

Teaching is at least satisfactory in 96 per cent of lessons; in 76 per cent it is at least good and in 20 per cent of lessons teaching is very good and on occasion excellent. The best teaching is of the under-fives where there is no unsatisfactory teaching. Teaching in the resource classes is good. Over time the teaching of religious education and information technology is less than satisfactory as staff lack expertise and confidence in these subjects.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses.*

## Other aspects of the school

Aspect	Comment
Behaviour	Good and many have made significant progress in improving their behaviour.
Attendance	Good, they enjoy coming to school.
Ethos*	Positive, children and pupils want to learn; staff are committed to helping pupils make progress and relationships are very good.
Leadership and management	Satisfactory, clear direction and leadership from new headteacher; governors supportive but insufficiently involved in strategic planning; this year's development planning good, but not long-term; gaps in financial planning.
Curriculum	Satisfactory overall but good for the under-fives. At Key Stage 1, schemes of work need further development, particularly information technology and religious education.
Spiritual, moral, social & cultural development	Good overall; spiritual and cultural development is satisfactory; moral development is good and social development is very good.
Staffing, resources and accommodation	There is sufficient staffing and levels of expertise are good; although there are some problems with the accommodation teachers do not let it effect the quality of education. There are some shortfalls in resources.
Value for money	Satisfactory.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>· It is very approachable and all staff make them welcome.</li> <li>· They feel well informed about their children's education and involved in the life of the school.</li> <li>· Very pleased about the progress made, particularly in speech and language.</li> <li>· They feel the school teaches the difference between right and wrong well and this is reflected in a marked improvement in the way children behave.</li> <li>· The school has a very effective multi-disciplinary approach, working well with professionals including therapists.</li> </ul>	<ul style="list-style-type: none"> <li>· No issues were reported.</li> </ul>

Comments at the pre-inspection parents' meeting, together with the very positive response to the parents' questionnaires, indicated very clearly that parents warmly support the school's work and all it does for their children. This is confirmed by the inspection findings.

## KEY ISSUES FOR ACTION

What the school should do now:

- \* meet statutory requirements and improve children's progress in religious education by:
  - \* developing an appropriate curriculum,
  - \* selecting a range of relevant resources including artefacts to support the teaching of the curriculum,
  - \* improving staff confidence and expertise with appropriate in-service training;  
(*Paragraphs 13, 20, 22, 23, 24, 49, 51, 89 – 92*)
- \* improve children's progress in information technology and ensure that statutory requirements are met by:
  - \* increasing the expertise of staff,
  - \* ensuring that the curriculum has sufficient breadth,
  - \* co-ordinating the range of computers and software,
  - \* mapping teaching across all subjects,
  - \* ensuring that skills are systematically taught;  
(*Paragraphs 13, 20, 22, 23, 49-51, 57, 84-88*)
- \* review and improve arrangements for induction and staff development. Make links between staff training and the School Development Plan and ensure that appraisal procedures for staff are put in place;  
(*Paragraphs 48, 51, 53*)
- \* build on existing good practice to help all staff write clear, specific targets for Individual Education Plans;  
(*Paragraphs 25, 30, 79*)
- \* improve monitoring throughout the school by:
  - \* formalising arrangements for monitoring teaching and the curriculum and maintaining an overview by the senior management team,
  - \* writing specific job descriptions and developing the role of subject co-ordinators to make them more effective overall and specifically to monitor their own subjects;  
(*Paragraphs 27, 47, 48, 74, 79, 83, 88, 96, 100, 112*)
- \* improve the quality of financial planning by:
  - \* including more detailed costing in a longer-term School Development Plan,
  - \* link the purchasing of resources more closely to planned curriculum development;  
(*Paragraphs 50, 55, 56, 79*)
- \* ensure that the governing body has a more strategic role in the running of the school by:
  - \* developing their monitoring role to include the curriculum;
  - \* ensuring that they have means to obtain a clear overview of developments in the school and that this is used to inform decision making, for example, on financial planning.  
(*Paragraphs 47, 48, 56*)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Small amount of unsatisfactory teaching (*Paragraphs 9, 20, 73, 75, 76, 103*)
- Satisfactory but slower rate of progress in developing writing skills (*Paragraphs 11, 69-71*)
- Some inconsistencies in the use of signing throughout the school (*Paragraph 22,73*)
- Provision for cultural development, particularly multi-cultural (*Paragraph 35*)
- Completion of attendance registers (*Paragraph 38*)
- Potential slipping and tripping danger on the playground, especially when wet (*Paragraph 54*)
- Shortfalls in resources (*Paragraphs 55, 58, 92, 104*)
- Recording of progress on reports and annual reviews in some subjects (*Paragraph 43*)
- Missing information from prospectus and governors' annual report to parents (*Paragraph 43, 52*)
- Formal child protection training for staff (*Paragraph 39*)

# INTRODUCTION

## Characteristics of the school

1. Pictor School has recently been re-designated as a school for 65 boys and girls aged two to seven with significant learning difficulties including physical difficulties and social and communication difficulties. At the time of the inspection there were the equivalent of 65.5 full-time children. This includes 22 children aged under five of whom 7 attend part-time. These children are taught in two classes: a larger group, class seven, taught by 1.5 teachers and class six, a small resource class which includes three pupils from Year 1. Admissions to the early years department are usually part-time at first. Children are admitted either for a twelve-week assessment place or as the result of the issuing of a Statement of Special Educational Needs. Sixty-one children and pupils have Statements of Special Educational Needs. The statement recommends a place at the school following full consultation with parents and professionals. A special arrangement enables one Year 5 pupil to attend Pictor when sufficiently well. The very complex needs of this pupil make travelling to a more age appropriate school undesirable. Health problems severely restrict attendance and the pupil was absent during the inspection. When in school, a modified Year 2 curriculum is followed and the pupil receives one-to-one support funded by the Local Education Authority. In the whole school there are about twice as many boys as girls and English is an additional language for 7 per cent. Sixteen per cent have multi-ethnic backgrounds. The change in designation has led to fewer children transferring to other schools before the age of seven and in consequence there were very few places for new children to be admitted this September.
  
2. The school is in the Trafford Local Education Authority which is largely a suburban area but also has some industry. The number of children and pupils eligible for free school meals is slightly lower than would be expected in schools for children and pupils with similar difficulties.
  
3. Radical changes in the range and nature of special needs and the age group since the last inspection make it difficult to make comparisons. Previously Pictor was a school for pupils aged two to thirteen with physical difficulties. At the last inspection there was a large assessment nursery for thirty children with physical difficulties and also twenty infant places. Currently there are only seven children of nursery age and there are over forty pupils in Years 1 and 2. There is no room to take any additional children or pupils for assessment.
  
4. Local special schools, including Pictor, are working together to produce realistic targets. The school plan highlights a number of areas for development, including the role of subject co-ordinators and a review of policies and documentation.
  
5. The school has a clear mission statement:

'Pictor School endeavours to educate each child to realise their full potential, taking into account their individual special needs, within a caring supportive environment.'

The school aims to:

- provide a happy, welcoming and secure environment;
- provide initial and ongoing assessments of pupils' individual needs;
- provide a curriculum to help pupils achieve their academic, physical, social, moral, aesthetic and emotional potential;
- provide for and develop individual pupil skills, understanding of concepts and

attitudes within the areas of early years experience and National Curriculum at their own level;

- encourage teamwork involving pupils, parents and the multi-disciplinary team and to encourage, welcome and support parents' involvement in all aspects of their child's development;
- provide opportunities for pupils to experience mainstream provision when appropriate with adequate support, to meet their needs and determine the level of support they will require within that setting;
- establish and maintain effective links with other educational establishments providing expertise, information, and support for colleagues in the area of special educational needs;
- provide specialised resources on a sessional basis for children of pre-school and infant age within the community.

## Key indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	1	8

National Curriculum Test/Task Results			
Number of pupils	Reading	Writing	Mathematics
Disapplied	1	1	1
Working within Level 1	2	3	3
Level 1	5	4	4
Level 2	0	0	0

Teacher Assessments			
Number of pupils	English	Mathematics	Science
Disapplied	1	1	1
Working within Level 1	1	1	0
Level 1	5	5	6
Level 2	1	1	1

NB There are no national figures for comparison

### Attendance

Percentage of half days (sessions) missed through absence for the latest Complete reporting year :			%
	Authorised Absence	School	7.3
		National comparative data	N/A
	Unauthorised Absence	School	0
		National comparative data	N/A

### Exclusions

Number of exclusions of pupils (of statutory school Age) during the previous year :		Number
	Fixed period	0
	Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	96
Less than satisfactory	4



## PART A: ASPECTS OF THE SCHOOL

### EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### Attainment and progress

6. *It is inappropriate to judge the attainment of children and pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what children and pupils know, understand and can do. Judgements about progress and references to attainment take account of information contained in children's and pupils' statements, annual reviews and Individual Education Plans.*
7. Overall, children and pupils at Pictor School make good progress in their lessons and over time. This is influenced by the high quality of teaching, co-operative working with therapists and the positive attitude of the children and pupils to their work. In over three-quarters of their lessons progress is at least good and in about two in ten of their lessons progress is very good. On occasion, for example, in a Year 1 physical education lesson, progress is excellent. This is due to the exemplary teaching setting high expectations and staff encouraging the pupils to improve their performances. The 'high standards' referred to in the last inspection report are being maintained with a different age range and nature of special educational need.
8. The most progress is made by children aged under five towards meeting the desirable outcomes for learning by the time they reach compulsory school age. They all make at least satisfactory progress, do better than expected in over half of their lessons and make very good progress in a further third. Children in class seven consistently make at least good progress and in approaching two thirds of their lessons progress is very good. Children aged under five make very good progress in developing their language and literacy skills. They improve their communication skills and learn to make their needs known more clearly. They learn to vocalise and to use signs and symbols where necessary. Many begin to recognise words and understand that writing has meaning. By the time they are five, they listen attentively to stories and share books with adults. Many speak clearly and they are tracing and writing letters or words. Children make good progress in all other areas of learning. They learn how to behave in lessons and towards each other, to take turns and to be more independent. In mathematics, children recognise and name numbers, count and begin to add sums. They match and sort using colour and shape and are aware of differences in size. Their knowledge and understanding of the world increases as their observational skills develop and they discover how things work. They learn about places, order and the past and present. Children develop well physically, becoming confident using apparatus and acquiring control moving to music or throwing balls. By the time they are five they have learnt to use paint, print and model effectively. Most play a range of instruments independently and they sing tunefully.
9. Pupils make good progress in over three quarters of the lessons throughout Key Stage 1 and they make very good progress in about one in ten of their lessons. In a few lessons in a class in Year 1 unsatisfactory teaching leads to pupils not doing as well as they should.
10. Children and pupils taught in the resource classes make particularly good progress in learning to communicate effectively and develop social skills. Children with additional special educational needs aged under five make good progress. At Key Stage 1, some members of staff are not as confident as others in meeting the additional special educational needs of pupils; however, overall these pupils make satisfactory progress. There is no measurable difference in the rates of progress between boys and girls or those from different ethnic backgrounds.
11. Pupils make good progress overall in English, mathematics and science. In English, children make very good progress in speaking and listening and their reading develops well. Their

progress in writing is satisfactory. This is because the emphasis has been initially on improving communication and then on raising reading standards. By the time they are seven, pupils have increased their vocabulary and many speak fluently. A few continue to use signs and symbols to communicate. Pupils are at different stages in learning to read. Most know to use pictures to help them, many are able to read words and a few read fluently. Pupils practice over-writing words and many can copy text. A few are able to spell and write several words and sentences with some help. In mathematics, by the time they are seven, pupils discriminate between numbers and many add and subtract accurately. They measure and weigh, understand how to use money to pay for items and begin to tell the time. They use their number skills to solve problems. Pupils learn about the natural world in science and increasingly use observational skills to explore, for example, the effects of forces and what plants need to grow. By the time they are seven they have learnt about magnetism and the effects of change.

12. Children and pupils practice and improve their literacy and numeracy skills when they are learning about other things. They learn subject-specific language and look at books, and pictures in books, for information. At every available opportunity they count the number of children or pupils in the class and how many letters there are on the wall. They learn to understand and use words describing shape, position and size.
13. Pupils' progress is also good in art, physical education and personal and social education. Their progress is satisfactory in all other subjects with the exception of information technology, where the curriculum lacks sufficient breadth, and religious education, which has no scheme of work or appropriate planning.

#### **Attitudes, behaviour and personal development**

14. Children's and pupils' attitudes to learning are good. They are keen to learn and want to please the adults around them. The youngest children quickly begin to enjoy coming to school and their faces light up when they greet staff in the morning. Pupils increase their concentration spans, many manage to concentrate for relatively long periods. In the resource groups they work systematically through their boxes completing a range of activities. Most of these pupils have learnt to focus well on activities with an adult on a one-to-one basis but also manage to join in some group activities, including the hello sessions. Throughout Key Stage 1, pupils are interested in what they are asked to do. Those with additional, physical special educational needs make it clear they wish to participate and contribute. Many pupils, particularly those in Year 2, work without direct guidance for periods working out sums, looking at or reading books or working through a program on the computer.
15. Behaviour is, as parents predicted, good overall. There are no exclusions. Children aged under five behave well. They do what their teachers tell them and learn to wait for their turn to speak. Pupils in Key Stage 1 are well-behaved and polite, most remember to say *please* and *thank you*, and they look after books and equipment. They respond quickly if the teacher says their name and in that way do not often misbehave. When occasional lapses occur they are usually because the pupil concerned is insufficiently occupied. A few children and pupils have significant behaviour problems when they join the school. There is clear evidence that they have made great progress in improving their behaviour. Children and pupils in the resource groups learn social skills and are more able to manage their own behaviour effectively.
16. Children and pupils have very good relationships with the adults they work with in school. Most are very positive towards each other and have clearly developed friendships. Children and pupils celebrate each other's successes by spontaneously clapping achievements. Most pupils are prepared to share equipment, taking turns on the bikes at lunchtime. Notably a few of the under fives are able to play together 'cooking' breakfast in the play house. In physical education in Year 1 they work in teams and are beginning to understand the role of the team leader. Older pupils are beginning to work collaboratively, for example, to design something to carry the shopping in

using large construction equipment. A few older pupils are very considerate and sensitive to the needs of those with mobility difficulties. They put equipment within reach and tell the teacher if they think there is a problem.

17. The personal development of the children and pupils is good. Most hang up their coats and put things away before they are five. They learn to dress and undress for physical education and swimming and when they are 'dressing up'. By the time they are five all pupils have learnt to sit round tables. At snack time, they ask for drinks politely either verbally or by signing, using symbols or eye pointing. There is a whole range of ways in which pupils take responsibility. They help their teachers and support staff to tidy up and put equipment away. Pupils take turns choosing the appropriate weather and date cards each day. They take the registers to the office and some look after pets. They participate in assemblies; for example, playing Bo Peep's lost sheep. In some classes, including a resource class, pupils take turns to lead the hello session each day.

## **Attendance**

18. The children's and pupils' enthusiasm for coming to school and their obvious enjoyment of the school day ensures that the good rate of attendance notified in the last inspection report is maintained. This steady rate of attendance contributes to the standards they achieve and the good progress made.
19. There is no reported unauthorised absence. Authorised absence is caused mainly by the usual reasons of illness, medical or hospital appointments. Children and pupils arrive punctually at the start of each day and the transport service provided for those who require it is reliable.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

20. The quality of teaching is good overall and compares well with the findings of the last inspection report. Almost all teaching is at least satisfactory and in three-quarters of the lessons teaching is at least good. In a fifth of the lessons teaching is very good. Teaching of the areas of learning for the under fives in class seven and in the resource group is good overall. Teaching is good in about half of the lessons and very good in a further four out of ten lessons. There is no unsatisfactory teaching in these groups. Language and literacy are taught particularly well and children make the greatest progress in this area. The teaching of all other desirable learning outcomes is good. At Key Stage 1, teaching is good overall but ranges from excellent to unsatisfactory. The teaching in most lessons is at least satisfactory and in about two thirds of the lessons teaching is good. In about one in ten lessons teaching is very good and on occasion excellent. The unsatisfactory teaching is in one Year 1 class where pupils do not do as well as other pupils in the school. Teaching in this class does not always make sufficient use of grouping pupils or enabling them to work independently. Classroom organisation is weak and in consequence resources are not readily available. Pupils' behaviour is sometimes managed inappropriately. Teaching of English, mathematics, science, art, music and physical education is good. Teaching of design and technology and the humanities is satisfactory. The teaching of information technology and religious education is unsatisfactory largely because the teachers lack expertise and long-term planning is inadequate. Teaching in the resource groups is good. A modified <sup>1</sup> TEACCH approach works well providing a consistency that helps children

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<sup>1</sup> TEACCH - Teaching and Education of Autistic and Communication Handicapped Children - a specialised teaching methodology.

and pupils learn.

21. Parents confirm that very good progress has been made in maintaining effective collaborative multi-disciplinary work, which is one of the key issues from the last inspection. Staff and therapists plan and work well together. Speech and language therapists work alongside teachers and support staff in classrooms. It is often difficult to know which member of staff is the teacher. Their work with children and pupils in the classroom and in the therapy room makes a positive contribution towards the progress made in language and literacy and speaking and listening. Non-teaching staff are very effective. They are well-informed, usually used very well by teachers and enable individual or small group work to take place. In the resource groups they are a major factor in the successful management of potentially difficult behaviour. Teachers and support staff are skilled in managing children and pupils who join their lessons from the resource classes. They are alert to their needs and ensure that they are supported appropriately. When children and pupils integrate into local mainstream schools they are well-supported by a non-teaching assistant. Liaison with the mainstream class teacher is good and activities are suitably modified.
22. Children learn most when the teachers challenge and excite them, for example, by asking them to draw a large number of beads on the board and pretending not to be able to look because it is so hard. Lessons for the under fives are usually stimulating, interesting and amusing: a large, black and realistic 'Incy Wincy Spider' pulled on string, climbs a drainpipe. Good organisation and management of the classroom ensures that children under five have plenty to do and Year 1 pupils in physical education move swiftly in teams from one set of apparatus to another. Expectations of how children and pupils will behave are high in most classes. They are expected to sit still and listen, for example, during a class activity when they take turns to sequence a story about animals needing a new home after a storm. On the whole, lesson planning is very effective. Activities are organised to allow for the differing needs of children and pupils, particularly in work on targets from Individual Education Plans. However, detailed planning is less apparent for humanities, design and technology or information technology work. Signing is used very well to support learning in the classes for the under-fives. In other classes signing is not so marked, apart from sessions involving the speech and language therapists. In all classes, praise, encouragement and rewards in the form of stickers and 'tattoos' work well to help pupils want to learn. Teachers are very aware of the needs of the children and pupils and in the areas of learning and in most subjects, with the exception of information technology and religious education, their expertise is good. Resources are used well. Teachers of the under fives establish a detailed base-line assessment which is used to plan targets. Assessment against targets is particularly effective in the resource classes and in class seven. Homework in the form of home-school books, speech therapy and physiotherapy programmes is effective for the under-fives and some older pupils. In some classes, reading books are taken home and reports on progress in reading are very helpful for parents of pupils in class four. Children and pupils in the resource groups take home their symbols to practice.

### **The curriculum and assessment**

23. During the twelve months that the headteacher has been in post, time has been well spent in addressing the curriculum ensuring that what is planned promotes intellectual, physical and personal development effectively. The process has involved the whole staff as a working party to ensure a common understanding and an overview of curriculum development. The curriculum for children aged under five is good and follows the desirable outcomes for learning until they reach compulsory school age. It is broad, balanced and very relevant with a very good emphasis on language and literacy, numeracy and personal and social development. The quality of the curriculum and effective teaching moulds children's positive attitude to learning and provides a firm basis for work on the National Curriculum. In Key Stage 1, the curriculum is satisfactory. It is very relevant to the needs of the pupils and covers the subjects of the National Curriculum. There is sufficient breadth, with the exception of elements in information technology and
-

religious education, but balance is less assured. There are few schemes of work and little monitoring of the topic approach. These are areas for development included in the school plan. The curriculum prepares children and pupils effectively for integration opportunities where appropriate, and for transfer to mainstream or special school at the end of Key Stage 1.

24. The National Curriculum is taught at Key Stage 1 with an appropriate emphasis on English and mathematics. National Curriculum requirements are met with the exception of information technology. The religious education syllabus is being developed but currently does not meet the requirements of the agreed syllabus. The school has concentrated successfully on developing very good strategies for teaching literacy. Effective speaking and listening skills are taught throughout the curriculum and a new scheme supports the teaching of reading well. Specific programmes carried out by speech and language therapists and a physiotherapist further strengthen the curriculum. The multidisciplinary team, including therapists, teaching and support staff work very well together to provide a coherent and needs-based curriculum for the children and pupils. Procedures for teaching numeracy are effective. Personal and social education is planned effectively, often including speaking and listening skills within a social setting and independence skills are appropriately emphasised. Elements of sex education are covered suitably when appropriate and advice is given to parents by staff and the school nurse bearing in mind the age of the pupils.
25. All children and pupils have equal access to the curriculum, which enables them to learn and make progress. Very effective steps are taken to ensure children aged under five have the same opportunities: for example, a radio link has been introduced successfully for one child. Pupils in Key Stage 1 who require mobility aids often receive their physical education sessions through individually working with a physiotherapist. Speech therapy provision is successfully organised to follow or fit with class lessons. The needs of children and pupils with additional special educational needs are usually well met within the daily routine, although there are instances where a lack of appropriate aids and insufficient staff confidence slow progress in Key Stage 1. The curriculum in the resource classes is well-structured to encourage children and pupils to communicate, interact and respond to a routine of work and play. Appropriate use of the <sup>2</sup>TEACCH approach is effective.
26. The quality of curriculum planning is good for children aged under five. The long-term and medium-term topic plans transfer to grids to check coverage effectively. Planning for the use of specific resources is very good. Strengths lie in the team planning approach, which involves non-teaching staff and therapists. Continuity is clear. Targets on Individual Education Plans for each of the desirable outcomes are systematically set, achieved and rewritten to cover the next stage of learning. These form the basis for curriculum and lesson planning. Curriculum planning at Key Stage 1 is satisfactory overall. In most instances a similar process establishes clear targets on plans providing continuity in learning and progress for each pupil. Some targets, however, are insufficiently specific which hampers planning. Schemes of work are not well-developed to support subjects where targets are not set and do not show how learning develops from one year to the next.
27. Monitoring of the whole school and individual subject curriculum is currently unsatisfactory but is planned for in the School Development Plan. In some subjects, for example, English, an overview of the scheme of work is maintained by staff regularly discussing what is taught and working together to develop resources.
28. The curriculum is enriched by the contribution of the local football club, which helps with football skills on a regular basis. The physical education curriculum is further enhanced through coaching in a range of skills provided at a local sports college. The outdoor environment

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<sup>2</sup> See footnote 1 paragraph 20

successfully provides for field study trips to support and enhance subjects.

29. The quality of assessment is satisfactory overall and assessment is an area identified for improvement in the school plan as it is not yet consistent between subjects or across the curriculum. The deputy head has recently been appointed as the assessment co-ordinator. Assessment procedures are good for children aged under five and are planned to be developed to form the basis for Key Stage 1 pupils. Assessment is satisfactory at Key Stage 1. Informative base-line assessments are carried out by the multidisciplinary team and teaching staff. A physiotherapist and speech and language therapists work in class and withdraw children and pupils to meet and assess individual needs. Clinics are held in school which avoids long-distance travelling by children and maximises lesson time. The educational psychologist contributes fully to assessment and advice.
30. Assessment against targets from Individual Education Plans is good and informs curriculum planning effectively where targets are specific. Procedures for recording assessments vary from class to class. Good systems are in place for the under-fives and the resource classes where running records are maintained. Parents are involved in the annual review process. Records of achievement are not standardised but are collated for pupils by the end of Key Stage 1 and contain relevant certificates and information for schools at Key Stage 2. Standard assessment tests are carried out with almost all pupils.

### **Pupils' spiritual, moral, social and cultural development**

31. Overall the provision for children's and pupils' spiritual, moral, social and cultural development is good. Provision for the spiritual development of the pupils is satisfactory, although in the early years department it is very good. Provision for cultural development is also satisfactory. Provision for moral development is good and social development is very good. This reflects the school's aims and the importance it places on moral and social development, and the success it achieves is demonstrated by the response of the children and pupils both in and out of school.
32. The quality of the act of collective worship is good. All staff attend the whole-school assembly maintaining a sense of order. A candle is used as a focus reinforcing a strong spiritual emphasis and both staff and children and pupils are involved in the story on the theme of the day. Children and pupils are given opportunities to consider themes, for example, how they would feel following loss or failure. Assemblies usually include a Bible story and children and pupils are expected to join in a prayer. They are also encouraged to reflect quietly. Children in the under-fives classes are asked to put their hands on their knees and think. In a resource class children and pupils are helped to relax and become more aware of themselves as a candle and aromatherapy oils burn. Grace is said before lunch and these activities make a significant contribution to the provision. Staff take opportunities to develop spiritual awareness when possible in classes, for example, encouraging reaction to pieces of music and artwork. They also provide experiences to help children and pupils appreciate wonders of the natural world, including looking closely at the structure of fruit, studying spiders and considering the effects of the weather. This increase in spiritual development demonstrates significant progress since the last inspection where it was part of one of the key issues.
33. Moral development is good. Adults provide very good role models for the children and pupils, enabling them to identify appropriate behaviour and to distinguish right from wrong. They are taught that it is wrong to hurt others and that animals should be looked after. Children and pupils are also consistently made aware of fairness, particularly with regard to sharing toys and equipment and taking turns. They are expected to be honest and encouraged to 'own up' rather than deny responsibility. Several classrooms display simple class rules. Parents believe the school is effective in teaching moral standards and good behaviour.
34. Social development is very good. Social skills are promoted effectively though individual targets

which are consistently monitored. In the early years department, children are learning to take turns, work in pairs and play together. Children and pupils are taught to be increasingly independent; to manage their own toileting arrangements, improve their feeding skills and to communicate their needs. In circle time, children and pupils are helped to understand the meaning of friendship. Opportunities are created for giving them responsibility for tasks around the school, including collecting and returning registers, collecting milk, pouring drinks, feeding the fish and watering plants. They are also encouraged to demonstrate for others, for example, a good balancing position in physical education. In a resource class they take turns to 'be the teacher' and lead the group in the hello song. By the time they leave school many pupils have been given the chance to take messages to other classes and, as 'postmen and postwomen', to deliver the Christmas post around the school. Integration to other schools and going to the sports college enables them to develop social skills outside the specialist provision. A major contributing factor towards good moral and very good social development is the fostering of positive relationships which permeates the school; these provide a very good foundation for children to build an awareness of social relationships. Parents and staff and all who visit the school contribute to this ethos.

35. Provision for cultural development is less well-developed but is satisfactory overall. Subjects such as art, music, history and geography make positive contributions regarding our own culture; for example, staff have provided materials and costume to illustrate topics. Pupils have looked at the work of famous artists and listened to music from a number of composers. The cultural background of the children and pupils is appreciated particularly the visits from the Manchester United football coaches. Pupils visited a church and a member of staff dressed as a Moslem. There are books in the library and in the reading scheme that raise awareness of different cultures effectively. These opportunities, although satisfactory, are less frequent and not so well co-ordinated as in social and moral development. There are insufficient multicultural experiences for the children and pupils.

### **Support, guidance and pupils' welfare**

36. The previous inspection report's finding that the school delivers good quality support and guidance to its children and pupils is confirmed. On entering the school visitors are immediately aware of the warmth and caring atmosphere that permeates every school day.
37. Sensitive and thorough induction procedures are in place when children and pupils join the school. These consist of informal pre-entry visits, helpful information about the school's routines and procedures and as much discussion time as parents need, to reassure and welcome them. They are encouraged to stay in the school for as long as necessary to ensure that their children settle in comfortably and securely. When pupils are ready to move to the next phase of their education, discussion with parents begins a year in advance to ensure that the most appropriate choice of school is made.
38. Monitoring of academic progress, personal development and behaviour is good and is achieved by scrutiny of daily records, informal discussion and the thorough knowledge all staff have of the children and pupils in their care. Consistent and effective implementation of the behaviour policy, which includes measures to combat bullying, on the part of all staff ensures the high standards of behaviour evident throughout the school day. Attendance is monitored regularly, but the school lacks effective procedures to ensure that reasons for absence are obtained more speedily on the occasions when these are not immediately forthcoming. It also needs to ensure, in the interests of health and safety, that children who occasionally arrive after the start of the school day are always marked as present on the registers immediately they enter the building.
39. Appropriate procedures are in place for child protection. All staff are clearly aware of these procedures although there has been no formal staff training for child protection in the school.
40. Implementation of the personal, social and health education programme provides effective

support and guidance for all children and pupils. The school is vigilant in its approach to health and safety and ensures that regular risk assessments are undertaken. There are sufficient staff trained in first aid to provide appropriate support when required and fire drills are undertaken thoroughly and regularly. Accidents and incidents are recorded correctly and parents informed immediately if necessary.

41. Children and pupils with additional special educational needs are well supported by the school. High quality support staff and professionals from relevant outside agencies are part of the excellent teamwork that underpins the school's pastoral care for all its children and pupils.

### **Partnership with parents and the community**

42. A strong and mutually supportive partnership exists between parents and the school. Parents' comments at the pre-inspection meeting, and the positive responses received on the questionnaires, indicate that parents still support the school as warmly as reported at the time of the last inspection. This was confirmed during this inspection week.
43. Parents are always welcome in the school and staff available at all times. Communication with parents is good and they are kept informed of their children's progress at consultation evenings during the school year in addition to annual review meetings, which most parents attend. However, annual reports do not always inform them as to what their children understand, know and can do and this is particularly so in religious education and information technology. There is also some information missing from the prospectus and the governors' annual report to parents. Many parents are able further to support their children's learning at home by, for example, learning symbols and sharing books. Home/school books are used particularly well for two-way communication by staff in the resource classes.
44. The school has an active Parent, Staff and Friends Association that organises a variety of social and fund-raising events annually. Funds raised have been spent on new computers and library furniture. The decoration and furnishing of a Parents' Room in the school is the association's next project. The room is planned to be a social resource base for parents to meet and for workshops to be held. The school hopes that this room will encourage more parents to come into school to help in lessons and on trips in addition to the number that already do so.
45. The school is always pleased to welcome visitors. These include the fire brigade, musicians, local police officer, road safety officer, Salvation Army, the local vicar and rabbi. It enjoys good relationships with other special schools and its excellent links with mainstream schools ensure that the children's and pupils' integration into those schools is of a high quality.
46. The local community perceives the school favourably and the headteacher is invited to talk to local organisations about its work. Some of these organisations have raised funds voluntarily for the benefit of the children. Several local and commercial firms, together with Manchester United Football Club, have supported the school by making generous donations towards its everyday life. Children and pupils from other schools use the hydrotherapy pool, although at the time of the inspection it was temporarily closed. The community's interest in the school widens and enriches the children's experiences thus contributing to their attainment and progress.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

47. The leadership of the headteacher and deputy is good and is particularly effective in promoting parental partnership and positive relationships. They have been in post for a year and provide a clear educational direction for the school. Their vision leaves the school well placed to improve



further. Leadership and management of the school are satisfactory overall. Leadership by the subject co-ordinators is hindered by their job descriptions, which are poor and do not clearly outline their role. They are not re-negotiated annually in relation to the School Development Plan and are not linked with appraisal nor staff development. The school has made little progress in this area which was identified as a strategy for maintaining standards in the last inspection report. The majority of managers, including the supportive governing body, are dealing with the problems caused by a changing school population. Governors understand their role but do not have a strategic view of the school, particularly in the areas of finance and curriculum. The governors are however becoming more involved and some have undertaken training in order to become more effective and are this year writing the governors' report to parents. Governors are eager to take an even more active part in the school development and are aware of the need to develop action plans of their own to feed into the School Development Plan.

48. Support and monitoring of teaching and the curriculum is unsatisfactory overall. The headteacher is a presence both in the classroom and around the school but formal monitoring of teaching either by the headteacher or the subject co-ordinators is not in place. Appraisal of teachers is not taking place; however, the headteacher successfully introduced personal interviews with all staff as an interim measure. The school recognises the need for development in this area within the School Development Plan. The headteacher monitors teachers' planning and there has been specific intervention in this area, for example, by the changes in documentation to meet the needs of the school's changing population.
49. The implementation of the schools' aims, values and policies is good overall. The governors and all staff have recently reviewed and affirmed the school's aims and values. This is reflected in a newly-formulated mission statement, which provides the basis for a shared sense of purpose. Policies are in place for the majority of areas and all subjects but there is not a cycle of review set within the School Development Plan and the policies for religious education and information technology do not reflect practice. Too little progress has been made since the last inspection towards meeting statutory requirements in religious education. The procedures to promote the development of children's and pupils' spiritual development have improved. There is a strong emphasis on meeting the individual needs of children and pupils and on supporting the child and the family. The majority of parents positively support the aims and values of the school and children and pupils are well managed and happy in school. Overall the school has effective systems in place to continue improving.
50. School development planning, monitoring and evaluation is satisfactory. All staff have contributed to the School Development Plan through interviews and meetings. It identifies appropriate priorities and specific targets in relation to the whole school's circumstances and needs and depicts a clear programme of action for this year. The headteacher is aware that the plan has insufficient detail for evaluating its success and being short-term makes it difficult for the school to plan ahead financially. Recent monitoring and evaluation has been done. However, subject position statements and development plans are not in place, which limits the ability of co-ordinators to monitor their own subjects. There is, however, a detailed action plan to improve the provision for religious education.
51. There is a positive ethos, which promotes individual achievement, equal opportunity and good relationships with friends, parents and the wider community. The headteacher has been very successful in developing effective teamwork and good attitudes to work. However, statutory requirements are not met in relation to appraisal, the provision of information technology and religious education and there are a number of omissions from the prospectus and the governors' report to parents.

## **Staffing, accommodation and learning resources**

52. The school has an adequate number of qualified and experienced teachers to meet the demands of the curriculum and the needs of the children, including the integration programme. Most have qualifications in special needs at a variety of levels and there are instances of training to higher degree levels. They are deployed effectively to address the needs of all children and pupils. Support staff are mostly well trained and form a crucial part of the team approach which is contributing so effectively to children's progress. The team approach encompasses links with specialist staff such as speech therapists and physiotherapists, occupational therapists, psychologists, doctors and nurses who all work toward meeting the special needs of children. The Statement of Special Educational Needs, annual review and Individual Education Plans drive their input.
53. Arrangements for the professional development of staff are currently unsatisfactory. Although the school does not have either an induction programme or appraisal programme, the headteacher has developed a series of staff interviews, which go some way to addressing these weaknesses. This issue has priority in the School Development Plan, which includes professional development, and a programme of training has emerged. Training takes place in and out of school and covers such areas as Makaton,<sup>3</sup> TEACCH, handling and lifting and behaviour management. The School Development Plan, whilst not addressing longer-term professional development initially, does produce action plans which lead to training. Evaluation of the effectiveness of training is at an early developmental stage.
54. The accommodation is satisfactory. There are a number of long-term problems but the facilities are generally sufficient to meet the needs of curriculum and children. The rooms are attractively decorated and provide a lively and stimulating environment for work. This most effective use of the school is mainly due to the enthusiasm of the staff. The accommodation is largely well cared for although in some parts wear and tear leave it in need of repair and decoration. Staff work hard to limit the effect of leaking roofs, dark classes and cramped teaching areas on children's and pupils' progress. The hydrotherapy pool was not seen in action due to serious health and safety issues. There is sufficient evidence to show that this is a very special resource well used by the school and the community. There are a number of specialist rooms, including sensory, soft play, speech and language therapy and physiotherapy. These are all used effectively although the size of the soft play room means that only a small number of children may use it. The hall is multi-purpose and very well used for physical education and assembly. The playground has many attractive features and enhances the daily life of the school, although this is diminished somewhat by the dangers that arise from slipping hazards when it is wet and floods, and from tripping hazards on the edging. The toilet facilities are generally satisfactory but there is a lack of showering or other appropriate cleansing facilities, which are often necessary when changing children and pupils. Staff ensure that the inadequate parking and turning provision is not a danger to the children and pupils by exercising a great deal of care and close supervision.
55. Overall, the school's resources for learning are unsatisfactory. A number of subjects have insufficient books and artefacts. Religious education and information technology, despite the number of computers, are seriously under-resourced. The quality and quantity of resources for history, geography and design and technology are unsatisfactory. In English, mathematics and physical education resources are good, well maintained and stored. Resources are satisfactory in other subjects. Storage is difficult overall with too much equipment stored in corridors. The library is established and well used, there are good books around the school and children are encouraged to use them. The range of resources is enhanced by the good use of outside visits, for example, to farms, orchards, shops, a college of sport, woodlands, airport and camping. Also, visitors to the school including specialist services, students, and parents provide an additional resource. The school is aware that there is insufficient equipment for effective manual handling, particularly around the pool area.

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<sup>3</sup> See footnote 1 paragraph 20

## The efficiency of the school

56. Educational developments are unsatisfactorily supported through careful financial planning. Although the school is funded satisfactorily and has had a small surplus, present financial planning and management do not ensure that optimum benefit is derived from the school's financial resources. The School Development Plan is costed, appropriately for this year, but is insufficiently focused for the longer-term and therefore does not ensure the most efficient use of funds. The school relies too heavily on previous patterns of spending. Funding allocated to curriculum areas is insufficiently based on detailed analysis of needs and priorities. There is a finance committee, and although the chairman meets the headteacher fairly regularly, the committee does not meet often enough to fulfil its strategic responsibility for the planning and use of resources. Terms of reference and arrangements for virement are not yet ratified by the whole governing body. As yet there is no effective system for evaluating the cost-effectiveness of spending decisions.
57. The school's staffing arrangements are good and staff are well-deployed in the majority of lessons. The deployment of staff on the integration programme is efficiently and regularly reviewed. This has led to an appropriate reduction of the number of staff involved in line with the number of children and pupils involved. Resources, although small in number for many subjects, are used effectively to teach and support pupils except for the information technology resources, which are poorly audited and organised and insufficiently used. The accommodation is generally used well although recently freed accommodation is not yet used effectively for storage.
58. The school's finances are controlled effectively and efficiently and day-to-day administration is satisfactory. All recommendations pertinent to administration in the recent audit report have been carried out. Administrative time has recently been increased in line with the increase in the number of pupils, but still does not sufficiently free the headteacher. The headteacher is endeavouring to plan cautiously because new systems are not yet sufficiently proved. The headteacher and chair of the finance committee carry out budget monitoring monthly. The school secretary provides an efficient and friendly first point of contact for parents.
59. There are some weaknesses in the curriculum and financial planning does not ensure that the school is always cost-effective. Also there are some inadequacies in resourcing. However, the school achieves good educational standards; children and pupils are well-behaved and generally make good progress. The quality of education is good overall. Teaching is good and effective use is made of staffing, accommodation and resources. Therefore, on balance, the school provides satisfactory value for money.

## PART B: CURRICULUM AREAS AND SUBJECTS

### AREAS OF LEARNING FOR CHILDREN UNDER FIVE

60. Children aged under five in class seven and in the resource class make good progress overall towards meeting the desirable outcomes for learning on entering compulsory education. Children's rate of progress ranges from satisfactory in about one in ten lessons to very good in about a third of the lessons.
61. Children make very good progress in developing their language and literacy skills. When they start school many are unable to sit and listen. They quickly learn to enjoy hearing stories. They answer the teacher's questions appropriately and listen to the contributions of other children in the group. Children increase the vocabulary they use and those who initially do not communicate effectively learn to vocalise, and use signs and symbols to make their needs known. They learn new words continually, for example, to sign 'spider' and to understand what a 'spout' is in a nursery rhyme. They develop their understanding of language some following instructions including 'to please get the plates out of the white cupboard' or talking with staff or other children in play situations, for example, pretending to ring home and talk about what they have been doing. Some children in the resource group use symbols well to request drinks, biscuits or crisps during snack times. Reading skills are developed very well. Children learn to look after books and choose what they would like to read. Most children name pictures of items accurately. They talk to adults about the books they are reading. Children know that writing has meaning and learn to write their names. They trace letters understanding that they start at the top and develop pencil control. By the time they are five, a few recognise words and are beginning to look for initial letter sounds. Children listen attentively and many are answering and a few are asking questions. They use pictures to help them with the story. They all know books are read from left to right, turn pages and lift flaps in interactive books. They share them with adults and one child in the resource group 'reads' to another.
62. Children make good progress in their personal and social development. They clearly love coming to school and begin activities as soon as they arrive in the morning often sustaining concentration for long periods. In the special time they are quiet and put their hands on their knees to think. They talk about the need to care for animals. Children in the resource group learn to relax, to be calm and to be aware of their own feelings. All children know that they should share, although some find sharing easier than others do. When listening to the story where dolls fight over toys they are clear that this is wrong and chorus 'naughty'. Many in class seven join in reciting the friendship poem and are becoming aware of the meaning of friendship. Usually children behave very well. In this respect many have made great progress since they joined the school. Although most children play independently, they work on the same table and most share equipment amicably. A few have learnt to play together, for example, in the play house cooking lunch for one another. Supervised by staff they play games taking turns, for example, to let their spider catch a number. Many remember to say *please* and *thank you* and they sit sensibly for snacks and at lunchtime. They become more able to dress and undress themselves and are confident to ask for help when they need it. Most children co-operate willingly when asked to tidy up.
63. Children make good progress towards meeting the desirable learning outcomes for mathematics. They practice counting at every opportunity and join in with number songs, for example, the resource group sang 'Sausages in the Pan'. They identify numbers accurately and count out an increasing number of objects. Higher attaining children count on, often using Unifix and learn to write their own sums. Children begin to develop an understanding of number, one group knew that there were not enough knives and forks for the sandwich-making session and they needed to find more. They make good progress in developing sequencing skills. They match pictures and place them in order. Many children sort items by colour, size and type. They learn to recognise shapes, identifying circles and squares. In the resource group some children ask for squares and circles by colour and shape. Most children understand the difference between big and small or little. They complete jigsaw puzzles by rotating the pieces and matching the pictures. By the

time they are five, most children are routinely counting and several identify numbers accurately beyond ten. They have a good grounding in shape recognition and understand vocabulary including *full* and *empty* and *short* and *long* which is a good basis for work on measuring and weighing.

64. Children make good progress in developing their knowledge and understanding of the world. They name the parts of their face accurately and also a number of animals, relating some to nursery rhymes. They are beginning to understand that creatures have different habitats. They develop their observational skills looking closely at spiders, establishing the differences between wet and dry, and what floats and what sinks. Children in the resource group explore how fleece becomes wool. All children improve their skills in cutting, sticking and using construction equipment. In cookery sessions, they design, make and eat sandwiches and wash up afterwards. By the time they are five, many are beginning to think about how they will make things. Whilst they are in the early years classes they begin to develop an understanding of order, of the past and the present. They sequence rhymes in order of events and talk about things that have happened in the past. Children in the resource groups sequence their timetables and move from activity to activity. Many children talk about their homes and their favourite toys. They know where places are in school. A number of children are keen to find out how things work. They look closely at toys with moving parts and explore play equipment to see how things work. Children enjoy using computers. In the resource group they use concept keyboards and touch screens independently and a few are able to use a mouse.
65. Children's physical development is good. In physical education lessons they form lines and circles to carry out activities. They increase their confidence when using apparatus. They improve their ability to balance, climb and jump from a small height. They learn to land appropriately. Children become aware of the effects of exercise on their body: that they feel 'warm' or 'tired'. Throughout their time in the early years classes their co-ordination improves. In outside play they use a range of equipment well including riding bikes and scooters. They learn to kick a stationary ball and to start and stop when requested. By the time they are five many pupils can pass a ball and alter their movements to suit the tempo of music. Finer physical skills are also developed; children place pegs on boards, thread beads and post shapes. They increase the number of pieces of a jigsaw they can complete and improve their pencil grip.
66. Children make good progress in their creative development. They respond well to music and know a range of songs and rhymes. Many sign the words and join in singing tunefully. They know about and learn to use an increasing range of percussion instruments including bells, clactor and tambourine to make music. Many maintain rhythm and beat, counting and clapping to the tune. Children increase the range of tools and materials they use in their artwork. They paint pictures using different sized brushes, change colours, print and model. They learn to explore and select appropriate textures and materials to arrange in a collage. Children study pictures of spiders, and make drawings of what they have seen, to help them model accurately 'a big round spider'. Their pictures become more detailed as they get older. They play imaginatively in the play house going to bed and cooking breakfast. In the beauty parlour they pretend to take bookings on the telephone for hair appointments.
67. The quality of teaching of the under-fives is good overall. Teaching is satisfactory in one in ten lessons, and very good in four in ten lessons. In the remaining lessons, teaching is good. In class seven, teaching in over half the lessons is very good. A major strength of the teaching is the wide range of activities which are carefully planned for the children. The effective teamwork of the staff, teachers, support assistants and speech and language therapists ensures that all children are involved in activities and opportunities to assess progress are not lost. Lesson planning is thorough and focused according to targets from Individual Education Plans. Suitable work is well organised for individual children, even when they are taught in groups. Progress is assessed and recorded well and the information is used when planning activities. The expectations of staff for work and behaviour are high. They insist that children listen to each other and say *please* and *thank you*. They provide excellent role models. In the resource group a calm atmosphere is

created and staff work hard to defuse potential behaviour difficulties effectively. A modified<sup>4</sup>TEACCH approach is used effectively to structure activities. Detailed tasks in work boxes are prepared well for each child. In both classes objectives for play sessions lack detail, although they are often part of the class planning.

68. There is a clear direction and philosophy underpinning the education of the under-fives. One teacher has only been in post since the beginning of term but this was not evident in the effective common approach of all the staff. The monitoring role of the co-ordinator is being developed. The work in class seven is monitored well but evaluation of sessions is not always carried out. The progress of children is monitored effectively in both classes. Class seven has a large room, which is well organised. Class six occupies a smaller room but appropriate use is made of the area bearing in mind the needs of the children. Neither class has direct access to the outside.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

69. Pupils make good progress in English overall throughout this key stage, Key Stage 1. Pupils make more progress in speaking and listening than they do in reading. This is because the initial emphasis has been on improving communication, and then reading skills. Writing skills are least well-developed and pupils make only satisfactory progress in this area.
70. Pupils make very good progress in communication skills especially speaking and listening. Most act out simple situations from nursery rhymes and stories and many learn to talk about their favourite characters in a book. A few are able to retell a story in their own words. Almost all pupils know the days of the week and name individual classmates at register time. Pupils begin to express themselves well on a variety of topics, for example, following a visit to the woods to look at plants and creatures, they name animals and use appropriate words to describe features and textures. By the time they are seven, pupils have enlarged their vocabulary and many speak fluently and understand more complex sentences. A number of pupils in the resource classes continue to use signs and symbols to help them communicate effectively. They begin to put sentences together and learn to understand sentences with more than one part, for example, to find the blue, round shape and put it in the correct place. Pupils with speech and language difficulties work well with the therapists to make sounds to ensure good lip and tongue patterns. A small number of pupils follow successfully feeding and drinking programmes devised by therapists. Pupils make good progress in developing their reading. They look at the pictures in books, choose books they want to read and follow the words with an adult. Some are beginning to word-build and formulate a sight vocabulary. They sequence, recognise and match words and are developing simple comprehension. Some children in the resource classes recognise pictures and photographs, which are used well to order their day. One boy reads fluently and has made good progress in reading with understanding. Children with additional special educational needs learn to recognise and match pictures and symbols. By the age of seven, many pupils recognise letters and words, order pictures and tell in simple sentences what is happening. A few read with expression and understanding. They self-correct and use picture clues. Pupils make satisfactory progress in their writing. Pupils improve their pencil control throughout Key Stage 1 with a range of exercises using crayons and sand. They follow left to right patterns to complete simple writing tasks and copy their names, practising letter formation. A few pupils use a computer to help them; for example, one boy used a word processor to write his news. Another pupil in a resource group writes simple books knowing how to spell a range of words independently and showing a clear understanding of letter sounds when asking for help to spell unknown words. By the time pupils are seven, many can over write and copy text. A few are able to spell and write words of three or more letters correctly. Writing skills are satisfactory but not as well-developed as the other areas of learning in English.

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<sup>4</sup> See footnote 1 paragraph 20

71. Literacy is taught well across the curriculum. Work is planned effectively to encourage speaking, listening and reading. In mathematics, pupils describe what they are going to do, and count and read numbers and words from the board. They are developing listening skills to identify bird sounds from a television programme. In music, pupils read symbols to count beats and stop and start and in design and technology they are encouraged to discuss ideas with the teacher. They look at recipe lists and find items and they describe fruit in simple sentences. However, most writing exercises are copy writing with little independent writing.
72. Pupils respond well in English lessons. All show pleasure when interacting with adults, particularly when sharing books or listening to stories. They settle quickly to tasks, are attentive and have good relationships with one another. They learn to treat books well and to listen without interrupting. Many have good concentration spans. Pupils in the resource groups respond well to structure and order. They enjoy choosing books and many will sit and look at, or read, when asked. Pupils' behaviour is usually good.
73. The quality of teaching in the majority of classes is good. Teachers and support assistants work well in teams and are particularly proficient in improving pupils' speaking and listening skills. They ensure that maximum use is made of the library and resources to support individual and group work. Lessons are usually planned well with clear aims to meet individual needs. Some staff use Makaton signs well and this helps pupils to learn although it is not used in all classes. Most lessons have a variety of activities to maintain a good pace. Staff ensure that each pupil understands instructions and give effective praise and encouragement. This helps pupils to meet the teachers' high standards of work and behaviour. Teachers set homework when it is appropriate for individual pupils. Words and symbols are learnt from well-prepared communication books that are particularly relevant to children in the resource classes. Reading is encouraged with parents on a daily basis. Daily assessment of pupils' progress is effective and ongoing. Often targets from Individual Education Plans are used well as a basis for lesson planning. On the rare occasion when a lesson lacks clear aims, as seen in a Year 1 class, the quality of teaching has a direct effect on pupils' learning and their progress is slowed.
74. The English co-ordinator, a governor and the school staff have produced a comprehensive document, which covers all areas of learning to meet the range of needs within the school. It also helps to ensure statutory requirements are met. The school is particularly clear about the strategies used to improve literacy successfully. Guidance specific to special schools is awaited concerning the literacy hour. All classes experience shared reading sessions and work on words and sentences. Individual pupils read with staff on a regular basis. The co-ordinator manages the subject well in terms of reviewing termly plans, discussing strategies with staff and overseeing the resources. However there is a lack of regular structured monitoring of teaching and of what pupils have learnt. The speech and language therapists make an excellent contribution to the teaching of English. They work very closely with staff and give them the benefit of their specialised assessments and expertise.

## **Mathematics**

75. Progress in mathematics ranges from very good to unsatisfactory, but is good overall. The greatest progress is made when pupils understand what they are asked to do, work is well-structured and care is taken when arranging appropriate groups for them to work in. There is a direct link between the unsatisfactory progress made by pupils in one Year 1 class and the unsatisfactory teaching they receive. Pupils in the resource group make very good progress, particularly when they are individually taught. They improve their ability to sort items into sets and to match, for example, different numbers of large and small bears. Higher attaining pupils know how to tell the time including the hour, half-hour and the quarters. Throughout the key stage, pupils make progress in recognising shapes. Most name simple shapes accurately and a few have learnt that shapes have properties. The youngest improve their ability to discriminate between numbers. Most know that halves have to be equal and they increase their understanding

and use of mathematical terms including *larger, smaller, less, more than, heavier* and *lighter*. Older pupils identify coins and add them up with increasing accuracy. When 'buying' items a few pupils discover that they can make up amounts with different coins. They know how to use criteria to sort, for example, fruit and vegetables. By the time they leave the school, pupils count and most add and subtract numbers accurately. They recognise and name a range of shapes and know about the value of coins. Pupils measure and weigh, most using appropriate units. Higher attaining pupils understand analogue and digital clocks and make up their own sequences of letters and numbers.

76. Numeracy is taught effectively through other subjects of the curriculum. Pupils practise their numbers when singing counting songs. They follow sequences: in music lessons when beating time; when putting a story in order in English or taking turns and using apparatus in order in physical education. They use mathematical language often, for example, indicating position, up, down, through or shape and colour, go to the blue round table and when considering size and shape in design and technology. In one class, children number round during registration and have to remember their number and they are counted into their groups for a science lesson. Pupils are beginning to use their number skills to solve problems, for example, working out pairs of wheels for a trolley.
77. Pupils respond well to learning mathematics. Many enjoy solving problems, rising to a challenge; for example, drawing the missing beads, even when there are more than five. Their relationships with staff are very good. They listen attentively to their instructions, and are very intent on what the teacher or support assistant is saying. Pupils try hard to win praise and 'tattoos' or stickers for getting their work right. They are keen to complete programs on the computer successfully. Pupils work well on the same table. They celebrate the success of others, sometimes by clapping. Their behaviour is nearly always at least good, and often very good.
78. The teaching of mathematics ranges from very good to unsatisfactory but is good overall. Most staff have good subject knowledge which they use to plan lessons carefully and to ensure that the work is appropriate for each pupil. Targets from Individual Education Plans are often used well to focus what is to be taught and as a means of assessing progress effectively. In the best lessons mathematics is made exciting for the pupils by using games, the computer and setting challenges. Different groups are organised to allow a range of activities to take place. Questions are used well to draw out what pupils know, to deepen their understanding and help them to move to the next stage. For example, asking 'how many do you think would be needed?' Staff expect and demand good behaviour. They establish a calm atmosphere and insist that pupils concentrate and complete activities, which helps them learn. On occasion, the pace of lessons is too slow and pupils become restless and misbehave whilst waiting for others to finish an activity.
79. The curriculum is broad and the work scrutiny and planning documents indicate that it is well balanced and that National Curriculum requirements are met. However, there is no scheme of work to assist staff in planning suitable work for children in both year groups. Good use is made of a range of computer programs to reinforce children's learning. Where Individual Education Plan targets are specific they form a good benchmark for staff to plan future lessons. The co-ordinator is new to post this term and although has yet to make an impact on the subject, is clear about what steps need to be taken, in particular, to address the current absence of a link between the purchasing of resources with the curriculum content. There are no procedures to monitor how well the subject is taught.

## Science

80. Pupils make good progress learning about science throughout Key Stage 1. They increase their knowledge of the natural world and living things and learn to name the external parts of their body. They begin to classify items, for example fruit and vegetables and to develop their scientific vocabulary. They learn to investigate and observe closely, for example the physical make up of apples. Pupils know about the effects of wet and dry and explore the forces that move a bicycle. By the time they are seven, pupils know of the need for heat, light sources and



water to promote plant growth. They know about hard and soft and hot and cold properties. Through activities, including pond-dipping, pupils recognise that a range of insects and animals appreciate different habitats. Higher attaining pupils know about the life cycle of the frog. They learn to sort materials into magnetic and non-magnetic and can light a bulb using a simple circuit. Pupils become increasingly able to put forward ideas and a few make realistic predictions. Resource classes learn about physical change exploring how a sheep's fleece becomes a woolly jumper. Many develop an understanding of light. They plant seeds, mix paint, describe texture and state preferences.

81. Pupils' attitude to their work is good. In lessons they are quiet and interested in their work, sustaining concentration. They are prepared to ask questions and request help if they need it, for example, when identifying an unknown fruit or vegetable. They clearly enjoy learning about where animals live and are polite and well-mannered, waiting for their turn to speak. Pupils follow rules for behaviour and in consequence are usually very well behaved. Pupils in resource classes participate in group activities, including washing the fleece from a sheep. They concentrate on an activity for relatively long periods and co-operate in games to choose 'who goes first?'
82. Teaching is always at least satisfactory and in most lessons it is good. Teachers have good relationships with the pupils and class management is mostly of a very high order as praise and encouragement helps pupils want to learn. Lessons are well planned and organised to maintain pace and keep pupils' interest. Work is devised carefully to meet the individual needs of pupils and is based on appropriate assessment of their progress. Teachers' knowledge and understanding of what they teach is good. They use good questioning to consolidate learning; for example, ensuring that pupils understand why torches might be required to find hedgehogs. Good use is made of classroom assistants. They are clearly a very effective part of the team and support pupils, particularly those with additional special educational needs, well.
83. The co-ordinator manages the subject, including finances and resources well and has extensive plans and a vision for the role of science in the school. There is a clear policy but the role of co-ordinator lacks definition with no clear overview of the progress of pupils throughout the key stage. Science lessons draw appropriately on the Programmes of Study of the National Curriculum, ensuring that requirements are met, and are usually developed from a sound base of practical learning. Schemes of work are not fully developed and do not support teachers with their planning. They do not indicate what should be taught in each lesson or note assessment opportunities.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

84. Information technology is not usually taught as a separate subject, and only occasional examples of instruction using computers were seen during the inspection. The subject is used to support the teaching of mathematics, English and art. Judgements about progress have therefore been based on talking to pupils at the computer, examination of their work in lessons and scrutiny of teachers' records.
85. Progress for some individual pupils in the lessons seen is good but progress over time for all pupils is unsatisfactory overall. Pupils make satisfactory progress in communicating information but unsatisfactory progress in handling information, controlling and modelling. Pupils in one Year 1 class develop simple technological vocabulary, for example naming the computer, keyboard, printer, mouse and screen and high attaining pupils in Year 1 make a good attempt to

find the correct icons to set up the program they want. They use a paint program and are able to change colours. By the time they are seven, high attaining pupils communicate through text and pictures and are able to print out their own work. They are able to use a delete key and the space bar. Most pupils learn to use a mouse. The majority of pupils are able to click on icons and drag them to appropriate places on the screen to cause an effect. Pupils with additional physical and communication needs use switches to communicate in very simple terms and have growing awareness that their actions create an effect on the screen or through sound. Pupils in resource classes make similar progress. No evidence of progress in other aspects of information technology was seen. Progress is uneven throughout the key stage and often pupils do not build on previous learning. Progress is severely affected by teachers' limited knowledge of the subject, limited assessment and insufficient hardware and software to carry out the required Programmes of Study.

86. Response to information technology is good. Pupils work co-operatively with support staff and with one another when given opportunities to do so. They show great interest in the effects they create and are prepared to show other adults what they can do. They are friendly and polite, take turns and are excited when they and others succeed. They remain very focused during information technology activities. Pupils with additional needs do find it difficult to wait for their turn, share space and to maintain concentration without much support in resource classes; however, they do co-operate well with the teacher when working with interactive reading programs.
87. The quality of teaching is unsatisfactory overall although some good aspects of teaching were seen for individual pupils in some classes. Teachers have insufficient knowledge of the subject. Pupils are not given enough opportunities to use computers as part of their everyday learning. Skills in information technology are not taught systematically. When pupils are working at the computer they are often not given sufficient help and guidance. Computers are always set up for pupils and programs are often loaded for them, rather than them being allowed to develop independence in using information technology. Means of making programmes more accessible, by using a launcher, for example, have not yet been installed. However, there are some good aspects to information technology teaching, for example, positive views are encouraged and prompting is used well in some classes to teach simple skills. Most teachers praise pupils when they succeed and encourage them to further success. The best aspects of teaching are identified in different lessons, for example, where information technology is the main focus of the lesson, learning objectives are clear, matched to individual needs and build on previous learning. Teachers recap appropriate vocabulary and identify appropriate targets within pupils' Individual Education Plans. However, on occasion, behaviour management and organisation is unsatisfactory and limits pupils' progress. Some teachers do identify appropriate software to teach communication skills but generally teachers' limited knowledge of the software's capabilities results in pupils being given insufficient opportunities to make progress.
88. The information technology curriculum lacks breadth and balance at the present time and does not meet National Curriculum requirements because pupils are given a narrow range of experiences, mainly limited to using computers to communicate information. The use of information technology to help pupils write independently has been insufficiently explored or planned for. Leadership of the subject is unsatisfactory. The co-ordinator has not audited nor prepared a development plan for the subject. The co-ordinator has developed a satisfactory policy and has made the decision to adopt new government-initiated schemes but these are not yet used effectively by teachers and are not adapted to meet all pupils' needs. Monitoring of teaching is not in place and teachers have received little training in the subject. Information technology is not planned thoroughly in other subjects and the co-ordinator does not monitor medium term plans to ensure that the subject is covered in enough depth. Assessment procedures are not fully outlined in the policy and assessment opportunities are not identified in medium-term plans. Resources are inadequate, poorly audited and organised and do not ensure progression in the subject. Storage facilities for computers are unsatisfactory.

## Religious education

89. It was only possible to observe one lesson of religious education; however, discussions with staff, scrutiny of pupils' work, teachers' records and planning indicate that the rate of pupils' progress is unsatisfactory. Pupils are learning to consider their behaviour and the effects of their actions on others. They clearly know the difference between right and wrong. Lesson plans show they have listened to Bible stories, for example, Noah's Ark and the Good Samaritan. When considering the creation story, pupils understand light and dark and can give examples of plants, birds and animals.
90. In the lesson observed, pupils' response was satisfactory. They concentrated for the most part during the lesson and listened appropriately to the story. They were keen to answer questions and demonstrate their knowledge of the world around them.
91. Teaching of religious education is unsatisfactory largely because of the lack of coherent planning for the subject. Most teachers do not have sufficient knowledge of the subject and in consequence there is an over reliance on well-known Bible stories and the personal and social elements of religious education. Teachers do not assess or record progress effectively and in consequence reports to parents contain insufficient information as to what pupils know understand and can do in this subject.
92. The element of the action plan relating to part of a key issue from the previous inspection report to review and improve religious education at Key Stage 1 is only just being satisfactorily addressed. A recently appointed co-ordinator has identified what needs to be done and has established a working group with a clear written plan to improve the provision for religious education. A draft policy, which provides a good starting point, is scheduled to be ratified by the governing body. The decision to adopt the locally Agreed Syllabus has not been implemented as a promised new version is overdue. In consequence there is little continuity of work between classes and many staff lack confidence and are unclear as to what to teach. Requirements regarding the use of the syllabus are not met. The provision of resources is poor. Many of the few books available are unsuitable and there are no artefacts. There is evidence that in the past pupils have visited a local church and seen examples of Moslem dress. The local vicar and rabbi have also visited the school.

## Art

93. Throughout Key Stage 1 pupils make good progress overall in drawing, painting, collage work and use of materials. They begin to draw with more attention to form and pattern. Pupils learn to mix two colours and say what colour they make. They use a colour swirl to make patterns and print with fruit and vegetables on cloth. They develop an understanding of how colours change when they are mixed together. They draw flowers and trees after a storm and illustrate nursery rhyme characters. Computers are used well, for example, to draw and colour detailed portraits. Pupils work in the style of Van Gogh painting sunflowers. By the age of seven, pupils work together and with staff to produce collage work and large drawings to represent topic work and stories. Pupils in the resource groups make good progress. One pupil drew a detailed road showing a range of vehicles.
94. Pupils show pleasure in art activities and many enjoy showing previous work on display. They concentrate well and respond positively to staff, listening to any suggestions. On occasion they help one another, for example, one girl cut out some shapes for a less able boy. Pupils are beginning to make choices and build on what they have done and learnt previously. Behaviour in art lessons is good.
95. The quality of teaching is good overall. It is most effective where a calm atmosphere is encouraged and activities are demonstrated clearly so that pupils know what is expected of them. Work is evaluated well with pupils contributing positively. Teachers have a good knowledge of

the range of techniques they teach and usually plan lessons carefully taking account of the progress of each pupil. Resources are used well and pupils make choices from a selection offered. The quality of teaching is less successful, albeit satisfactory, when the lesson has insufficiently-formed objectives and materials are not readily available.

96. The co-ordinator is enthusiastic and supports staff with relevant resources. Although no formal monitoring takes place staff communicate their ideas well. Teacher planning this term is related to the topic theme for autumn. The environment outside the classroom is used well with visits to woods and fields to experience colours, shapes and textures. These are then transferred to skills in class with printing and using colour. The subject contributes positively to the spiritual, moral, social and cultural development of pupils and meets statutory requirements.

### **Design and technology**

97. Pupils make satisfactory progress in design and technology. By the time pupils are seven they have taken part in a variety of making activities using a range of materials appropriate to their needs. They spread using a knife to make sandwiches, investigate cogs and wheels, design and make containers to hold letters, animals and food. Skill progression is satisfactory. Pupils develop cutting, folding and joining skills using glue, nuts and bolts, threads and construction materials. They make choices of designs and materials. Most pupils in Year 1 make designs verbally and a few draw simple recognisable pictures, and choose materials and the joining method. They evaluate their finished model in terms of whether it works well and identify the best part of their design. Low attaining pupils with fine motor difficulties, although unable to initiate ideas and fix materials together, attempt to follow instructions to make a vehicle and improve their design after evaluation, for example, by making it bigger. Pupils in Year 2 with improved fine motor skills get quicker disassembling and reassembling models. They make decisions as to how to make them easier to pull. Pupils evaluate and improve designs, for example, by making more seats and more wheels to make their go-karts go faster. Throughout the key stage, pupils engage in specific tasks, for example, learning to sew in order to make puppets at a later date.
98. Pupils' attitudes and behaviour in design and technology are good. They are interested in the resources provided and eager to try out their skills in practical tasks. They try hard and persevere even when tasks are difficult. They give good personal support to one another. They are attentive and listen well, taking advice if necessary. Lower attaining pupils occasionally lose interest when not sufficiently supported.
99. Teaching in design and technology is satisfactory overall. In the best lessons teachers set good focused tasks which enable pupils to design and make artefacts at a later date. The best teachers adapt tasks to meet differing fine motor needs and use tools that support pupils' learning. Teachers generate ideas well through visits and photographs, and build in opportunities for choice. Where teaching is good, teachers use stories as a starting point prior to the making part of an activity, and manage pupils' behaviour well. Support staff play an important part in delivering appropriate activities and are generally well-informed of learning objectives in lessons. In lessons that are otherwise satisfactory, teachers miss opportunities to show pupils a range of finished artefacts to stimulate ideas. Occasionally the needs of lower attaining pupils are not well met. Teachers have good ideas, but do not try and test them, resulting in disappointing results.
100. Design and technology is taught through topics. The curriculum provided is satisfactory overall and statutory requirements are met, although there are some weaknesses in planning for continuity and progression. The school has not agreed how much time is to be spent on the subject through the year, and although the scheme of work is based on a series of units, not all units are taught in full depth. Assessment opportunities are not identified within medium-term

plans and learning objectives do not meet the needs of all pupils, particularly those who are low attaining. Links between subject areas are not clearly defined within the planning. Assessment in some classes is good but is not always used by receiving teachers to plan further work. Leadership of the subject is satisfactory overall but there is no monitoring. The co-ordinator has a clear educational direction for design and technology but this is not formalised into a development plan. Resources are not linked to planning which makes it difficult for the co-ordinator to resource the subject efficiently.

## Humanities

101. Humanities are taught through a topic approach with an emphasis on geographical enquiry, which is linked to visits. Progress is satisfactory over time and in the majority of lessons seen. All pupils make gains in the understanding of, or the use of, vocabulary of time and place throughout the key stage. By the time they are seven, a few pupils show a good sense of place. They are able to compare and contrast environments they have experienced, for example, town and country. Pupils follow directions on an Ordnance Survey map with support and comment about what they like about different places. Many pupils sequence orally events in their recent past and those that happened long ago, both in their own lives, and in the lives of their parents. All pupils make satisfactory progress in language development associated with the topics undertaken. Pupils in the resource classes make similar progress.
102. The pupils are interested in their lessons on the whole and sit well during class discussions with the teacher. They enjoy looking at photographs and maps and are excited at the prospect of visits. They respond quickly to questions raised by the teacher and listen well. Higher attaining pupils show great empathy for peers who are less articulate and give them time to respond. Very good relationships between pupils are seen in these lessons. However, a few pupils sometimes sit passively and appear uninvolved when questions are asked which do not allow them to show what they know and understand, and in other lessons pupils call out answers.
103. Teaching in humanities is at least satisfactory in the majority of lessons. Only one lesson was judged to be unsatisfactory. In the best lessons, teachers use the small number of resources well or they make resources to suit the purpose. They encourage pupils to be careful and to behave. Teachers have a secure knowledge of the subject and plan visits appropriately to teach particular aspects. Good attention is given to health and safety at all times. Unsatisfactory teaching is a result of poor organisation and behaviour management. Teachers do not always plan to ask a range of questions to suit all pupils' needs, and sometimes teachers ask too many questions which can only be answered by *yes* or *no*. Books are used rarely to illustrate time and place or for independent enquiry.
104. The curriculum provided in humanities is broad and generally balanced although not enough teaching time is allocated to cover all that is planned, particularly in the historical aspects. Teachers have a tendency to over-plan topics and are not monitoring what they have covered. Good use is made of external resources, such as museums, farms and shopping centres. However, the cross-curricular aspects of the subject are not sufficiently detailed and planning lacks clear learning objectives for pupils with differing levels of attainment. Assessment opportunities are not identified within medium term plans and end of unit assessment is not in place, which makes it difficult for teachers to monitor progress. Leadership is satisfactory overall and the two co-ordinators have a good educational direction for the subject, however, the subject has not been formally audited and does not have a development plan. At present it is difficult to resource the subject efficiently as resources are not linked to units of work and there are insufficient resources to meet the requirements of the curriculum planned. National Curriculum requirements are met and the subject provides a good contribution to the spiritual, moral, social and cultural development of pupils at the school.

## Music

- 105 . Pupils make satisfactory progress throughout Key Stage 1 in music. Pupils perform for one another; they name animals and rustle leaves in time to the music. Some pupils sign the key words and most sing well. Pupils in Year 1 learn to recognise loud and soft sounds and to follow simple colour-coded instructions. They guess what is in the song box and match strikes of a drum to a rhythm. Pupils in Year 2 clap in time to more complex rhythms and make appropriate sounds to accompany a story. They learn to give descriptive words to describe sounds, begin to recognise pitch and follow a beat to play together. By the age of seven they play a range of percussion instruments, sing songs together and follow simple music patterns. Most pupils in the resource groups learn to repeat jingles and to sing a range of songs tunefully. Those pupils with additional special educational needs make satisfactory progress. They respond well to music sessions but lack specialised equipment to help them do better.
- 106 . All pupils enjoy the activities of singing and playing, they relate well to adults and to one another. They sing with enthusiasm and concentrate well. Some pupils are able to take a turn, choose an instrument and have become more confident. Behaviour is good.
- 107 . The quality of teaching is good. Teachers use a variety of resources well to engage the attention of the pupils and humour is used effectively to make lessons enjoyable. They expect pupils to handle instruments carefully and to listen to instructions. Staff, through appropriate in-service training, have satisfactory levels of expertise. The sound and light room is put to good use and exciting taped music encourages pupils to respond. Lessons are usually planned appropriately taking into account pupils' progress and they provide a range of activities. The recording of the progress individual pupils make is insufficiently developed. In consequence annual review reports do not have sufficient detail of pupils' progress in music.
- 108 . The co-ordinator is the headteacher who has a satisfactory overview of music in the school and has organised new percussion instruments. Effective use is made of events outside the school to enrich the curriculum, for example, visits to 'Make Music Now' and a Saturday morning music session is held locally for children and families. National Curriculum requirements are met and the subject makes a positive contribution to the spiritual and cultural development of pupils.

## **Physical education**

- 109 . Pupils' progress in physical education is good overall and ranges from excellent to good. They play team games and know how to use rolling, sliding and jumping to move around the room. When working on the apparatus they make shapes with their bodies, perform safely and find solutions to problems, including how to complete a sequence of movements. Pupils develop dressing skills and grow in confidence on the apparatus. Pupils in one of the resource groups climb and slide in the soft play area and develop an awareness of their bodies. A pupil with additional special educational needs crawls along a bench with minimal supervision, a significant improvement over time. By the time they are seven, pupils have learnt to throw balls and they all make attempts at catching, many successfully. They improve their performances all the time and begin to link activities together. Their confidence and co-ordination increase further when they join in and perform to high standards at a local sports college.
- 110 . Pupils' response to physical education is consistently good. They are often very well-behaved and they wait quietly for instructions. They applaud the good efforts of other pupils and are enthusiastic and happy. In the younger classes, pupils learn to share and follow instructions and to work in teams. Whilst in the soft play area, pupils in a resource group take turns and listen to the adults. Older pupils develop their ability to work with partners and respond very well to other pupils that they meet when they attend the sports college. They listen to their advice and behave very sensibly.
- 111 . Teaching is good and on one occasion, excellent. There is a focus on the development of skills

with good use of examples of pupils showing how good they are. Teachers have a clear knowledge of the subject particularly with regard to shape and stance in gymnastics lessons. In the best lessons teachers assess performance as it is going on. Their expectations of work and behaviour are high. Teachers and support assistants work extremely well together giving consistent messages, for example, about safety and landing correctly from apparatus. Resources and facilities are used well. Pupils with additional special educational needs are well supported and the physiotherapist provides extra support and advice as well as working individually with pupils.

112. The subject co-ordinator has planned schemes for use across the school based on published schemes. These match pupils' needs and Individual Education Plans well. They also fulfil the requirements of the National Curriculum. The co-ordinator does not have the opportunity to monitor the subject other than by consultation. Physical education is well resourced. In addition to the hall and the apparatus in there, specialist rooms provide a wide range of experiences and opportunity. The soft play room is small but well used. The swimming/hydrotherapy pool is currently out of use due to health and safety difficulties, but is usually exceptionally well used by the school and the wider community. The programmes in school are further enhanced by many other activities. Pupils visit local a sports college and make very good progress. They also make very good progress when taught by professional football coaches. Subject development planning is in its very early stages.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

113 . To gather firsthand evidence, five inspectors, including a lay inspector, spent 18.5 days in the school. About 60 hours were spent directly observing teaching and learning, talking with children and pupils and listening to them read. Eighty-two lesson observations were made.

- . Discussions were held informally with children and pupils about their work.
- . One whole-school assembly and several class quiet or special times were observed.
- . Six registration sessions were observed.
- . Inspectors analysed samples of work from each year group and every class together with any records, Statements of Special Educational Need, annual reviews and Individual Education Plans for these children and pupils. Files belonging to pupils who left the school at the end of Key Stage 1 were also examined.
- . About 15 per cent of the pupils shared books or read with inspectors, demonstrating a range of skills. Other children and pupils read or shared books with staff as usual and inspectors observed.
- . Play-time and lunchtime arrangements were observed. Inspectors observed the arrival and departure of transport and spoke with drivers and escorts.
- . Discussions were held with the headteacher, deputy, teaching, non-teaching staff, the chair and members of the governing body. All subject co-ordinators talked about their role. Opportunities were taken to have discussions with speech therapists, physiotherapists, the school nurse and the educational psychologist.
- . An inspector accompanied pupils to a physical education lesson at a local sports college.
  - . An inspector visited a pupil integrating at their local primary school.
- . Inspectors attended a physiotherapy session and watched speech and language therapists at work.
- . Responses from questionnaires and comments from the parents' meeting were analysed.
- . A wide range of documentation was analysed, including the management and budget plans, school policies, topic planners, schemes of work and teachers' planning.



## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
N- Y2	65.5	61	61	12

### Teachers and classes

#### Qualified teachers (N – Y2)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	7.3

#### Education support staff (N - Y2)

Total number of education support staff	12
Total aggregate hours worked each week	390
Average class size:	9.3

### Financial data

Financial year: 1997-1998

	£
Total Income	545,617.00
Total Expenditure	540,237.00
Expenditure per pupil	7,300.50
Balance brought forward from previous year	17.00
Balance carried forward to next year	5,397.00

**PARENTAL SURVEY**

Number of questionnaires sent out:

52

Number of questionnaires returned:

18

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	78	22	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	94	6	0	0	0
The school handles complaints from parents well	67	28	5	0	0
The school gives me a clear understanding of what is taught	72	22	6	0	0
The school keeps me well informed about my child(ren)'s progress	78	17	0	5	0
The school enables my child(ren) to achieve a good standard of work	67	17	16	0	0
The school encourages children to get involved in more than just their daily lessons	78	17	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	50	28	22	0	0
The school's values and attitudes have a positive effect on my child(ren)	72	17	11	0	0
The school achieves high standards of good behaviour	67	28	5	0	0
My child(ren) like(s) school	72	28	0	0	0

**Other issues raised by parents**

No other issues raised.