

# INSPECTION REPORT

Welburn Hall School  
Kirkbymoorside

LEA area: North Yorkshire

Unique Reference Number: 121766

Headteacher: Mr J V Hall

Reporting inspector: Dr D Alan Dobbins

Dates of inspection: 27 September – 1 October 1999

Under OFSTED contract number: 708356

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Special (Physical disabilities and communication disorders)

Type of control: Local authority (North Yorkshire)

Age range of pupils: 8 – 18 years

Gender of pupils: Boys and girls

School address: Kirkbymoorside  
York  
North Yorkshire  
YO6 6HQ

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Appropriate authority: Governing body

Name of chair of governors: Reverend J Warden

Date of previous inspection: November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Dr D Alan Dobbins, RgI	Art; geography; physical education.	Attainment and progress; quality of teaching; leadership and management.
R Motherdale, Lay Inspector		Attitudes, behaviour and personal development; attendance; links with parents and the community.
N Buckingham	English; music; religious education.	Spiritual, moral, social and cultural development; efficiency.
J Hall	Science; design and technology; information technology.	Equal opportunities; curriculum and assessment; staffing, accommodation and learning resources.
M Kell	Mathematics; modern foreign language; history.	Special educational needs; support, guidance and pupils' welfare; residential.

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## MAIN FINDINGS

### What the school does well

- Is a very good environment for learning.
- Promotes good progress in many subjects.
- Provides good quality teaching in most lessons.
- Promotes very good standards of behaviour.
- Establishes very good relationships between pupils and between pupils and staff.
- Promotes good social development and prepares students well for life after school.

### Where the school has weaknesses

- I. In monitoring and evaluating the quality of its work.
- II. In recognising the progress pupils make over their time in the school.
- III. Subject co-ordinators have too little a role in leading the work in their subject.
- IV. The school is not making the most effective use of the residential provision to promote the academic and personal development of pupils.

**The weaknesses are considerably 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 pupils at the school.**

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

Satisfactory improvement has been made since the last inspection, although some of the issues identified in the report of the last inspection have yet to be resolved fully.

V. The school development plan is now satisfactorily formed and identifies priorities for development.

VI. The curriculum pays due regard to the National Curriculum and is now appropriately balanced. Teaching time at Key Stages 3 and 4 has increased and is now in line with the recommended guidelines.

VII. Health and safety issues identified previously have, in the main, been dealt with.

VIII. Classroom accommodation has improved since the last inspection, mainly through refurbishment. Toilet facilities are much improved, but the changing facilities for physical education are still inadequate.

## Whether pupils are making enough progress

Progress in:	By 11	By 16	By 19
Targets set at annual reviews or in IEPs*	C	C	B
English:			
listening and speaking	C	C	C
reading	C	C	C
writing	C	C	C
Mathematics	C	C	B
Science	B	B	
Personal, social and health education (PSHE)	B	B	B

·	<b>Ke</b>
y	
<i>very good</i>	A
<i>good</i>	B
<i>satisfactory</i>	C
<i>unsatisfactory</i>	D
<i>poor</i>	E

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

### Best progress takes place in:

**Key Stage 2** Art; information technology; music; physical education, religious education.

**Key Stage 3** Geography; information technology; music; physical education; religious education.

**Key Stage 4** Geography; information technology; physical education; religious education.

**Independence** Art; geography; information technology; physical education.

### Education Unit

### · Quality of teaching

	Overall quality	Most effective in:	Least effective in:
5 – 11 years	Good	Science; art; information technology; music; physical education; religious education.	
11 – 16 years	Good	Science; geography; information technology; music; physical education; religious education.	
Post-16	Good	Geography; information technology; physical education.	
English	Satisfactory		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

Teaching is good or better in seven lessons in ten. It is very good in 31% of lessons. It is a strong element in the work of the school. In lessons using resistant materials, a part only of the design and technology curriculum, teaching is very effective.

*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	Very good. In lessons, at break times, lunch times, in the residential quarters and when pupils visit the local community.
Attendance	Good.
Ethos*	Very good. The attitudes of pupils to their work are good and the relationships between pupils and between pupils and staff are very good.
Leadership and management	Good. The school has a clear sense of direction for its work
Curriculum	Satisfactory overall, but most effective in preparing students in the Independence Education Unit for life after school.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual and cultural development is satisfactory. Provision for pupils' moral and social development is good.
Staffing, resources and accommodation	There is a sufficient number of teachers and experienced learning support assistants. Over all the subjects, resources are satisfactory. The accommodation is satisfactory for teaching the school's curriculum.
Value for money	The school provides satisfactory value for money.

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

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### • **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
IX. Their children like attending the school X. The school encourages personal and social development XI. They find it easy to approach the school when they have problems XII. It promotes good behaviour	

### • **Inspectors' judgements endorse the positive view which parents have of the school.**

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## KEY ISSUES FOR ACTION

The governing body, headteacher and the senior management team should:

- XIII. develop and implement procedures whereby they monitor and evaluate the effectiveness of
- a) teaching, (Paras 29; 66)
  - b) the curriculum, and (Paras 66; 89; 102)
  - c) pupils' academic, personal and social progress, and their behaviour and attendance at school; ((paras 20; 46; 47; 49; 50; 51; 66)
- ) further develop the role of the subject co-ordinators so that they lead, monitor and evaluate teaching and learning across all key stages; (Paras 45; 69; 89; 102; 124; 132; 139; 157)
- ) develop and implement whole school procedures for assessing pupils' attainment in all subjects, which take account of the special educational needs of pupils, record progression within and between key stages and inform teaching learning and the development of the curriculum; (Paras 27; 35; 36; 48; 89; 101; 132; 139)
- ) develop and implement procedures for making more effective the contribution of the residential provision to pupils' academic progress and personal development by
- a) producing effective care plans which include planned provision for personal and social growth, (Paras 60; 61)
  - b) further developing the planned links between the teaching, learning support and residential care staff, especially at the beginning and end of the school day, and (Paras 33; 61)
  - c) further developing the induction procedures and the programme of professional development for care staff. (Paras 64; 72)

## **INTRODUCTION**

### **c) Characteristics of the school**

1. Welburn Hall is a residential special school for boys and girls aged eight to eighteen years. It is a designated school for pupils with physical disabilities and in recent years has educated pupils with communication disorders and moderate learning difficulties. Currently, most pupils have moderate learning difficulties, about a quarter of pupils have physical difficulties and a small number have severe learning difficulties. The registered admission number is 80. Forty-six pupils attend the school full-time, 30 boys and 16 girls. Twenty-eight pupils are weekday boarders. All pupils have statements of special educational need, but no pupil is dissatisfied from the requirements of the National Curriculum. The composition of the school is changing. An increasing number of pupils are being admitted with severe learning difficulties and with autistic spectrum disorders.
2. Pupils are drawn from all the areas of North Yorkshire and the social background of the pupils reflects that found over this large rural area. No pupils are from ethnic minorities. Eighteen pupils travel daily to the school on transport provided by the local authority. Some pupils spend up to one hour travelling to and from school.
3. The school aims to provide a caring environment in which all pupils gain a wide range of experiences in learning, creative, sporting, community and cultural activities, whilst developing socially through practising high standards of behaviour, respect, tolerance, care and consideration for others in an environment of happiness and security.
4. The school was inspected last in November 1995.

4. **Key indicators**

4. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	3.75
	National comparative data	8.00
Unauthorised	School	.02
	National comparative data	1.00

4.

4.

**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

4.

**Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	31
Satisfactory or better	95
Less than satisfactory	5

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews.
2. In the school as a whole, pupils make satisfactory or better progress in almost all lessons. In nearly six lessons in ten they make good or better progress and in one lesson in twenty they make very good progress. Progress is unsatisfactory in 7% of lessons.
3. In each aspect of English, pupils' make generally satisfactory progress, although in a small number of lessons in reading and writing it is unsatisfactory. At Key Stage 2, the National Literacy Project is well established. Progress in the skills of communication is satisfactory and is helped by the use of signing and symbols. The highest attaining pupils confidently talk to adults and respond well to instructions. The lowest attaining pupils are less confident in their use of language. Mostly, they respond with brief answers using monosyllabic words. At Key Stage 3, handwriting skills develop satisfactorily well. A small number of pupils can read fluently with confidence, but the majority is at the early stages and requires a great deal of adult help. At Key Stage 4, pupils make satisfactory progress in speaking and listening skills. Progress in handwriting is satisfactory. The range is from neat joined legible writing to ill-formed printing. Most pupils can understand the main points of a poem and can complete simple comprehension exercises. By the end of the key stage, they have acquired language skills, which enable them to enjoy and gain from group poetry readings and remember and recite their favourite poems. Students in the Independence Education Unit make satisfactory progress in all the aspects of English. They listen well to instructions and respond accordingly. Many can hold detailed and interesting conversations with known and unfamiliar adults. Skills in handwriting range from neat script to immature print. They can use the computer to write letters and to complete their schoolwork. By the end of their time in school, the highest attaining students are functionally literate.
4. In mathematics, pupils make satisfactory progress during Key Stages 2, 3 and 4. Students in the

Independence Education Unit make good progress. At the end of Key Stage 2, the lowest attaining pupils continue to work at a pre-number stage. They have learned to sequence items and to recognise the written numbers 1 to 3. The highest attaining pupils have progressed so that they attain at Level 2 of the National Curriculum, for example they can count on in 1's and 10's and know the number pairs that make 10. By the end of Key Stage 3, the lowest attaining pupils have progressed to Level 1 of the National Curriculum. The highest attaining pupils understand the place of each digit in a number. They can order numbers to 1000, use the vocabulary of estimation and can round numbers over 100 up or down. They attain at Level 3 of the National Curriculum. At Key Stage 4, progress is satisfactory. The highest attaining pupils reach Level 5. They have a sound understanding of the relations of addition, subtraction, multiplication and division and can apply these to distance, time and money. Good progress is made by the students in the Independence Education Unit. The highest attainers can complete the number-handling unit of the City and Guilds Number Power Scheme. By the end of their time in the Unit, they can confidently use their skills and their understanding of mathematics to deal accurately with money, plan a journey by reading bus and train timetables or an evening of television watching,

5. In science, over the three key stages, pupils and the students in the Independence Education Unit make good progress in their knowledge and understanding of the subject and in their practical skills when experimenting. Over the duration of Key Stage 3, for example they have learned about forces and motion, magnets and of the workings of the body. They observe carefully and can plan simple experiments. By the end of Key Stage 4, they have learned sufficient science to gain the Certificate of Educational Achievement in the subject and attain at Level 5 of the National Curriculum.
6. In the other National Curriculum subjects, throughout the school, pupils make good progress in physical education and in their lessons in information technology. They make good progress in religious education at each of the three key stages and in music at Key Stage 2 and Key Stage 3, the two key stages at which it is taught. The progress made in art is good at Key Stage 2 and in the Independence Education Unit and is satisfactory elsewhere. In geography, progress is satisfactory at Key Stage 2 and good elsewhere. In design and technology, over that part of the subject taught in the school progress is good. In history, pupils make satisfactory progress throughout the school, as they do in French at Key Stage 3 and Key Stage 4.
7. Since the last inspection, the progress pupils make has improved in geography, in the lessons specific to information technology and in French, music, physical education and religious education. The progress of boys and girls is equivalent, as is the progress of the lowest and highest

attaining pupils.

8. The school makes very good provision for the study of the arts. Through performing in the school's ambitious programme of plays and other events, and their regular visits to theatres, museums and to art galleries in the local area and particularly in the City of York, pupils make good progress in performing and in their understanding of the arts.

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

9. Pupils' attitudes to their learning have improved since the last inspection. Then, they were sound or good in nearly all lessons. Now, they are very good in one lesson in three and good or better in eight lessons in ten. Only in a very few lessons are pupils' attitudes to their work unsatisfactory. This occurs most often when their lesson tasks do not provide sufficient challenge.
10. Pupils concentrate well. For example, in a music lesson where, even though many found it difficult to maintain the beat, they were determined to sing the words. They take turns to answer questions and most are willing to contribute ideas. On the completion of lessons, they happily take responsibility for tidying the classroom, for example through putting away books. They work very well as individuals, but also work well on co-operative projects in small groups. They are respectful of their teachers and support assistants and also of the therapists, who work regularly with them. They take care of resources as they did, for example in a lesson in science when they very carefully used a delicate microscope. They are eager to do well for themselves and also for their teachers. They enjoy celebrating the achievements of others, as much as they do their own.
11. Overall, pupils' behaviour is very good and this makes a significant contribution to the good progress they make in most of their lessons.
12. Pupils' relationships with each other are very good, as they are with the staff. It is the custom that they are polite and helpful to visitors. They show concern when, for example someone is troubled and feeling upset. The common room for Key Stage 4 pupils provides a relaxing social area where friendships can be established and fostered.
13. The personal development of pupils is good. They can take responsibility for their own learning and contribute to the smooth running of the school. For example, they choose their meals and help clear away their dishes in the dining area. Pupils' have acquired good manners when eating their

meals. They dine with teachers and support staff, who act as good role models in an informal setting. Pupils' regular participation in activities for charity helps to promote their own personal growth through recognising the plight of others. For example, they are planning the contents of shoeboxes to be sent to support disadvantaged children in Romania. Older pupils understand the effect of the poverty and hardship on Romanian children. The oldest pupils gain from taking part in the Duke of Edinburgh Award Scheme, with its emphasis on community involvement through the completion of tasks that benefit the school neighbourhood. During riding and carriage driving lessons arranged by Riding for the Disabled, pupils have learned to understand the importance of grooming and caring for a pony, and that owners of ponies and other animals have responsibilities for their well being.

17. **Attendance**

14. Overall attendance at the school is good and has improved since the previous inspection.
15. The punctuality of day pupils is good. Transport arrangements operate satisfactorily well. Weekly residential pupils, some of whom travel long distances from home, sometimes arrive late at the beginning of the week, but this is an occasional and not a serious problem and does not affect pupils' progress. The considerable distances between the classrooms, dining hall and residential section causes pupils with significant movement difficulties to be occasionally late for lessons. However, they are quickly assimilated into lessons without disadvantaging the progress they or others make.
16. The school is not meeting statutory requirements for registering the attendance of pupils. Registers are not marked at the beginning of both the morning and afternoon sessions and some registers are marked in pencil.



20. **QUALITY OF EDUCATION PROVIDED**

20. **Teaching**

17. The quality of teaching has improved since the last inspection when it was judged to be good in three lessons out of ten. Now it is good or better in seven lessons in ten. In 31% of lessons it is very good. Only in a very small number of lessons is teaching unsatisfactory. Now, teaching is a strong element in the work of the school. The small number of pupils in most lessons, the very good relationships between pupils and staff and their very good management, are major contributors to the good teaching seen throughout the school.
18. Teachers have a good knowledge of the subjects they teach and a good awareness of the relevant Programmes of Study of the National Curriculum. Their knowledge of the learning needs of the pupils is very good. The good teaching, especially at Key Stage 2 and in the Independence Education Unit is based on their understanding of the needs of individuals, including the good use of statements, reviews and individual educational plans.
19. Teachers set high expectations. For example, in a very good lesson on trampolining in physical education, the detailed planning and the teacher's very good knowledge of the pupils resulted in all pupils making progress against an aim of the lesson, which was to learn to bounce on the trampoline. This was achieved even for the pupil with serious movement difficulties who lay on the trampoline and was bounced by the class teacher, helped by the physiotherapist.
20. Lesson planning is good, especially at Key Stage 2 and in the Independence Education Unit. In the best lessons detailed planning in the use of resources and in deploying support assistants, helps pupils make very good progress. The very good management of the pupils and the enjoyment pupils' gain from working with each other creates a positive environment for learning, which also helps to promote progress. Teachers make satisfactory use of time in lessons and of the school's resources. In the small number of lessons when pupils' progress is unsatisfactory, it is most often because of an over reliance on worksheets. In these lessons pupils too often rehearse known skills and little new learning takes place, or, less frequently, the worksheets are too difficult for pupils to gainfully complete.
21. In many subjects good use is made of the extensive grounds, for example in physical education, drama productions and the activity sessions on Thursday afternoons, to extend and enrich the

school's curriculum. Good use is made of the facilities in neighbouring schools for swimming and computing.

22. Pupils have sufficient opportunities for assuming responsibility for their own learning. Most often this will involve seeking information for themselves. For example, in a geography lesson that compared life in Texas with that in Yorkshire, pupils used the monthly magazine of Texas to find out how Texans dressed and how this differed from their dress.
23. In many subjects, for example mathematics and physical education, day-to-day assessment is very well used to record pupils' attainment. Teachers are good at identifying the gains pupils make through oral feedback, or more systematically through the checklists, which identify the skills and knowledge relevant to these subjects. However, for most subjects, particularly for pupils at Key Stage 3 and 4, the information gained by teachers does not match well with the targets written in pupils' individual educational plans. Therefore, recognising pupils' progress against these targets over a term, year or key stage is not easy.
24. The school has no homework policy. Day pupils have satisfactory opportunities to continue work started at school in the home because of the home-school book and the frequent contact with parents. However, pupils who are in residence, do not gain from carrying out homework because of the limited liaison between teachers and care staff.
25. No procedures operate to formally monitor and evaluate the quality of teaching throughout the school.

29. **The curriculum and assessment**

26. The curriculum is satisfactory. It is most effective in the Independence Education Unit where students make good progress and are well prepared for life after school. The curriculum has improved since the last inspection. National Curriculum subjects are securely in place. The time allocation to subjects is better balanced, than was previously the case. Although, in making these improvements, too little time is now allocated to English and this contributes to the unsatisfactory progress sometimes seen in reading and writing. The amount of taught time has increased since the last inspection. It is now appropriate for pupils at each of the key stages.
27. Religious education follows the locally agreed syllabus but the requirement to provide this subject

to students in the Independence Education Unit, who are older than 16 years, is not being met. The provision for careers education is very good. It is very well planned and co-ordinated and begins, as is required, in Year 9. By the end of Key Stage 4, pupils have experienced a wide range of work placements.

28. The school provides a good range of extra-curricular activities that include visits into the local area, which help to extend the curriculum and to develop personal, social and leisure skills. Students in the Independence Education Unit benefit from the opportunity to study at the local college of further education. At this time, no pupils attend mainstream schools as part of a programme which aims at re-integrating them, so that they ultimately attend mainstream schools full-time.
29. Provision for health education, sex education and attention to drug misuse is satisfactory and forms part of the science curriculum. The governing body has appropriately endorsed the very thorough policy on sex education. Even though the progress pupils make is good, planning for personal and social education is compromised by the absence of a named co-ordinator. The liaison between the teaching and the care staff is unsatisfactory. The lack of formal procedures that link both sectors of the school disadvantages pupils' attainment and their personal and social development.
30. All pupils have very good and equal access to all aspects of the school's curriculum. Non-ambulant pupils and those with significant movement difficulties experience the same curricular opportunities as their ambulant peers and participate fully in the activities of the school including the very successful drama productions.
31. The good work of the physiotherapists, occupational therapists and also the speech and language therapists helps to ensure that all pupils have equal access to all aspects of the curriculum and play a full part in the life and work of the school. Annual reviews of pupils' Statements of Special Educational Need are conducted appropriately and provide good guidance for planning programmes of work that meet each pupil's specific needs. However, the termly reviews of pupils' individual education plans do not satisfactorily recognise pupils' gains against their objectives. Mostly, this is because the objectives are too general and not easily measurable.
32. In most subjects, the long and medium term plans appropriately cover the relevant Programmes of Study of the National Curriculum. Procedures for assessing the attainment of pupils are

satisfactory at Key Stage 2 and in the Independence Education Unit, but at Key Stages 3 and 4 the recording of the pupils' attainments is irregular and often imprecise, especially in English, geography, history and information technology. At these key stages, different procedures are used in different subjects, which sometimes take little account of the learning difficulties of pupils, and too frequently do not allow for the easy recognition of the progress pupils make over a term, year or key stage. Furthermore, they do little to inform teaching and learning or the further development of the subject.

36. **The Independence Education Unit**

33. The Independence Education Unit is efficiently organised. It provides 16 pupils with an effective base from which skills and confidence can be developed to make as independent as possible their lives after school.

34. The curriculum is good. It focuses on the development of independence skills. All the students are resident and this provides very good opportunities for them to acquire and practise the skills of independent living. This includes the development of literacy and numeracy. By the end of their time in the unit, most students are functionally literate and functionally numerate. They have good opportunities to take part in a range of work experience and are given very good advice from a careers officer. They attend a local school for evening classes in computer use and the highest attaining pupils are very good at using word processing packages and spreadsheet programs. Socially, they gain from taking part in the activities of the local youth club.

35. The students are well known by the care staff and their teacher. The very good relationship established between adults and students helps to promote growth in self-confidence and maturity and helps to ease their transfer into the adult world.

39. **Pupils' spiritual, moral, social and cultural development**

36. Overall, the provision for spiritual, moral, social and cultural development of pupils is good. This is an improvement since the last inspection.

37. The very good ethos, which provides a supportive and happy atmosphere in which all pupils are valued and respected and in which relationships are fostered, contributes to pupils' spiritual development. Assemblies routinely include acts of collective worship in which pupils have time to

reflect and to consider others in calm surroundings. Lessons in religious education make a contribution to pupils' spiritual development. They learn and are encouraged to think about their own religious beliefs and those of others.

38. Pupils' moral development is good and is supported by the very good relationships that exist throughout the school. All staff provide good role models and pupils are expected to know the difference between right and wrong. The value of respect for others, and for property, can be seen in and around the school and in the way pupils help and encourage each other and the care that they show when handling resources.
39. Pupils' social development is good, even though there is no co-ordinator with over all responsibility. It is well promoted through a number of activities both in the school and in the residential provision. Planned visits to the community for a variety of reasons encourage pupils to be aware of, and to develop their behaviour in different social settings. The careers programme for older pupils and students, in which they participate in work experience and visit the local college of further education helps make a significant contribution to their social development. An awareness of others in need is fostered through fund raising events, such as the Readathon, Comic Relief and the shoebox collection for the children of Romania. In the residential setting older pupils routinely help those who are younger. Lunch times provide very good opportunities for adults and pupils to chat informally and practise appropriate personal and social skills. Drama, in particular the school's regular productions, makes a good contribution to team building and to the self-confidence of pupils.
40. Provision for cultural development is satisfactory. Although pupils do not often meet people from other cultures, the school provides many opportunities for them to develop cultural awareness. For example, in art, when studying different artists; in music, when listening to a range of composers; in French lessons and in the study of literature. Religious education contributes to pupils' knowledge of other cultures through the study of different faiths and where they are mostly practised.
41. Because the role of subject co-ordinators does not include recognising the contribution their subject makes to the provision for spiritual, moral, social and cultural development, opportunities are lost to further improve the provision and its effects on pupils' development.

45. **Support, guidance and pupils' welfare**

42. The school successfully promotes the health and welfare of its pupils. However, the procedures for monitoring pupils' academic, personal and social development, and their behaviour and attendance are unsatisfactory. This acts to limit the effectiveness of the support and guidance offered to pupils.
43. For example, even though pupils' progress in mathematics is well recorded, as is their attainment in, physical education this is not the case for all subjects. In most subjects, the criteria used to assess pupils' work does not easily recognise the small gains made by pupils with significant learning difficulties. This results in the assessment of pupils' attainment being too imprecise to allow an accurate judgement of the progress they make, to support the writing of precise annual reports or to determine if the targets in their individual educational plans have been met or not.
44. The input of the full time physiotherapist and the assistant, the part-time occupational therapist and the speech therapist are significant and integral features of individual education plans. They work well with pupils on a withdrawal basis and also within the classroom and residential setting. An educational social worker visits the school fortnightly and provides an effective liaison between the social services disability team and the work of the school. The full effect of their work is hindered because the individual education plans are not well used as working documents. They are not easily accessible to staff and their contents are not always known by the learning support assistants.
45. Procedures for registering attendance are unsatisfactory and do not meet statutory requirements. Over classes, there is inconsistency in the procedures followed to mark registers. Staff use different systems for recording absence and medical absences are frequently not designated correctly. They are marked at the start of the school day and are then stored in the deputy headteacher's room, away from the school office, until the next day's registration. No registers are marked at the beginning of the afternoon. Arrangements for monitoring dismissal time at the end of the day do not secure the safe departure of pupils. Signing in and signing out procedures for pupils are limited to a tick list for the duration of the school day and do not extend to pupils returning to the residential premises from their classrooms.
46. The school's prospectus identifies its aim of promoting personal development through all its activities. On a day-to-day basis this is well achieved within the caring ethos of the school. In

individual lessons in personal and social education pupils most often make good progress. However, the targets for personal development, identified in their individual educational plans, are too imprecise and not sufficiently well monitored or evaluated to provide effective support.

47. The school has a policy on discipline and the behaviour of pupils is invariably very good. The small numbers of specific and significant incidents of disruptive behaviour that do occur are recorded as required. The school has recently moved to recording these in line with best practice. However, there is no coherent strategy for managing and changing the behaviour of the small number of pupils whose behaviour is challenging. For these pupils no records are kept that help to monitor inappropriate behaviour by logging frequency, intensity and duration or identifying critical triggers for the behaviour. Although bullying is not a problem, the school has no policy document giving the procedures for dealing with bullying.
48. The school promotes equal opportunities for all its pupils. This is evident in practice in both the school and residential settings. The work of the therapists linked to the school very effectively helps pupils access all aspects of the school's curriculum. This was well demonstrated by pupils on an off-site visit to support their work in history when all pupils, including those in wheelchairs, took part fully in the activities of the visit. The policy for pupils with special educational needs is good and all aspects of the statementing procedures, including annual reviews, are appropriately conducted.
49. Child protection measures operate effectively. Staff are aware of the procedures which they may need to follow but pupils are reminded too infrequently of what they need to do should they have concerns. For example, appropriate literature, presented in a format accessible to pupils such as pamphlets or posters is very limited. The provision for medical care is very good, and is supported by secure and comprehensive records and clear medical plans. There is a detailed lifting policy and clear procedures associated with arranging school trips and visits. Suitable records are kept, but fire drills are too infrequently practised.
53. **Partnership with parents and the community**
50. The school's partnership with parents and the community is good. The quality of information that the school provides for parents and carers is satisfactory and has improved since the last inspection. Teachers, therapists and parents now make good use of the home-school diary that includes work covered by the pupils and treatment that has been received. It also acts to very

effectively transfer messages between teachers and care staff and the pupil's home. A very attractively presented and informative newsletter is sent to parents and friends of the school each term. This contains a broad cross section of the achievements of individuals and the group successes of the pupils, examples of their work and a summary of the school's fund raising and social activities. It successfully presents the work of the school to parents and to members of the local community.

51. The school prospectus does not contain all the information that is statutorily required. Information is not included on the school's policy for children with special educational needs or on how the governing body intends to implement the policy. The annual report of the school to parents on the achievements of their children continues not to comply with statutory requirements. Not enough account has been taken of this issue, which was included in the last inspection report. Attainment targets are not set for pupils at Key Stage 2, and their achievements in information technology are not reported separately. Although the reports cover what pupils study and contain information on the attitudes of pupils to their work, they rarely give details of what pupils know, understand and can do.
52. Parental involvement in pupils learning is satisfactory. Homework for day pupils and residential pupils is limited and inconsistent and not based on an agreed policy. Pupils in some classes are encouraged to take home their reading books regularly and to read in the evenings in the residential sector. Parents make a very good contribution to the school's fund raising activities. Most often, the money is used to purchase additional resources for learning. Most parents live considerable distances from the school. This acts to prohibit frequent and routine contacts, for example as parent helpers.
53. The work of the school is enriched through the very good links with the local community. It enjoys a high profile within the community and benefits from the continued support of a wide range of businesses, which are, used for work experience placements. It routinely enjoys a very good response to the annual summer fayre, from both parents and from others in the local community. Pupils benefit from the committed support of volunteers from the Riding for the Disabled Association who work closely with the physiotherapists based at the school. Regular volunteers help out with a range of activities for pupils that include quad and tri-bike riding. These activities extend and enrich the school's curriculum.
54. The planning to improve the school's provision through the addition of a new living skills and food



technology block has greatly benefited from the innovative partnership which has especially been established between the school, its supporters in the local community and a charitable organisation.

55. No pupils attend mainstream schools as a first step to promoting their re-integration. Pupils who are in residence do attend youth clubs in the area and some attend evening classes in the town.

59.

59. **Residential Provision**

56. The school has only recently been able to appoint a head of care, the post being functionally vacant for the previous eighteen months. The residential provision is not adequately supported by policy documents and their procedural guidelines and this results in, for example, fire drills being practised with insufficient regularity and all entries not being recorded in the night logbook.

57. Pupils can take part in the programme of evening activities available, which include visits to the local community, for example, over the time of the inspection to a barbecue. For pupils at the three key stages, the lack of planned links between the teaching staff, learning support assistants and the residential care staff especially at the beginning and end of the school day act to limit the potential of the residential provision to effect all aspects of pupils' development. This is exacerbated by the absence of acceptable procedures for co-ordinating care plans with pupils' individual education plans. These include inputs from support personnel such as the therapists, which can usefully advise the work of the residential staff. Because of this, the work of the school is not effectively promoted in the residential setting and the good developments that are made in the residential setting are not supported in the school.

58. For students in the Independence Education Unit the link between their teacher and the residential staff is better established. Their individual education plans include educational and social targets and care workers are actively involved in recording and assessing gains against these. The primary aim of the Unit, to promote pupils growth towards independence is very well supported by the opportunities provided in the residential setting. Students are encouraged to develop independence within the residential setting in preparation for life after school through, for example keeping their rooms tidy and in good order and by making simple meals for themselves. Although the bungalow located close to the residential provision poses an additional risk to the work of the school, it provides a very good opportunity for students to demonstrate their ability to be independent.

59. Arrangements for administering medicine are satisfactory, but do not include the requirement of two members of staff being signatories when non-medical staff administer the medicine. Procedures to ensure that staff know the location of pupils are not sufficiently precise and they need to be able to recognise when pupils enter and leave the residential setting at the beginning and end of the school day. The telephones that are available for use by pupils are not sufficiently private.
  
60. The lack of a planned programme for the induction and of appraisal for care staff, and the few opportunities afforded for the further professional development of staff, act to limit the effect of their contribution to the care and progress of pupils

64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

64. **Leadership and management**

61. Since the last inspection, the governing body and the headteacher have given much time to, and have done very well, in securing the additional funds required from the local authority to fund the running of the school in its present configuration of residential and day pupils. In this respect, the governing body provides very good support to the headteacher.
62. Concerning the day-to-day running of the school, the governing body recognises the need to implement procedures for evaluating the cost effectiveness of developments outlined in the school development plan. Also, for producing and implementing procedures for routinely monitoring and evaluating the quality of teaching, the curriculum, pupils' academic, personal and social progress and their behaviour and attendance at school.
63. The school continues to be soundly led by the headteacher who is very well supported in the day-to-day work of the school by the deputy headteacher. Until the recent appointment of a head of care, the absence of the position holder for an extended period of time acted to limit developments in the residential provision. An appropriate educational direction for all the work of the school is now secured and provision in most of its areas of work is effective.
64. Satisfactory improvement has been made in the key issues identified at the last inspection, although some have yet to be fully resolved. The school development plan is better formed. It satisfactorily prioritises and costs the developments for the current year and projects forward developments for future years. It does not include information on the criterion for recognising the success of the developments, or the procedures for establishing the extent to which they have been cost effective. The curriculum meets statutory requirements and is now appropriately balanced. Teaching time at Key Stages 3 and 4 has increased and is now in line with the recommended guidelines. The health and safety issues identified in the last inspection have, in the main, been dealt with. The nature of the site, for example the size of the grounds and of the main building and the school's bungalow, continue to create security problems. Outdoor lighting has been improved and the single entrance to the main building at night is through a door that locks automatically to provide increased security. Classroom accommodation has improved since the last inspection, but mainly through refurbishment. The classrooms remain small, as does the library, but through the good use of

display they provide attractive learning environments for classes of small size. Toilet facilities are much improved, but the changing facilities for physical education remain inadequate. The school's capacity for continued improvement is good.

65. Management of the curriculum has improved, but the role of the subject co-ordinators still does not include being responsible for monitoring and evaluating teaching and learning. Nor do their duties include being accountable for the work in the subject to senior managers and the governing body. This limits the planning arrangements for the effective delivery of the curriculum.

66. The school charter and its aims are clear and appropriate. Through promoting high standards of behaviour, respect, tolerance, care and consideration for others, the school endeavours to provide a learning environment in which all pupils gain wide experiences in learning. To a considerable extent these aims are being achieved. The caring ethos of the school is a reflection of the values of the governing body and is shared by all staff. This is easily recognised through the establishment of an effective learning environment, the routine expectation of high standards in teaching and in learning and the maintenance of a close and supportive relationship between pupils and all staff.

67. Statutory requirements, which relate to provision of religious education for post-16 students in the Independence Education Unit, the governor's annual report to parents, the school's report to parents on the achievements of their children and registers of attendance are not being met.

71. **Staffing, accommodation and learning resources**

68. The school has an appropriate number of well-qualified teachers and an appropriate number of learning support assistants. Collectively, teachers have a wide experience of teaching pupils with learning difficulties. They are deployed well and most lessons are taught by teachers with an appropriate subject specialism. The learning support assistants are experienced and have gained from participating in a good range of training. Arrangements for the induction and training of new support staff are unsatisfactory. The appraisal process for teaching and non-teaching staff is not sufficiently planned and the identification of the training needs of staff is irregular. The evaluation of training is, also, not well planned. Job descriptions for senior managers and curriculum co-ordinators are satisfactory and have improved since the last inspection. Well-qualified and experienced therapists and nurses provide effectively for pupils' additional special educational needs. The administrative and catering staff work well in their support for the school. The care staff fulfil their roles sensitively, but have too few opportunities to further their

professional development.

69. There is ample accommodation for the 46 pupils. The school has a registered admission number of 80. The caretaker and cleaning staff maintain the accommodation very well. There have been a number of improvements to the accommodation since the last inspection and it is now satisfactory. Changing facilities for physical education continues to be unsatisfactory. Girls are required to change behind a curtain in the gymnasium. Library provision remains limited. The financing and planning of further improvements to the accommodation have recently been agreed with the local education authority. The governing body and all staff at the school are looking forward to teaching in accommodation that fully matches the demands of the school's curriculum.

70. Expenditure on learning resources is below average for a school of this type. The school has a sufficient number of computers, but they are under used. The quality and quantity of resources for art and physical education are good. They are satisfactory in most other subjects, but are unsatisfactory in music and religious education. Pupils are not given the opportunity to experience a wide enough range of materials in design and technology because of the lack of a specialist room. The range and quantity of books in the library is unsatisfactory, but improving. Good use is made of the attractive school grounds, particularly for the school's summer drama productions and in subjects such as physical education.

74. **The efficiency of the school**

71. The day to day financial controls, procedures and administration of the budget by the finance officer are very good, as are the procedures to monitor spending and check invoices. Monthly reports are presented to the finance sub-committee, which has a good understanding of the structure and management of the budget and a realistic view of what can be achieved. It monitors spending within the school's budget plan very effectively. The school's finances have not been audited since 1996. All recommendations made at that time have been implemented appropriately.

72. Since the last inspection the school has effectively linked the budget to the school development plan. However, criteria have not yet been established for evaluating the effectiveness of spending or to judge whether individual developments have been cost effective.

73. The school's buildings are varied in size and design and the listed status of the main building limits the opportunities for change or development. As a consequence, management of the

accommodation is a complex task, which mostly is done well, although the residential accommodation is well able to house more pupils.

74. The school has secured a European Social Grant along with other funds, and has plans to update sections of the accommodation, especially that section in which the Independence Education Unit is housed. The governing body has created a special projects sub-committee to oversee bids and spending associated with this development. The school benefits from the considerable money gained from the local community that is primarily used to purchase resources to support learning and to help defray the costs of operating the school's minibus. This fund is audited annually.
75. The school has a large budget deficit, which has increased over the last three years. The current funding formula for the local management of special schools, as is operated by the local authority, will not reduce this deficit. This poses problems for the governing body. It discourages long term financial planning and requires that the governors and the headteacher allocate considerable time to securing funds to continue to operate the school, to the disadvantage of monitoring and evaluating the on-going work of the school.
76. The unit cost, especially for the residential provision, is high. However, given the good progress made by pupils, their very positive attitudes to their work and the good quality teaching they receive, the school provides satisfactory value for money.

80.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **80. ENGLISH, MATHEMATICS AND SCIENCE**

#### **80. English**

81. Pupils make satisfactory progress in English, although in a small number of lessons the progress made in reading and writing is unsatisfactory.

77. At Key Stage 2, the national literacy project is well established and planning for its implementation is good. Pupils' speaking and listening skills are satisfactorily learned and signing and symbols are introduced and are used well as aids to communication. The highest attaining pupils respond to instructions appropriately and can talk confidently with their class teacher or a visitor. The lowest attaining pupils are less confident in their use of language. Most often their response is brief, needs to be supported by teacher prompts and is made up of monosyllabic words. Handwriting skills are satisfactory. Work is well marked and annotated and shows clearly when progress has been made and helps to inform future teaching. Progress in reading is satisfactory.

78. During Key Stage 3, the highest attaining pupils have learned to hold conversations in which the content is about appropriate for their age. They can give simple, accurate explanations of their work. The lowest attaining pupils lack confidence in their use of language but respond with suitable answers when the questions are framed within their understanding. In the classes at Key Stage 3, methods for teaching reading and writing differ and this contributes to the varying rates of progress made by pupils over the duration of the key stage. Pupils at Years 7 and 8 make satisfactory progress in their literacy skills but the less structured approach, which operates in the classes toward the end of the key stage, slows the rate of progress. By the end of the Key Stage, a small number read fluently and confidently but the majority is at the early stages of reading and continues to need adult support. The opportunity for independent writing varies according to the class they are in and ranges from a good number to too few opportunities. The repeated use of cloze procedure through the over use of commercially available worksheets, that do not always match with the abilities of pupils, limits the development of the skills of free writing.

79. At Key Stage 4, the quality of handwriting varies and the progress of some pupils is hampered by their use of inappropriate pens, such as felt pens, to complete their work. When studying the Russian fable "The Firebird" most pupils can understand the main points of the story and with

some help can complete simple comprehension exercises, which ask about the plot and characters.

They enjoy reading poetry as a group and can remember their favourite poems. Their speaking and listening skills develop satisfactorily well, in part because of their work in drama. By the end of the key stage, most pupils have made sufficient progress so that they can engage in meaningful conversations with each other and with adults.

80. Students in the Independence Education Unit make satisfactory progress. They listen well to instructions and respond accordingly. Many can hold detailed and interesting conversations with both staff and visitors to the school. Handwriting skills vary, from neat script to immature print, but all are good at using computers to help in the writing of letters and other small pieces of work. The oldest students can summarise texts, for example Dick Francis novels about horse racing and intrigue, and know that he writes very informatively because of his experience as a professional jockey. The highest attaining students can discuss the structure of the novel, for example, the introduction, plot and the ending and know their purposes and how, in well formed novels, the information which they hold needs to be linked throughout.
81. At Key Stages 3 and 4, and in the Independence Education Unit, drama continues to make a positive contribution to the progress pupils make in their speaking and listening skills. They speak well in performance and gain confidence in speaking through performance. Drama also gives them opportunities to extend their knowledge of English literature when they become familiar with the plays of Shakespeare, for example Macbeth.
82. Pupils' attitudes in English are good. In most lessons they work and behave very well. They are co-operative and helpful towards each other and take turns to answer and to listen when others are speaking or when they are involved in role-play. Most willingly contribute their points of view in lessons and particularly enjoy their practical activities. Many immerse themselves in their role during drama. Only on a few occasions do pupils display disinterest.
83. The quality of teaching is mostly satisfactory and sometimes good or very good for students in the Independence Education Unit. In a small number of lessons at Key Stage 3, it is unsatisfactory. Lessons are well planned. Teachers' are knowledgeable of the subject and of the orders of the National Curriculum. In the best drama lessons teaching is very good. The positive ethos for learning in English lessons is very well supported by the practise of providing frequent praise and encouragement. Teaching is unsatisfactory when pupils complete work sheets that rehearse known skills and stimulate little new learning; when planning is insufficiently precise to meet the needs of



all pupils in the lesson; and there is little challenge in the work. In these lessons too many opportunities for learning are lost and lesson time is not well used.

84. Co-ordination of the subject over all the school is unsatisfactory. No planned procedures are in place for monitoring the curriculum, teaching or learning in English. The absence of a whole school approach to teaching reading results in different methods and books being used to the overall disadvantage of pupils' progress. Although some records are kept these are not well used by teachers to direct their teaching. Only a few pupils have an up-to-date reading age and this results in pupils' choosing books from the library that they are unable to read. Similarly, there is no whole school approach to handwriting and over all the school pupils' progress is, as a consequence, too variable. The time table allocation to English is low for a core subject.
85. Through the study of the literature of different countries, lessons in English make a good contribution to developing pupils' cultural awareness.

90. **Mathematics**

86. In mathematics, pupils make satisfactory progress over all the key stages and students in the Independence Education Unit make good progress.
87. The national strategy for numeracy informs the curriculum in mathematics at Key Stage 2 and at the beginning of Key Stage 3. In Key Stage 2, the lowest attaining pupils are working at the pre-number stage. They have learned how to sequence items and to recognise the written numbers 1-3. The highest attaining pupils are working toward Level 2 of the National Curriculum, for example they can count on in 1's and 10's and know the number pairs that make 10. Over the duration of the key stage, pupils make satisfactory progress in each of the attainment targets. At Key Stage 3, a small number of pupils continue to attain at pre-level 1 or at Level 1, but most attain at higher levels. By the end of the key stage, these pupils can understand the place of each digit in a number and order numbers to 1000. They are beginning to use the vocabulary of estimation and can round numbers over 100, either up or down. In division they can divide whole numbers by 10 and 100. At Key Stage 4, pupils' work toward attaining the Certificate of Educational Achievement, which is based on each of the attainment targets of the National Curriculum. The highest attaining pupils can use the correct terminology for common 2D shapes and understand their properties in terms of sides and corners. They have learned about turning movements and have grasped the concept of angles. Most gain sufficient knowledge, skills and understanding of mathematics to achieve a good

pass certificate.

88. In the Independence Education Unit students make good progress. The highest attaining students are working successfully towards the number-handling element of the City and Guilds Number Power Scheme. The lowest attaining students appropriately follow the National Skills Profile. In this way the school ensures that the gains students make in mathematics are recognised by their success in nationally accredited qualifications.
89. Pupils' attitudes to mathematics are good. They behave very well and actively and readily take part in mental arithmetic. During Key Stages 2 and 3, pupils are keen to contribute to their own learning by, for example, confidently going to the front of the classroom and writing on the board. They work well as individuals and as members of small groups. They can sustain their concentration well and their positive attitude to their work helps them make progress.
90. Over all key stages, and in the Independence Education Unit, the quality of teaching is satisfactory, sometimes it is good. Teachers are secure in their knowledge of the mathematics and of the Programmes of Study of the National Curriculum. The efficient management of classes, high expectations and careful planning are important factors, which help pupils and students make satisfactory or better progress. The good choice of teaching methods that allow pupils and students to be active in their learning for at least some part of each lesson also helps progress. At Key Stage 2, the contribution of the learning support assistants is good. Their involvement in lessons is well planned and throughout the lessons they are busy helping individuals or small groups of pupils. In a small number of lessons at the other key stages, the deployment of the learning support assistants is not well thought through. In these lessons they make only a little contribution to the progress made by pupils.
91. The subject is satisfactorily co-ordinated over all the school. The policy for mathematics needs to be reviewed and a more complete scheme of work developed. Teachers' assessment and recording of attainment is satisfactory, including the records of pupils who are working at pre-level 1. Due regard is paid to the Programmes of Study of the National Curriculum and all attainments targets are appropriately covered. The chart that shows the areas of mathematics studied by pupils allows the easy recognition of their progress. Samples of pupils' work at Key Stage 2 are effectively annotated and dated and provide very good evidence of pupils' progress.
92. The new procedures for assessing attainment and progress, which have been introduced by the

subject co-ordinator, are very good for recording pupils' attainment and recognising their achievements against the targets that are set for them. They provide good information on the effectiveness of the curriculum and help plan future teaching and learning. They are a very good model for assessing pupils' attainments and their achievements in other subjects.

97. **Science**

93. Pupils make good progress in science over each of the three key stages. During Key Stage 2, they cover all the elements in the National Curriculum Programme of Study. For example, they have learned about forces and motion by investigating the distance a toy car travels down an inclined slope. They have learned about magnetism and can accurately predict what material will be attracted to the magnets and also know about the different poles of the magnets. They know about food and the contribution of the different types of food to the metabolism of the human body. Over the key stage, the highest attaining pupils have gained a good understanding of the process of scientific investigation. They can set up simple experiments, collect information and make judgements about their findings.

94. The good progress made at Key Stage 2 continues at Key Stage 3. The curriculum pays due regard to the Programme of Study and by the end of the key stage the highest attaining pupils attain at Level 3 of the National Curriculum. In their study of food, they know of food chains, can recognise a healthy diet, and have learned about the digestive process and the enzymes that break down food. Their knowledge of electricity is good. They can plan a circuit with switches, lights, bells and buzzers, and can construct a circuit using a battery as the power source. By the end of the key stage, the highest attaining pupils can discuss the planning of an experiment. They recognise the need to vary one element in the experiment at a time, plan the experiment and make informed judgements on the data they have collected. Pupils at Key Stage 4 are working toward the Certificate of Educational Achievement. They progress well over all the elements of the curriculum, which closely follows the Programme of Study of the National Curriculum. They make good progress when working with chemicals, recognise changes when one chemical dissolves with another and can identify the pH of acids and alkalis. They have learned about viscosity through observing the flow rates of different liquids. They have made good progress in constructing their experiments, recording results, making judgements and writing up their findings. Most pupils achieve well in their work toward the Certificate of Educational Achievement.

95. Pupils' attitudes to their work in science are good, and on some occasions very good. They can

concentrate very well because they find the science activities interesting, accept the challenges of being asked to apply their knowledge and understanding, enjoy problem solving and are excited by their discoveries, for example on the conductance of electricity.

96. The quality of teaching has improved since the last inspection. Now, it good. Teaching is most effective when teachers have specialist knowledge of the subject. There is a good balance between whole class and individual class work. Too few opportunities are provided for co-operative work. The teaching of pupils with behavioural difficulties is especially effective through the provision of sensibly selected activities, which hold their attention. Progress in the recording of what pupils achieve, especially in Key Stage 4, is satisfactory. Informal assessment is well used to monitor progress during lessons. Procedures, which help link the short term planning of individual science targets, the assessment of pupils work, the recording and reporting procedures and the monitoring of progress are not sufficiently precise to best inform future teaching. Neither can they easily recognise the progress pupils' have made over the period of a term, year or key stage. Homework is not used well to help pupils' progress in science.
  
97. Provision for science has improved since the last inspection. The relevant Programmes of Study of the National Curriculum are appropriately covered. The assessment methods linked to the National Curriculum operate satisfactorily well. It is good that access to the General Certificate in Secondary Education is being considered for the highest attaining pupils. Teaching and learning in science, or the effectiveness of the curriculum, are not being adequately monitored or evaluated by the subject co-ordinator or by the leadership and management of the school. Information technology is not used sufficiently in science. This was recognised at the time of the last inspection. Pupils practice numeracy skills when drawing graphs and bar charts during investigative work. The highest attaining pupils make satisfactory progress in writing about their methods and results. Progress in speaking about science is better than in reading and writing about science.

102. **OTHER SUBJECTS OR COURSES**

102. **Art**

98. Pupils make good progress in art at Key Stage 2 and satisfactory progress at Key Stages 3 and 4. Students in the Independence Education Unit make good progress.
99. At Key Stage 2, art is not taught as a discrete subject but through the topic approach. By the end of the key stage, pupils have made good progress in drawing, painting and printing and in making skills, for example, in collage, papier-mache, clay, salt dough and plasticene. Topics studied include mini-beasts, settlements, forces and motion.
100. At Key Stage 3, pupils make satisfactory progress in learning the techniques of printing, for example, using mono-colour ink printing. They can make complex 2D plaques out of clay and by the end of the key stage the lowest attaining pupils can prepare their clay by wedging. They can roll out the clay and use a template to cut a panel of clay with straight edges, and they know how the firing process operates. The highest attaining pupils have learned to create patterns using impress and cross-hatching and to decorate their plaques with brush on glazing. In knowledge and understanding of art, pupils have studied successfully the techniques of Seurat, Turner and Monet. The highest attaining pupils make good attempts at applying newly acquired techniques. The lowest attaining pupils can observe and appreciate the work of these artists. They have learned to state their preferences using vocabulary that is appropriate to the subject. During Key Stage 4, pupils continue to make satisfactory progress. They make good use of visits to local art galleries and to other places of interest, for example, craft fairs to investigate the work of others. Students in the Independence Education Unit have made good progress in learning skills for designing and creating 3D objects in clay. They have learned how to use cutting and shaping tools in order to decorate ceramic artefacts. They have acquired good skills in observing objects before designing equivalent objects.
101. Pupils' attitudes to their work in art are at least satisfactory; in most of the lessons they are good. Pupils enjoy the opportunity to be active in their learning. They can concentrate and persevere at tasks very well, even when they find some of the tools difficult to use. For example, when designing, moulding and decorating a clay pot to hold a clay plant, or when they are challenged to draw faces which reflect 'happiness', or 'sadness', or 'worry'. Pupils and students behave very well in art lessons and can work successfully as individuals, as part of a class or as a member of a

group. Pupils relate well with each other and with staff who teach art.

102. The quality of teaching in art is good. The specialist teacher is secure in her knowledge of the subject. Expectations for the work of pupils are appropriate. Good use is made of time in lessons. The range of resources in the art room is satisfactory. This contributes to the quality of pupils' work and the progress they make. Pupils and students are very effectively managed by the teachers. Attention paid to health and safety rules is good. Individual educational programmes in art set appropriate targets for pupils and these are supported by a satisfactory checklist for recording the attainment of pupils. Both help to inform teaching and learning and contribute to the progress pupils make.

103. Lessons in art help pupils develop cultural awareness through the study of the artwork of different peoples.

108. **Design and technology**

104. Over the content of the subject as it is taught in the school, pupils' make good progress. In a small number of lessons progress is very good. For example, this occurs when they are designing, making and solving problems using resistant materials such as wood, metal and some mouldable materials. They can apply the skills they have learned in problem solving to other aspects of their lives. This is good and is an important strength in teaching and learning in design and technology.

105. At Key Stage 2, pupils have learned to cut, paste, and join and paint models made from junk materials. By the end of Key Stage 3, they can use more complex ideas when shaping and assembling materials. They have learned to talk confidently about their ideas. They can use simple mechanisms such as wheels and they can design and construct alarms, traffic lights and toys. From Key Stage 2 to the end of Key Stage 4, pupils improve the presentation of their plans and designs significantly. They make choices with increasing sophistication and become good at evaluating the things they have made. In food technology, students in the Independence Education Unit can prepare a simple meal. In other aspects of the subject they can use their number skills well to draw and make very good models of design ideas and prepare realistic evaluations of their products.

106. Pupils' attitudes to design and technology are very good. Older pupils have learned to work

independently, for example when preparing a meal. The behaviour of all pupils is very good. Equipment is treated with respect and used safely. Pupils find the work very interesting. They are well motivated by the subject and display great concentration and enthusiasm. Occasionally, pupils become frustrated because, in an effort to do their very best work, they set themselves tasks that are too difficult.

107. The quality of teaching is good. In a small number of lessons it is very good, and has improved since the last inspection. In resistant materials, the curriculum is well balanced and good teaching ensures that pupils make sound progress in planning, designing, making and evaluation skills. By Year 11, pupils are presented with some very challenging and relevant projects, for example designing and making pieces of furniture. Learning support assistants make a good contribution to the progress by very effectively helping and advising pupils. Because the work of pupils is regularly monitored those with difficulties are quickly recognised. End of project assessments are effective and are against the levels of the National Curriculum. The management of pupils is very good. Time is well used.

108. Over the full range of the orders for the subject, resources are unsatisfactory. The absence of specialist facilities to support the teaching of textiles and plastics, food technology and electronics makes progress unsatisfactory in these areas of the subject

109. Design and technology lessons make a good contribution to pupils' social development because pupils work together on co-operative projects, and relationships between the teacher and pupils are very good,

114.

### **French**

110. In French lessons, pupils make satisfactory progress over Key Stage 3 in listening and speaking but limited progress is made in reading and writing. No lessons were observed at Key Stage 4, and so it is not possible to judge the progress of these pupils in the skills of listening and speaking.

111. Pupils study French for the first time at the beginning of Key Stage 3. By the end of Key Stage 3, the highest attaining pupils can understand simple classroom commands, spoken by the teacher or heard from a tape recorder. They can respond with single words or very simple phrases. The lowest attaining pupils can respond by using single words and require considerable support to respond to questions.

112. Pupils enjoy French and have good attitudes towards it. They can listen attentively and respond appropriately to instructions and adhere to the rules of games such as “Simon says”, in which they are willing to take responsibility for giving instructions and respond maturely when they, or someone else, is caught out. They can sing together in lessons and can work co-operatively in pairs, for example when asking for a drink or asking their partner if they would like a drink. They enjoy their lessons best when they take an active part in their learning, for example through role-play or through the use of games.

113. The quality of teaching is good. The teacher has very good knowledge of the subject and sets high expectations. Pupils maintain their interest and make satisfactory progress because they are managed well and experience a good range of activities. These include games, real drinks, pretend money and song. Lessons are well planned around these activities and time in lessons is effectively used. Assessment is satisfactory and the information gained is used by the teacher to plan future work.

114. Pupils have benefited greatly by the appointment of a subject specialist. The policy for the subject is good and a newly introduced commercial scheme is helping to improve the progress pupils make. The accommodation is satisfactory. The resources for learning are good in range and quality. Lessons in French provide good opportunities to support pupils’ cultural development.

119. **Geography**

115. Pupils’ progress in geography is satisfactory at Key Stage 2 and good at Key Stages 3 and 4, as it is for students in the Independence Education Unit. This represents an improvement since the last inspection.

116. During Key Stage 2, pupils have learned skills such as observation, and interpreting and making simple maps and plans. They can successfully apply these to finding out about the area around their school. They learn through a topic approach about food, farming, houses and homes. Pupils can understand basic descriptions of the weather. By the end of the key stage, the highest attaining pupils can use directional language with ease and accuracy.

117. During Key Stage 3, pupils build on their knowledge of maps and the weather. They can understand and have learned to use the symbols on maps and they understand the grid reference



system. They have learned about settlement, both locally and in other areas of Britain and the world. For example, they know about Italy, can identify it within a map of Europe, and can tell of the weather and the terrain. As they progress through Key Stage 3, they learn to work at a more detailed level. By the end of the key stage, they can record details of daily weather over a half term and reach conclusions about the data that they have collected. They know how to measure temperature, recognise the direction of the wind, the points on a compass and they can measure the amount of rain that falls over a given period of time. They know the symbols for the weather and can, using appropriate language indicate the weather they like and what they do not like. At Key Stage 4, they have learned about their own region through comparing it with the State of Texas. During the key stage, the highest attaining pupils have become good at interpreting maps, locating the position of the United Kingdom in the world, and in recognising the position of their own region in the United Kingdom. Students in the Independence Education Unit have learned about their 'new' local area and its geographic characteristics.

118. Pupils respond well in lessons. They enjoy practical work and looking at artefacts, such as magazines and maps. Pupils' and students behave very well in lessons. The very good relationships they have with each other and with their teachers contribute to the good progress they make in geography.
119. The quality of teaching in geography is good or very good. When teaching is very good, tasks are carefully selected to match pupils' abilities. Lesson time is well used, as are the artefacts and resources. This enables pupils to gain a good understanding of the topic being studied. In a very good lesson on Texas, pupils were presented with a large flag of the State of Texas and a number of copies of the magazine of the State. The magazines particularly helped pupils to understand what life is like in Texas. Pupils' vocabulary of geographical terms grows considerably during the key stage. In a small number of lessons too many resources are presented for pupils to easily manage and in these lessons they find it difficult to make progress against the main aims of the lesson.
120. The subject co-ordinator operates no procedures to monitor and evaluate the effectiveness of the curriculum or of teaching or of the gains pupils make. The curriculum in geography reflects the orders of the National Curriculum appropriately. Lessons in geography make a good contribution to the social and cultural development of pupils, particularly at Key Stages 2 and 3, through the study of other countries and through the many opportunities pupils have to work collaboratively with each other.

125. **History**

121. At Key Stages 2, 3 and 4, the classes where history is taught, pupils make satisfactory progress.

122. At the beginning of Key Stage 2, the highest attaining pupils place events in sequence and have acquired a simple vocabulary for the passing of time, for example day, week or year. By the end of the key stage, they have studied periods of British history and ancient civilisations and have a better understanding of the past, which they can recall as stories. At the start of the key stage, the lowest attaining pupils have little understanding of the concept of time beyond common words and phrases, for example before and after. By the end of the key stage, their concept of the past is based on their knowledge of civilisations of the past, but without being able to understand the concept of distant past and near past.

123. At Key Stage 3, pupils gain a greater understanding of why people did certain things. For example, the highest attaining pupils can identify places on maps and talk about King Charles and the Civil War. The lowest attaining pupils contribute to classroom discussion but cannot recall factual information. At this key stage, pupils learn about significant events in British history, for example the industrial revolution and also begin to develop skills in investigating topics in history.

124. At Key Stage 4, pupils' understanding of the past becomes more refined. This is because history is made relevant to them, for example through knowing the names of local soldiers who died in wars and linking these with common names in the area. They continue to learn the techniques of historical inquiry, particularly those to do with locating information from primary sources, for example as they did when examining obituaries. The highest attaining pupils ask questions that indicate their good understanding of the changes in traditions and patterns of burials over time.

125. Pupils' attitudes to learning history are good. They behave well in lessons and relate well with each other. This was evident when they visited a local church. They walked along the road sensibly and were thoughtful and respectful when gaining information in the graveyard. They enjoy history best when they carry out practical work as they did on the visit to the church.

126. Teaching was not observed at Key Stage 2. At Key Stages 3 and 4 the quality of teaching is

mostly good and otherwise satisfactory. The teacher's very good knowledge, particularly about topics in local history and the frequent opportunities to undertake practical activities contribute to pupils' progress. A very good range of quality resources and display are used effectively to stimulate interest. Lesson time is, mostly, well used. In some lessons, the teacher's extensive knowledge of the subject can result in the major objectives of the lesson not being attained because discussion about more minor objectives, although interesting, has re-directed the teaching plan during the course of the lesson.

127. The subject co-ordinator manages history only at Key Stages 3 and 4. Pupils at Key Stage 2 do not benefit from being taught by the specialist teacher. This acts to promote a lack of continuity in learning from Key Stage 2 into Key Stage 3. No monitoring of teaching and learning occurs in the subject. Over Key Stages 3 and 4, recording and assessment is in a format that is too complex for the information to be used effectively in curriculum planning or for helping future teaching.

132. **Information technology**

128. Pupils make good progress in the small number of lessons specifically timetabled in information technology. Except for music, progress in information technology when it is used to support teaching and learning in other subjects is unsatisfactory.

129. In their information technology lessons at Key Stage 3, pupils have learned to locate information on CDROM and they can select and enlarge images on screen and print. With support, they can load the CDROM and the highest attaining pupils can remember the required routines in order to help others. Toward the end of the key stage, they have learned to use the keyboard well when word-processing. Pupils can input text, use upper and lower case letters, select and scan pictures to create a design, add text to their designs and print their work. They make slow progress in controlling, monitoring and modelling. At Key Stage 4, pupils have learned to use the digital camera successfully. They have learned to evaluate the quality of their photographs, and the highest attaining pupils can store and alter the photographs, including the use of colour.

130. Students in the Independence Education Unit make very good progress in learning their information technology skills when they study at a local college of further education. They can apply skills they have learned to carry out surveys and enter data on spreadsheets. They know enough to be able to improve the layout of their word processing.

131. In the small number of lessons dedicated specifically to information technology, the progress pupils make is better than it was at the last inspection. However, not all classes have access to information technology on a regular basis. Pupils in these classes make slow progress.

132. Pupils have very good attitudes to learning and to using their emerging skills in information technology. All pupils show good levels of concentration, perseverance and application. At all key stages, they enjoy using computers and rapidly develop an ability to use them independently of adults. Standards of behaviour are very high. Equipment is treated with respect. Relationships with staff are excellent. Pupils readily seek out and accept advice in their desire to succeed.

133. The quality of teaching in information technology is good at both Key Stage 3 and at Key Stage 4. Students in the Independence Education Unit receive very good support in school and at college. Those who teach the lessons specific to the subject have a secure knowledge and considerable skill in using the new computers, but other teachers and some of the learning support staff are less confident in their use. Lesson planning is of a much higher quality for the specific lessons than is the case when it is occasionally used to support teaching and learning in other subjects. This is because teachers do not plan sufficiently well for its use and do not assess the progress pupils make in their subject lessons. In these lessons, the match between the lesson tasks and the pupil's stage of learning is not always satisfactory. Frequently this results in the rehearsing of skills that the pupils have already acquired. Planning for the development of skills in communicating and handling information is better than that for developing the skills for control, monitoring and modelling.

134. Assessment procedures and the monitoring of progress in information technology across the school are unsatisfactory. This makes it difficult for teachers to recognise the progress pupils' make over the period of a term, a year or a key stage. Co-ordination of the subject is restricted to the *ad hoc* supporting of non-specialist teachers and does not include the formal evaluation of the curriculum or of teaching and learning. The skills of controlling, modelling and monitoring are rarely promoted in the curriculum.

139.

139. **Music**

135. Music is taught only to pupils at Key Stages 2 and 3. Older pupils have opportunities to take part in whole school musical productions that are a regular feature of the school and in which they gain experience and appreciation of music.

136. Pupils make good progress in music over both key stages. This is an improvement since the last inspection. At Key Stage 2, they are beginning to listen to and learn about the notable composers and the different variety of music. Some can remember different types of dancing associated with *Petrushka* and *The Sorcerers Apprentice*. The highest attaining pupils try hard, can maintain the correct beat and enjoy performing. Pupils handle instruments with respect. At Key Stage 3, pupils enjoy performing in a small group and can sing *a rondo* quite successfully. They find playing in unison quite difficult but pupils are keen to try, with some success. By the end of Key Stage 3, they are adept at using music to interpret stories, as they did when they used *The Ruby Prince* as a background for interpreting a snake dance, using snakes they had made previously. Small groups of pupils can perform their own music in front of others. They enjoy listening to others perform. Pupils are good at using computer software to help them with their music. For example, they can place hand bells in scale order by listening to the notes that are recorded by frequency, using a software program. The lowest attaining pupils also gain from using computer equipment. They are good at experimenting with a midi – creator to make music.
137. Pupils' attitudes to their work in music are good. Younger pupils enjoy performing and do so with gusto and enthusiasm. They try very hard to follow instructions even though sometimes this proves to be difficult. Invariably they behave very well and they listen and concentrate well. Even the youngest pupils take turns when they attempt to play the instruments that at all times they handle with considerable care.
138. The quality of teaching is good. Most lessons are conducted at a brisk pace and include a range of activities that have been carefully selected to meet the needs of all pupils and which keep them busy at their work. The specialist teachers very good subject knowledge combined with a good understanding of the learning difficulties of the pupils, results in interesting lessons which are characterised by high levels of activity and the good progress of pupils. Invariably, support staff are well deployed and contribute to pupils' enjoyment of their music lessons and the gains they make.
139. The policy statement for music is brief. The scheme of work does not allow easy recognition of what pupils have learned over a term or a year. Satisfactory assessment procedures record the attainments of pupils. Whole school productions give older pupils opportunities to perform and videotapes clearly demonstrate the enjoyment they gain and the good level of performance they achieve.

140. Lessons in music, through the study of composers from different countries, provide good opportunities to foster pupils' cultural awareness. Participating in group-work in lessons and in the school's musical productions helps the social development of pupils.

145. **Physical education**

141. Pupils make good progress in physical education over the three key stages, as do the students in the Independence Education Unit. This represents an improvement since the last inspection. Notwithstanding their learning difficulties, pupils enjoy physical activity and are well prepared to continue to take part in physical activities after they have left school. In swimming lessons the progress of the highest attaining pupils at Key Stage 2 and Key Stage 4 is equivalent to that expected for their age.

142. At Key Stage 2, pupils make good progress over all the elements of the Programme of Study. For example, progress in gymnastics is such that by the end of the key stage the lowest attaining of the ambulant pupils can perform a sequence that includes hopping, skipping and jumping, take their weight on their hands and they have learned to stop satisfactorily well. The highest attaining pupils have learned to sequence a greater number of movements that are more complex and include a number of different rolls and jumps, for example a star jump. They can perform the sequence with good co-ordination to a controlled finish. In swimming in the school's pool, by the end of the key stage, the lowest attaining pupils are water confident. They enjoy their water games and will bob their faces in and out of the water. The highest attaining pupils are water safe and have progressed to swimming 25 metres on their front or back. In games, they have learned the skills of basketball and of fair play. The highest attaining pupils learn to pass the basketball in a variety of ways with increasing accuracy and to move well into space to receive the ball. The lowest attaining pupils enjoy being competitive in games, even though their skill levels are more limited.

143. Over the duration of Key Stage 3, pupils continue to make good progress. In gymnastics, by the end of the key stage the highest attaining pupils show very good control of movement, including their own co-ordination and their control of space. By this time, all pupils have acquired and practised the skills of trampolining. The highest attaining pupils bounce well, stop well and are able to complete basic skills such as seat and knee drops. Both boys and girls enjoy learning the skills and tactics of games such as rugby and cricket. In the summer term they make good progress in athletics, in performance and technique. The weekly lessons in swimming take place at

a very good local facility. All pupils are water safe. Over the duration of the key stage, the highest attaining pupils learn to swim the basic strokes to a very good level. They quickly build up their endurance levels so that distance over 25 meters is achieved easily. There is an appropriate emphasis on safety. Pupils know the basic procedures for rescuing, using a pole, a life belt and a rescue line. Good progress is made in outdoor activities. The school grounds provide an excellent base for learning the skills of orienteering. Pupils are good at recognising places in the grounds from photographs and working out the best route to follow to visit two or three places.

144. The good progress made at Key Stage 2 and 3 is continued at Key Stage 4. By the end of their time at school, pupils have a good knowledge of various games and the skills and strategies required for success, also of the need for fair play. They are water safe and the highest attaining pupils will swim sufficiently well to be able to improve their cardio-vascular fitness through a programme of swimming. The regular end of term competitions in which the whole school takes part provide a good opportunity for pupils to practise their growing skills in a competitive situation and at the same time help in the development of their social skills.
145. The attitudes of pupils to lessons in physical education are very good. They gain enjoyment from being as active as they can, even given the difficulties with movement that some pupils have. They know the importance of being physically fit and of warming up before and warming down after exercise. They dress appropriately and pay due regard to the rules of safety and fair play. They work hard in their lessons to improve their techniques and their levels of fitness.
146. The quality of teaching in physical education is most often very good. Relationships between the specialist teacher and the pupils are very good. They are based on a mutual respect for each other. The teacher has a wide-ranging and in-depth knowledge of physical education. All pupils are afforded equal opportunities over all the aspects of the subject, notwithstanding their learning difficulties or their difficulties with movement. The good efforts of pupils are spontaneously celebrated by the class teacher, support assistants and other pupils and this promotes the best efforts from pupils, irrespective of their actual level of performance. With the exception of a delay in changing at the beginning and end of lessons because of the inadequate changing facilities in the gymnasium, lesson time is very well used, as is the good range of resources. The recording of pupils' attainments over all the elements of the Programmes of Study is very well done.
147. Physical education is co-ordinated very well. Long, mid and short term planning is very good and contributes to the good progress pupils make, as does the detail of the procedures for assessing

their attainments. With the exception of the unsatisfactory changing facilities within the gymnasium, teaching and learning in the subject is supported by good accommodation. This, even though the gymnasium is also used as a hall. The subject makes very good use of the school's extensive grounds and excellent local facilities for swimming. Resources for learning are good, both in range and in quality and are suitable for all pupils. Through their opportunities to work together, for example in outdoor activities, and the need to recognise the rules of games and events, physical education makes a useful contribution to pupils' social and moral development.

152.

### **Religious education**

148. Lessons at Key Stages 3 and 4 were observed during the inspection and teachers' planning and pupils' work for Key Stage 2 were analysed. Over all the key stages, pupils make good progress in religious education. This represents an improvement since the last inspection. However, religious education is not taught to students in the Independence Education Unit, all of whom are over 16 years of age, as is required by statute.

149. During Key Stage 2, pupils study topics about themselves and their families and have begun learning about churches. They can identify different features and are beginning to understand why a church is a special place. They look at types of journeys, for example the pilgrimage. At Key Stage 3, they have extended their knowledge and understanding of journeys when they discuss different types of pilgrimages, including modern day pilgrimages to, for example, Glastonbury. The highest attaining pupils have a good understanding of the different personal reasons for these journeys. They have learned about the gods and goddesses of the Ancient Greeks and are beginning to understand the notion of spirit religions, which builds on previous work about the significance of totem poles. By the end of Key Stage 4, their investigative skills are sufficient for them to use reference material to find out and report on the differences between the major faiths.

150. Pupils' attitudes to lessons in religious education are very good. They work hard in all their lessons. Behaviour is always good. They work well together and with adults. For the most part, they concentrate well and only very occasionally do pupils lose interest and fail to respond. They handle resources carefully and with respect.

151. The quality of teaching is good and in a small number of lessons it is very good. The specialist teacher has good subject knowledge and plans lessons carefully to ensure that pupils can take a full part. Good understanding of pupils' previous learning enables teaching to be well targeted and to



match with pupils' individual needs. Resources are well chosen and a good balance of activities ensures pupils' interest is maintained. As a consequence, lesson time is invariably well used. Relationships within the lessons are good and support staff are well deployed and make a good contribution to pupils learning.

152. The responsibility of the subject co-ordinator does not include oversight of the work carried out at Key Stage 2, although the North Yorkshire locally agreed syllabus is followed. Key Stage 4 pupils follow the relevant unit in the Youth Award Scheme. Their good achievements in religious education are recognised by this award. Long and medium term planning is clear and detailed but assessment procedures are unsatisfactory. They cannot be used to plan future teaching. Resources are adequate and sufficient for to meet the needs of the pupils. A good range of artefacts is well used. Lessons in religious education make a substantial contribution to pupils' spiritual development and through the study of different faiths help raise pupils cultural awareness.

## **PART C: INSPECTION DATA**

### **157. SUMMARY OF INSPECTION EVIDENCE**

153. A team of five inspectors visited the school for a total of 21.5 days. Fifty-nine lessons were seen in whole or in part.
154. The inspectors met all members of staff and they were formally interviewed, including those who work in the residential part of the school about their roles and responsibilities. Also spoken to were the physiotherapists, occupational therapist and the speech and language therapist who work at the school, the support assistants, the administrative assistant and financial assistant and some of the transport drivers and escorts.
155. Work of a high, average and low attaining pupil across all subjects was analysed in each class. Work displayed throughout the school; individual educational programmes, annual reviews and statements of special educational need were also analysed.
156. More than twenty pupils were spoken to at length. In each class three pupils, representing the range of attainment read aloud to an inspector.
157. Formal meetings were held with: the Chairperson of the Governing Body; the Chairperson of the Sub-Committee for Finance; two parent governors; the local authority's link adviser to the school, members of the Riding for the Disabled Association, the volunteer who operates the quad and tri-bikes and staff of the Ampleforth School Leisure Centre.
158. The views of the ten parents who attended a meeting with the Registered Inspector before the inspection (September 9, 1999) were taken into account. The sixteen questionnaires returned from parents were analysed.

## 164. DATA AND INDICATORS

### 164. 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
Y4- Y13	46	46	0	46

### 164. Teachers and classes

#### 164. Qualified teachers (Y4 – Y13)

Total number of qualified teachers (full-time equivalent):	7.4
Number of pupils per qualified teacher:	6.2

#### 164. Education support staff (Y4 – Y13)

Total number of education support staff:	5
Total aggregate hours worked each week:	162.5

### 164. Financial data

Financial year:	1999
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	£
Total Income	589424
Total Expenditure	699891
Expenditure per pupil	15906
Balance brought forward from previous year	-110467
Balance carried forward to next year	-231164

**164. PARENTAL SURVEY**

Number of questionnaires sent out:	46
Number of questionnaires returned:	16

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	69	31	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	75	25	0	0	0
The school handles complaints from parents well	53	40	7	0	0
The school gives me a clear understanding of what is taught	62	38	0	0	0
The school keeps me well informed about my child(ren)'s progress	69	31	0	0	0
The school enables my child(ren) to achieve a good standard of work	69	31	0	0	0
The school encourages children to get involved in more than just their daily lessons	81	19	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	38	15	0	0
The school's values and attitudes have a positive effect on my child(ren)	62	38	0	0	0
The school achieves high standards of good behaviour	69	31	0	0	0
My child(ren) like(s) school	81	19	0	0	0