

INSPECTION REPORT

Thomas Wolsey School
Ipswich

LEA area : Suffolk

Unique Reference Number : 124907

Headteacher : Mrs N. McArdle

Reporting inspector: Sarah J Mascall
20536

Dates of inspection: 4.10.99 - 7.10.99

Under OFSTED contract number: 708364

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special school for pupils with physical disabilities
Type of control :	Local Education Authority
Age range of pupils :	3-19
Gender of pupils :	Mixed
School address :	642 Old Norwich Road Ipswich Suffolk 1P1 6LU
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs Linda Hoggarth
Date of previous inspection :	December 1995

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Aspect responsibilities	Subject responsibilities
Sarah Mascall	Attainment and progress Leadership and management Teaching	Modern Foreign Language Personal, social and health education
Vanessa Wilkinson	Under fives Augmentative Education	English Music
Sue Yarnall	Curriculum and assessment	Mathematics Art (inc.art therapy) Non National Curriculum subjects at KS4
Philippa Clark	Efficiency Post 16 education	History Geography Religious education
George Davies	Attitudes, behaviour and personal development Staffing and accommodation	Design technology Information communication technology
Alan Tattersall	Support and guidance and pupils' welfare Communication curriculum	Science Physical education
David Dawson	Special educational needs Equal opportunities Attendance Spiritual, moral, social and cultural education Partnership with parents Work experience	

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WHAT THE SCHOOL DOES WELL

- .Teaching is good and as a result pupils make good progress in their learning
- .Careers education and guidance are very good and the provision for work experience is excellent
- .Pupils benefit from the very good links the school has with the community
- .The quality of information to parents is very good
- .The provision for pupils' moral, social and cultural development is very good
- .Relationships between pupils, students and staff are very good

WHERE THE SCHOOL HAS WEAKNESSES

- I. The management of the Post 16 provision is insufficiently linked to other areas of the school
- II. Progress for Post 16 students is restricted by the limited use of assessment and planning
- III. Opportunities to study a modern foreign language are limited and religious education is not offered to Post 16 students
- IV. There are a number of health and safety issues, including the lack of risk assessment and insufficient guidance for staff handling pupils
- V. Accommodation for the toileting and personal management of the youngest pupils is poor

Thomas Wolsey has many strengths and as a result is a good school. Where there are weaknesses these will form the basis for the school's action plan. This will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Much work has been done to address the key issues from the last inspection. The quality of teaching has improved and teachers now plan their work well to match pupils' ability. Sufficient time is allocated to all curriculum areas other than French. Although teaching time has been extended for Key Stages 3 and 4 lessons vary in length and some are still too long. Assessment and recording procedures and pupils' individual education plans have been improved and work is still continuing to improve them further. Arrangements for therapy sessions are better and ensure there is less disruption to pupils' time during lessons.

WHETHER PUPILS ARE MAKING ENOUGH PROGRESS

Progress in:	By 5	By 11	By 16	By 19
Targets set at annual reviews or in IEPs*	B	C	C	D
English:				
listening and speaking	B	B	C	C
reading	B	B	B	C
writing	B	B	B	C
Mathematics	B	B	C	C
Science	B	B	B	-
Personal, social and health education (PSHE)	B	B	B	C

Key	
<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:-**

English: pupils communicate with confidence using a wide range of communication skills. By Year 6 they develop their reading and writing skills well and have made good progress by Year 11.

Mathematics: pupils make good progress in Key Stages 1, 2 and 3. By Year 9 they know their times tables, identify square numbers and understand the concept of square roots.

Science: pupils make good progress in their understanding of scientific concepts and carry out experiments with confidence.

Physical education: pupils develop a range of skills both in games and swimming.

The least progress takes place in:

French: insufficient time is allocated to this subject to enable pupils to make better progress.

Post 16 students: the lack of IEPs prevents teachers from monitoring students' progress effectively and as a result not all make appropriate progress.

QUALITY OF TEACHING

	Overall quality	Most effective in:	Least effective in:
Up to 5 years	Good	All aspects	
5 - 11 years	Good	English, mathematics, physical education, science, design and technology, personal and social education	
11 - 16 years	Good	Physical education, science, art, design and technology, personal and social education	
Post-16	Satisfactory	Art, information communication technology, physical education	
English	Good		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

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

The overall quality of teaching is good. During the inspection 9 out of 10 lessons were satisfactory or better with 7 out of 10 being good. Teaching is good in the majority of subjects. The teaching of physical education is very good and pupils make very good progress as a result. In geography, history, French and religious education teaching is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils behave well in and out of school. Older pupils, particularly those in Post 16 are sensible and reliable when on visits.
Attendance	Good. There has been a marked improvement since the last inspection. Pupils clearly enjoy coming to school.
Ethos*	Good. Relationships between pupils, students and staff are very good. Teachers have high expectations of what pupils can achieve and pupils work hard.
Leadership and management	Good. The head teacher is well supported by the governors and the deputy head teacher. Together they provide strong leadership for the school and a clear vision for development. The support and monitoring of teaching is good.
Curriculum	Satisfactory. All subjects of the National Curriculum are taught and pupils receive a broad and balanced education. Sufficient time is allocated to all subjects other than French. However the length of some lessons can reduce the effectiveness of learning. Where they are too long some pupils struggle to concentrate for the full length of time.
Spiritual, moral, social and cultural development	Very good overall. Pupils know the difference between right and wrong and have many opportunities to develop socially. Cultural development is well promoted particularly through art and music.

Staffing, resources and accommodation	Good. Staffing and resources are effective in supporting pupils' learning. Accommodation overall is satisfactory. Although there are a good range of specialist teaching rooms one teaching area in the lower school is too small. The toileting and personal management area for younger pupils is poor.
Value for money	Good. The school provides effective teaching which ensures pupils make good progress. The school's funding per child is low in comparison to similar schools.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. parents felt that staff were easy to approach and are very supportive VII. the values and attitudes promoted by the school have a positive effect on their children's behaviour VIII. their children enjoy going to school IX. their children make good progress particularly in their independence skills.	X. a few parents raised concerns that pupils were not receiving all the help specified in the Statements of Special Educational Needs. These concerns were related to health provision.

The team's findings support parents' positive views. Where the Statements of Special Educational Needs were monitored by the team pupils' needs were being provided for in terms of their educational needs.

KEY ISSUES FOR ACTION

The governors, head teacher and staff should: -

XI. Improve the quality of the Post 16 provision by:-

- i) Establishing effective planning and recording procedures that focus on providing students with individual educational plans. These should aim to improve the rate of progress for students. (paragraph 85)
- ii) Ensuring the management arrangements for Post 16 provision follow closely those in place for other areas of the school. (paragraphs 60,97)
- iii) Offering religious education to Post 16 students. (paragraph 92)

XII. Improve the curriculum by:-

- i) Increasing the teaching time for a modern foreign language. (paragraph 30)
- ii) Ensuring that lessons are more equal in length and therefore not too long. (paragraph 30)

XIII. Improve the accommodation for the toileting and personal management of the youngest pupils. (paragraphs 72,112)

XIV. Address health and safety concerns including:- (paragraph 50)

- i) Improving identified areas of concern.
- ii) Undertaking regular risk assessment of building and activities.
- iii) Agreeing procedures and extend opportunities for training in the lifting and handling of pupils.

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

XV. Working with the LEA, improve the quality of facilities for lower school pupils in terms of classroom (paragraph 71)

XVI. Ensure that the new format for IEPs is used consistently throughout the school. (paragraph 44)

XVII. Ensure that plans to improve staff's signing skills and use of augmentative communication aids are put into place as soon as possible. (paragraphs 51,52)

INTRODUCTION

Characteristics of the school

1. Thomas Wolsey school caters for pupils and students with physical disabilities between the ages of 3 and 19. The range of special needs of the pupils is very wide and includes pupils with moderate and severe learning difficulties. There are 81 pupils at present which is a reduction in size since the last inspection. This reflects the increase in the number of pupils being integrated into mainstream.
2. Children with identified special educational needs or those needing assessment are admitted to the nursery from the age of three. There are currently fourteen children attending the nursery session on a part time basis. Nursery sessions take place in the mornings and include a short lunchtime. The number of sessions attended by each child is carefully planned to reflect his/her individual needs. Younger reception age children spend the morning in the nursery and join with older reception age children and pupils in Years 1 and 2 for the afternoon. In the afternoon session reception age children are appropriately involved in learning experiences that are planned from the National Curriculum programmes of study.
3. The majority of pupils come from the county of Suffolk. However, a small number travel in from north east Essex. The majority of pupils are taken to and from school by taxi, although a small number of pupils are brought in by their parents. Few pupils live near the school and all come from homes where English is the first language. 25% of pupils have free school meals which is an increase of 5% since the last inspection.
4. Since the last inspection the school has undertaken a number of initiatives. These include the development of an assessment process which is now used by the LEA and a tracking system to record pupil achievement.
5. The school believes "that all children have the ability to learn and achieve". Its aims are to :-
 - Provide a rich stimulating and rewarding environment in which children and young adults can flourish and develop.
 - Provide opportunities, experience, teaching and therapy which prepare each child for his/her next stage in life.
 - Teach the skills and knowledge to develop understanding each pupil needs to play a full part in his/her local community and the wider world.
 - Develop confident and happy pupils who can make their own decisions, contribute to their own development and make choices about their own lifestyles.
 - Teach each pupil/student to respect life and recognise the needs of other people as well as their own.

Key indicators

1998 Results for Post 16 students:

5 students gained city and Guilds Preliminary Cookery Certificate

AEB Achievement Tests – Literacy

1 student gained Level 1

1 student gained Level 3

AEB Basic Skills – Health and hygiene and safety
5 students passed- 1 gained a Merit Award

AEB Basic Skills – Geography
1 student passed

AEB Tourism and Leisure
3 students passed

Youth Award Scheme
8 students gained Bronze award

Attendance

Percentage of half days (sessions) missed through absence for the latest		%
Authorised	School	5.3
Unauthorised	School	0

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :	%
Very good or better	14
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1. The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainments against age related national expectations or averages. The report does however give examples of what pupils and students know, understand and can do. Judgements about progress and references to attainment take account of information contained in pupils' Statements of Special Educational Needs and in annual reviews.*
- Pupils make good progress in relation to the targets set for them in their individual education plans and in the majority of subjects they study. Progress is very good in physical education. It is good in all subjects other than geography, history, French and religious education where progress is satisfactory. Post 16 students achieve a range of accreditation through courses, for example the Associated Examining Board and the ASDAN bronze award. Since the last inspection the pupils' progress has improved or been maintained in most subjects. This is specifically so in information communication technology and English. The school has made a concerted effort to improve resources and training in these subjects and as a result pupils are making good progress.
- Overall pupils' progress remains consistent as they move through the school and is never less than satisfactory. In the nursery children make good progress in all areas of learning. This is maintained through Key Stages 1 and 2. Although pupils' progress remains good overall in Key Stages 3 and 4 it is not always as consistent as in the lower school. Targets within individual education plans are not as well focussed and not used by all staff in their lesson planning. In Post 16, students make satisfactory progress. The lack of individual education plans and effective short term planning has a direct effect on the progress students make. As a result progress for these students has not improved since the last inspection when it was judged to be good.
- The progress pupils make is clearly linked to the good quality of teaching. The use of specialist teachers particularly in physical education, art and science ensures that their expertise and enthusiasm is shared well with pupils. Teachers know their pupils well and many set different tasks for groups to ensure the work is challenging for all. In some subjects the school has placed pupils into ability groups and this has also been found to be effective. There is a clear focus on ensuring that pupils, regardless of ability, make progress. Where progress is very good, as in physical education teachers' confidence in demonstrating and explaining techniques enables pupils to make very good progress in developing skills.
- Progress in English is good. Most staff encourage pupils to contribute in discussions and all converse with them in an age-appropriate way. As a result pupils become confident communicators. Pupils in Key Stages 1 and 2 are keen to talk and will do so verbally or through the use of augmented communication systems. By the end of Key Stage 3 pupils can describe characters from a Shakespeare play and enjoy opportunities to enter into discussions. Key Stage 4 pupils are more reticent but take part in small group discussions with confidence. Post 16 students are confident communicators and have very good social skills. In reading all pupils make good progress. Across all aspects of the curriculum teachers encourage pupils to read and to develop their skills. For Post 16 students it is satisfactory. By the end of Key Stage 4 most pupils read simple texts with accuracy and relate details from stories they have read including *Midsummer Night's Dream* and the story of Helen Keller. Post 16 students develop their literacy and writing skills through accredited courses although for higher attaining students this work is not always challenging. All pupils make good progress in writing and recording. Some write independently whilst others copy type or dictate work.
- In mathematics pupils make good progress. They benefit from teachers' subject expertise and the high expectations that staff have. Pupils develop their basic skills of counting so that by the end of Key Stage 4 they have developed confidence in working with money, identify square numbers and know what a fraction

is. Post 16 students develop their numeracy skills through accredited courses but again this does not always meet the needs of higher attaining students.

7. In science pupils' progress is good because of the high expectations of teachers. Pupils are encouraged to use appropriate scientific vocabulary and carry out experiments with confidence. By the age of 7 they compare the properties of thin and thick mixtures and identify differences between living and non-living things. By the end of Key Stage 2 pupils show an understanding of why things float and sink whilst Key Stage 3 pupils understand the effect of energy. By the end of Key Stage 4 pupils have made good progress in their ability to carry out experiments for example when comparing the strengths of electromagnets.
8. In information communication technology pupils make good progress. The school has worked hard to improve provision since the last inspection and pupils now have access to a range of good facilities. By the end of Key Stage 4 pupils use computers with confidence. They retrieve information and understand the vocabulary required to follow instructions. In religious education progress is satisfactory. Resources and artefacts are limited particularly for Key Stage 4 pupils. By the end of Key Stage 4 pupils have developed their knowledge about different attitudes and beliefs. They have an awareness of issues such as war and the environment and an understanding of the works of religious organisations.
9. Literacy and numeracy are well promoted across the curriculum. In most subjects worksheets are adapted to meet the needs of the pupils and symbols are used well to ensure the information can be accessed. Pupils are not always encouraged to read out loud in lessons although teachers ensure that pupils vocabulary is extended. For example in history in a lesson based on World War 1 pupils had to label the different articles and clothing and a discussion followed about the different words used nowadays for these items. Numeracy is well promoted through a number of subjects including science, French and geography. Pupils are expected to do calculations in their head when carrying out experiments. In geography pupils calculate the rainfalls in different countries and show them on a bar chart, whilst in French pupils make calculations when adding francs together.

Attitudes, behaviour and personal development

10. Pupils and students' attitudes to learning are good across all key stages. They show interest in their work, listen attentively and concentrate for longer periods of time as they progress through the school. As they grow older more pupils work independently and an increasing number show initiative and accept responsibility. This is a particular feature of the pupils at Key Stage 4 and the students in the Post 16 department.
11. The behaviour of pupils and students is good in lessons, around the school and during the lunch and play periods. They show care and respect for each other, for example helping those in wheelchairs to manoeuvre around the school. Pupils know the difference between right and wrong. No bullying was observed during the period of the inspection neither were there any examples of pupils or students showing disrespect for property or equipment in the school. The pupils' and students' high standard of behaviour make a significant contribution to the sense of order and purpose that exists in the school.
12. The quality of relationships between pupils, students and staff are very high. Pupils show respect for each other. They consistently care for and show pride in the success of their peers particularly those with more complex learning difficulties. Spontaneous expressions of praise when pupils with complex difficulties achieve success is not an unusual feature of the school. The quality of behaviour contributes to the atmosphere of mutual respect and care that exists has a significant impact upon pupils' and students' learning and the progress they make.
13. The personal development of pupils and students is good. Pupils and students enjoy opportunities to be independent. This is very evident when they are given responsibilities for example taking the registers to the office. Older pupils run the tuck shop in a very sensible and reliable manner. Activities in the Post 16 department are underpinned with opportunities to reinforce skills and attitudes that foster the

development of maximum independence and the acquisition of personal and social skills.

14. The previous report was positive in its judgements about the pupils' and students' attitudes, behaviour and personal development. These good standards have been maintained since the last inspection. The school continues to be an orderly and harmonious community within which independence, responsibility and the ability to make choices are successfully encouraged.

19. **Attendance**

15. There has been a marked improvement in the rate of attendance in both the upper and lower schools since the last inspection and attendance is now good. Most of the authorised absence is for medical reasons and this includes some pupils who have a negotiated pattern of attendance at school to meet their individual needs. Punctuality is good. Pupils generally arrive on time in transport provided by the local education authority. Lessons start and finish punctually.

QUALITY OF EDUCATION PROVIDED

20. **Teaching**

16. The overall quality of teaching is good. During the week of the inspection over 9 out of 10 lessons were satisfactory or better of these 7 out of 10 were good or better. Although there are limited details in the previous report there is reference in the key issues to improving the quality of teaching. This has clearly been done and reflects the good progress that pupils make.
17. There are examples of good and very good teaching in all key stages. During the week of the inspection the best teaching was observed in Key Stages 1, 2 and 3 and for Under 5's. Across the school teaching is good in nearly all subject areas. It is consistently good in science, physical education and design and technology. Where art is taught by a specialist teaching is good and sometimes very good. Teaching is satisfactory in French, geography, history and religious education. In all other subjects teaching is at least satisfactory and often good.
18. Teachers' knowledge and understanding of their subjects are good. Pupils benefit from subject specialists in art, mathematics, science and physical education. Teachers' knowledge is used well to develop pupils' skills. This is very evident for pupils under five who benefit from the support of appropriately trained staff. Expertise is shared well with pupils. For example in art pupils are given a range of experiences and opportunities are taken to extend their knowledge of multi cultural aspects. When pupils make a "kanga" they consider colours, patterns and the shape they are going to use as well as learning how to wear the garment. Often the teachers' enthusiasm for the subject is passed on to the pupils. This is particularly evident in physical education where pupils are encouraged to develop a number of skills and to be competitive. Where teaching is less effective particularly for older pupils there is a lack of effective signing and communication skills and this can inhibit pupils' progress.
19. Teachers' expectations are good overall although within Key Stage 4 and Post 16 teachers' expectations are satisfactory. They are good where teachers challenge the pupils and have high expectations of what can be achieved. For example in a geography lesson higher attaining pupils in Key Stage 2 were expected to plot the rainfall of Kenya on a graph and compare it with that of England. At the end of the lesson there was an expectation that they would explain their findings to the class. In another lesson for pupils in Key Stage 1 a number of pupils were able to identify a skeleton, rib cage and the spine by the end of the lesson.
20. For pupils up to sixteen teachers' planning is good but it is unsatisfactory for Post 16 students. Teachers plan lessons carefully and in the majority the learning objectives for pupils are appropriately challenging.

Where it is most effective pupils are given tasks that match their ability and there is a clear understanding of what they can achieve. Where it is less effective for example in a history lesson on World War 1, pupils are given the same work and despite support either struggle to complete it or find it too easy. For Post 16 students there is an over reliance on the externally accredited courses as a basis for planning. As a result there is insufficient short term individual and lesson planning.

21. The methods and organisation teachers use are good overall although they are satisfactory in Key Stages 4 and Post 16. Lessons are most effective where a range of activities is used to ensure pupils remain on task and are interested. For example in a mathematics lesson for younger pupils in Key Stage 2, pupils compared large and small using a very good range of resources. They were then given opportunities to use different ways of measuring items in the class. Pupils clearly enjoyed the opportunity to be actively involved and showed a clear grasp of the concept by the end of the lesson. Where methods are less effective for example with older pupils in Key Stage 4 strategies are limited in encouraging pupils to contribute to discussions.
22. The management of pupils is good. The range of activities in most lessons ensures that pupils are kept busy and on task. There were few incidents of pupils misbehaving and where they became over enthusiastic teachers are firm and fair bringing them back to their work. There are clear expectations that pupils will behave and relationships between staff and pupils are good. Time and resources are used effectively. The pace of lessons is good and a range of resources is used well. In many subjects teachers have produced their own resources. This is particularly evident in French where the teacher has made the majority of resources. The use of other professionals, such as speech therapists, in lessons is effective. Physiotherapists and occupational therapists work with pupils in the class and the practice of placing pupils in their standing frames during a lesson rather than withdrawing them ensures that time is used well.
23. The quality of day to day assessment is satisfactory overall. It is very good for under fives and good for primary aged pupils. Although it is satisfactory and sometimes good for older pupils it is unsatisfactory for Post 16 students. Where it is most effective teachers monitor and record pupils' progress on a regular basis. This information is then used to plan activities and pupils' learning on an individual basis. For pupils under five activities are established on an individual basis so that each pupil makes progress at an appropriate level. Where it is less effective there is an over reliance on externally accredited courses as a form of assessment and there is no assessment on a daily basis which will ensure students to build upon their skills. There is no homework timetable although pupils clearly receive work to take home on a regular basis.
28. **The curriculum and assessment**
24. Overall the school provides a satisfactory broad, balanced and relevant curriculum for pupils. All subjects of the National Curriculum are taught and statutory requirements are met, including sex education. Pupils are taught religious education however Post 16 students are not offered this opportunity.
25. The curriculum is well balanced for Key Stage 1 and 2 pupils; it is satisfactory for all other key stages. The school has worked hard to address the issues from the last inspection and has ensured that there is sufficient allocation for all subjects over time. However the organisation of the timetable for older pupils results in an imbalance within year groups. For example in Year 7 pupils get less time on some subjects but in Years 8 and 9 this is balanced out. The school recognises that there is a need to ensure that the time allocation for each year group is more evenly spread. Insufficient time is allocated to a modern foreign language; there is only one lesson a week and no opportunity to study the subject at Key Stage 4. The length of lessons varies from 30 minutes to one hour 15 minutes. For some pupils the longer lessons are too long and their concentration cannot be sustained
26. The curriculum for Under 5's is good and provides children with experiences in the six areas of learning

which lead effectively towards the National Curriculum programmes of study in Key Stage 1. Students in Post 16 follow a range of accredited courses and for the majority this is appropriate. However higher attaining students are not being challenged and their needs are not fully met by the curriculum.

27. Planning for the curriculum is effective in ensuring that it is well balanced to not only cover the National Curriculum but also provide an appropriate focus on pastoral, additional and individual curriculum. As a result there is individual work with pupils on social skills, which provides guidance and opportunities for sharing success or difficulties. The additional curriculum includes free reading every day (FRED), personal, social and health education swimming and therapy (physiotherapy, occupational therapy, speech and language therapy). Pupils in Key Stage 2 and above also have appropriate access to a programme of Independent Living Skills. A range of activities and therapies are available including therapeutic art, music and swimming, horse riding and multi-sensory experiences. As a result of this planning pupils are assured of receiving a broad and balanced curriculum.
28. Planning is effective in ensuring that pupils make progress as they move through the school. All subject policies are in place and these support the schemes of work and long and medium term planning. Minutes of meetings show that the curriculum planning meetings and good liaison between staff are effective particularly in sharing good practice.
29. Provision for pupils with additional special needs is good. All pupils are given equal access to curriculum and the recently introduced therapeutic sessions are appropriate in allowing them to benefit from a high level of adult input and expertise. Pupils gain a range of experiences which are relevant for their level of ability and need. However pupils are sometimes withdrawn from core subject lessons and planning for these additional therapeutic subjects at present lacks a clear rationale which would ensure that pupils still receive a balanced curriculum. Staff are beginning to consider the possibilities for cross-curricular links with planned evaluation of the effectiveness of these sessions against set criteria.
30. Pupils are well prepared for their next stage of education. At Key Stage 4 pupils have appropriate opportunities to follow a course leading to some form of external accreditation - Accreditation for Life and Living, Certificate for Educational Achievement and ASDAN Key Steps programme for Personal, Social, Health Education. However higher attaining pupils have limited opportunities to study GCSEs.
31. The organisation, preparation of students and quality of placements of the work experience programme is excellent. The experience offered to students contributes greatly to the development of their social skills, maturity and confidence and prepares them well for work or college experience after school. Pupils are encouraged and supported well in assessing their acquisition of new skills during their work experience. This was recognised by the Accrediting Officer from the Examining Body with which the school relates. The work experience programme is complemented by the thorough and systematic approach to careers education and guidance based on very good learning resources and materials and support from Suffolk Careers.
32. The school's provision for extra-curricular activities is very good particularly with regards to sport. The school runs a Youth Club for upper school pupils on two evenings a week, a sports club, basketball club and there is an opportunity once a week for pupils to join the Christian Union. Other activities, such as information communication technology, are also offered on an informal basis. In recognition of its activities the school has been awarded a Certificate of Merit for After School Activities. Provision for the arts is good. There are opportunities for developing a knowledge of musical instruments, visits to art galleries and watching theatre groups.
33. The good procedures for assessing pupils' attainment are well supported by a detailed assessment, recording, reporting and marking policy. A multi-disciplinary assessment is completed during the first half term of a child's entry into the early years department whilst all reception pupils are assessed within seven weeks of starting school full-time. The outcomes are then used as the basis for the pupils' individual education plans. Individual pupil portfolio boxes have been developed which contain examples of annotated work from each subject. This is being used well as a tracking system for

recording pupil achievement annually. Records are updated annually and used in discussions with parents, therapists or other specialists involved with the pupil. There is also a whole school portfolio of assessed work which is moderated internally and the school is now appropriately linking with a cluster of mainstream schools to extend this work further.

34. Good use is made of assessment to inform curriculum planning in the nursery and at Key Stage 1. This is satisfactory in all other key stages however it is not consistently used across the school. Although in some subjects, for instance expressive arts at Key Stage 4, pupils are involved in target setting and self assessment however this good practice is not consistent across all subjects. Records of Achievement are appropriately maintained for all pupils and reflect a good range of experiences.

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

35. Provision for spiritual, moral, social and cultural development of pupils is very good. These high standards have been maintained and, in some respects, enhanced since the last inspection. Assemblies and acts of collective worship contribute positively to the pupils' spiritual development. This is further supported by good opportunities to develop self-awareness and awareness of others in lessons. Regular assemblies ensure that there are opportunities for silent thought and reflection and prayer for those who wish it. Religious education lessons make a positive contribution widening pupils' understanding of different beliefs.

36. Pupils of all ages understand the difference between right and wrong and respect one another's differences. This is reflected in the very positive attitudes, behaviour and relationships throughout the school. There are many spontaneous acts of caring and kindness to fellow pupils. Pupils are also involved in fund-raising for needy children, both locally and for example through the long term links with Rumania.

37. The very good provision for pupils' social development is shown by the contribution that pupils make in school activities. They are keen to participate in the youth club and many have developed a range of interests out of school. Extra-curricular activities provide good opportunities to develop social skills. In the Post 16 department, the preparation for adult life that students gain from their college links and work experience is very effective. Pupils of all ages respond in a mature way to adults, are self-disciplined, and aware and thoughtful about the needs of themselves and others.

38. The many opportunities for the cultural development of pupils of all ages have been maintained through the programme of displays, educational visits out of school and visiting speakers. Many subjects particularly art, music and geography are used well to extend pupils' knowledge of different cultures. There are appropriate plans in place to extend pupils' knowledge further through links with other schools in more ethnically and culturally diverse communities. Pupils participate actively in local arts, sports and music events, and the programme of extra-curricular activities organised by Out and About, the organisation associated with the school. The provision for spiritual, moral, social and cultural development makes a positive contribution to the attainment and learning of all pupils in the school.

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

39. The procedures for monitoring pupils' progress and personal development are good. There is good assessment to monitor progress when pupils join the school. All pupils, other than those in Post 16, have an individual education plan which is discussed and drawn up annually with parents at the Annual Review meeting. It is reviewed at the end of every term by teaching and therapy staff with new targets being set when appropriate to reflect individual, pastoral and educational needs. The school recognises that at present targets set for pupils are not always succinct, measurable or realistic and for some pupils' targets are repeated year on year. The school has plans to address this and has recently developed a new IEP format which it is about to trial. Portfolios of pupils' work, together with records of achievement,

give additional information to inform pupils of their progress. There are annual assessments of pupils' attainment in English, mathematics and science. These provide a good means of monitoring progress.

40. Pupils receive good support and guidance for personal development within their classrooms and in the day to day life of the school. The programmes of personal and social education and life-skills promote personal development and preparation for independent living. Pupils have appropriate time allocated to set and review short term plans for social and academic progress. The annual reviews, for pupils following their fourteenth birthday, provide good opportunities for them to consider their future. The excellent provision of work experience provides further valuable preparation for life after school.
41. Physiotherapists occupational therapists and speech therapists provide very good support. Pupils receive particularly good support when therapists work in class promoting communication and physical development. There is exceptionally good liaison between the school, health and social service agencies to promote pupils' academic and personal development. They hold very good meetings to discuss common approaches to promoting pupils' progress. Medical and nursing staff support pupils very well.
42. The procedures for monitoring and promoting discipline and high standards of behaviour are good. Staff provide a good level of support for pupils in lessons and throughout the day. The implementation of the policies to promote behaviour is effective. Parents value this. Adults provide good role models for pupils to follow. There are good opportunities for pupils at Key Stages 1 and 2 to set class rules for good conduct and behaviour. Older pupils receive good guidance during lessons in personal and social education and in assemblies to promote behaviour appropriate for their age. There are good procedures to record rare incidents of unacceptable behaviour.
43. The monitoring of attendance is very good. Procedures ensure that attendance is good and pupils arrive at school punctually. Registers are marked correctly. This enables administrative and school staff to follow up unexplained absence. Parents welcome the positive measures to promote attendance.
44. Procedures for child protection are good. The policy is good and provides clear guidance. Staff are aware of the procedures to adopt if they have a concern. There is good promotion of awareness and appropriate opportunities for staff to update their training in procedures. Pupils receive good support for medical needs. There is good support from the school medical officer, dietician and other health professionals to promote pupils' health and wellbeing. Pupils are well supervised in class and at other times during the day. School transport vehicles arrive and depart in an orderly way. However guidelines for the loading and unloading of pupils, using the vehicle tail-lifts or when securing wheelchairs during transit are not followed. There is inadequate supervision of the departure of nursery children at lunchtimes and transport provided for some children did not have escorts.
45. A health and safety policy is in place that deals effectively with many contingencies, such as the testing of electrical appliances and emergency procedures in case of fire. However procedures are not in place to audit potential risks in the accommodation or to enable action plans to be drawn up. There is a lack of formal procedures for school staff to follow to move and handle pupils according to their assessed needs.

50. **Augmented communication provision**

51. The school has responded positively to the needs of pupils with communication difficulties. It is appropriately developing augmented communication systems such as signing, the use of symbols and electronic communication aids to enable them to more effectively support pupils' learning. The school's monitoring and review procedures identified that the communication needs of pupils were not being sufficiently well met by the use of existing communication strategies. As a result of research, discussion and advice the school is planning to implement British Sign Language. This is to be used alongside the existing signing and symbol vocabulary. The school is aware of the limitations of British Sign Language in terms of developing pupils' skills in written communication. The school has identified and is appropriately planning to meet the professional development needs of teachers and support staff in the use of these systems.

46. Pupils are appropriately taught to communicate through sign and symbol. The health authority have provided many pupils with electronic communication aids following assessment of their needs and assessment of their ability to use the different types of electronic aids available. Across the school there is currently a wide variety of electronic communication aids being used by pupils. The school is aware that this has implications for the development and maintenance of staff training in this technology. Symbol communication books have been introduced and pupils are being taught how to use them effectively. Appropriately pupils with electronic communication aids are also provided with an alternative communication system, such as a symbol book.

47. The school and the speech therapy service work closely and effectively together to develop the provision. The speech therapist ensures that electronic communication aids are programmed with appropriate language to support pupils learning across the curriculum. The vocabulary pupils will need for different topics and subjects is beginning to be identified by teachers in medium term subject planning. The speech therapist uses this information to make sure that the appropriate vocabulary is available for pupils when they need it. The speech therapist also supports teachers with the development of symbol resources and supports the development of signing skills across the staff. The use of signing to support communication is not yet consistent across the school. It is more secure at Key Stage 1 and 2.

48. There are good opportunities for focused teaching and opportunities for pupils to practice and refine the skills they need to use their communication systems effectively. In some subjects such as science, history and geography pupils at Key Stages 1 and 2 who use augmented communication systems are grouped together. Regular review of the provision identifies areas that need to be developed further. For example pupils had developed good symbol recognition but they did not always have the skill to find the symbol they needed. In response to these monitoring outcomes teaching has been focused on ensuring that pupils develop an understanding of the relevant sections and the different categories of symbol within their books and the skills to be able to find them.

49. The provision of augmented communication is still at an early stage of development and its implementation is more secure in the nursery and primary departments. Currently teachers do not sign or use electronic communication aids consistently across the school. The school is appropriately seeking to improve pupils' attainment and progress by using augmented communication to extend their access to the curriculum and to better support their participation in activities. Assessment undertaken before the implementation of the initiative and termly assessment of pupils' skills indicates that the school has been successful in significantly raising pupils' attainment in the acquisition of vocabulary and communication skills.

55. **Partnership with parents and the community**

50. As in the last inspection the school's partnership with parents and its community links continue to be good. They make a very good contribution to the learning and development of pupils at all ages.

51. The quality of information provided to parents is very good. Parents confirm that they have open, honest and supportive communications with the school. The school's policies, aims and objectives are clearly communicated and parents are kept well informed about the progress and development of their children. The school makes effective use of well-designed and written information provided by the Suffolk Parent Partnership team.
52. Parents' involvement in their children's learning is good. They are actively encouraged to be involved. In the lower school the home school diary is completed daily and is used as a means of keeping parents informed. In the upper school and Post 16 department, older pupils and students are encouraged to help in the communication process between the school and parents through passing on messages verbally. Although this is generally effective some parents commented that they did not always get clear messages. Parents participate well in support of their children's project work and homework. They welcome the part they play in setting and reviewing targets and attendance at review meetings is excellent. In spite of the very wide catchment area from which pupils are drawn, parents actively support the Friends Association, both socially and through fund-raising for improvements in the school.
53. The links with the local community are very good. Pupils and students benefit from links with local employers through work experience and through the volunteer groups. Staff are actively involved with local mainstream schools and this provides curricular and social links for pupils. The school provides a base and some organisational input to "Out and About," a local voluntary organisation which provides out of school and holiday programmes for children and young people with disabilities. The breadth and quality of the school's partnership with parents, health social care and other agencies, and the community are a great strength and make a positive contribution to the social development and self-esteem of all of its pupils.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

59. Leadership and management

54. The head teacher provides good educational direction for the school. She is well supported by the deputy head teacher and they make a very effective team. There is a good balance of skills which ensure that the school is run well and links with outside agencies and the LEA are effective. The previous inspection report drew attention to the size of the senior management team. It is still too large considering the size of the school and as a result is not always effective. Not all the team have a whole school perspective and some are unwilling to conform with whole school arrangements. For example nearly all pupils' files are kept centrally but there has been reluctance on the part of one member of the senior management team to do this and as a result those students' files are not as easily accessible as all others. The school recognises the need to clarify the roles of the senior management team and reduce the number of heads of departments. Relationships overall are good and contribute to the very positive ethos within the school.
55. The day to day management of the school is effective. There are regular meetings and all staff, including support staff and those from outside agencies such as speech therapists and occupational therapists, are invited to attend. However, there is a large number of part time staff who cannot always attend all meetings. The school has trialled several different methods to try to ensure that staff remain well informed. The use of a white board in the corridor is effective in giving current information. However the present system does not ensure that all staff see minutes of meetings. There is a recognition that staff need to receive these minutes on a regular basis and the school is appropriately considering alternative ways of keeping staff better informed. The problems of having a large number of part time staff is recognised by the head teacher and deputy and where possible appropriate strategies are in place to ensure there is continuity. For example, two staff teaching the same age range are given extra time to enable them to meet and co-ordinate planning. This has proved effective in ensuring that pupils'

progress remains consistent.

56. The governing body is very effective. They are supportive and the range of expertise of the governors contributes well to their understanding of the needs of pupils. Governors have a clear overview of the running of the school and, through regular meetings, remain up to date on all issues. Minutes show that they are willing to be critical and to discuss issues that are of concern. They monitor the work of the school well including visiting lessons. Their reports to the governing body are detailed and contain recommendations. There is appropriate consideration to the introduction of additional committees once the number of governors has been increased as a result of the new legislation.
57. The support and monitoring of teaching and curriculum development is good. Minutes of meetings are monitored by the deputy head teacher and teaching is monitored closely. This has had an effective impact on the quality of teaching overall, which has improved since the last inspection. Where monitoring has been unsuccessful, for example in ensuring a consistent approach to short term planning the head teacher has used outside agencies such as advisors to monitor practice. Although there is little formal monitoring of their subjects by subject leaders a new system has been appropriately established which is to be initiated next year. In some subjects and year groups team teaching provides support for new and part time staff. Where there are two teachers in class this has been planned both to provide support but also continuity for the pupils so that they are not unsettled by new faces.
58. The implementation of the school's aims, values and policies is good. The mission statement recognises the need for pupils to achieve and the aims are met well by the school. Although the academic achievement of pupils is not specifically stated in the aims there are appropriate plans to review these to incorporate this aspect. There is an effective range of policies which ensure that nearly all statutory requirements are met. However the school does not offer students in Post 16 opportunities to study religious education as required by the Education Act of 1996.
59. Development planning, monitoring and evaluation of the school's work are satisfactory. There is a rolling programme for the school development plan which ensures that improvements are monitored closely. Professional development days are allocated to ensure that staff and governors are involved in considering aspects of the school that require development. The plan is well displayed in the entrance hall which enables parents and the community to be well informed of the school's commitment to improvement. Development plans for subjects are drawn up and included within the plan however the lack of clear costing for these improvements which reduces the effectiveness of this initiative.
60. Although the school development plan covers an appropriate range of aspects, a number of them, for example appraisal, assessment and raising pupil performance remain on going over a number of years. There is a lack of evaluation criteria and this prevents the school from assessing the effectiveness of these aspects. There is an appropriate system for introducing new initiatives and this has been effective for example in the introduction of augmentative education. However, in some cases, particularly with the introduction of therapeutic work there has been no clear assessment or evaluation on the focus and purpose of these sessions.
61. Improvement since the last inspection has been good. Much work has been done to address the key issues. The quality of teaching has improved, as has the match of work to pupils' ability. The school has worked hard to improve the overall curriculum balance and over time this is now secure. Assessment and recording procedures are adequate and the introduction of a new format for IEPS is appropriate. The close work with the range of multi-professional support staff has ensured that more therapy takes place in the classroom and pupils' education is not disrupted too much. The good working relationships with the speech and language therapists has been particularly effective in this respect.
62. The school's capacity for improvement is good. The head teacher has a clear vision for the future of the school and governors share this. It is realistic in terms of recognising the need for inclusion and the changing roles of special schools. There is a clear understanding of where the school is at present, its

strengths and weaknesses and how it can move forward. Appropriately data is being collected at present to enable the school to set targets for next year and the school is well supported by the LEA in this.

Staffing, accommodation and learning resources.

63. The school is currently staffed with a sufficient number of appropriately qualified and experienced teachers and support staff. They have comprehensive job descriptions and are supplemented by volunteers who come into the school on a regular basis. The appointment of a technician to provide support for information technology is having a significant impact on the development of this subject and the use of a part time swimming instructor enhances the quality of the provision in this area of the curriculum. Additionally, the school is very well supported by specialist speech and language therapists, occupational therapists, physiotherapist and a school nurse.
64. Arrangements for the induction, mentoring and the continuing professional development of staff are good. Effective systems, including the identification of professional needs, detailed records of training sought and undertaken, are closely linked to the priorities identified in the school development plan and the outcomes of staff development interviews. Post-training evaluation sheets are currently under review. A very comprehensive and detailed information file underpins the staff induction programme. This together with the mentoring system ensures all new staff are smoothly and effectively inducted into the school. The school's appraisal policy is based upon the annual staff development interview. It has been appropriately adapted in order to bring it in line with the detailed guidelines provided by the local education authority. Teacher appraisal is on hold pending further advice from the local education authority, while the appraisal of head teachers continues.
65. Accommodation overall is satisfactory. There are sufficient teaching areas for the number of pupils and students and the needs of the curriculum. All classes, with the exception of the teaching base for Years 3 and 4, are of good size and suitable for the pupils and students' curricular and physical needs. The lack of space in the teaching area for Years 3 and 4 is very unsatisfactory. Specialist teaching areas are available for teaching science, mathematics, humanities, art, music, physical education, food technology and information technology - primarily for Key Stage 3, 4 and Post 16 pupils. These facilities are further supplemented by the provision of a good suite of rooms for Post 16 students, a swimming pool, hydro-therapy pool and a sensory room. A school library and a developing careers area are incorporated into the recently created media room with a view to this area becoming a multi-purpose resource base. The provision and use of these specialist rooms contributes significantly to the pupils and students' learning and the progress that they make. The accommodation for physiotherapy, speech and language therapy and occupational therapy is good; the rooms are large, well located and suitable for the purposes intended.
66. The school is very effective in its use of the storage spaces available, including making good provision for the storage of large outdoor play equipment. However there continues to be insufficient room for storing large equipment in the gymnasium and no changing facilities for pupils or staff. The overall provision of toilets and personal management areas is good. Provision matches the pupils and students' ages, gender and special educational needs. The various units are well dispersed and appropriately equipped with specialist lifting and management equipment. However, the toileting and personal management area in the nursery/reception class are poor in terms of its facilities, the type and quality of equipment used and its location. Governors have considered, and are continuing to consider, how to improve this facility.
67. The quality of the provision for outdoor recreation is very good. The variety of hard and soft play areas; the range, quality and location of outdoor equipment and the various "learning" areas linked by the sensory/ecological trail, make for provision which is not only attractive to look at but also makes a very positive contribution to pupils and students' learning. The whole of the outdoor environment is further enhanced by the very well cared for gardens, trees and flower beds.

68. The overall quantity and quality of resources is good. Resources are very good for information technology; good for mathematics, science, art, music, physical education, food technology and personal and social education; satisfactory for English, geography, history and design and technology. However, they continue to be unsatisfactory for religious education. All resources are accessible and of good quality. There continues to be a need for the school to build up the level of books and artefacts for teaching religious education. The resources to support the pupils' and students' special educational needs - special communication technology and low-tech access devices - are of a sufficient quantity and quality.
69. Since the last inspection the school has made good progress in improving resources for most subjects. It has filled the gaps and weaknesses in the resourcing of geography and physical education and has added to the school's resources in many areas including the provision of a play area for nursery and reception pupils, providing a new floor for the gymnasium, refurbishing the independent living skills area and significantly increasing the resources for information and technology. As of yet it has not fully addressed the resource requirements of religious education.
75. **The efficiency of the school**
70. Financial planning is good. Money available to the school is spent effectively and has contributed to developing educational provision. Financial allocations are linked to the school development plan and cost-effectiveness and progress against school targets are monitored regularly by the head teacher and governors. However, the curriculum action plans are not costed and this reduces their effectiveness. Governors are effectively involved in financial matters. They scrutinise expenditure and budget control and ensure that best value for money is achieved. Although the school has limited contingency funds to deal with unexpected expenditure the LEA maintains responsibility for improvements to the buildings.
71. Forward planning is very difficult. Governors and the headteacher are uncertain as to the financial viability of the school under current LMS funding arrangements. They are liaising with the LEA in determining a more appropriate funding formula which accounts for the changing population of the school and the increasing dependency needs of pupils. They also have a vision to develop outreach services to support physically impaired pupils in mainstream schools, but are unsure if the LEA share this vision and how it could be appropriately funded.
72. The use of teaching and support staff is satisfactory. Their deployment is effective and reflects their experience, the needs of the pupils and the demands of the curriculum. Good use is made of support assistants; their skills are recognised and utilised and they take real responsibility. This is especially the case in supporting the communication needs of pupils; support assistants are effective in the daily programming and use of the wide range of augmentative communication devices used in the school. Support staff are also skilled in meeting the care needs of pupils. Volunteers are also effectively deployed, such as in the support of the teaching of information technology in the media room or providing help in the specialist food technology room during independent living skills lessons.
73. Generally, effective use is made of the accommodation. Smaller rooms are allocated appropriately for example a study area for teachers whilst therapists are provided with spacious accommodation. Very good use is made of the extensive grounds as a learning resource. The school is constantly reviewing how rooms are best used.
74. Financial control and school administration are good. The work of the school administration team is well-planned, effective and supplements the LEA central financial control scheme. The LEA provides financial information on expenditure against cost-centres, pays all invoices and arranges for repairs and maintenance to the building. However, there are plans for the LEA to delegate a higher proportion of their budget to schools and for schools to manage an increasing range of administrative services. The governors and head teacher are appropriately considering the implications of this change.

75. Very effective use is made of the school fund account to improve the resources within the school. The Friends of the School Association are very successful in raising money for the school through fundraising events and seeking grants from local business. The fund account is managed by a resource committee of staff and parent representatives and is chaired by the head of primary. Staff make bids to the committee for funding to purchase curriculum and learning resources which cannot be afforded from the school's general budget.
76. The school provides effective teaching and as a result pupils make good progress. The school's funding per pupil when compared to other similar schools is low. Taking these factors into ACCOUNT together with other important strengths and the good ethos within the school, Thomas Wolsey provides good value for money.

82.

Post 16 provision

77. The Post 16 department is in separate accommodation linked to the school and students study there for between one and three years, depending on their abilities and needs. Staff in the Post 16 department successfully promote an atmosphere of adult style interactions and an emphasis on independent learning. The students benefit from this ethos.
78. Overall the majority of Post 16 students make satisfactory progress. However, a small minority of students, with higher attainments make unsatisfactory progress. The progress of students is limited because of the lack individual education plans, which would ensure that lessons and activities are matched to their ability, and the inconsistent approach of teachers to planning.
79. Most students make satisfactory progress in the accredited courses they undertake. They develop their choice-making and identification skills in a variety of settings for example in food preparation, shopping and therapeutic music. They learn to give simple directions to adults and develop good strategies for planning and reviewing their own work. Students learn to take responsibility for organising their own work, progress in their skills and understanding of independent living and develop in confidence to tackle new challenges. However students with higher attainments spend too much time consolidating prior learning and consequently make unsatisfactory progress. For those higher attaining students involved in the mini enterprise scheme progress is unsatisfactory. The tasks are not challenging and are insufficiently developed to ensure the students gain a wide range of skills.
80. Students make satisfactory progress in speaking and listening. They confidently explain their work and achievements to unfamiliar people. Students understand the need to adapt their speech dependant on their audience and talk in a sensible, mature fashion. Reading skills are encouraged through the accredited schemes that are followed. However there is less focus on ensuring that higher attaining students develop their skills. In writing students use a range of methods and are becoming confident at word processing. They fill in application forms and write letters. However opportunities for extended writing are limited.
81. In mathematics students build on their previous knowledge and understanding using real life problems to prepare them for life after school. However, students only receive one dedicated mathematics lesson a week for three half terms during the year which is unsatisfactory. Further experience in mathematics is gained through other activities which are part of areas of study, for instance, mini enterprise, shopping and cooking. Higher attaining students quickly work out problems in their head and are not fully challenged by the tasks for example when calculating how much a number of sweat shirts will cost during a mini enterprise session.
82. In art Post 16 students make satisfactory progress. They follow an expressive arts programme incorporating art, music and drama. Students experiment with the effect of light through materials as part

of a multi-media project leading to a performance at the end of the term. They develop their information technology skills through tasks such as creating a news sheet, class signs and information sheets. Higher attaining students are at Step 4 in the 10 Step programme and are working towards accreditation in the Youth Award Scheme. The wide range of information technology equipment within the Post 16 department allows for students to make choices, but the word processing resources available to some students provide limited opportunities and challenges to develop a wider range of skills.

83. In design and technology Post 16 students make satisfactory progress. They apply previously learnt skills and approaches well to a wider variety of real life situations. Clay sculptures as influenced by the work of Barbara Hepworth provide opportunities to reflect upon and appreciate clay as an adult material while a school grounds improvement project brought together many of the approaches necessary for effective designing and making.
84. Students generally work hard and enjoy lessons. They are enthusiastic, settle to tasks with purposeful attitudes and are well motivated. They are aware of their own strengths and weaknesses and recognise the need to practice to improve performance. In a few lessons students with higher attainments are unmotivated as they repeat routine activities. Students are polite and relate well with adults and with one another. They listen to and show respect for others' ideas and opinions. They help one another and take responsibility for organising their own work files.
85. Overall the quality of teaching in the Post 16 department is satisfactory. During the week of the inspection it was satisfactory and sometimes good. In a small number of lessons teaching was unsatisfactory. The quality of teaching is good when specialist teachers are secure in their subject knowledge, set clear targets for individuals at the start of lessons and then proceed to both support and challenge the students. Where tasks are well matched to the needs and abilities of students they make good progress. However in some subjects for example mathematics this is not always evident. Teachers and support staff work well together and encourage students to think for themselves and be independent when completing tasks. Good discipline is maintained, lessons are well paced and allow time for students to appraise their own performance. In the very small minority of lessons where teaching is unsatisfactory those with higher attainments are provided with insufficient challenge and there are low expectations. Planning is not detailed and students' progress is not recorded.
86. The curriculum overall meets the needs of the majority of students. Appropriate courses are provided for the students with low and average attainments. Externally accredited courses are followed in different areas of the curriculum, for example the Equals Programme: Moving-On, WJEC: Life Skills, City and Guilds: Preliminary Cookery Certificate, AEB: Achievement Tests in Literacy and Numeracy, AEB: Basic Skills Health, Hygiene and Safety, information communication technology. Other course work such as the mini-enterprise scheme, leisure for life and careers is accredited through the ASDAN Youth Award Scheme at Bronze and Post 16 level. Students' Youth Award Scheme files record good evidence of how they meet the different challenges. However this evidence does not show progression in learning for the higher attainers. Recently, the department elected not to follow the YAS module on Beliefs and Values. This means that the school does not meet statutory requirements for maintained special schools in providing religious education to post 16 students.
87. Medium terms plans lack detail of the purpose of tasks, teaching methods to be used and expected learning outcomes for students. Although most planning for course work provides an overview of activities to be completed by students the use of short term planning is not consistent. This makes it difficult for staff to monitor individual student's progress in lessons and develop future plans based on their achievements in learning. This is particularly evident in lessons dedicated to the mini-enterprise scheme, when students wash cars, make food for the tuck shop and process the orders for school uniform. The students negotiate with teachers which activity they will complete, but there are no structured plans to ensure that all students access and learn about each scheme.
88. Excellent opportunities are provided for students to experience work programmes in a range of settings,

for example in a MacDonaldis restaurant and filing and receptionist work at the Disability Advice and Information Bureau. The Post 16 department has developed good links with two colleges of Further Education. Students benefit from attending these mainstream establishments. They learn about horticulture and animal husbandry at Otley College and join another special school at Suffolk College of Further Education as part of their careers programme. Good support is given to all Post 16 students in maintaining and developing a Record of Achievement of personal awards, certificates and reflections on their own learning. The school has successfully gained accreditation for their good work in developing National Records of Achievement, which are valued by the students.

89. Assessment information of students' prior attainments and progress in school is passed on to the Post 16 department. This useful information is not always used to plan appropriate progression in learning for the students with high attainments. In the department detailed teacher assessment records are not maintained for each student and this has a negative impact on the progress of some students.
90. The ethos and the approach to work in the Post 16 department makes a significant contribution to students spiritual, moral, social and cultural development. Students are given regular opportunities to reflect on their own and others' beliefs and values. They have a developing understanding of equality and justice in the world about them. Their social skills are good and they have an appropriate awareness of different cultural experiences and interests.
91. The management of the Post 16 department is unsatisfactory. The head of Post 16 has a good knowledge of local and national provision for the students. There is a clear focus on developing students' social and independence skills and with the support of his hard working colleagues he has been successful in achieving this. However there is a lack of vision in terms of providing opportunities for higher attaining students and ensuring that all aspects of the Post 16 provision are developed in line with the whole school. There has been some resistance to adopting whole school initiatives and following agreed procedures including providing IEPS for students and a consistent approach to short term planning. There are examples of good practice for example an internal audit of the views of those staff working in the Post 16 department concerning the provision. However it is unclear what use was made of this information and it is of concern that the findings were not shared with the senior management team as part of a whole school development. The Post 16 department has been well supported by LEA advisors who have provided advice in improving practice. Action plans for the development of the department have been produced and some have been incorporated into the school's development plan. However the lack of costings reduces their effectiveness.
92. The Post 16 department has a very good staff ratio. The staff are appropriately qualified and have a good understanding of the care needs of the more dependent students. The support staff are valued and make a significant contribution to the daily routines of the department and in encouraging students to be independent. Accommodation is very spacious, students have a common room and two classrooms and there is an office. However the accommodation is not always used effectively. Resources in the department are good, with a cooking area, leisure facilities in the common room and a range of computers and word processors available for the students. Good use is made of staff and resources.
93. Progress since the last inspection is unsatisfactory. The previous inspection report found provision to be good. This is no longer the case and the provision now has strengths and weaknesses as detailed above. The most significant weaknesses are the failure to link effectively with whole school procedures and policies and to ensure that all students are challenged and make good progress.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

94. The school has maintained the good quality provision made for children under five since the last inspection. In all the areas of learning children make good progress in relation to the targets set for them. Children participate in activities independently or with varying levels of support depending on their special needs.
95. Good progress is made in the area of communication and literacy. This is a direct result of the clear planning to ensure children's individual needs are met and the encouragement they are given to achieve. Children are well supported to develop communication skills through the use of signing and picture/symbol communication books. They use augmented communication to demonstrate understanding. Children learn to make choices and answer simple questions by pointing to the relevant symbol. Children understand the signs used by adults to support story telling and singing activities and to support the questions they ask. Children capable of using signs will sign key words spontaneously or in response to adults. Skills are developed in handling books appropriately, children turn the pages and lift the picture flaps to see what is underneath. At lunchtime their skills improve so that they find their own name on a card indicating where they will sit at the table. Those with verbal skills will talk about what they have learnt. Children engage in imaginative play in the home corner. Supported by a special needs assistant they pretend they are at a birthday party, they play with balloons and party streamers and pretend to eat birthday cake. Progress is made in writing with pupils making deliberate marks on paper and some demonstrate an understanding of colouring within a defined area.
96. In the area of mathematical learning children make good progress. Most have an understanding of positional language, for example by putting the doll "on the bed" while others can put one stacking cup inside another on request. During imaginative play in the home corner some children can distinguish between a big balloon, one filled with air and a deflated balloon. They point to the deflated balloon when asked which one is small. Children have developed a knowledge of some colours and can find the blue balloon from a choice of red and blue.
97. Children make good progress in the area of knowledge and understanding of the world. Children using electronic communication aids have developed an understanding that a switch is used to communicate a need or an answer. They know that when they press a switch or touch the picture on the 'touch screen' the image on the computer monitor will change. With support they mix ingredients and spoon them into a paper case and make chocolate crispy cakes. One child demonstrated an understanding of the 'setting' process by saying that they need to go in the freezer. Reception age children look at thick and thin mixtures. They understand that you can hold a thick mixture and cannot hold a thin mixture. They know that the amount of water added to mashed potato powder, affects the thickness.
98. In the area of creative development children make good progress. They develop knowledge of a range of songs and refine their fine motor skills through the provision of a variety of activities. Those with verbal skills sing the first line of the nursery rhyme 'Old Macdonald had a Farm', one child confidently sings the first two lines to the group, and others join in with single words, the animal noises or the signs for the animals. Some children anticipate the next line in a familiar nursery rhyme and know that that the "bell" or the windscreen wipers' come next in the song 'The Wheels on the Bus'. Children are aware of their head, arms, hands and feet, joining in with the action song 'I've got a body, a very busy body', clapping their hands, waving their arms and nodding their heads, mimicking the teacher's actions. They can show the teacher their hands when asked and indicate their head. Children's fine motor skills progress so that with support they cut strips of coloured paper using specially adapted scissors and understand that scissors cut. They decorate the candles of a birthday cake by using a glue stick, trying hard to put the cut paper onto the picture in the right place.
99. Within the constraints imposed by their special needs children make good progress in the area of

physical development. Through the interventions provided by the health professionals and the tasks and activities planned by the teacher, children are effectively supported to improve or maintain the movements they have.

100. During swimming sessions they are learning to control their breathing and put their faces in the water. They enjoy blowing bubbles and are becoming confident in the water. At snack time by using finger foods such as raisins and small strips of toast children are encouraged to develop an appropriate pincer grip that will support the development of pencil skills. Children learn how to hold a drinking cup and drink independently. Nursery staff effectively encourage children to be as independent as possible. Children's physical needs are addressed well.
101. Children's attitudes to learning and their responses in lessons are good. In the area of personal development children make good progress because they understand the nursery routines and are confident to try new challenges. Children are beginning to anticipate what will happen next for example when they demonstrate excitement on the way to a swimming session. They are aware of others in the group and will share experiences. Some are beginning to develop friendships. Children are confident to take part in the activities that are offered and are beginning to communicate their needs. A child indicates that they have had enough to drink and another that they do not want any more dinner. Their concentration during small group and individual activities is good. In larger groups their attention and concentration is more variable. Children enjoy activities laughing and smiling in response to the interventions of adults.
102. Teaching in the nursery is good. The teacher has good knowledge and understanding of the needs of children under five. Learning objectives are clearly identified and children have good opportunities to make progress through the tasks and activities planned. Expectations are realistically high and informed by the outcomes of assessment and the teacher's knowledge of the children. Activities provide opportunities for progression and there is a good balance to teaching and to activities that enable children to practice and refine their skills. Explanations are clear and questioning is used effectively to support learning, test understanding and encourage children's participation. Activities have good pace that is well matched to children's learning needs reflecting their physical needs and their levels of concentration. There are good classroom relationships between the teacher, nursery support staff and the health professionals that support learning and promote progress. The speech therapist and the nursery teacher and nursery staff ensure that children have good opportunities to develop their language and communication skills through the tasks and activities planned. Praise and encouragement are used well and pupils respond positively to adult intervention. The teacher keeps clear records of achievement and progress. These are used effectively to inform the planning of future work.
103. The curriculum for children under five in the nursery is good. It takes into account the areas of learning and desirable outcomes recommended for young children. The planned curriculum enables children to learn through activities and experiences. It also allows reception age children to work within Level 1 of the National Curriculum where this is appropriate. The curriculum is well planned and managed, learning targets are clearly identified and activities are relevant and purposeful.
104. Assessment of children when they enter school has been appropriately implemented and good procedures have been developed for assessing their progress over time. Individual education plans are in place and learning targets are clearly identified. Children's progress towards these targets is monitored regularly. Assessment ensures that work and learning experiences are well matched to the needs of individual children and also to the needs of the group, effectively supporting learning and progress. Care plans that identify children's physical, sensory and learning needs and the interventions planned to meet them have recently been developed. They are appropriate and enhance the record keeping and assessment procedures already implemented.
105. The provision is well managed. Teacher and nursery staff work closely with health professionals providing a good multi-professional approach to children's education. There are effective working

relationships that support learning and progress. Children receive support from the health professionals within the nursery environment. This enhances their opportunities to take part in the activities and experiences that are planned. This is an improvement made to provision since the last inspection when disruptions to children's learning and routines by their withdrawal for therapies were criticised. All the adults involved in children's care are aware of their physical and sensory needs. They work hard to ensure that children are effectively supported to get the most from the learning opportunities they are offered.

106. With the exception of toileting and personal care areas the nursery accommodation is good. There is a good size classroom and a small food preparation area. The classroom accommodation enables a good range of activities to take place at one time and there are quiet areas where children can receive individual therapy or individual learning if necessary. Children have good opportunities to use the school swimming pool. The nursery benefits from a large outside play area that is well fenced and there is fixed play equipment specifically designed for children with special needs. Children also benefit from opportunities to use the schools sensory garden and nature area. The toilet and personal care area is poor. There is a lack of privacy, the changing bench is unsuitable and the floor covering and toilet area restricts children's opportunities to be independent. Staff have worked hard to make it a pleasant area but it is dingy and uninviting. There are sufficient, suitable resources to support learning. They are easily accessible and their storage on open shelves along the corridor leading to the nursery classroom contributes to the stimulating environment that has been created.

112. **ENGLISH, MATHEMATICS AND SCIENCE**

112. **English**

107. Overall progress in English is good. This is a marked improvement since the last inspection when all aspects of the subject were considered to be satisfactory. By the end of Key Stages 1 and 2 pupils make good progress; by the end of Key Stages 3 and 4 pupils' progress is satisfactory. Currently the progress of pupils, particularly those at Key Stages 3 and 4, is not sufficiently supported through the targets set for them in their individual education plans. Learning outcomes are not always sufficiently linked to the planned curriculum or written in a way that enables the teacher to measure gains in knowledge, skill and understanding. Individual targets are not yet an effective tool to support and inform the planning of future work. In some lessons work is not always sufficiently matched to the needs of pupils particularly those capable of higher attainment. This has already been identified as an area for improvement and the development of target setting skills and the implementation of new recording systems are already outlined in the school development plan.
108. In speaking, listening and communication pupils at Key Stage 1 and 2 make good progress. Pupils at Key Stages 3 and 4 make satisfactory progress. Pupils are encouraged to communicate with staff in all subject areas and as a result they become confident communicators. Across all key stages pupils demonstrate a wide range of communication skills. Some pupils have good verbal skills which are developing well whilst others effectively use augmented communication systems such as signing, symbol communication books and electronic communication aids. Pupils, particularly those at Key Stages 1 and 2, use their communication systems effectively to answer questions and share ideas with adults. They are beginning to use them to communicate spontaneously with each other. In Years 1 and 2 pupils learn and use vocabulary such as 'torrential' to describe the weather. Higher attaining pupils demonstrate that they understand backwards, forwards, behind and in front. Pupils use their augmented communication systems to make a choice between a song and a story. During Years 3 and 4 pupils use more descriptive language describing the fruit in the story 'Handa's Surprise'. They name the fruit and say that an orange is round and juicy and that a pineapple is spiky. They describe the taste as 'delicious'. Pupils in Years 5 and 6 extend their vocabulary through reading and are developing the ability to make suggestions and predictions for example for an 'impossible task' similar to the ones they have heard

about in a story. In Year 7 pupils are able to respond to questions for example when discussing the characters in a *Midsummer Night's Dream*; they describe how the characters could feel and what they could say. During Years 8 and 9 pupils improve their ability to listen. They carefully follow instructions about the tasks and activities they are set and share their ideas about their work with adults. Pupils in Years 10 and 11 are often reluctant to communicate during activities that involve the whole class. They are not keen to answer questions. In paired or small group work and when working with adults on an individual basis pupils are more willing to communicate.

109. In reading pupils at all key stages make good progress. During Years 1 and 2 higher attaining pupils read simple words such as 'in', 'no' and 'come'. They match words to objects and picture to picture. Some pupils match words and higher attaining pupils are beginning to spell simple words. Pupils show understanding of stories they have read for example when answering questions about what is happening in the pictures that go with the story. Higher attaining pupils read simple texts and confidently recognise familiar words from the text when they are taken out of context. During Years 3 and 4 pupils begin to recognise aspects of books, pointing to the author's name on the cover when asked and accurately following the text with their finger as they read. Some pupils sign simple text to an adult. Pupils in Years 5 and 6 remember the details of the story and predict what might happen next. By Year 7, pupils know the names of the main characters in a *Midsummer Night's Dream*. They remember the key elements of the story and say that Oberon 'did magic to Titania'. Pupils show understanding of the language of the play and give alternative vocabulary for some of the words in the text. They are able to read accurately simple text that has been transcribed into symbols. Pupils are building on their skills in reading by identifying words in a list that have the letter blends 'ai' and 'ay'. They suggest other words with the same letter blends such as day, hay, pail and nail. This is extended further by pupils in Years 8 and 9 who know that the letter combinations 'ai' and 'ay' make the 'a' sound in snail and pail. During Years 10 and 11 pupils show a good understanding of the key elements of the story about Helen Keller. They empathise with the character and through the activities planned by the teacher they develop an awareness of how it feels to be deaf and blind. One pupil knows that a biography is about someone's life. Higher attaining pupils are able to say that the difference in the accounts given in the biography and autobiography could be 'because Helen Keller did not want anyone to know that she hit and kicked her teacher.'
110. In writing and recording work pupils at all key stages make good progress. In Years 1 and 2 pupils overwrite the letter 'b', some need help and some pupils copy write from a prompt card or from another sheet. At Years 3 and 4 higher attaining pupils demonstrate an awareness of punctuation. They recognise speech marks in the text they are reading and know that they indicate that someone is talking. Pupils recognise the letters in the word 'she' naming them, and a pupil writes the word independently without a written prompt. Some pupils find the word 'she' in a piece of printed text. In Years 5 and 6 pupils are aware of dictionaries and how to use them. They are developing an awareness of sentence structure and have some understanding of capital letters and full stops. At Year 7 pupils copy type dictated work whilst others dictate short sentences about how Bottom felt when he woke up and saw Titania, they sequence the cut up sentences and read them back correctly. Pupils in Years 8 and 9 use wordbooks to help them write a sentence and one pupil refers to the reading text to find the word he needs. Their sentences do not have capital letters or full stops. By the end of Key Stage 4 pupils have developed an understanding of grammar and higher attaining pupils punctuate sentences more consistently. They respond to written questions and work hard to ensure that their work is well presented.
111. Literacy across the curriculum is well promoted. Staff have had appropriate training in developing literacy skills and many use this knowledge to ensure pupils' skills are developed. Teachers encourage pupils in free writing and there is limited use of worksheets. In subjects such as history pupils have opportunities to talk and write about conditions in World War 1. In personal and social education the focus is on discussions but pupils develop their vocabulary well and are encouraged to read and understand the words they have learnt. Opportunities in information communication technology are good. Pupils read and follow complex instructions and are able to word process their work.

112. Pupils' attitudes to learning and their responses in lessons are good overall. They are good at Key Stages 1, 2 and 3. They are satisfactory at Key Stage 4. Pupils' concentration and attention is good. Pupils in Years 3 and 4 demonstrate curiosity when they feel in the story bag. They are pleased with their achievements and some pupils recognise when others achieve, clapping spontaneously when they get questions or work right. Pupils wait patiently for their turn although younger pupils sometimes find whole class activities more difficult and begin to fidget and get restless. Pupils in Years 5 and 6 respond enthusiastically to the teacher's questions, they complete the tasks they are set and want to share what they have done. They are interested in each other's responses, listening carefully. Pupils enjoy the activities and respond positively to the learning experiences they are offered. Older pupils ask for help if they need it and follow instructions such as finding pages in a book. They work well together for example two pupils in Year 10 and 11 choose to read a poetry book together. Pupils work well independently. Most respond positively to the opportunities they are offered and make appropriate choices when required.
113. Teaching is never less than satisfactory and is good overall. It is good in the majority of lessons for pupils at Key Stages 1, 2 and 3. It is satisfactory for pupils at Key Stage 4. Teachers have good knowledge and understanding of the subject. This is reflected in good subject planning at all key stages and in good lesson planning at Key Stages 1 and 2. At all key stages pupils' progress is supported through an appropriate range of activities and experiences. Teachers' planning appropriately reflects the key skills identified in the National Curriculum and for pupils at Key Stages 1 and 2 the National Literacy Programme. Some elements of planning are appropriately drawn from the National Literacy Programme for pupils at Key Stage 3. Learning outcomes are clearly identified in subject planning and lesson plans identify learning outcomes for individual pupils or groups of pupils. However they are not always measurable. Targets set for older pupils are appropriately discussed with them and they understand what they have to achieve. This is a positive procedure helping pupils to develop the skills they need to become independent learners. Lessons offer progression and appropriate opportunities for pupils to practice and refine their skills.
114. Lessons are well planned and structured. There is a clear start, middle and end. Past learning is appropriately reviewed. The structure of lessons for pupils in Years 10 and 11 is not fully meeting their needs. The whole class elements are not an effective use of the teaching time available as pupils are reluctant to participate during these sessions and their attention and concentration often wanders. Room management allows pupils to experience a variety of working methods that appropriately include whole class, small group and individual work. Unsuitable classroom accommodation for pupils in Years 3 and 4 impacts on the teacher's ability to manage the learning environment effectively. Small group and individual work often has to take place outside the classroom restricting the teacher's opportunities to monitor pupils responses and restricting the level of support that can be offered. The use of questioning by staff effectively tests pupils' understanding, extends their learning and their involvement in activities. Most lessons offer pace and teachers' expectations of learning and behaviour are realistically high. Classroom relationships between teachers and pupils are good. Pupils in Years 9, 10 and 11 are appropriately treated as young adults. Resources are well selected and appropriately matched to learning and activities. Pupils are effectively supported to use the resources to extend their learning. Support assistants effectively support teaching and learning as well as pupil's communication. They are well deployed by teachers and make a significant contribution to the progress pupils make.
115. The subject is well managed. Teachers' planning and pupils' learning are monitored appropriately but the role of the subject leader in the monitoring of teaching is underdeveloped. Good links have been established with speech therapists and staff are aware that there is a need to ensure that adults throughout the school use signing consistently to support pupils' communication.
116. The library is satisfactory although it shares space with the school's information, communication, and technology department. This restricts its use as a resource to support learning. The bookshelves are unsuitable for pupils with physical difficulties and pupils are unable to use the library independently.

There are sufficient suitable resources to support learning. Overall book stocks are good, particularly reading scheme materials and books to support the National Literacy Programme. The library stock is appropriately being resourced, as money becomes available. The school, with the support of parents has developed a good range of resources, including sensory books to support the literature covered by the National Literacy Programme and the school's curriculum planning.

122. **Mathematics**

117. Pupils make good progress overall. This is an improvement since the last inspection when pupils' progress was judged to be satisfactory. By the end of Key Stages 1, 2 and 3 pupils' progress in mathematics is good and by the end of Key Stage 4 it is satisfactory.
118. During Key Stage 1 pupils learn to count to 10 and talk about numbers to 20. Higher attaining pupils are beginning to make estimations for example about how many objects will fit into a container. They develop an understanding of the concepts of bigger, smaller, full, empty and half full. At the beginning of Key Stage 2 pupils are learning to measure and developing an understanding of how to identify lines which are longer or shorter becoming more accurate in their measuring. At the end of the key stage most pupils can tell the time and some have learned to calculate the difference between two different times using a 24-hour clock.
119. During Key Stage 3 the majority of pupils become more secure in their knowledge of multiplication tables, use a calculator and measure with increasing confidence. They know what a fraction is and complete practical activities using fractions. The highest attaining pupils identify square numbers and explain the methods used when working out square root. Progress for pupils in Key Stage 4 is less clear as tasks are limited and do not challenge the higher attaining pupils. Pupils are confident in working with money, some know that 99p is 1p less than £1.00 and 98p is 2p less than £1.00. They calculate sums of money to beyond £50.00 and calculate change from varying amounts.
120. Opportunities to use numeracy across the curriculum are good. This is particularly evident in science where pupils make calculations and show their findings on graphs. In other subjects such as geography and history pupils are encouraged to use mathematics in their learning. For example in geography pupils calculate rainfall, making comparisons and showing their findings on a graph. In history pupils are encouraged to work out the differences in dates such as how long ago the First World War was.
121. Pupils' response to mathematics is good in Key Stages 1, 2 and 3; it is satisfactory in Key Stage 4. Pupils are keen to participate in lessons, pay attention in group activities, take turns, listen to each other and complete written work carefully. They discuss activities previously completed and work collaboratively as well as on individual tasks. Pupils are keen to join in with oral mathematics particularly those using communication aids. In Key Stage 4 the majority of pupils can work independently but a small group of pupils finds it difficult to concentrate for the duration of the lesson and can be disruptive. Adult management of these pupils is good but it can be very distracting for other members of the group and can result in a reduction of adult support for them.
122. Teaching is satisfactory in Key Stage 4 and good in all other key stages. Teachers' knowledge and understanding of the subject is generally good and support staff are deployed effectively to work with individuals or groups of pupils. Lessons are well organised, planning is clear and linked to assessment. There is good use of mathematical language within well paced lessons which for older pupils are linked to real life problems. Teachers give good, clear explanations to pupils who become increasingly confident in their ability to complete tasks. In the best lessons pupils are appropriately challenged and

provided with a good range of activities matched to their ability. However, there are a few older pupils for whom teacher expectations are too low and they remain unoccupied for part of the lesson waiting for other pupils to complete tasks. Homework is set for some groups but not for all and there is not a consistent approach to this aspect.

123. The curriculum is well thought out and enables pupils in Key Stage 4 to gain appropriate external accreditation through Accreditation for Life and Living (Numeracy Skills) or Edexcel's Certificate of Educational Achievement. The school has been involved with the Numeracy Strategy for 18 months all teachers of mathematics follow the same planning and assessment format and meet with the subject manager to discuss weekly plans.
124. The subject is managed well. The curriculum is effectively monitored by the co-ordinator by teaching in Years 1/2, 3/4 and 7 for one lesson per week, discussions with class teachers in the Nursery, Key Stages 1 and 2 and occasional observations. Assessment in mathematics for pupils starting school is soon to be introduced into Year 1. Although there is a subject development plan it is general rather than specific and is not costed or given a detailed time scale for completion. There is a good range of mathematics resources which are readily accessible to both staff and pupils. Equipment is used effectively by teachers matching resources appropriately to individual pupils. Information communication technology is used in some lessons although it is recognised that there needs to be a more consistent approach for all classes.
130. **Science**
125. Pupils make good progress in science, with some very good progress evident throughout the school. This is an improvement since the last inspection when progress was judged to be satisfactory. At Key Stage 1, pupils make good progress in investigative science. By the end of the key stage they have developed their knowledge and can classify and compare the properties of thick and thin mixtures of potato or paint powder and water. Higher attaining pupils explain that more water makes mixture thin and know that only a little water makes it thick. Their understanding of the differences between living and non-living things is developing and pupils can identify the main features of a plant.
126. At Key Stage 2, pupils make good progress, building upon their knowledge of materials to describe objects in terms of size, shape and feel. They learn that some materials float in water and some sink. By the end of the key stage pupils investigate ways to prevent a ball of clay from sinking in water discovering that it will float when formed into the shape of a boat. They begin to explain this in terms of gravity, using terms such as "upthrust". Pupils understand that animals require nourishment to survive and can draw a simple food chain.
127. By the end of Key Stage 3, pupils make very good progress, understanding the relationship between the revolutions per minute of a rotor and the energy provided by hot air rising from burning candles underneath. They show a growing knowledge of the need to control conditions; for example ensuring that there is not a draught, when they take readings of burning candles. Pupils show growing knowledge of reproduction and by the end of the key stage can describe the life cycle of the frog.
128. Pupils at Key Stage 4 make good progress in carrying out investigations. They are able to build an electromagnet when following an accredited course. They compare the strength of electromagnets when they investigate increasing the number of coils of wire on a steel rod to determine the number of paper clips attracted. By the end of the key stage they have a developing understanding of the human body and reproduction. Pupils make good progress acquiring skills to separate the constituents of muddy water. Lower attaining pupils complete units of accreditation, studying the effect of man on the environment. Pupils make good progress in investigative science because they have regular opportunities to carry out experiments. They record with increasing accuracy, using tables and diagrams. Pupils have good opportunities to develop skills of numeracy in science, interpreting data with increasing accuracy.

129. Pupils are interested in science lessons, keen to handle resources and take part in experiments. They apply their skills of investigation and research and show a growing understanding that there are recognised ways to undertake experiments. Pupils record carefully so that they can interpret the results to draw conclusions. Pupils are aware that they are required to make decisions and are prepared, for instance to predict before they measure. They listen well to follow instructions and are willing to search for meaning and answers. Relationships between pupils and staff are very good and this makes an important contribution to the way that pupils work with a sense of purpose in science lessons. Pupils share resources well, discuss their work and make suggestions of how to proceed. Pupils are prepared to take a lead and responsibility, for instance for timing the experiment. Behaviour is good.
130. The quality of teaching is good, with a significant minority of very good teaching evident throughout the school. Teachers have very secure subject knowledge to plan lessons and respond to pupils' questions. They intervene to ask pupils good, open questions to promote progress. There are high expectations for pupils to investigate and use scientific terms. Staff are deployed effectively to support pupils and this makes a significant contribution to promoting progress, particularly for pupils who have additional special educational needs. Lessons start promptly, with effective planning to ensure that pupils remain interested and complete their assignments. Interesting resources engage pupils' interest and encourage them to want to take part. Planning for lessons is clear yet provides good flexibility to change direction to enhance learning when the opportunity arises. There is good planning to prepare additional activities for higher attaining pupils. Pupils receive good guidance on safe practice in science lessons. Resources are well deployed for pupils to develop independence in selecting for themselves. Pupils who have additional special educational needs receive good support so that they can participate at an appropriate level.
131. Planning for science is good and pupils receive a balanced study of all the required areas. There are opportunities for pupils to build upon their prior learning as they move through the school. Planning is good to promote literacy and scientific language. Pupils receive good support to respond to questions using augmentative communication. There is good planning to promote numeracy, particularly the recording and interpretation of data. Pupils at Key Stages 3 and 4 have good opportunities to use information communications technology for research and to record their work. There is limited evidence of the use of information communication technology to promote learning at Key Stages 1 and 2. Assessment procedures are good. Procedures are particularly good at Key Stage 4 where pupils undertake external accreditation matched to their assessed attainment.
132. The subject manager co-ordinates the subject well to influence development and improvements. The provision of support staff is good and they make a significant contribution to promoting pupils' progress. The specialist science room enables pupils to undertake appropriate experiments. The school grounds and local area are used well to study plants and insects. The range and quality of resources are good to provide pupils with opportunities to handle apparatus and models.

138.
Art

133. Overall pupils make good progress in art. The school has maintained standards in art since the last inspection. Progress is very good in Key Stage 2 and good in Key Stage 3. It is satisfactory in Key Stage 4, where pupils follow an expressive arts programme incorporating art, music and drama. No lessons were observed at Key Stage 1 but from the scrutiny of work and displays it is evident that pupils make good progress. They develop an awareness of pattern and colour and can print using a range of shapes and materials. In Key Stage 2 pupils use speech, sign and symbols to describe objects, identifying materials and patterns. They extend their knowledge through exploring different fabrics and making large observational drawings of natural forms. Pupils in Key Stage 3 learn about different artists and the style of their painting. By the end of the key stage they are developing a range of paint techniques and evaluate their own and others' work. In Key Stage 4 pupils the wider curriculum enables pupils to experiment with a range of mediums. For example as part of a multi-media project they study the effect of light through different materials and will use what they have learnt in a performance at the end of the term.
134. Pupils' response to art is at least good and frequently very good. Pupils are confident in their use of materials and respond positively to the teacher. Their interest and concentration is maintained throughout all lessons and they produce work of a good quality. Those with co-ordination difficulties particularly persevere to succeed and produce work. Within all lessons pupils relate well to adults and each other. There is evidence of pupils helping each other to achieve and they enjoy celebrating each others' achievements. Pupils are keen that visitors and other adults should appreciate everyone's work.
135. The quality of teaching is good and sometimes very good. The teacher is very enthusiastic, has a good understanding of the subject and of the pupils. Lessons are well planned and stimulating with an interesting mix and balance of activities. The pace of the lessons is good and the teacher has high expectations, challenging all pupils to develop their skills and understanding of the subject.
136. There is a good, comprehensive art policy and scheme of work which is appropriately reviewed in light of the changing needs of the pupils. Planning is clearly linked to assessment. As part of assessment a drawing assessment is carried out annually followed by consultation with the occupational therapist to identify suitable grips for pupils to enable them to use pencils and other tools more effectively in all subjects. This information is then circulated to staff. There is a subject development plan but this is general rather than specific, is not costed or given a detailed time scale for completion. The art curriculum for pupils in Key Stages 1 and 2 has been reduced this year by half and there is a need for closer links between the art department and key stage teachers to plan for cross curricular themes.
137. The display of art work around the school is good and celebrates pupils' achievement in a wide range of media. The school has developed good links with the Ipswich Museum Service and pupils are taken to exhibitions locally and further afield, for example, to The Sainsbury Centre in Norwich and to The National Gallery in London.
138. The art co-ordinator teaches throughout the school, is well qualified and maintains a high level of personal professional development. Accommodation for the subject is very good. Resources are well matched to the curriculum and pupils' needs. For instance, artist information sheets have been produced for pupils which combine pictures and information with text using words and symbols making them accessible to the majority of pupils. Planning to extend the use of information communication technology in art is appropriate.
139. Pupils with additional needs have access to therapeutic art sessions. In these, pupils are able to explore and experience a range of materials, to develop skills and behaviours linked to their IEP targets and to receive a high level of adult attention. It is recognised that these sessions could be further developed to form an essential part of the curriculum for pupils with more complex needs enabling them to access other subjects through sensory art.

Design and technology

140. Overall progress in design and technology is good. By the end of Key Stage 1 pupils are developing effective making skills. They cut, shape and paste shapes using simple equipment; join paper, tissue and card using paste and paper clips and they tear and cut with increasing accuracy. Knives are used successfully under supervision when working with more resistant materials and simple 3D shapes, such as pinch pots in clay, enable pupils to experience a different material.
141. By the end of Key Stage 2 pupils are improving their making skills as they use scissors more accurately and, with help, use a hacksaw to cut thin wood. They cut along lines to measured marks and design and make threaded patterns using beads that they have made. Early clay work is extending into clay slab and rolling work and higher attainers assemble toothed cogs and make predictions about the direction of rotation. There is a significant improvement in pupils' ability to make reasoned choices as was exemplified during the lively discussion about how they were going to make a Kanga along the lines of the samples brought to school. The pupils manifested real awe and wonder at the beauty of the design on the different cloths.
142. By the end of Key Stage 3 pupils have built upon their skills and are beginning to understand the link between design and making. Their designing and making of place mats involves using fibres to make felt and the carding of wool. As a result they increase their understanding of the use of different materials. They incorporate materials found in nature into their products, for example one pupil with limited vision made a "book" using sand, leaves and feathers providing him with a unique reminder of what he had experienced on a visit to a museum. Pupils sew a straight line using a sewing stitch and extend their clay skills to the creation of coiled pots.
143. By the end of Key Stage 4 pupils extend their joining skills to include the use of string, staples and pins and are able to pin a paper pattern to fabric prior to cutting and assembling. They use a design, talk and their previously learnt skills to make a wider range of 2D and 3D products, for example a model of an island and boat for a survival project. They are better able to make reasoned choices about design features that they wish to incorporate into their products.
144. Pupils respond to design and technology with enthusiasm. They concentrate well when listening to instructions or performing tasks and show care for the equipment and materials they use. Behaviour is consistently good. Pupils show respect for the views of others when in discussion; the quality of the discussion as part of the design stage is a strong feature of all lessons. The great patience pupils show as they wait for their peers with specialist communication equipment to respond in discussion further underlines the respect that they have for each other. Most pupils work independently and most will persevere with difficult tasks for most of the time, particularly those pupils with complex learning difficulties. As pupils progress through the school they accept more responsibility and show initiative as they help during lessons and tidy up afterwards. Pupils take pride in their work and demonstrate what they have done with confidence.
145. Teaching in design and technology is consistently good and sometimes very good. Lessons are very well planned; methods and organisation used match the pupils and topics' needs and teachers constantly challenge all at appropriate levels. Carefully targeted support by teachers and support staff, including the therapy services, and the use of special access technology, ensures that all pupils have optimum opportunities to succeed. The resources available from school stock and materials that staff have collected are effectively used. Teachers make good use of the time available and pupils show real satisfaction with completing set tasks within the time allocated. The very good relationships that exist between staff and pupils, combined with the effective co-operation of teachers and support staff creates a very good ethos in lessons which encourages pupils to work hard.
146. Design and technology is well co-ordinated throughout the school. The policy is underpinned by a good

long term plan which ensures that pupils make progress as they get older. This plan in turn is linked to a well structured medium term plan which clearly identifies aims, objectives, outcomes and assessment points for units produced and links directly to weekly lesson plans. As yet not all of the units have been written. The curriculum has balance and breadth. It provides pupils with appropriate opportunities for designing and making and reflects the requirements of the National Curriculum. However, there is a need to ensure that 3D work and work with resistant materials is given as much prominence as 2D work and work with non-resistant materials.

147. Satisfactory improvements have been made since the last inspection. Teaching is consistently good, the pupils responses are consistently good and expectations are uniformly high. Planning continues to be of high quality but there continues to be a need for specially adapted tools.

153. **Geography**

148. Pupils make satisfactory progress in geography. Due to timetable constraints only a few geography lessons were observed. Inspection evidence is taken from lesson observations, scrutiny of pupils' work and teachers' plans. Geography is taught in Key Stages 1, 2 and 3. In Key Stages 1 and 2 there are two weekly humanities lessons and each half-term, or term, modules of study alternate between geography and history. In Key Stage 3 pupils have one 75 minute lesson of geography a week. This means that adequate time is now allocated to the teaching of geography. The school has addressed this issue since the previous inspection.

149. By the end of Key Stage 1, pupils have developed an understanding of their home locality, identify the differences between towns and the countryside and have an awareness of life in different places including a seaside resort and an Indian town. Higher attainers understand the effects of weather on people and express their views about the environment. During Key Stage 2, the pupils extend their understanding of different localities, climates and cultures. They experience African food, music and clothes and draw comparisons about their own life and that of a Masai child. By the end of the key stage higher attainers learn to investigate geographical and human features of different areas, for example farmland and river basins Pupils have developed their skills in map reading and interpreting information.

150. During Key Stage 3, pupils build further on prior learning and experiences. They identify characteristics of settlements and the requirements for survival. Pupils have an awareness of how geographical features affect the way people live through studies on South America, Australia, volcanoes and coastal landforms. The higher attainers develop skills in interpreting geographical information about an area and make predictions about the life style of the inhabitants. By the end of Key Stage 3 good progress is made by pupils in the development and use of vocabulary associated with the subject.

151. Pupils are well behaved and work well in lessons. They are keen to respond in class discussions, listening to one another and developing their ideas. They settle to tasks and particularly enjoy practical activities. There are good relationships between the pupils and they wait patiently for those using communication aids to respond to questions. Pupils like to take responsibility for distributing and collecting learning resources and are keen to help tidy up.

152. Overall the quality of teaching is sound. It is occasionally good. Teaching is most effective when there are short-term plans which have learning objectives that are matched to the needs and abilities of the pupils. For example a Year 8/9 lesson on settlements included a range of activities which ensured that the pace of the lesson was good throughout. Information was presented clearly and in a lively manner and questions were targeted to challenge individual pupils; resources are well deployed and support assistants have a clear understanding of the purpose of planned activities. Teaching is less effective when explanations are unclear and time is not used effectively.

153. Good curriculum planning ensures the pupils have access to a broad and balanced curriculum. The

subject policy and planning is well matched to the needs and abilities of the pupils and ensures that all aspects of the national curriculum are covered. Good use is made of this assessment information to aid planning of future lessons. Pupils' work is discussed with them and an assessment file is maintained to record pupils' progress against learning objectives and topics covered. Geography makes a significant contribution to pupils' spiritual, moral, social and cultural development. They develop an awareness of the vastness and contrasts of the world. Pupils develop an understanding of life in different settings, cultures and communities.

154. The subject is well co-ordinated. Curriculum plans are reviewed and developed by the subject leader and the Head of Lower School in liaison with the teachers delivering geography to primary aged pupils. Recently there have been very good developments in planning a curriculum matched to the needs of Key Stage 2 pupils with communication needs. There is an action plan with appropriate priority targets for development. However this is not costed. Although pupils' assessment sheets are collated this data is not yet used effectively to monitor progress or inform future planning. The subject leader is aware of the need to monitor the teaching of geography throughout the school and provides support to colleagues in the lower school. The school makes very effective use of teacher made and borrowed resources in lessons and for display work. Geography displays around the school make a significant contribution to the good ethos of the school.

160. **History**

155. Pupils make satisfactory progress. Due to timetable constraints only a few history lessons were observed. However inspection evidence is taken from lesson observations, scrutiny of pupils' work and teachers' plans. History is taught in Key Stages 1, 2 and 3. In Key Stages 1 and 2 there are two 50 minute weekly humanities lessons and modules of study alternate between history and geography. In Key Stage 3 pupils have a double lesson (90 minutes) of history each week. This means that adequate time is now allocated to the teaching of history and the school has addressed this issue since the previous inspection.

156. During Key Stage 1, pupils develop their knowledge and understanding of their own family history and other families and sequence photographs into chronological order. By the end of the key stage they have an understanding of everyday life for the Victorians and for people in the 1940s and link this information to the lives of famous people and events. By the end of Key Stage 2, pupils are extending their knowledge of life in different time periods and experience the food, clothes, music and life styles of rich and poor people. They compare and contrast the life styles of people living in Ancient Egypt, Ancient Greece, Tudor times and Victorian Britain. Pupils interpret information from a range of historical sources including pictures, photographs, artefacts and stories. They use their knowledge well when visiting buildings, museums and specialist centres such as Kentwell Manor. Higher attainers develop an understanding that some peoples' actions have a major impact on the lives of others.

157. At the end of Key Stage 3, pupils have developed their understanding of how people and societies bring about change and are affected by change. They understand the impacts brought about by the Roman Empire, Medieval Realms, British Industrialisation, the First World War and their consequences on peoples' life styles and class structures. Higher attainers make good progress in their development and use of vocabulary associated with the different time periods. Pupils learn to build up evidence from a range of different historical sources and find out that, often, there are different points of view about historical events.

158. Pupils enjoy history lessons and are keen to participate in class discussions. They handle and explore photographs and artefacts with care. Pupils are willing to volunteer for activities. They concentrate on group and individual work and rise to the challenge when work becomes more difficult. Pupils relate well to one another, showing a good sense of humour and are proud of their achievements. Those taught in the humanities room (Acorn Suite) are easily distracted when sitting on swivel chairs.

159. The quality of teaching in history is always sound, on occasions it is good. Teaching is most effective where there are a range of resources which support learning. For example in a lesson on World War 1 pupils had the opportunity to handle clothes and army equipment from that time period. This enabled them to make comparisons with present day uniforms and ensured they were fully involved in the lesson. Clear explanations and work that matches the needs and abilities of the pupils ensures pupils make progress. Discussions and questions are targeted to challenge individuals and ensure that all pupils remain attentive. Group work is well supported by support assistants who have a clear understanding of the purpose of the activities. The excellent resources available are deployed at an appropriate pace for the pupils. Occasionally teaching is less effective when the learning objectives are not clear to the support assistants and the work set is not matched to the needs and abilities of the pupils.
160. Good curriculum planning ensures pupils have access to a broad and balanced curriculum. The subject policy and plans are structured well to ensure all aspects of the National Curriculum are covered. Short-term plans for each lesson include learning objectives and assessment outcomes which are matched to pupils' abilities. Good use is made of this assessment information to aid planning for future lessons. Pupils' work is discussed with them and an assessment file is maintained to record pupils' progress against learning objectives and topics covered.
161. History makes a significant contribution to pupils' spiritual, moral, social and cultural development. They develop an understanding that life is not limited to the here and now; develop their understanding that peoples' action have an impact on the lives of others; learn about the lives of different people and societies and develop their understanding of different cultures and class structures.
162. The subject is well co-ordinated. Curriculum plans are appropriately reviewed and developed. As in geography there have been very good developments in planning a curriculum matched to the needs of Key Stage 2 pupils with communication needs. The subject manager collates pupils' assessment sheets and is aware of the need to monitor the teaching of history throughout the school. There is good inventory of resources which is kept updated. The school makes very effective use of teacher made and borrowed resources in lessons and for display work. History displays are good and make a positive contribution to pupils' learning.

Information communication technology

163. Throughout the school pupils make good progress in the use of information communication technology. Most have a good understanding of the use of every day technology while those pupils with more complex learning difficulties are very good at using the specialist devices that help them to communicate.
164. During Key Stage 1 pupils develop their knowledge of vocabulary when talking about the equipment that they use. For example they refer to screen, key-board, mouse, switch, printer. They are more consistent in recognising the letters of the alphabet and a few of the important function keys on the key-board. By the end of the key stage they use a touch screen to affect colour, size and position changes on a screen image and confidently recite the "do's and don't's" of working with computers in the specialist media room.
165. At the end of Key Stage 2 pupils show increasing confidence in the use and understanding of the computer equipment and programmes. They use the space bar, return, and caps with greater confidence and accuracy when word processing and are beginning to be more confident in changing the appearance of what they produce such as the type or size of font. Higher attaining pupils use capitals and punctuation to produce longer sentences while pupils with more complex learning difficulties use access devices and special programmes with greater confidence.
166. During Key Stage 3 pupils log on and log off the network and access their own files. Graphic programmes are used to enhance their work as they "grab" and locate visual images in text and they edit

what they produce through experimenting with font size, type of font and the re-location of units of text and images. By the end of the key stage they use the correct terminology regularly and understand more about other aspects of communication technology as they explore the use of telephones and videos. As programmes increasingly use more complex displays and a wider range of function icons pupils with more complex learning difficulties, already using a similar "environment" in their specialist access devices, are provided with real opportunities to show their confidence in this new "environment".

167. By the end of Key Stage 4 higher attaining pupils use computers with confidence and skill; they word process regularly and utilise graphic packages to create posters and signs. Information and tools are retrieved from increasingly more complex menus and they use CD ROMS to access information for research. Control technology is used to programme videos and digital cameras are used to enhance their graphic work. The "Words in Symbols" programme is very effectively used by those older pupils and students to support their communication.
168. Information communication technology is beginning to be used to support learning in most subjects. However this is not consistent throughout the school. The development of the media resource base has ensured that a significant number of computers are available for class-room use. As a result some word processing takes place at all key stages while graphics programmes are used at Key Stages 4. The use of a wide range of special switching and communication devices is a normal feature of the school.
169. Pupils enjoy their information communication technology lessons and are eager to increase their skills and knowledge. They particularly enjoy working in the recently created specialist media resource room and are already familiar with and respond well to its routines and conventions. They show respect and care for the new equipment and know the "rules". For example, Key Stage 1 pupils repeat them with confidence and gusto. Pupils of all ages are patient when waiting for help; some able pupils help others and many pupils, across all key stages, are able to work independently. The perseverance shown by most pupils when faced with new or more difficult tasks, particularly those with complex learning difficulties, is a strong feature of all lessons. Older pupils accept responsibility for units of work and confidently explain choices and decisions.
170. The quality of teaching is good throughout the school. Lesson planning reflects the scheme of work, the lesson's objectives and the pupils' range of abilities. Carefully targeted support by class teachers, support assistants and volunteers ensures that all have optimum opportunities to have access to and achieve success during lessons. The quality of collaborative work between teachers, support staff and technician is very good and contributes directly to the progress that the pupils make. Teachers have high expectations and their effective use of time and resources enables most pupils to complete units of work within the time available.
171. The subject is well led and is driven by a policy which reflects the school's aims. This policy is underpinned by a long term plan which takes due note of National Curriculum guidelines. Planning is supported by medium term plans that provide a sound basis for lesson planning and assessment that provides feedback for pupils and informs curriculum planning. Not all of the units required by the medium term plan are in place. However, the creation of these units using the structure used at present and the linking of all units to key stages will complete what is a coherent and relevant scheme of work. The subject is very well resourced.
172. Since the last inspection there has been significant progress made in the provision of information technology. The subject is well coordinated and is guided by good long, medium and short term planning documents that gives coherency to this area of the curriculum.

Modern Foreign Language (French)

173. Pupils make satisfactory progress. Better progress is prevented because of the lack of time allocated to the subject. Pupils study French in Key Stage 3 and by the end of the key stage have developed an understanding

of French which would enable them to hold a limited conversation should they go to France. By the end of Year 9 all achieve certificates at different levels through an externally accredited course. They are confident to use phrases beginning with “J'aime” and “Je n'aime pas” and all will respond in French to greetings such as “Bonjour”. They count with confidence up to ten and some count up to twelve. Pupils introduce themselves in French and can state their age. They listen well to tapes, translating what is being said. Most show an understanding of phrases linked to food and drink and their cost in francs.

174. Pupils respond well to this subject. They show interest and enthusiasm and clearly enjoy speaking in French. They are proud of their achievements and are keen to show off their skills to visitors. All pupils show patience when listening to each other and will offer suggestions when someone needs help. They participate well in practical activities and enjoy the competitive element of the games.
175. Teaching is satisfactory. Although not a subject specialist the subject manager has worked hard to develop her knowledge. Planning is appropriate and is based on the local education authority's scheme of work. The use of spoken French is limited however the use of tapes does enable pupils to hear longer sentences in the language. The pace of lessons is satisfactory and is most effective where a range of activities is offered. For example in a Year 8/9 lesson, after a class activity practicing vocabulary, the class broke into groups and carried out a variety of tasks based around shopping and ordering food. Resources were used well and tasks were matched well to pupils' ability. Assessment is used well to monitor progress although it is not always used to support the planning of lessons.
176. The subject is managed well. The co-ordinator has recognised the weaknesses in terms of expertise and has ensured that this is well supported through in-service training and support from advisors. She has worked extremely hard in developing resources many of which are teacher produced. The scheme of work is appropriate. There is recognition that the curriculum would benefit from commercially produced resources which would reduce the workload. There are very limited opportunities for higher attaining pupils to progress in the subject.
182. **Music**
177. By the end of all key stages pupils make good progress in relation to their past learning. Due to timetable arrangements it was only possible to observe two music lessons, one for pupils at Key Stage 2 and one for pupils at Key Stage 3. A session of therapeutic music for pupils from Key Stages 1 and 2 was also observed. Although only a limited number of lessons were observed there was sufficient evidence from discussions with the subject leader, scrutiny of subject planning, individual pupil's records and evidence on video and audio tape to make a judgement on progress.
178. By the end of Key Stage 2 pupils have developed an awareness of rhythm. They recognise that the beat of music can be used to build a picture for example when putting music to a story of a lion chasing a gorilla. They copy rhythms well and can extend them further. By the end of Key Stage 3 pupils have built upon their skills. They have developed their understanding of maintaining a beat and know how to play instruments loudly or softly. They know a wide variety of songs and have adapted some to their own circumstances. For example changing the words of a well known song so that it makes reference to the work of the physiotherapists.
179. Older pupils have developed their knowledge of a range of different musicians and recognise work by Gershwin and Berlioz. They show an understanding of how music can be used to set the mood for example one pupil pointed out that summertime music is light. Pupils are studying a module called ‘Jesus Christ 2000’ and the focus has been on exploring ‘light’ and ‘dark’ through pictures. This work is supported by drama activities related to showing emotions and music such as ‘The Walk to the Gallows’ and ‘Summer Time’.
180. It is clear that pupils enjoy music and respond well to the lessons. They show confidence to perform and play instruments in front of an audience. Pupils are patient with each other and supportive in lessons

when working together. There is high level of enthusiasm and older pupils have risen well to the challenge of the production of Jesus 2000.

181. Overall teaching is good. Teachers are confident in their subject knowledge and ensure that pupils gain from a wide range of experiences. However, in the music lessons timetabled for the end of the day or those timetabled before a school assembly teaching and learning are affected by the number of staff available to support pupils, and the constant interruptions as pupils are taken to be toiletted and changed. At these times the teachers' planning cannot be fully implemented. There are insufficient staff available at these times to support pupils, particularly those with high dependency needs.
182. The planned curriculum is good and is appropriately balanced. There are good opportunities to develop pupils' skills to play a range of tuned and untuned percussion instruments as well as keyboards. Planning includes good opportunities for pupils to perform, compose and appraise music. The curriculum enables pupils to take part in musical activities outside the school and for them to visit the theatre both locally and in London. This is further enhanced by good links with musicians from the London Sinfonia who visit the school and provide workshops through which pupils develop their skills in composing and performing. The school has recently implemented an expressive arts course for pupils at Key Stage 4 and for students in the further education department. Draft planning is in place and pupils and students have good opportunities to explore topics through music, art and drama.
183. The subject is managed well on a day to day basis by the subject leader. Long term development of some aspects of the school's music provision, such as the therapeutic music sessions, issues relating to the timetable and the deployment of support staff have not been considered in sufficient detail.
184. The school has appropriately implemented therapeutic music sessions for some pupils who have additional special needs. The interactions between adults and pupils during these therapeutic sessions are very positive and pupils have very good learning experiences. However, the sessions are not planned in terms of teaching or learning and currently opportunities to develop and reinforce language and communication skills as well as skills in other curriculum areas could be missed. Pupils' achievement and progress during these sessions are not formally monitored. This is unsatisfactory. Therapeutic music sessions are not guided by a policy or by planning to support teaching and learning. The role of these sessions within the overall curriculum and within pupils' curriculum entitlement has not been clearly established. In addition to the therapeutic music sessions provided by the school some pupils with additional special needs also have sessions with a qualified music therapist once a week.
185. Accommodation is good. This provides an appropriate base for the storage and display of some of the school's music resources and is the teaching base for the subject leader. Resources to support learning are good and enhanced by effective use of the loan scheme run by the local education authority's music service. The school currently has a good range of African musical instruments to support the topic being covered by pupils at Key Stages 1 and 2. Resources are easily accessible and include boxes of tuned and untuned percussion instruments for use in classrooms. The school is developing a good range of music CD's and videos of popular West End musicals. It has improved its use of information technology in response to criticism in the last inspection report and is developing an appropriate range of CD-ROM's to support the development of composing skills.

Personal, social and health education.

186. Pupils make good progress. When they start school many lack appropriate independent skills. By the time they leave pupils are confident individuals, keen to be independent and take on responsibility. The subject contributes greatly towards the achievement of the aims of the school. Although it was not possible to see any lessons for Key Stage 3 and 4 pupils during the inspection there was sufficient evidence from teachers' records and pupils' files to make a judgement on progress.

187. By the end of Key Stage 1 pupils have an understanding about feelings and describe different emotions. They develop a knowledge of healthy eating and the importance of breakfast. Many are increasing their vocabulary through the work they do on senses and their body. They use words such as skeleton and understand where the spine and rib cage are. By the end of Key Stage 2 pupils have an understanding of a range of aspects. These include issues to do with safety, not only on the road but also in the home, such as considering the safe storage of medicines. Pupils' social skills have developed well. They are courteous and friendly, showing confidence in working with their peers and adults. They enjoy opportunities to chat and communicate well about a range of aspects, particularly football.
188. At the end of Key Stage 3 pupils continue to make appropriate progress. They discuss issues such as friendship and bullying and understand the importance of saying no to strangers. They are beginning to develop their knowledge of the dangers of drug abuse. Older pupils work on their personal profiles, developing an understanding of applying for jobs and presentation of letters. Discussions centre around topics including equal opportunities and prejudice and pupils talk sensibly about a range of aspects. Pupils are mature and sensible and are keen to take on responsibilities. For example they take on responsibility for running the tuck shop and do so very efficiently.
189. Pupils' response is good and on occasions very good. Younger pupils concentrate for long periods of time and are very attentive. All pupils enjoy opportunities to enter into discussions. They listen well to each other and show respect for each other's points of view. Many are keen to contribute, for example, pupils in Key Stage 1 were eager to show their knowledge of the names of different bones in the body. Pupils work together and support each other well.
190. Although only a small number of lessons were seen, teachers' records and pupils' files confirm that overall teaching is good. Teachers are confident in discussing a wide range of subjects and encourage pupils to talk about issues that are of concern. Expectations are appropriate in enabling pupils to develop their personal and social skills. Teachers manage behaviour well for example in a Key Stage 1 lesson pupils were encouraged to listen despite their over-enthusiasm and as a result they remained on task throughout. A range of strategies are used effectively with teachers working with the whole class before splitting them into groups to work at levels which match their ability. Appropriate systems are used for assessing pupils' progress over time, although the use of day to day assessment to support planning is underdeveloped.
191. The subject is well managed by two co-ordinators, one in the lower school and one in the upper school. They have worked hard to develop a scheme of work and are appropriately reviewing the lower school scheme. It is recognised that there is too wide a range of aspects to cover in the allocated time and that there is a need to reduce the amount being taught. There is also very limited time given to check pupils' understanding and review the work that has been done. The upper school has adopted a commercial scheme this term and it is effective in ensuring that a range of topics are covered. Sex education is taught separately and good use is made of the school nurse in working with classes and individuals. As yet there are no systems for monitoring the teaching of this subject. Resources are appropriate and good use is made of accommodation.
197. **Physical education**
192. Pupils make very good progress in physical education. By the end of Key Stage 1, they have developed a range of skills. Pupils respond well to enthusiastic teaching to improve their performance in movement and dance. They move around the gym and modify actions to convey meaning. Pupils choose to move in ways that express feelings, such as anger. Pupils at Key Stage 2 make good progress responding to tasks in movement and dance. They develop actions, such as stretching and curling, and are building up series of actions, in response to music. Pupils make very good progress through teacher intervention and

support. By the end of the key stage, pupils are confident in the water and higher attaining pupils are developing confidence in swimming.

193. Pupils at the end of Key Stage 3 make very good progress improving movements with wheelchairs through slalom posts in a game of tag during the warm up for physical education. They understand the need to prepare for physical activities and for rest afterwards. Pupils make very good progress towards the targets set for improvement. Pupils adapt and refine techniques of moving with a ball with their hockey sticks when they prepare for small team games. They evaluate their own performance and make changes to improve their speed of carrying the ball.
194. By the end of Key Stage 4 pupils have made very good progress in a range of skills. For example, in basketball they develop strategies and adjust tactics to improve success in passing and receiving the ball. They manoeuvre their wheelchairs with skill to improve their techniques and teamwork in preparation for an area competition. Pupils at Key Stages 3 and 4 have regular opportunities to swim. They make good progress developing confidence in the water and refining swimming strokes to swim distances.
195. Pupils enjoy physical education lessons and extra curricular activities at sports clubs are popular. They achieve success, and understand that the emphasis is upon improving their own performance whilst contributing to a team effort. Pupils exhibit a great sense of anticipation as they wait for explanations of the current task, responding immediately. They evaluate their own responses and make changes to improve and show originality for example in their own interpretation of dance music. Pupils are receptive to suggestions to improve and are very pleased to demonstrate skills to others. Pupils co-operate well with each other when working in groups or pairs and develop good team skills.
196. The quality of teaching is very good. Music, dance and story are used well. Demonstration is very effective and this helps pupils to improve the variety of movements in gymnastics and dance. Planning promotes pupils' progress in swimming and games. Teachers and the swimming instructor show very good enthusiasm for the subject and encourage pupils to take part and improve their performance. Staff manage pupils behaviour very well. Instructions are clear and lessons engage their interest. Support staff and volunteers provide good support for pupils, providing assistance to improve individual performance. There is excellent support from physiotherapists within some physical education lessons to promote pupils' physical development.
197. Planning is secure to enable pupils to make progress as they move through the school. Pupils work towards swimming awards and have increasing opportunities to achieve awards in physical education. Systems of assessment are good. Some pupils receive enjoyable additional swimming lessons.
198. The co-ordinator manages the subject very well. Support staff and volunteers play a strong part in supporting pupils to promote their progress. Overall accommodation for physical education is good. However storage is inconvenient and there is a large amount of equipment in the gymnasium, restricting movement. There are no changing rooms or showers for physical education. The school swimming pool is useful but there is some deterioration of fabric and limited shower facilities. Outside accommodation for physical education is good, with a small field and hard running track. There is good provision in the locality to promote progress in outdoor adventurous activities. Pupils have good opportunities to use local sports halls and riding centres to promote physical development.
199. There is an exceptionally good range of extra-curricular activities and competitive sports. Pupils develop very good independence skills at the after school sports club, where they take responsibility and develop team skills. They prepare well for area and national sporting events. Resources for learning are good for gymnastics, games and swimming. There is a good range of equipment that is specially adapted to meet pupils' special requirement.
205. **Religious education**

200. Pupils make satisfactory progress in all key stages. Due to timetable constraints only a few religious education lessons were observed. Inspection evidence was taken from lesson observations, scrutiny of pupils' work and teachers' plans. By the end of Key Stage 1, pupils have developed an understanding of the changing seasons, special occasions such as Christmas and Easter and how they are celebrated. They are developing their knowledge of families' routines and religious beliefs. In Key Stage 2, pupils use their questioning skills to build on their prior learning. By the end of the key stage they are aware of how family life may be affected by religious beliefs and relate this to their own experiences. They have developed their knowledge of Christian and Jewish family life, and about rules and customs in different communities including the Hindu community.
201. During Key Stage 3, pupils develop their awareness of themselves in a family and as a friend. They have an understanding of the needs of others and explore issues of social expectations and peer pressure. Pupils examine human experiences and natural phenomena which cause people to question the purpose of life. They extend their knowledge of Christianity and Judaism. They develop an awareness of the works of a religious organisation through the study of the beliefs of famous people. By the end of Key Stage 4, pupils investigate how attitudes and beliefs influence choices and life styles. They consider a range of religious teachings and ethical issues about marriage. Pupils develop an awareness of world issues and peoples' concerns for the future through studying modules on "war and conflict" and "environmental issues" and extend their knowledge of the works of religious organisations.
202. Pupils are well behaved and co-operative in lessons. They engage in class discussion, listen to and show respect for others' ideas and maintain an interest in the activities. They are keen to improve the presentation of their work even when their fine-motor skills make precision work difficult. The pupils have good relationships with one another and work collaboratively in pairs. A few pupils in Key Stages 3 and 4 lack motivation and choose not to do the work set by the teacher.
203. Overall the quality of teaching is satisfactory. Teaching is good when lessons are well planned and learning objectives are matched to the needs and abilities of pupils and a good pace is maintained as lessons proceed with smooth transitions between activities; This was evident in a Year 7 lesson based on a "Who am I?" module. The lesson was well organised with resources set out before the lesson. The work was structured to prompt responses from pupils and there was an effective session at the end of the lesson which recapped the work covered. Good opportunities are provided for pupils to practice and develop core skills of literacy and numeracy and make links with topics being studied in geography and history. Support assistants have a very good knowledge of pupils' communication needs and make a significant contribution to the education within classes; plenary sessions are used effectively to review pupils' learning. Short-term plans for each lesson include differentiated learning objectives and religious education assessment outcomes. Good use is made of assessment information to aid planning for future lessons. Teaching is less effective when insecure subject knowledge, developing awareness on the needs of individual pupils and limited signing skills make explanations to the class unclear.
204. Curriculum planning is good. The subject policy, long-term and medium-term plans are well matched to the needs and abilities of pupils within the school and are in accord with the agreed syllabus for religious education in Suffolk schools. In recent years the school has established good links with the Ipswich branch of Christian Youth Ministries and local churches. Outside visitors and field study visits are used where appropriate to support the learning and experiences of the pupils. An assessment file is maintained and shows pupils' progress against learning objectives and topics covered. This progress is not graded, but it is reported to parents each year. Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development. Curriculum plans lead them to consider matters that are personal and unique to them, to inquire for themselves and to reflect on personal beliefs and attitudes. Activities include a wide range of class and group discussions in which pupils learn and develop social skills and different attitudes.
205. The subject is well co-ordinated. The subject leader has good knowledge of the subject and makes good use of community links. Curriculum plans are reviewed and developed by the subject leader in liaison

with teachers delivering religious education. The subject leader only teaches one religious education lesson a week. She supports colleagues in their short-term planning and teaching of religious education, but this is an inefficient use of her good subject knowledge.

206. The school has only partially addressed the issue of insufficient resources for the teaching of religious education raised in the last inspection. There are still insufficient resources and artifacts for the teaching of some modules within the curriculum plans, particularly in the Key Stage 4 modules.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

207. A total of 28 inspection days were spent in school. During this time 93 lessons or parts of lessons were observed for a total of 64 hours.

- All teachers were observed on several occasions.
- Discussions were held with Chair of governors and members of the governing body.
- Discussions were held with all staff.
- Discussions were held with professionals involved in the school, including the speech therapist and physiotherapist
- Visits were made to pupils' work experience placements.
- A visits was made to one of the colleges attended by post 16 students
- Pupils' statements of Special Educational Need, annual reviews, individual education plans and records as well as reports to parents were examined. A sample of pupils' reading was undertaken and a representative sample of pupils' work scrutinised.
- Other observations of break and lunchtimes, assembly and other activities including study support were carried out.
- Informal discussions were held with pupils at break and lunch times as well as a formal meeting with members of the school council.
- These activities occupied inspectors for a further 44 hours
- School policies and documentation including the development plan, minutes of staff meetings together with teachers' plans and records were examined before and during the inspection.
- Prior to the inspection a parents' evening was held attended by 9 parents or carers.
- Responses from 23 questionnaires were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meal
YN Y14	76.2	81	81	19

Teachers and classes

Qualified teachers (YN- Y14)

Total number of qualified teachers (full-time equivalent)	12.70
Number of pupils per qualified teacher	6

Education support staff (YN – Y14)

Total number of education support staff	21
Total aggregate hours worked each week	1070

Average teaching group size:	KS2	9
	KS3	8
	KS4	9

Financial data

Financial year:	1998
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	£
Total Income	732090
Total Expenditure	740491
Expenditure per pupil	9030.38
Balance brought forward from previous year	35660
Balance carried forward to next year	27259

PARENTAL SURVEY

Number of questionnaires sent out:	83
Number of questionnaires returned:	23

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	41	50	9	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	23	9	0	0
The school handles complaints from parents well	38	19	33	10	0
The school gives me a clear understanding of what is taught	45	41	5	9	0
The school keeps me well informed about my child(ren)'s progress	41	45	5	9	0
The school enables my child(ren) to achieve a good standard of work	40	30	25	5	0
The school encourages children to get involved in more than just their daily lessons	36	50	9	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	52	14	5	0
The school's values and attitudes have a positive effect on my child(ren)	45	41	9	5	0
The school achieves high standards of good behaviour	45	45	5	5	0
My child(ren) like(s) school	41	45	5	9	0

Other issues raised by parents

A small number of parents wrote detailed comments. Nearly all expressed their support for the school.

Summary of responses.

At the parents' evening there were no concerns expressed about the school. However some parents felt that not all aspects of the Statements of Special Needs for their children were being fulfilled particularly with regards to health provision.