

INSPECTION REPORT

Kilton Thorpe School

Brotton, Saltburn by the Sea

LEA area: Redcar & Cleveland

Unique Reference Number: 111788

Headteacher: Mr. John Short

Reporting Inspector: Mr Robert B Thompson

Dates of inspection: 20th – 24th September 1999

Under OFSTED contract number: 708329

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
Type of control:	Local Education Authority
Age range of pupils:	2 -19 years
Gender of pupils:	Mixed
School address:	Kilton Thorpe School Marshall Drive Brotton Saltburn by the Sea Cleveland TS12 2UW
Telephone number:	01287 677265
Fax number:	01287 677265
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Sue Dove
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Bob Thompson	Modern Foreign Language Early Years	Main Findings Key Issues for action Characteristics of the school Attainment & Progress Curriculum and Assessment Personal, social, health education
Janet Bewick	Science Art Equal Opportunities	
John Lomas	Music Religious Education Physical Education	Spiritual, Moral, Social and Cultural Development Post-16
Val Howells	English SEN	Teaching Links
John Brasier LAY	English (S) Mathematics (S) Science (S)	Attitudes, Behaviour and Personal Development Attendance Support, Guidance & Pupils' Welfare Partnership with Parents and the Community Leadership & Management Efficiency Integration Staffing, Accommodation Learning Resources
Norman Watling	Design & Technology Information Communication Technology	
Ray Cardinal	Mathematics History Geography	

The inspection contractor was:

PkR Educational Consultants
6 Sherman Road
Bromley
Kent
BR1 3JH

0208 283 1923/4/5

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The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Overall pupils and students make good progress. Pupils and students with additional special needs make good progress in their personal development.
- The attitudes, behaviour and relationships of pupils and students are very good.
- Pupils' and students' attendance is good. They like coming to school.
- The quality of teaching is a strength of the school. Teachers and support staff work very well together. Staff are very skilled in managing pupils' and students' behaviour.
- The breadth, balance and relevance of the curriculum are very good. Assessment is used very well.
- The school's literacy strategy is very effective.
- The school's recently introduced numeracy strategy is proving to be very effective.
- Extra curricular activities provided for pupils and students are good.
- Provision in the further education unit is good.
- The school's provision for pupils' and students' spiritual, moral, social and cultural development is good.
- Partnership with parents and the community is excellent.
- The support and guidance given to pupils and students is excellent.
- The personal development of pupils and students is good.
- Careers guidance for pupils and students is good.
- Overall, staffing, accommodation and learning resources are good.
- The financial planning and controls are excellent.
- The leadership and management of the school are excellent.
- The school gives very good value for money.

Where the school has weaknesses

- I. Changing rooms for physical education are unsatisfactory.
- II. The lifting equipment in the changing areas for pupils does not meet their needs.
- III. The school hall is used as a thoroughfare disrupting lessons.
- IV. The storage of tables and chairs in the hall is unsatisfactory.
- V. The well stocked library, although developed recently, is too small and has restricted access.
- VI. The aids and equipment available to assist pupils and students in and out of the pool do not meet their needs.

This is a very good school which has many strengths and very few weaknesses. The governors' action plan will set out how these weaknesses are to be tackled. The plan will be sent out to all parents or guardians of pupils and students at the school.

How the school has improved since the last inspection

The school has developed well since 1996. The provision for pupils' and students' spiritual, moral, social and cultural development is now good. Spiritual provision has improved significantly. Learning resources are now good across most of the curriculum. The further education unit has developed well. The audio-visual provision in the hall is very good. The leadership and management of the school are outstanding. Pupils and students are offered greater opportunities in mathematics, design and technology, information communication technology and science. Opportunities for integration have improved. The curriculum has developed and is now broad, relevant and fully balanced. Religious

education is well established on the curriculum. The role of the subject co-ordinator is now well established. The quality of assessment across all subjects has improved. The use of assessment to inform planning is very good. Monitoring and evaluation of standards within the school are excellent. The quality of teaching across the school has improved and is a strength of the school. The team work between teachers and support staff is very good and contributes significantly to the progress pupils and students make.

• **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	B	B		Key
English:						Y
listening and speaking		B	B	B		
reading		B	B	B	<i>very good</i>	<i>A</i>
writing		B	B	B	<i>good</i>	<i>B</i>
Mathematics		B	B	B	<i>satisfactory</i>	<i>C</i>
Science		B	B	B	<i>unsatisfactory</i>	<i>D</i>
Personal, social and health education (PSHE)		B	B	B	<i>poor</i>	<i>E</i>

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

Most pupils and students make good progress across all subjects of the National Curriculum, including religious education and personal, social and health education, except in music where they make slightly slower, though still satisfactory progress.

• **Quality of teaching**

	Overall quality	Most effective in:	Least effective in:
5 – 11 years	Good	Science	
11 – 16 years	Good	Modern Foreign Language	
Post-16	Good	Design and Technology	
English	Good		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

Teaching is a strength of the school. It is satisfactory or better in all lessons. It is good or better in 84 per cent, very good in 34 per cent, and occasionally excellent. Examples of very good teaching were seen in almost all subjects of the National Curriculum and personal, social and health education. Team work between teaching staff and support staff is a strength of the school.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' and students' behaviour is very good, both in school and in the community.

Attendance	Pupils and students attend well and enjoy coming to school.
Ethos*	There is an excellent ethos in school.
Leadership and management	The leadership and management of the school are exemplary.
Curriculum	The curriculum is broad, balanced and very relevant to the needs of the pupils and students. Assessment is very good and used very well to inform future planning.
Spiritual, moral, social & cultural development	The spiritual, moral, social and cultural development of pupils and students is good.
Staffing, resources and accommodation	Staffing and accommodation are good. Adequacy and appropriateness of learning resources are very good.
Value for money	The school gives very good value for money.

**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

VII. Parents like the way in which the school encourages pupils and students to become involved in school activities.

VIII. They feel well informed by the school.

IX. The school is approachable when they have problems.

114 questionnaires were sent out to parents; 39 were returned. These were very positive and supportive of the school. Eight parents attended the parents meeting before the inspection. The inspectors support the parents' very positive opinions about the school.

· **KEY ISSUES FOR ACTION**

Accommodation in school is good overall, however, in order to improve the high standard of education further, the school and governing body should:

X. improve the changing room facilities for pupils and students for physical education; (*paragraphs 68, 88 and 207*);

XI. ensure the equipment to lift and move pupils and students while changing meets their needs (*paragraphs 68, 88 and 207*);

XII. ensure appropriate storage for dinning tables and chairs (*paragraphs 88, and 207*);

XIII. limit the number of disruptions to lessons taught in the hall (*paragraphs 88 and 207*);

XIV. develop the library area to enable groups of pupils and students to benefit from the significant improvement which has taken place (*paragraphs 88 and 116*);

XV. ensure the aids and equipment available to assist pupils and students in and out of the pool meets their needs (*paragraphs 68, 88 and 207*);

· **INTRODUCTION**

· **Characteristics of the school**

- 1 Kilton Thorpe school caters for pupils aged 4 to 19. Pupils have statements of special educational need that relates to a wide spectrum of learning difficulties incorporating profound and multiple learning difficulties, severe learning difficulties, moderate learning difficulties, autistic and associated complex needs and behavioural difficulties.
- 2 Pupils are placed in one of three departments: primary, secondary or the further education unit. Each department has its own ethos and its own head of department. The further education unit is a unique collaboration with Redcar and Cleveland College, who fund additional places for up to 15 students and as a result one teacher is employed by the college but teaches full-time on the Kilton Thorpe site.
- 3 The school catchment area covers the whole of Redcar and Cleveland, with some pupils from neighbouring boroughs including Darlington, Middlesbrough and North Yorkshire. Just over 42 per cent of pupils are entitled to free school meals; 26 per cent of pupils have been touched by child protection issues, indicating the vulnerability of pupils. Both authorised and unauthorised absences are low for a school of this type. The school population is almost entirely white, with only one pupil from another ethnic background.
- 4 In 1995, Kilton Thorpe school underwent a major refurbishment and reorganisation programme. In the past two years the school has had two new classrooms built on one funded by the Local Education Authority, and one funded by the school. Since the last inspection, pupil numbers have increased from 86 to 117; staffing has increased from 11.2 to 13 teachers. Teaching time has increased to over 25 hours per week. Management has been affected by the staff changes: two new heads of department have been appointed, one to the primary department and one to further education.
- 5 The school is located adjacent to a mainstream primary and a secondary school. The three schools share a mission statement and an integration action plan.
- 6 An important area of development is target setting. The school has assessment strategies to allow individual learning and behavioural targets to be profiled. Literacy and numeracy strategies are being implemented and monitored closely. The school is investigating approaches linked to “Investors in People” as part of overall staff development.
- 7 The school mission statement states :

“Kilton Thorpe is a school without boundaries, which works in the heart of the Redcar and Cleveland community to provide a specialist service that cares for and upholds the needs, rights and entitlements of those individuals with special needs and their families.

Kilton Thorpe enables pupils to achieve their full potential through a nurturing environment that at the same time is rigorous in setting standards in relation to the curriculum, teaching and learning.

Kilton Thorpe values the uniqueness of the individual and responds to the challenge of special needs through knowledge, understanding and empathy. We endeavour to prepare pupils for the independent journey of lifelong learning.”

8 Key indicators

City and Guilds

Wordpower	5
Numberpower	4
Certificate of Achievement: Mathematics	8
Certificate of Achievement: English	3
Information Technology (Entry Level)	5
Diploma of Vocational Education	2
Self and the Environment	1

Number of Passes

ASDAN (Award Scheme Development & Accreditation Network)

Bronze Award
Meal Preparation
Physiotherapy
Sport Study

Number of Passes

6
4
4
4

Learning by Doing (Sponsored by industry)

Team Enterprise

Number of Passes

29

Attendance

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

		%
Authorised absence	School	6.7
	National comparative data	8.0
Unauthorised absence	School	0.1
	National comparative data	3.0

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	36
Satisfactory or better	100
Less than satisfactory	Zero

8 **PART A: ASPECTS OF THE SCHOOL**

8 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8 **Attainment and progress**

8 *The characteristics of the pupils for whom the school caters make it inappropriate to judge attainment 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' and students' statements, individual education plans, behaviour plans and in annual reviews.*

9 The rate at which pupils and students progress has improved since the last inspection. Most pupils and students now make good progress in most of the National Curriculum subjects. Progress is good in English, mathematics, science, art, design and technology, humanities and information communication technology, physical education and religious education. Progress in music is slightly slower, but still at least satisfactory.

10 Pupils and students with additional special needs make good progress across the curriculum and particularly in their personal, social and behavioural targets.

11 The very well planned curriculum and high quality of teaching across the school lead pupils and students to make good progress. During Key Stage 1, pupils make good progress in six out of ten lessons. During Key Stages 2 and 3, pupils make good progress in seven out of ten lessons. Key Stage 4 pupils make good progress in six out of ten lessons. Post-16 students make good progress in four out of ten lessons. There is a direct link between the high quality of teaching and the rate of progress pupils and students make.

12 There is no measurable difference between progress made by pupils and students of different gender. Overall pupils and students with additional special needs do very well, often aided by one-to-one additional adult support. Their needs are clearly defined and appropriate targets are set in individual education plans and personal behaviour plans to ensure the needs are met effectively. Information communication technology is used well across the school and enhances the progress pupils and students make.

13 All pupils and students have opportunities to gain external accreditation and achieved well in accredited courses including City and Guilds, Award Scheme Development & Accreditation Network (ASDAN) and Learning by Doing (sponsored by industry), Northern Examination and Assessment Board (NEAB) Certificate of Achievement.

14 Progress in **English** has been improved since the last inspection. It is consistently good across all key stages and at Post-16. The literacy strategy is having a positive effect on progress in English and pupils and students listening and speaking skills are good. At Key Stage 1, pupils participate in a wide range of activities to colour, write, record and speak. They relate words to illustrations and make simple sentences about pictures. At Key Stage 2, higher attaining pupils read book titles, predict events in the story and identify and name characters in the story. Handwriting is improving and most pupils can freely write their names.

15 During Key Stage 3, pupils increase their sight vocabulary and sequence words into a sentence which they read aloud. Most pupils link letter sounds to print. Higher attaining pupils

appropriately use “cloze” procedures in their work sheets. Their handwriting is improving. By the end of Key Stage 4, pupils read sentences and confidently type their work into a word processing programme. Pupils begin to record their work and are gaining in independent skills.

- 16 At Post-16, students discuss their work and show an understanding of past, present and future tenses. Lower attaining students recognise photographs of themselves and of other students and adults in the class. A few match their photographs to their names. Higher attaining students use word processing programmes confidently.
- 17 In **mathematics** progress is good overall, an improvement since the last inspection. Progress is good in all key stages and in most lessons. At Key Stage 1, pupils show an understanding of 1:1 matching when preparing a picnic for their teddies. Higher attaining pupils count to 10, and add “one more” from five to ten. During Key Stage 2, pupils explain how a number line is made, count along the line, and some count back from ten to zero. Higher attaining pupils count in two’s using number rhymes to help them. Using two’s they match animals into pairs to enter Noah’s ark. Highest attainers count in ten’s, match coins with pictures and select correct number of pennies to match price in class shop.
- 18 At Key Stage 3, pupils identify, and use, the conventional signs for addition and equals. Pupils calculate addition and record their work. They have a good understanding which number comes “before” and “after” a given number. They are developing very good independent learning skills and apply them to their work in number. At Key Stage 4, pupils make good progress in their work on the metric system. They understand one metre is longer than one centimetre, identify and name shapes, and tell the time accurately. Higher attainers spend money at the class shop and calculate their change accurately. At Post-16, students consolidate their mathematical skills and knowledge preparing for practical use in the community.
- 19 Progress in **science** has improved considerably since the last inspection. Progress at Key Stages 1 and 2 is very good. Pupils use recording sheets effectively to record their work. They have very good recall of previous work and link this well to new learning and extend their knowledge. They understand sound is heard through the ears and relate that a car has a horn to use to warn people and keep us safe. They have a good knowledge of sounds they like, such as music, talking, singing and strange computer generated sounds.
- 20 During Key Stages 3 and 4, pupils make good progress. They relate sounds to music, describing which music is sad, happy, frightening. They know of energetic sounds such as sirens and other warning sounds. They know that the power, or energy, to make these sounds work comes from batteries or electricity. Many pupils use musical instruments well to make sounds and to illustrate a story and act it out.
- 21 Progress in **art** is good across all key stages. It is very good at Post-16. The quality of work produced by pupils and students is very well displayed across the school and adds to the ethos of the school. In **design and technology**, including **food technology**, progress pupils and students make is predominately good and often very good. Pupils and students improve their knowledge and understanding of design, materials and how to make best use of them. Pupils make good progress in **humanities** across all key stages, Post-16 students make very good progress. **Information communication technology** is used very well across the school. Pupils and students use technology to access the full curriculum and this enhances the good progress they make. Pupils at Key Stages 3 and 4 make good progress in **German**, a considerable improvement since the last inspection. They participate fully in all lessons and are building up confidence to speak German to adults and each other, concentrating on the correct pronunciation

of words. They show a good understanding of numbers, colours and food, using technology well to enhance their progress.

- 22 Pupils' and students' **personal development** is good. When required and opportunity occurs, they take some responsibility for their learning and to try and solve problems for themselves; for example they try to work out how to do a particular activity operation on the computer. They eagerly undertake responsibilities to contribute to the smooth running of the school, such as returning registers to the office, delivering messages and helping set out and clear away resources in lessons. Pupils and students are quick to support each other in class and around school. They are always keen to celebrate each others successes. This is very evident in whole school assemblies to celebrate achievements.
- 23 Progress for pupils continues to be satisfactory in **music**, and for pupils and students in **physical education** progress is good. Progress in **religious education** is now good and considerable improvement has been made since the last inspection. This improvement enhances the progress pupils make in their spiritual, moral, social and cultural development.
- 24 **Attitudes, behaviour and personal development**
- 24 Attitudes to learning throughout the school are very good and have a positive effect on attainment and progress. Pupils and students show much interest in their work and are often enthusiastic to make contributions to lessons. An example of this occurred during the Literacy Hour in one class where the characteristics of the participants in a story were being derived from illustrations of people based on the animals in the Hairy Maclary stories. The pupils were fascinated by the illustrations and quite competitive in presenting their views. The pupils continue to apply themselves diligently even when there are distractions in the classroom.
- 25 Pupils and students show pride in their work and enjoy coming to school. Parents recognise the value of the attitudes promoted by the school and praise the school's rapid response to queries about behaviour.
- 26 The behaviour of pupils and students in and around the school and out in the community is very good, similar to the performance at the last inspection where behaviour was said to be of a high standard. Pupils and students are courteous, trustworthy, polite and respectful of property. There is no evidence of bullying and the relationships that the school promotes between pupils provide an environment where bullying is unlikely to occur.
- 27 Particularly of note are the pleasant social atmosphere at lunchtime, the very friendly relationships to be seen on the playground and the reluctance of pupils and students to be provoked by outbursts of unacceptable behaviour when they occur. Staff are particularly adept at handling such situations.
- 28 There was one exclusion in the last academic year, a reduction since the last inspection. In 46 per cent of lessons the pupils' and students' responses were rated very good or excellent.
- 29 Relationships throughout the school are very good, an improvement since the last inspection when they were rated as good. These relationships are a major contributor to the excellent ethos in the school. Pupils listen to each other and work well together in groups regardless of gender. An example of this was seen in a lesson on the environment in the Further Education Unit, where students were totally engrossed in their group projects and very keen to show what they had

achieved.

- 30 The personal development of pupils and students is good. Personal, social and health education lessons make a substantial contribution and are reported on below. The new School Council provides many opportunities for pupils and students to take responsibility, and there are many other occasions where pupils and students are given an opportunity to show what they can do, from transporting registers for the younger pupils to organising events for the older ones. A wide range of educational visits provides many opportunities for personal development.

31 **Attendance**

- 31 Attendance is good as it was at the last inspection. Unauthorised absence is in fact lower. Lessons start on time and the start of the day is only occasionally delayed by transport problems. A beneficial range of activities takes place during registration.

32 **QUALITY OF EDUCATION PROVIDED**

32 **Teaching**

- 32 Overall, the quality of teaching is consistently good and makes a positive contribution to the progress pupils and students make. Teaching is good in just over half the lessons and very good and occasionally excellent in over a third of the lessons. The standard of teaching is satisfactory in 16 per cent of lessons. There were no instances of unsatisfactory teaching. This is a significant improvement since the last inspection when 90 per cent of lessons observed were judged to be sound or better and of those nearly half of all lessons were judged good or very good. In part, this is due to the excellent monitoring and evaluation by the headteacher, deputy headteacher and the governing body.
- 33 The high quality of teaching also reflects the very good ability of the staff to manage the pupils and students effectively, which ensures that they want to learn and behave well. Teachers have a good command of the subject they are teaching and are skilled in meeting the special needs of the pupils and students. Throughout the school support assistants and teachers work as teams to provide a stimulating and interesting learning environment in each class.
- 34 At Key Stage 1, all teaching is at least satisfactory, almost three quarters is good or very good. Lessons are very well planned to ensure pupils are taught at an appropriate level within classes of pupils with often widely varying abilities. Class grouping is carefully managed. Pupils work with supporting adults, on their own, in small groups and as part of a whole class. Teachers and support assistants plan and work as effective teams to provide high quality teaching for all pupils to meet targets set in their individual education plans. Time and resources are used very well. The pace of lessons is good, no time is wasted and pupils move quickly from one activity to another and learn to use a large variety of practical equipment. Pupils' progress is well assessed, recorded carefully and well used to inform future planning.
- 35 In an equal number of lessons at Key Stage 2, teaching is good or very good. An example of excellent teaching was seen in design technology. Teachers plan their work thoroughly to ensure that work is challenging and at an appropriate level for each pupil. They have high expectations of what pupils should achieve in each lesson. Effective use is made of questioning to draw out answers and to check for pupils' understanding. Class management is good. Behaviour modification plans for individuals are implemented consistently, swiftly and effectively to minimise disruption for other pupils.
- 36 Teaching at Key Stages 3 and 4 is consistently good or better. Examples of very good teaching were seen in English, mathematics, science, art, design and technology, music, German, personal, social and health education, information communication technology and physical education. In the best practice, lessons are well planned and structured, draw on prior work and experience, teacher's expectations are high, and challenges to pupils require that they practise their skills and explain their thinking. At both key stages appropriate tasks are well matched to pupils' abilities, pace is brisk and time is well used. In all classes teachers' learning objectives are clear and are communicated effectively to pupils. Teachers' relationships with pupils are good.

- 37 At Post 16 the quality of teaching ranges from satisfactory to excellent. In 72 per cent of the lessons observed teaching was good or better. Very good teaching was seen in English, mathematics, art, design and technology (DT), information communication technology (ICT), integrated humanities and personal, social and health education (PSHE). Excellent teaching was seen in English. Lessons are planned well, objectives made clear to students, and work suitably matched to students' ability levels. Activities are carefully selected to be interesting and relevant to students and are effective in motivating them to express their own ideas and opinions. Lessons contain a balance of direct teaching, practical activities and end in a plenary session where good use is made of questioning to encourage students to evaluate their learning. Students are managed effectively as young adults.
- 38 A feature of many lessons is the way in which ICT is used to support pupils' learning across the curriculum. The use of talking software to introduce and develop literacy skills helps pupils to sustain interest and work hard. Pupils enjoyed the lesson where a talking dictionary with full sound effects was used to introduce a literacy hour in Key Stage 2. Soft background music provides a calming, positive learning atmosphere in some classrooms. Music and lighting, such as projecting images and the use of bubble tubes, fibre optic tubes and intermittent fairy lights in the light and sound rooms and the hydro pool area, provide, at the same time, both stimulating and relaxing areas for learning.
- 39 Learning support assistants are deployed effectively. They generally support those with most need and enhance the progress pupils and students make. They are well trained in handling, moving and positioning pupils and students and this has a very positive effect on the progress they make.
- 40 Where pupils and students have additional special educational needs, teachers and special support assistants have comprehensive knowledge of these pupils and students and their special needs. Monitoring and planning for pupils and students with extremely challenging behaviour are very good. Individual special needs are taken into account when lessons are planned and taught. Work is carefully assessed and recorded. Assessment is used effectively to inform future planning. Very good records are built up for pupils from an early age.
- 41 The integration programme, in which a number of pupils from the adjacent school's nursery class and the youngest pupils in the school exchange weekly visits, enhances learning for both groups of pupils and is greatly enjoyed by all. At Post 16, students successfully follow integration programmes at the local further education college.
- 42 The school benefits greatly from the support received from outside agencies including the educational psychologist, physiotherapist, occupational therapist, speech therapists, community nurse, school nurse and social workers. Classroom activities are enhanced when visiting professionals work alongside teachers and support assistants. They plan the work together and assess pupils' progress at each session.

43 **The curriculum and assessment**

- 43 The curriculum is broad, relevant and meets the wide range of needs and attainments of pupils and students. The school has made good progress since the last inspection and now provides an appropriate balance of the required subjects.
- 44 Access to the curriculum is ensured through the school's equal opportunities policy. Where necessary, pupils and students receive additional support in the classroom and effective management allows pupils and students with additional special educational needs, full participation in all learning opportunities, which contributes to the good and often very good progress these pupils and students make.
- 45 Curriculum planning is very good overall. In English, literacy is well established, and in mathematics, good use is being made of the numeracy strategy. Since the last inspection the school has made very good progress in the development of ICT across the school. All subjects have policies, schemes of work and attainment tracking profiles (ATPs) or small steps documents, which ensure pupils and students gain both in knowledge and skills. Long term planning is organised over a three year "rolling programme" for secondary provision and a four year plan for the primary department, and from this, yearly operational plans are implemented alongside a system of monitoring and evaluation, which provides a clear sense of direction.
- 46 The school has made good progress, since the last inspection, in developing the roles of subject co-ordinators and heads of department, in order to improve standards of attainment and the quality of education provided. The school successfully achieves its aim "to provide individualised, differentiated learning programmes through individual education plans (IEPs) for all its pupil's. The IEPs have very good, detailed targets which relate to all areas of the curriculum. Pupils and students with additional special needs such as challenging behaviour, have behaviour strategies to ensure their full inclusion in all learning opportunities. The school has developed a system of "small steps" assessments to monitor behaviour, which has a very positive impact on standards achieved. Programmes for additional therapies, such as physiotherapy or speech therapy, and the "acceleread and accelerwrite" rapid read and write programmes, are well integrated into curriculum planning and do not deprive the pupils of their National Curriculum entitlement.
- 47 The school fully meets statutory requirements, and since the last inspection the school has successfully improved its provision for religious education and for pupils' and students' spiritual development. It now provides greater opportunities for pupils to experience wider patterns of learning in mathematics, science, DT and ICT. The school offers German as its modern foreign language and pupils are making good progress through this innovative programme of learning. The provision for personal, social and health education is good. The careers programme is well established, providing pupils with opportunities to make informed choices about their future. Effective programmes are in place for health, sex and drugs education, and care is taken to offer parental advice and choice.
- 48 The Further Education Unit (FEU) prepares students well for when they leave school; an appropriate modular programme is in place, with modules covering the core areas of communication, literacy, cognition, numeracy and ICT. Other modules, for example leisure studies, life skills, community and environment, ensure a broad and balanced curriculum which is often linked to college courses and are mapped against the National Curriculum. In addition there is good provision for careers, work experience, personal, social and health education and action planning. The careers co-ordinator works closely with the PSHE co-ordinator and the local careers officer. All students build up a good Record of Achievement when they leave school.

- 49 The curriculum is enriched through a range of extra-curricular activities and lunch-time clubs where, for example, reading and art are very successful. Pupils have the opportunity to participate in sporting activities with other special schools, and will take part in "Special Olympics" from next term when they are re-instated.
- 50 The majority of students have the opportunity to attend a residential visit annually. The 24-hour curriculum offered on these visits, makes valuable contributions to pupils' and students' personal and social development, through a wide range of planned activities. Statutory annual reviews for pupils are appropriately carried out, including the 14 + transitional meetings.
- 51 The school has made good progress since the last inspection in developing whole school assessments. Procedures for assessment are very good and the school has successfully developed a system of "small steps" and Attainment Tracking Plans in all National Curriculum subject areas. In addition, all pupils have IEPs with very good and detailed targets which relate to all areas of the curriculum. Pupils' and students' annotated work provides evidence related to the successful achievement of these targets. The school has also introduced "Individual Assessment Sheets", recording the results of a series of standardised tests relating to standards attained in the core subjects and personal development. Pupils complete these tests annually, offering another opportunity to measure progress over time.
- 52 A system of monitoring pupils' and students' work through and across the key stages is also in place. Sampling of annotated work takes place each term and is included in subject portfolios, providing clear evidence of pupil and student progress and the acquisition of new knowledge and skills. A variety of external accreditation is established, including the Award Scheme Development & Accreditation Network (ASDAN), NEAB Certificate of Achievement and City & Guilds, Wordpower and Numberpower. These offer pupils and students a very large range of academic, vocational and recreational courses. The school has plans to extend opportunities for accreditation, particularly in science and art.
- 53 The school has made good progress since the last inspection through the development of its integration links with other educational establishments. In the primary department these links are now very good; at secondary they have developed and further links are planned, and within the Further Education Unit they are well established.
- 54 The recently introduced homework policy is beginning to take effect, with homework being set in English, mathematics and science; other subjects are expected to follow in the near future. The school does however, have a tradition of informally set homework, through the home/school books, in which teachers encourage pupils to carry out small tasks at home.

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

- 55 Provision for pupils' and students' spiritual, moral, social and cultural development is good and has improved since the last inspection.
- 56 The school actively promotes this aspect through its policies, curriculum and ethos. The caring relationships between adults and pupils and students, and the examples set by adults in the school are significant positive influences on pupils' moral, social and cultural development. The curriculum of the school and the collective acts of worship are particularly effective in developing pupils' spiritual awareness. There are good crosscurricular links. These links have been mapped by the school in order to provide a coherent approach across the curriculum.

- 57 The school makes good provision for pupils' and students' spiritual development. Spiritual awareness and knowledge of themselves and others are principally developed through religious education. Other areas of the curriculum, in particular PSHE and humanities, also make a significant contribution. Religious education provides opportunities for pupils to reflect on their own beliefs and those of others. School assemblies also offer opportunities for reflection and thought about others. In physical education, pupils and students are taught to consider the feelings and rights of others, to take turns and to support the less gifted. Pupils and students express consideration for others through collections for charities chosen by themselves.
- 58 The provision for moral development is good. The school teaches pupils to distinguish between right and wrong through its behaviour policy, the behaviour management programmes established for some pupils, and the very good relationships that exist between staff and pupils and students. School rules are prominently displayed in classrooms and consistently referred to by staff. Pupils are aware of these rules and there is considerable peer pressure placed on pupils and students to abide by them. Problems and incidents are openly and fairly discussed. Stories read to the pupils in assemblies, during religious education and in other curriculum areas, have a strong moral tone. PSHE lessons are particularly well used to discuss and explore issues of right and wrong. Pupils and students are taught the value of taking turns, sharing and working together through ICT and technology. Staff seize opportunities when they arise, either within school or the wider community, to discuss and illustrate moral issues
- 59 Provision for pupils' and students' social development is good. The school has a School Council through which pupils and students are encouraged to make decisions and to take responsibility. Pupils and students take responsibility by showing visitors around the school and through other duties in classrooms. In physical education, pupils and students are encouraged and taught to work together as a team within a set of known and agreed rules. They are taught to share and support each other. There are good links with the local community and other schools through integrated activities, shared residential experiences and competitive games. The excellent ethos of the school promotes a strong feeling of belonging and identification with the rules of the school and its strong moral code.
- 60 The cultural development of pupils and students is good. Art, English, music, geography, history, PSHE, German and religious education all make a significant contribution to pupils, and students, awareness, appreciation and tolerance of other cultures. Religious education in particular teaches pupils about the customs and beliefs of the major religious faiths in Britain. Visitors and visits to places of significance to other cultures are used to further extend this appreciation and understanding. The school has recently developed a topic of study that involved many pupils around the celebration of the Chinese New Year. There have been visits from a Sikh storyteller, Asian musicians and South African artists. Reading books in the school address cultural issues appropriately. Pupils in the school learn German, and through this the school has developed links that raise pupils' awareness of the customs and culture of another country in Europe. Pupils' appreciation of their own culture is extended through local studies in geography and history. The study of the Victorian era in history also enables pupils to understand more of their own culture.

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

- 61 The support, guidance and welfare provided for pupils and students are excellent. At the last inspection they were described as effective and the improvement since then can be attributed mainly to the excellent procedures for assessing pupils' and students' academic and personal development and the refined behaviour policy which is so detailed and academically justified that it doubles as a training manual for new staff. For example, personal development is regularly assessed under six headings which are attitude and application to learning, citizenship, emotional

development, interaction with adults, interaction with peers and personal independence. These are backed up by descriptions of the various stages that can be recognised during development and a list of a whole range of strategies that could be helpful in reaching the next stage.

- 62 The behaviour policy is consistently observed by all staff and is complemented by detailed strategies and tactics to be used with pupils and students who present particularly challenging behaviour. Some of these were seen in action during the inspection and the plans were meticulously observed. If the plan required the behaviour to be ignored, pupils or students could be seen to be supporting the plan.
- 63 Procedures for monitoring attendance are very good and there is an effective partnership with the Education Welfare Officer, who also assists with ensuring that parents have every possible support in understanding Statements of Educational Need and attending their discussion. The careers guidance is good.
- 64 The result of the procedures outlined earlier is that all staff know their pupils and students exceptionally well and the school operates in a climate that is particularly conducive to learning, thereby enhancing the educational standards achieved.
- 65 Child protection procedures are very good. The nominated member of staff has been well trained, knows the local procedures and has contacts with the local agencies. She ensures that all staff have the essential knowledge to act in the best interests of the children and demonstrates the necessary understanding and commitment.
- 66 Health and safety have a high profile in the school and the procedures are very good. There is a comprehensive series of routine inspections, all logged and followed up, and a range of policies to cover almost any eventuality. All the routine procedures are followed, for example fire drills and inspections of electrical equipment.
- 67 The welfare of the pupils and students is well looked after. For instance, a change in appearance of a diabetic pupil was rapidly investigated by the school nurse who had been sent for. However, the lack of lifting equipment in the changing rooms, matched to the needs of the pupils and students, is embarrassing for staff, pupils and students. Similarly, lifting equipment in the pool does not meet the needs of the pupils and students, and the changing facilities for physical education are unsatisfactory. **Key Issue:**

68 **Partnership with parents and the community**

- 68 The school's partnership both with parents and the local community is excellent and makes a valuable contribution to pupils' and students' learning and personal development.
- 69 The information provided for parents is first-class. Annual reviews contain very comprehensive information and are combined with annual reports. There is also a more informal intermediate report six months after the annual review, which provides similar information but puts emphasis on discussing progress with the pupil or student as well as the parents. There is an excellent prospectus and a very informative Governors' Report to Parents.
- 70 Where communication is a problem home/school books are provided. Frequent use is made of the telephone to keep parents in touch, and parents are welcome in the school at any time. Parents are invited to the school before pupils are admitted and very often home visits are made as well.

In short, the school sees partnership with parents as a fundamental need if the full benefit is to be obtained from a pupil's education.

- 71 The opportunities provided for parents to become involved in their children's learning are very good. The "friends" of Kilton Thorpe are very active and there are many social events. A number of parents help in the school in a variety of ways. Parents' views are often sought, for example about homework policy, and they are encouraged to ask questions about progress. One father, for instance, regularly comes in to help with his own son's education and such activity is encouraged.
- 72 About one third of parents returned the OFSTED questionnaire and only two per cent of responses were unfavourable; a very low figure. The comments that two thirds of those responding very strongly agreed with were the school's approachability, the fact that it encourages more than daily lessons and that their children found it enjoyable. Half or more also very strongly agreed that the school enables a good standard of work, has positive values and attitudes and achieves good behaviour. The inspection team supports these views from parents.
- 73 All comments about partnership with parents were favourable in the last inspection report.
- 74 The school has excellent links with the local community. Many local organisations for example the local army cadets have donated funds or equipment to the school. Many organisations directly contribute to pupils' learning by providing speakers, expertise or equipment; for instance an artist from the Middlesborough College of Art, the Vicar of St. Margaret's, the Royal Navy, the police, the community dietician, Middlesborough Football Club and many others. There are many links with other schools, not only to help with integration, but also to join in choirs, gymnastics and inter-school events. There are also local organisations that provide prizes. Links with homes for the elderly, the lifeboat crew, local artists, musicians, and others, also make contributions to pupils' and students' learning.

75 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

75 **Leadership and management**

- 75 The headteacher is a dynamic, energetic and highly effective leader. He provides exceptionally clear educational direction for the school. The deputy headteacher is also dynamic and clear thinking. The two act as a supportive team. They provide an excellent standard of leadership for the school. This represents good progress on the already high standard reported in the last inspection. This management team plays a positive role in influencing all aspects of school life.
- 76 Curriculum developments are effectively addressed, successfully initiated and receive strong support. There is an excellent process in place with clear targets and regular feedback, both written and verbal, is given to subject co-ordinators and teachers. Monitoring and evaluation of the curriculum are exemplary.
- 77 The school has clear and realistic aims, values and policies which promote very high standards of education for all children. The implementation of the aims and policies is excellent. This is reflected in the good progress made by pupils in all key stages and students in the further education unit, their good attitudes, their very good behaviour and the very good quality of relationships between pupils, students and adults throughout the school.

- 78 The governors and the senior staff of the school work effectively as a team to improve the quality of education for, and the progress achieved by, all pupils and students. The quality of school development planning is excellent. Clear priorities are set to identify the direction of all future development. There is a very good system for supporting staff development and training in all areas of the school. In-service training is linked directly to the priorities in the overall plan.
- 79 The governing body is most effective. Governors are very well informed and are most supportive. They are clear about their statutory duties. They provide a most effective role of critical friend to the school. This support is welcomed by all of the staff. There are appropriate and properly constituted sub-committees for finance, personnel and operations. These report back to the full governors' meetings. The system is very effective. Governors have a clear strategic view of the school. All statutory requirements are met.
- 80 All staff have appropriate job descriptions. The roles of subject co-ordinators are well established and well understood. They provide an effective service to the school. The roles of heads of department have been effectively developed. They make a good contribution to the senior management team and provide very good management to their departments. This represents very good progress since the last inspection. There are excellent procedures for monitoring the quality of teaching and learning.
- 81 The school has an excellent ethos with a commitment to raising pupils' and students' attainment and progress. All pupils and students are valued and encouraged to achieve to their full potential, regardless of need or disability. The school provides excellent equality of opportunity. Boys, girls, those from ethnic minorities and those with additional special educational needs make good progress at all key stages.
- 82 The quality of leadership and management has an excellent impact on pupils' and students' attainment and progress.
- 83 **Staffing, accommodation and learning resources**
- 83 There is a sufficient number of staff to teach the curriculum and there are appropriately sized teaching groups. There is a sufficient number of support staff. Teaching and support staff are well qualified and experienced. There is a good range of relevant qualifications amongst staff including those that are subject specific, those relating particularly to special educational needs, plus relevant technical qualifications. Staff are very willing to pursue further qualifications.
- 84 The collaboration between teaching and support staff is very good. Support staff work in partnership with teachers. This is evident both in the classroom and in the school's cycle of meetings. This teamwork approach has a positive impact upon pupils' and students' progress and is part of the school's ethos. Staff deployment is good, with sufficient time available for co-ordination roles. The school is well supported by a multi-disciplinary team of other professionals who work in partnership with the school to give very effective support to the needs of individuals.
- 85 Induction procedures are clear, with the deputy head as the first point of contact for new staff joining the school. Staff assuming new roles are given appropriate support. A very good appraisal system is in place and well established. There is good additional support with development time allowing staff to meet regularly with the deputy head who sees each teacher every term. A system for meeting with support staff has been established and they meet annually on an individual basis with the head or deputy.

86 The professional development of staff is very effective. Development needs are part of the regular dialogue that takes place in the meetings set up to support staff. In addition, requests for attendance on courses are made as part of the development planning process. Professional development is well matched to whole-school and to individual needs. Staff are very well motivated to pursue their professional development. There is a very positive climate of professional challenge and improvement in the school to which staff at all levels respond well.

87 Accommodation for the delivery of the curriculum is good overall. Each part of the school has a distinct identity, with primary and secondary pupils and Post 16 students having their own areas. There are very good specialist facilities including a hydrotherapy pool, a sensory light and sound area, and a soft play area. Other specialist areas providing good support for the curriculum include a primary reading area, an art area, and a sound library in the further education unit. Classrooms are of a good size so that learning resources are easily accessible and practical activities can take place. The library, although well stocked with appropriate books, is severely restricted by its small size, and access to the library by an entrance from the main hall, where physical education activities take place, is unsatisfactory. The use of the hall as a throughfare disrupts lessons taking place there. The storage of tables and chairs in the hall is unsatisfactory. Changing facilities for physical education are unsatisfactory with insufficient accommodation for the number of pupils requiring to change. Changing areas for pupils are unsatisfactory, with the lifting equipment in two toilet areas not fully meeting the individual personal needs of secondary pupils and Post-16 students. The lifting equipment in the pool does not meet the needs of the pupils and students. The accommodation as a whole is very well maintained and provides a bright and stimulating learning environment with a wide range of high quality pupils' and students' work displayed throughout the school.

88 Learning resources in the school are appropriate to the needs of the pupils and students, very good overall and satisfactory in science and religious education. There has been an emphasis in recent years on supporting the literacy and numeracy strategies. The school has increased significantly its stock of books so that, for example, there are book boxes in every classroom to support the literacy strategy. In mathematics there is a wide range of resources that enables pupils to discover mathematics through activities. There is very good provision for information technology and classrooms are well equipped with a network system. The school hall has very good audio and video facilities with a dual screen system supporting the learning of larger groups. There are detailed and up-to-date records of library resources, which are a valuable point of reference to ensure that new purchases are appropriate. Classrooms are well equipped with a good range of accessible resources which are well matched to pupils' and students' needs.

89 Since the last inspection middle management roles have been firmly established, a system for non-teaching staff review and development has been introduced, and there has been a significant improvement in the range of learning resources available to pupils and students across the school.

90 **The efficiency of the school**

90 The governing body has established formal financial procedures, which comply with the LEA financial regulations. There is a register of pecuniary interests. The financial arrangements are efficiently reviewed annually. All appropriate staff have been well trained to understand the operation of the financial regulations by the Local Education Authority. Governors and school staff have trained together in order to provide a joint understanding of their responsibilities.

91 The school improvement plan is the basis upon which the budget is set. The finance sub-

committee and the governing body receive regular reports from the headteacher of performance against budgets. The headteacher is exemplary in monitoring the expenditure of subject co-ordinators. The governing body has formally placed the responsibility for the day-to-day running of the financial procedures on the headteacher. There is a very effective system in place to monitor this.

- 92 The quality of financial planning is excellent. This is very good progress since the previous inspection. All expenditure is clearly linked to the school development plan. In-service training and staff development is considered by the senior management team which vets every request to ensure compliance with the school's priority areas. Budgets are set after wide consultation involving all staff. They are then delegated to subject co-ordinators and overseen and approved by the headteacher. Facilities exist for bidding for extra funding. Governors are very effective in their role of strategic financial planning.
- 93 The quality of financial control and school administration is excellent. This represents very good progress since the last inspection. The quality of information available to governors and headteacher is excellent. The school secretaries make an excellent contribution to the efficiency of the school, its ethos and the achievement and progress of its pupils and students. There has been an audit of the school's accounts by the local education authority since the last inspection. All recommendations have been fully met.
- 94 The school makes excellent use of staff in all areas. Support assistants make an excellent contribution to pupils' attainment and progress. All staff work effectively and efficiently as a team which supports pupils' academic and social development extremely well. Overall, teaching staff are very well versed and well practised in their duties. Sufficient non-contact time is provided for subject co-ordinators to carry out their responsibilities. Excellent use is made of support staff funded by the Local Education Authority to provide one:one support for some pupils. Excellent use is made of all teaching resources. Excellent use is made of the building.
- 95 In view of the unfavourable socio-economic circumstances and very low attainment on entry of pupils and students, their good progress through the school, their very good attitudes, behaviour and personal development, the good quality of education and the relatively low unit cost, the school provides very good value for money. This represents an improvement since the last inspection report.

Integration

- 96 Very good relationships exist with St. Peter's Church of England Primary School and Warsett Secondary School which share the same campus. All three schools have a joint mission statement and a very high commitment to integration. This is a model of good practice.
- 97 For one morning each week, two pupils from Kilton Thorpe School attend lessons at St. Peter's School. Each week a class of Key Stage 2 pupils from St. Peter's School join in a physical education lesson at Kilton Thorpe. Twice weekly, nursery pupils at St. Peter's School join the youngest pupils from Kilton Thorpe School for a completely integrated programme. There is a wide range of activities offered, for example in English, speaking, listening and writing; in mathematics, number, counting and recording; in personal, social and health education, co-operation and turn taking.
- 98 Two former pupils from Kilton Thorpe School now attend St. Peter's School on a permanent basis. One Kilton Thorpe pupil attends Warsett Secondary School each week for history lessons.

Pupils from Warsett School regularly visit Kilton Thorpe School at break and lunch-times to socialise with the pupils. Links have been made with Acklam Grange Secondary School to extend the teaching of science.

- 99 The school has very good integration links with Redcar and Cleveland College. The college funds a lecturer who works full-time within the school. It also funds the placement of up to 15 students at the school. Students from Kilton Thorpe further education unit attend the college on a weekly basis. They study for the Oxford, Cambridge and Royal Society of Arts National Skills Profile in Basic Food Hygiene, City and Guilds and CITB Building Crafts.
- 100 In all areas of the integration programme pupils make good progress. The students from the further education unit make very good progress. Pupils and students enjoy the experience. Their behaviour is very good and sometimes excellent.
- 101 The quality of teaching in the integration projects is very good. There is very good joint planning. Lessons are very well conducted. Pupils and students are well organised and managed. Very good use is made of appropriate praise, encouragement and positive reinforcement. Time and resources are well used.
- 102 The integration programmes at all levels contribute most positively to providing a broad and balanced curriculum. The quality of assessment and recording is never less than very good. Staff from the co-operating establishments share expertise and knowledge in a most effective manner.
- 103 The integration links make a very good contribution to pupils' and students' moral, social and cultural development. A very good level of support is provided to all of the pupils and students when involved in the programme.
- 104 The quality of management in the integration programmes is very high, particularly for the further education unit. There is regular joint planning between the school and college and between the school and St. Peter's School. The roles of staff are clear and all are committed to the principal of integration. At all times staff are well deployed. Support assistants provide very good support. They make a very good contribution to pupils' and students' progress and attainment.
- 105 There has been good improvement in this area since the previous inspection report. The integration programme is a strength of the school.

PART B: CURRICULUM AREAS AND SUBJECTS

106 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 106 Although Kilton Thorpe school is registered with the Department for Education and Employment (DfEE) to educate children under five years old, during the inspection there were no full-time children under five years old in school.

107 ENGLISH, MATHEMATICS AND SCIENCE

107 English

- 107 Overall, progress in English is good throughout all key stages and at Post-16. In lessons, pupils make good progress at Key Stages 1 and 4, and satisfactory to good progress at Key Stages 2 and 3. Students in the Further Education Unit generally make at least satisfactory and often good progress. In one class students were observed to make very good progress. Pupils and students with additional special educational needs make satisfactory and often good progress in line with their abilities.
- 108 Overall, progress in listening and speaking skills is good. During Key Stage 1, all pupils make good progress in the development of communication skills to express their likes and dislikes, mainly through communication that involves focusing on a subject, picture or person, and using facial expression. The early use of signing is encouraged for some pupils, but is not used systematically throughout the key stage. The oldest pupils in the key stage demonstrate understanding by pointing appropriately to pictures. Higher attaining pupils are beginning to communicate through speech. Good progress is made in pre-reading activities. Pupils attend and begin to focus on objects; match objects, pictures and letters. Higher attaining pupils know that a book conveys meaning or tells a story. They look at picture books and enjoy the stories read to them. A few pupils are beginning to read simple books. Pupils progress well in the development of writing through making marks and colouring over letters.
- 109 Throughout Key Stage 2, pupils continue to make good progress in speaking and listening. They respond to questions, expressing their ideas clearly, often with lengthy explanations and learn to think about what others are saying. Good progress in the development of pre-reading and reading skills continues at this key stage. Pupils hold books correctly and recognise the difference between fiction and non-fiction books. Most are developing suitable strategies to help them read and identify and name the majority of letters. Higher attaining pupils read two, three and four letter words. They hold books correctly and retell well-known stories. Pupils' writing skills continue to develop well. They understand the use of verbs, which they act out and use appropriately in sentences. When using a computer many pupils who do not write well can construct sentences from a bank of given words. Pupils are learning to print letters and words to develop handwriting effectively.
- 110 At Key Stages 3 and 4, pupils further develop good speaking and listening skills. They adopt the conventions of discussion, which includes taking turns and listening carefully to their teachers and to what others have to say. Their vocabulary increases to include the use of more technical terms; they name parts of speech correctly when talking about their work. Higher attaining pupils present ideas and opinions clearly; they can direct others to find words in text accurately and confidently. Progress in reading continues to be good. All recognise letters and try to build words, but lower attaining pupils have insufficient phonic knowledge to succeed using this method. Most have developed a good sight reading vocabulary for the current book used in the

literacy hour or read using picture clues. Higher attaining pupils read aloud from simple books with confidence, accuracy and understanding. They know about authors and use the contents page efficiently to locate points of interest in reference books. Generally pupils' interest in books is well developed; higher attaining pupils can predict what might happen next in a story. Pupils make good progress in writing and many can write short pieces of prose using capital letters and full stops. In the main, written work is neatly presented; most pupils have developed a neat legible print style of handwriting.

- 111 Students at Post-16 practise and improve their speaking and listening skills well in many lessons. Generally, they learn to discuss issues and respond to the views of others often thinking carefully about what they will say. The majority of students talk appropriately with a range of adults in and out of school. Students make good progress in reading. They enjoy the class novel, passages of which are used as a focus to the literacy hour and can relate to the story with empathy. Students of all abilities read with enthusiasm and concentration demonstrating good understanding. The higher attaining pupils have become fluent readers. They show good understanding of a range of texts. Progress in writing is good. Students write for a range of purposes including news, stories and visits and to support their accredited course work.
- 112 Pupils' and students' responses to their English lessons are very good. They are attentive, and concentrate well in their English lessons. They participate eagerly in both introductory and plenary sessions where it can be seen that they use existing knowledge to develop new skills. All pupils and students listen carefully; they do not interrupt and enjoy reading big books, finding specific words, phrases and sentences and ordering sentences to make their own picture books. They participate in all activities and when required many can work collaboratively in groups. Behaviour is very good throughout the school and at Post-16.
- 113 The quality of teaching overall is good. Across the key stages, teaching was very good or better in nearly half of the lessons observed. Excellent teaching was observed in one lesson at Post-16, where planning, relationships and learning opportunities were all of the highest order. The overall high quality of teaching is characterised by the detailed planning which relates very well to individual pupil's learning objectives. Targets are realistic. Teachers are knowledgeable, confident in their classroom management, set a brisk pace to lessons and use their expertise effectively. Relationships between staff and between pupils, students and staff are very good. Teachers have high expectations of their pupils and make very good use of praise to raise pupils' and students' self esteem. The routines specified for managing pupils and students with challenging behaviour are followed promptly leading to minimal disruption of lessons and enhancing learning for these pupils. Good use is made of day-to-day assessment of pupils' and students' work and very good records, relating to the "small steps", are maintained to record progress over time. Assessments are made of attainments as appropriate at the end of each key stage. At Key Stage 4 and Post-16 external accreditation in English is achieved through the Certificate of Achievement (NEAB), City and Guilds word power, and ASDAN "Towards Independence".
- 114 The subject is very effectively co-ordinated by two teachers. Detailed and helpful documentation is in place including a policy statement, schemes of work, and assessment sheets. The school has formally adopted the approach of the National Literacy Strategy as the foundation for all English teaching throughout the school. Pupils and students respond with enthusiasm and interest during the literacy hour. They appreciate the structure and rigour which the literacy hour brings to their lessons and can see the measurable outcomes in terms of individual progress. Individual educational plans and assessment tracking sheets have been matched to set texts to provide a three-year rolling programme of study. A suitably wide range of books has been selected for each class to provide a breadth and balance in the books used by pupils and students and include the range of prose, poetry and reference books needed to extend them in their learning. Resources are

categorised by topic, stored in the library and are readily accessible to each class as required. The policy statement is regularly revised. Excellent procedures for assessment and recording are explicit at all key stages. Throughout the school procedures in all aspects are very well monitored and evaluated to ensure that the curriculum meets individual needs. Satisfactory arrangements are in place for professional development of staff. Throughout the school the use of the National Literacy Strategy has had a very positive effect on the teaching of English and in pupils' learning. Both co-ordinators have attended appropriate courses to enable them to establish and maintain the new initiatives of the National Literacy Strategy.

- 115 Resources for the teaching of English are good. There is a wide range of reading texts. Very good use is made of information communication technology. The library has very recently been overhauled and restocked with a variety of good quality books, audio-books and stories as well as video tapes. Fiction books are classified according to level of difficulty using colour coding and are easily accessible to pupils; the Dewey system of classification used in the reference section is not yet understood by pupils and students. The room allocated to the library is too small to accommodate a whole class. A suitable variety of books is distributed to classrooms each term to ensure that they can be used by pupils. Displays of work around the school are of good quality and demonstrate the achievements of pupils in English and their use of skills in other subjects. There is an abundance of evidence of good use of ICT in English lessons across the school.

- 116 English makes a positive contribution to the development of pupils' and students' social, moral, spiritual and cultural development.

117

117 **Mathematics**

- 117 Pupils make good progress in all key stages. In Key Stages 1, 2, and 3 progress is sometimes very good.

- 118 Younger pupils, at Key Stage 1, make good progress in developing strategies to track objects and explore properties of objects and materials. By the end of the key stage pupils make good progress in developing counting skills, and an understanding of number patterns and two, and three-dimensional shapes. They order numbered objects from a mixed assortment, identify missing objects, count dots on dice and match numbers of cubes to the correct numerals. They describe the shapes of a ball, a cone, and a cylinder. They identify a triangle as a flat shape and say how a three-dimensional shape is different.

- 119 At Key Stage 2, pupils make good progress in further developing their number skills. They develop skills in data handling and estimating, and further develop their understanding of shape. They count in twos using a number rhyme and use a number square to count in fives and tens. They tell the time on the hour and half-hour. They estimate numbers and count to check. They apply their knowledge of number to months and seasons of the year and develop skills in using money. They use a shopping list to buy items from a classroom shop. One pupil uses the till to record the money spent. They select the number of pence required to match the price of the shop item and recall the number of items they have purchased in each category. They complete a bar chart to record the results of a class birthday survey. They name and label three dimensional shapes and gain an understanding of weight by weighing items against plastic cubes.

- 120 Number and data handling skills are consolidated further at Key Stage 3 together with an understanding of shape. Pupils also make good progress in developing measuring skills and skills in estimating direction. Some pupils find different combinations of numbers to make ten. Other pupils order numbers from one to twenty from a mixed assortment and count up and back in

twos. Pupils develop their understanding of numbers coming before or after a given number. They measure lines in a variety of shapes, identify the tallest person in the class, and count the number of faces on a cuboid. Pupils develop skills in finding directions using left and right and points of the compass. They follow compass directions on a grid, record the results and identify places in the school from given directions. Some pupils collect information on favourite football teams and record the results on a graph.

- 121 At Key Stage 4, pupils make good progress in their understanding of time, in applying number skills to using money, and in developing measuring skills. Pupils of different levels of attainment tell the time accurately to the nearest fifteen minutes, some to five minutes and some to the nearest minute. They calculate the length of television programmes starting at different times. They add and subtract time, for example to calculate time six hours ahead. They develop skills in using a number line to calculate change from given sums. Some pupils give change from £2 after spending £1.52 and others give change from 10p after spending 7p. They measure the width of the classroom by strides. They record these results and compare them with the same measurement taken using a metre wheel. One pupil uses a computer to show a graph of the results. Pupils measure various items in centimetres including a pencil, a book, and a video. They develop skills in placing the ruler in the correct place against an object. Some pupils complete series of numbers in twos, threes, and fours from different starting points. Other pupils give multiples of ten, six, and four using a number square.
- 122 Pupils' responses are good overall across all key stages and often very good at each key stage. They sustain concentration and behave well during whole class and group work. They show enthusiasm for lesson activities. The level of enthusiasm in lesson introductions involving number work is a striking feature. The youngest pupils are keen to handle objects and materials. Pupils at different ages are very willing to volunteer for practical demonstrations. They are keen to show their number skills during lesson introductions and readily volunteer to answer questions. Collaboration is very good, both in whole class oral work and in group activities. Pupils repeat number sequences together, with younger pupils singing number rhymes. In group work, such as buying and selling from a shop, they take on different roles and work well together. They use resources sensibly and hand items to each other when required. They show initiative in distributing items for group work to help set up activities. They sustain concentration when moving from one activity to another. In plenary sessions group members report back to the whole class on their achievements. Pupils listen well to each other.
- 123 Teaching is good overall across all key stages. It is often very good at Key Stages 2 and 3 and sometimes very good at Key Stages 1 and 4. Lessons are well planned and typically follow the pattern of whole class introductions, followed by group activities, followed by plenary sessions to consolidate learning. There is a purposeful pace throughout these different elements and the level of challenge is high. Lesson introductions are occasions full of enthusiasm with teaching aimed at involving all class members. Teachers display confidence in their delivery of the subject. Group activities are very well planned to take account of pupils' individual needs. Where necessary a pupil follows an individual programme when group work is taking place. Planning includes the effective use of support staff sometimes working with groups and sometimes working with one or two individuals. The active involvement of support staff is a feature of lessons and they give sensitive and positive encouragement to individuals throughout. The management of pupils is very good and standards of behaviour are high. Resources are well used within a consistent teaching approach which emphasises activity and investigation. Pupils learn to use and apply mathematics through a range of activities well supported by resources. Assessment is a strong feature of oral work in lessons, with questions and comments on pupil responses well matched to individual needs. Lesson introductions and plenary sessions are suitably modified as the lesson develops, in the light of pupil responses. Homework is used appropriately within the school policy guidelines.

- 124 Leadership of the subject is very effective. A key feature has been the co-ordinator working with all staff. This includes training and lesson observation. There is a coherence of approach to the subject and to the school's implementation of the National Numeracy Strategy, with very good teamwork in evidence. Yearly teaching programmes from the National Numeracy Strategy have been appropriately matched to individual classes. The previously developed "small steps" method of assessment, which very effectively measures progress, has appropriately been retained. Common formal assessments across the four key stages, and at Post-16 give the school a very clear picture of attainment and progress.
- 125 There have been significant improvements since the last inspection. Teaching has improved from being mainly satisfactory to good overall. Teaching styles offer a greater variety of approaches. There is now a much wider range of resources and associated lesson activities. There are far more opportunities for pupils to explore the subject in practical work. Staff training needs have been addressed.
- 126 Mathematics makes a positive contribution to the social and moral development of pupils.

127 **Science**

- 127 Throughout the school, progress in science is good and it is never less than satisfactory. Pupils with additional special educational needs often make very good progress. By the end of Key Stage 1, pupils make very good progress. They learn the names of body parts, describe objects using the terms "hard" or "soft", experience floating and sinking and compare seeds grown with and without water. Pupils with profound and multiple learning difficulties have opportunities to co-operate and experience all activities and to express their likes and dislikes.
- 128 By the end of Key Stage 2, pupils make very good progress. In investigative work, they predict which substances may dissolve and record their results in different ways; for example, by means of a bar chart or Venn diagram. Pupils name their mouth, tongue and teeth and remember that the mouth is used for tasting. In a very good science lesson, pupils place fruit and vegetables into separate groups, remember scientific vocabulary; for example, magnifying glass and find seeds and pips, naming them appropriately.
- 129 At Key Stage 3, pupils make good progress overall, with progress varying from satisfactory to good. They match animals to their habitat with a simple explanation for the choice of habitat. Pupils recall sources of light, and explain that sound is heard through the ears. They make visual recordings of objects sorted into groups, according to the sound they make; for example animal sounds and musical instruments, and they contribute well to a discussion about using hearing to keep safe.
- 130 At Key Stage 4, pupils make good progress overall and progress varies from satisfactory to very good. Pupils' skills in investigative work continue to develop when they make a water filter and record how it is made, on a well labelled diagram. Contributions to discussions in lessons are very good and the use of scientific vocabulary is developing. Pupils accurately identify sounds from a tape recording and match them to pictures. By the end of Key Stage 4, pupils develop a creditable knowledge of the world around them and they make significant progress in their ability to record this knowledge, using diagrams, graphs and tally sheets. Pupils with more complex needs make good progress developing their skills and knowledge in environmental science, using switches to operate lights, or a computer, and through visits within their local area.

- 131 Pupils throughout the school respond very well to science and obviously enjoy their lessons. They work well in “whole class” situations as groups or as individuals and many concentrate for long periods of time of up to 30 minutes. Pupils make good contributions to discussion and confidently describe their work to a visitor. Behaviour in class is usually good and often very good, and pupils on behaviour strategy programmes respond well, ensuring continuous learning opportunities. Pupils’ responses are very good in more than half of the lessons seen and the range is from satisfactory to excellent. The very good relationships at all levels make a significant contribution to the good progress that pupils make.
- 132 Teaching in science overall, is good. In the lessons seen, teaching ranges from good to very good at Key Stages 1 and 4, good at Key Stage 3 and very good at Key Stage 2. Work is carefully planned and well matched to National Curriculum programmes of study, pupils’ ages and their special educational needs. IEPs have very good subject targets which help to identify progress over time.
- 133 Lessons are very good when teachers have very good knowledge of the subject and pupils’ special educational need. The pace is vigorous and teachers’ high expectations are made clear to pupils. Changes of activities are easily accomplished, and the teacher checks for understanding constantly through the use of good questioning.
- 134 The very good relationships which exist between teachers and support assistants in all lessons, significantly contributes to a positive ethos in which learning is a thoroughly enjoyable experience and good progress is made.
- 135 Science is well co-ordinated and since the last inspection good progress has been made in providing pupils with greater opportunities to experience wider patterns of learning. The science policy is good, offering a curriculum well suited to pupils’ life experiences. Schemes of work and very good monitoring by the deputy headteacher help to ensure good progress and continuity throughout the school. Opportunities for professional development are good and the appraisal system is well established.
- 136 Assessment of the pupils’ work is very good. Each pupil’s progress is recorded on an attainment tracking profile (ATP) and annotated work is included as evidence of targets achieved. By the end of Key Stage 4, pupils all have some form of accreditation in their Record of Achievement. The co-ordinator is currently looking at ways to develop external accreditation at Key Stage 4.
- 137 Accommodation and resources are satisfactory and are well used for effective delivery of the curriculum. The department has made good progress since the last inspection developing very good science links with a local comprehensive school, which further enhances the curriculum opportunities. During the inspection week, good use was made of ICT, and homework, when used, was appropriate.
- 138 Risk assessment is in place, and safety and hygiene are emphasised appropriately. Science makes a positive contribution to the spiritual, moral, social and cultural development of pupils.

139 **OTHER SUBJECTS OR COURSES**

139 **Art**

- 139 Progress in art across the school is good and it is never less than satisfactory. At Key Stage 1, pupils make satisfactory progress. They widen their sensory experience exploring different objects and materials and expressing their preferences. They use paint with brushes and sponges to produce a variety of textures. Pupils paint their hands and feet to make a wall display of fingerprints and footprints. Artwork is also associated with topic work for example “Goldilocks and the Three Bears”.
- 140 At Key Stage 2, it was not possible to see any art lessons during the inspection week but, from a scrutiny of work, progress was judged to be good. Pupils complete silhouettes for the “All about me” topic, record images; for example a house from a photograph, and experiment with a variety of techniques and materials making three-dimensional masks.
- 141 At Key Stage 3, progress is very good. Pupils develop skills, recording from observation and use different media with confidence. They research the work of Leonardo da Vinci, draw preliminary sketches and then produce drawings on polystyrene board from their sketches. Pupils learn the technique of “roller painting” using ink on polystyrene tiles and then printing onto paper.
- 142 At Key Stage 4, pupils make good progress, developing their knowledge of the history of art, researching the style and work of a famous artist. From their observations, they make sketches and use a work sheet to plan their piece of work, describing the materials they will use. Pupils confidently choose a portrait, a machine or try mirror writing, and choose to work with pencils, acrylic paint or water colours.
- 143 Pupils across the school respond very well to art and show obvious pleasure in their lessons. They are keen to try new ideas and to experiment with colour and new techniques. Pupils become completely absorbed in their tasks and take great care with their work. They are proud of their efforts and confidently explain their ideas to a visitor. Pupils persevere with a task, concentrating for long periods. The good behaviour, good relationships and an ethos of calm, purposeful work, make a significant contribution to good progress.
- 144 Teaching in art overall, is good. In the lessons seen, teaching is never less than satisfactory; it is usually good and sometimes very good. In a satisfactory lesson, planning is clear and pupils concentrate and complete tasks appropriately. When lessons are good, time and resources are well used, the lesson moves with good pace, and pupils are fully aware of the teacher’s expectations. Lessons are very good when pupils are inspired to complete their work; they become totally engrossed and painstakingly reproduce the detail they are observing.
- 145 Art is very well co-ordinated. The policy is good and offers a curriculum well suited to the pupils and their special educational need without restricting access to any opportunities or experiences. Schemes of work are well planned and ensure progression and continuity through and across the key stages.
- 146 Professional development is very good. The co-ordinator makes use of any available Local Education Authority courses, and continues to extend her knowledge and skills. Good use is made of community projects; visiting artists benefit the whole school and present innovative ways of working together.

- 147 Assessment of pupils' work is very good. It is standardised in line with other subjects, using attainment tracking profiles and annotated work as evidence, and it is very well monitored by the senior management team. The co-ordinator is currently looking at external accreditation and possible integration or exchange visits with the local comprehensive school. Internal accreditation is well established and well used. The good accommodation and resources are well used to enhance curriculum delivery.
- 148 Wall displays throughout the school are of a very high standard in both quality and variety. Risk assessment is in place, and safety and hygiene are dealt with appropriately. Art makes a very positive impact on the development of pupils' spiritual, moral, social and cultural development. Pupils throughout the school are involved in a variety of exciting community projects and work with visiting artists. The end result is work of a very high standard; for example the "mosaic".

Design and Technology

- 149 During Key Stages 1 and 2, pupils' progress is good and sometimes very good. Pupils know and understand how to use information sources to help in their designing. They work with a range of materials. They work independently and in teams. By the end of Key Stage 2, they all follow simple instructions. They identify and use appropriate sources of information to assist them in their designs; for example in designing and making face masks. The higher attaining pupils understand appropriate methods of shaping materials accurately.
- 150 Pupils' progress at Key Stage 3 is good. They know how to investigate and evaluate a range of products and relate these to their intended purposes. They can use a range of process to form and to join sheet materials. By the end of the key stage they design and make a range of musical instruments; for example sound boxes, chime bars and zip sticks.
- 151 By the end of Key Stage 4, pupils' progress is good and sometimes very good. They know how to gather information and use it to help generate ideas. They can measure, mark out and cut simple shapes in a variety of materials. They understand the concept of welding. The higher attaining pupils explain why Perspex welds to itself when sawn.
- 152 In the further education unit students' progress is very good. All students participate in the Team Enterprise Scheme. All students design and build three-dimensional artefacts in wood. They identify and design a marketable item. They understand the design and planning purpose of the products they design. They know the value of market research. They make a range of items for sale in the local community, for example hobby-horses, ear rings, wooden spoons, pencil pots and key rings.
- 153 Pupils' behaviour is never less than good and is very good in the majority of lessons at Key Stages 2 and 4. Students' behaviour in the further education unit is excellent. Pupils remain on task most of the time. They are proud of their achievements. They respond well to instruction. Where behaviour is very good, pupils carry out their tasks with enthusiasm. They work independently and in groups. They display good listening and speaking skills. Pupils support each other well. They relate very well to the adults in the class and to each other.
- 154 The quality of teaching overall is good with some very good and excellent features. Lessons are well planned. Learning objectives are clear. There is good use of questioning to evaluate understanding and progress. Praise and positive reinforcement are used appropriately. Support

staff are well deployed and actively engaged in monitoring pupils' and students' progress. Activities are suitably chosen to engage and extend all pupils and students. There is high expectation of behaviour and work. Lessons have good pace with activities changed regularly. There are clear boundaries understood by all pupils and students. There is a wide range of class management skills. Lessons end with an evaluation and review of pupils' and students' understanding.

- 155 There is a clear and comprehensive policy for design and technology. Schemes of work follow the programmes of study of the National Curriculum. They are effective in promoting progression and continuity of learning. The curriculum is broad and well balanced. The procedures for assessment and recording of pupils' and students' progress and continuity are of a very high standard.
- 156 The department is well managed. The co-ordinator is very experienced and displays an enthusiasm for the subject. The school has a good range of materials for teaching design and technology to all pupils and students. Staff are enthusiastic and well deployed. Classroom assistants have a significant positive impact on pupils' attainment and progress in the subject, especially in the delivery of food technology at Key Stages 3 and 4. They play an effective role in monitoring the attainment and progress of pupils. Planning and bidding for resources is very efficient and linked to the plans for curriculum development. Overall, there has been good progress in the delivery, management, resourcing and monitoring of the subject since the last inspection report.
- 157 Design and technology makes a positive impact upon pupils' and students' spiritual, moral, social and cultural development.

Humanities

- 158 Pupils make good progress across all key stages and Post-16 students also make good progress.
- 159 Younger pupils at Key Stage 1 make good progress in gaining an awareness of their immediate environment, and of people and things around them. They identify who is looking in the mirror and they select items from a bathroom bag and participate in associated activities. By the end of the key stage their awareness has widened to include more features of their own environment as well as aspects of the past. They paint pictures of the sea. They visit their local area and talk about shops, houses, towns and villages. They gather information to produce their own family trees and they look at old buildings in the locality. They watch a video of the Spanish Armada and represent the event by paintings of ships.
- 160 At Key Stage 2, pupils make good progress in developing investigative skills to find out more about the past and their local environment. They develop an understanding of fact and fiction. They make models of Captain Hook's hat and know that he is fictional but that real pirates existed. They look at replica historical documents and produce their own versions. They recognise old and new features of buildings in the local area. Following visits to the surrounding area they sort and classify features that are connected with town and country. They take part in a house survey and record the numbers of houses, bungalows and flats. They use photographs to identify geographical features. There is good progress in the development of route finding skills with pupils laying trails around the school and following them using different instructions including left and right.
- 161 By the end of Key Stage 3, pupils make good progress in developing skills in fieldwork, and in

their understanding of the differences between today and the past. They study the drainage systems on the school site, record their results during a survey and then summarise them on a bar chart. They experience the lives of Victorian children by dressing up and participating in play and work activities. They compare and contrast Victorian times with life today. They further develop their investigative skills by studying the effects of water being poured onto different materials, and their geographical knowledge by recognising and describing features of hot and cold climates. Pupils make good progress in developing mapwork skills by identifying features including ports and airports, and tracing bus and rail routes. Awareness of time also shows good development, with pupils placing soldiers from different historical periods on a timeline. Pupils make items of Tudor dress and a Greek mosaic mirror to enhance their understanding of past societies.

- 162 At Key Stage 4, pupils display a deeper knowledge of physical and human features of the environment. They describe types of housing suitable for hot climates and label diagrams showing physical features including bay, beach, cliff, valley and headland. They describe the water cycle. They follow routes on maps, use compass directions and highlight features including national parks. They further develop their knowledge and understanding of past societies. They make models of Ancient Greek buildings, complete worksheets on the life of Henry VIII, and describe improvements in public health in Victorian England including diet and medicine. Pupils give examples of Roman numerals including their own ages.
- 163 Post-16 students make good progress in developing skills to investigate aspects of the local environment. In their work on road safety they study photographs of the local area and identify potentially hazardous features. Some students write about their observations. They say why they are hazardous and offer solutions. Students plan and design road safety posters.
- 164 Pupils' and students' responses are good overall and often very good. Motivation is high and behaviour is good. The youngest pupils show a good level of interest through eye contact and through enthusiastic participation in activities including clapping and handling different materials. Pupils of different ages are highly motivated when participating in activities including hiding treasure and dressing up. They behave sensibly during activities. They demonstrate initiative during investigation work around the school site. They take pride in completing work set and work well together in groups. They typically display curiosity and interest when starting new work.
- 165 Teaching is good overall and some is very good. Teachers are secure in their own knowledge and understanding. Methods and strategies are effective with an emphasis on pupils investigating and finding out, to develop a range of skills as well as knowledge and understanding. The management of pupils is very good. Lesson planning is very good overall, with activities well matched to pupils' needs. A striking feature of the teaching at Key Stages 1 and 2 is the variety of individual and group activities, well matched to individual needs and with a good level of challenge. This variety is also evident in Post-16 work. At Key Stages 3 and 4 the pace and content of whole class discussion work are variable and occasionally do not always sufficiently challenge pupils to further their understanding. Activities for pupils throughout the age range, including visits and fieldwork, are very well organised. All lessons have clear objectives and pupils know what is expected of them. Time is well used to enable pupils to complete activities. Resources are well used to stimulate interest and to involve pupils in activity-based learning. Assessment is used well during whole class discussion and during group work. Appropriate use is made of homework.
- 166 The curriculum provides very good progression through the key stages from an integrated approach to a subject specific model. Methods of assessment are very effective in ensuring that

pupils' progress appropriately covers the development of skills and knowledge in both history and geography.

- 167 Since the last inspection the roles and responsibilities for co-ordinating humanities have been well established and a greater range of appropriate resources has been developed. Humanities makes a positive contribution to pupils' spiritual, moral, social and cultural development.

Information Communication Technology (ICT)

- 168 Pupils make good progress at all key stages and students improve this to very good progress at Post-16.
- 169 The computer is used at Key Stage 1 to familiarise the pupils with the keyboard and simple programmes used. By the end of Key Stage 1, most pupils are developing their computer skills. They are able to use the keyboard with growing confidence. They use the mouse to control the cursor and click on the selected items on the screen. They drag across the screen. They are able to use the keyboard to delete and re-enter information. They use the Language Master to recognise their own name and those of their friends.
- 170 By the end of Key Stage 2, pupils are developing the use of the computer to support their work in different subject areas. They use word-processing programs to present their work. They use touch screens to switch the computer on and off. Pupils are gradually developing an understanding that computers and other forms of information technology can be used across a wide range of subjects.
- 171 By the end of Key Stage 3, pupils use reprographics in design and technology to produce school design sheets. They use Number Magic to create spreadsheets to show results from classification exercises. They use the computer well in mathematics to help counting skills.
- 172 By the end of Key Stage 4, pupils accurately control a mouse. They know how to change pages in a program. They draft work and use word-processing packages.
- 173 In the further education unit, students describe the use of information and communication technology (ICT) in the community. They know various local bodies which use ICT; for example the local council, supermarkets and hospitals. The higher attaining students use word-processing programs unaided.
- 174 The quality of teaching is very good. The lessons are very well planned. Good use of differentiated questioning enables pupils to make good progress. The use of time is very good. Activities are changed at appropriate intervals. They are chosen to engage and extend pupils and students of all abilities. The subject meets statutory requirements.
- 175 The subject is very well led. The quality of monitoring is very good. There is a high expectation of pupils' and students' achievements. The co-ordinator provides very good training and support for other teachers. Assessment and recording are very good. Clear targets are set in individual education plans. There is a very good provision for professional development.
- 176 The accommodation is very good. The department is very well resourced, with computers in all rooms and a separate ICT suite. Pupils' and students' progress and achievements are hampered by the lack of networking facilities between the main building and the further education unit. The school is well aware of this difficulty and is actively attempting to remedy it.
- 177 Resources are extremely well used and all staff effectively deployed. The computers are used effectively to support work in different subjects, for instance English, mathematics and German. Good use is made of multi-media presentations to enhance communications. There has been very good progress in all areas of this subject since the last inspection report. ICT across the school makes a good contribution to the development of pupils' and students' spiritual, moral, social and

cultural awareness.

Modern Foreign Language (German)

- 178 Pupils across Key Stages 3 and 4 make good progress in German. Higher attaining pupils occasionally make very good progress. Pupils return greetings, learn to count and name colours. They listen carefully to the teacher, taped programmes and inter-active computer programmes. They repeat new words, try hard to improve their accents, and pronounce the words carefully and correctly. Higher attaining pupils complete specially prepared work sheets. All pupils, including the lowest attaining pupils, taste German foods and express their likes and dislikes. Many pupils soon remember the names of their favourite foods such as sausages, gherkins, mustard and black bread. They discuss German culture, how the Germans prepare and eat their food, and compare these customs with their own. Literacy and numeracy skills are practised in German and consolidate learning in English, especially listening skills.
- 179 Pupils' attitude to German is very good; they enjoy learning German. They are very enthusiastic in their response to German, listen well and try very hard to speak the language. They grow in confidence and co-operate well in small group activities, especially when working on the computer or the "Coomber" (a tape recorder shared by several pupils at the same time).
- 180 Teaching is very good. There is a high level of subject expertise and the target language is used as much as possible during lessons. Effective use of humour, mime and body language helps pupils guess what is being said. There is very good use of praise and encouragement. Pupils are actively encouraged to participate fully, and support is given according to their ability and level of confidence. Pupils are very well managed, particularly those with additional special needs, such as those with very challenging behaviours. A wide range of strategies is used to ensure motivation of pupils and keep lessons at a brisk pace. Homework given is appropriate to the need of pupils. This is often verbal and attempts to ensure pupils learn a new word or phrase.
- 181 Resources are good, well prepared, easily accessible, and well matched to the needs of pupils. Many are real artefacts brought from Germany by the teacher to make the learning environment as realistic as possible. Very good use is made of information technology, associated work sheets, pictures, posters, maps, books, magazines and food from Germany. An attractive display is to be found in the corner of the large art room in which German is taught. Good records are kept and achievements are reported to parents in annual reviews. German makes a positive contribution to pupils' social, moral and cultural development.
- 182 German is now firmly established on the curriculum. The quality of teaching has improved since the last inspection, enhancing the progress made by pupils.

183

Music

- 183 Attainment and progress in music across all key stages and in the further education unit are satisfactory. By the end of Key Stage 1, pupils have experienced a range of music closely linked to the cross-curricular topics they undertake. Most have learnt to sing and to perform the actions and signs that interpret the songs and rhymes. They are beginning to appreciate tempo and rhythm. Pupils have also experienced listening to a variety of instruments. They have also begun to experiment with playing simple percussion and wind instruments.

- 184 At the end of Key Stage 2, pupils have made further progress with playing instruments and experimenting with sound. Many respond well to music with movement and gesture. They can identify favourite tunes and songs. They are beginning to appraise music and recognise different instruments in tunes.
- 185 By the end of Key Stage 3, many pupils have developed a further appreciation of rhythm and tempo and have been taught the correct musical terms. They have experienced a range of different music. They are beginning to differentiate between types of music such as folk, rock, jazz, classical. They have continued to experiment with and play instruments.
- 186 Pupils at the end of Key Stage 4, have built on the knowledge they have gained at previous key stages. They associate music with different moods. Some pupils have developed a small musical vocabulary. They have, individually, developed a range of expertise in percussion instruments, simple wind instruments and mini-keyboards
- 187 Pupils' attitudes to music are good overall. They enjoy music lessons and listen attentively. They usually respond enthusiastically to all activities, especially singing and playing. They work together well and support each other. They respond well to the success of others. Their behaviour is good.
- 188 Teaching and planning are good. Teachers are clear about what they want the pupils to learn. They give clear instructions to pupils. Praise and encouragement are used well to motivate pupils and keep them on task. Teachers are well aware of individual pupil need and differentiate through different levels of support, expectation and stimuli. The pace of lessons is good, although in one lesson too much was planned and as a result the pace became too rapid. Subject knowledge is very good. Staff can play a range of instruments and have an extensive repertoire of songs and rhymes. Support assistants are used well. They are clear about what is required of them and support pupils well.
- 189 The subject is well managed. There is a closely planned link with religious education. Music is a feature of assemblies and physical education, especially hydrotherapy. All requirements of the National Curriculum are covered. Resources are adequate and well used. Visiting musicians and visits that have included listening to musical performances have been of great value in extending the good work of staff. Music is used particularly well in German, and is also used well to set the atmosphere in classes where some pupils with additional special needs, benefit from a calm atmosphere. Music makes a strong contribution to the development of pupils' spiritual, moral, social and cultural development.

Personal, Social and Health Education (PSHE)

- 190 Pupils and students make good progress overall in PSHE and progress is good at each key stage. Pupils and students with additional special needs often make very good progress participating and cooperating in the learning opportunities provided for them. At Key Stage 1, pupils are able to match their name cards appropriately and all of the pupils remember the established routines, even at this early stage of the term. Pupils choose toys and use them well, matching jigsaw pieces or letters to pictures accurately, and they participate appropriately in songs about parts of the body.
- 191 At Key Stage 2, pupils identify boys and girls and order the life cycle of a human being accurately. They remember the number of their house, name the type of house and identify their own address.

- 192 At Key Stage 3, good progress continues as pupils learn how adolescents develop, and identify male and female body parts. They contribute to discussions on the harmful effects of smoking and develop rules for behaviour.
- 193 At Key Stage 4, pupils take part in a series of discussions. They exhibit very mature attitudes and contribute well, discussing bullying, identifying positive attributes in themselves and their peers, and how behaviour affects the way we get on with others.
- 194 Pupils' and students' attitudes to this subject are always good, and often very good. Pupils and students enjoy their lessons, they are sensitive to each other's needs, comforting one another when they are hurt, and sharing together. Pupils and students become increasingly independent. Younger pupils help serve drinks and biscuits; older pupils organise themselves well and display mature attitudes to their learning. Relationships are always very good and pupils and students throughout the school are polite and confident in their approach to visitors.
- 195 Teaching is at least good, and sometimes very good. Lessons are well planned, learning objectives meet programmes of study and also individual targets in IEPs. Teachers have a secure knowledge of the subject and of pupils and of their special educational needs. Behaviour is always good, reflecting teachers' high expectations and contributing to the good progress made.
- 196 PSHE is well co-ordinated. There is a good policy which offers a curriculum that has a significant effect on the personal development of all pupils. Schemes of work ensure progression and continuity throughout the school, and good monitoring contributes to their effectiveness.
- 197 Assessment is very good. Progress is recorded on attainment tracking profiles, which include annotated evidence, and behaviour is well monitored through the school's "small steps" system which is achieving high levels of success. The accommodation and learning resources are well used. During the inspection week, good use was made of ICT, and homework when given was appropriate. PSHE makes a positive contribution to the development of pupils' spiritual, moral, social and cultural development.
- 198 **Physical Education (PE)**
- 198 Pupils' progress is good overall. By the end of Key Stage 1, pupils are beginning to be more aware of their bodies and their co-ordination is improving. They have opportunities to practice balance, climbing and movement. They are beginning to take part in team games and are learning the early skills of games through ball control.
- 199 At the end of Key Stage 2, many pupils have built on these earlier skills. The higher attaining pupils display skills equal to those of the mainstream pupils with whom they are integrated. They use large and small apparatus well and with safety. They compose and control their movements and have good balance and co-ordination. They work in collaboration with a partner. Dance is used well at both key stages to improve co-ordination and rhythm.
- 200 By the end of Key Stage 3 and 4, most pupils have continued to improve balance and co-ordination. They have begun to appreciate the value of fitness and a healthy lifestyle. Pupils have developed a range of skills in a variety of team games and skill sessions taught both at school and leisure centres.
- 201 Particularly for secondary aged pupils, physical education is enriched with a number of additional

activities such as orienteering, hiking and horse riding. At all key stages, hydrotherapy and physiotherapy are an essential feature of the individual programmes of some pupils. Most pupils have access to regular swimming lessons.

- 202 The response of pupils across all key stages is good. They enjoy the lessons and apply themselves well. They co-operate well with each other. Relationships are good. The behaviour of pupils in lessons is good.
- 203 Teaching is good at all key stages. Most lessons begin with aerobic or other exercises to warm up. Teachers have clear aims for lessons and these are achieved. Planning is good. Pupils and activities are managed well. Activities are well matched to pupils' needs and abilities. Attention to issues of safety is a feature of teaching. Staff have high expectations of pupils based on very good knowledge of their needs and abilities. The pace of lessons is good. Praise is used well to encourage pupils. Most pupils are adequately challenged by the activities planned for them.
- 204 The subject is well managed. Cross-curricular links are in place. Teachers work well with the school's physiotherapist. Programmes devised by the physiotherapist are carried out, by the teachers and support assistants, in the pool and as part of pupils' physical education time. Some pupils have sessions devoted to MOVE (Movement Opportunities via Education). The teachers, physiotherapist and school nurse have co-operated recently on a pupil fitness programme targeted at volunteer overweight pupils.
- 205 Physical education at the school has many additional strong and successful features that make a significant contribution to pupils' well-being, spiritual, moral, social and cultural development, progress and achievements. The school has developed, in partnership with the adjacent primary school, integrated physical education lessons for some pupils. The school offers a wide range of residential visits. During these visits pupils undertake a range of adventurous activities. The school aims for every secondary pupil to take part in at least one residential visit. The school has good links with another local special school. These links include joint residential visits and sports meetings. The hydrotherapy pool is well used and makes a significant contribution to the progress of some pupils. The soft play area is used well to teach balance and co-ordination to particularly vulnerable pupils. The school makes good use of local leisure centres and their facilities for sport and swimming. The schools facilities are supplemented by using those of the nearby secondary school, in particular sports pitches and running track. All secondary pupils have taken part recently in a two-day course, based on healthy eating and football, run by the local Premier Division football club.
- 206 Resources are good and well used. Facilities within the school to teach physical education have weaknesses. The hall is a main thoroughfare between one part of the school and another. Lessons are frequently interrupted by pupils and staff walking through. Lack of storage space has led to the unsatisfactory situation where tables, chairs and other items of equipment are placed around the perimeter of the hall and the adjacent dining area which is also used for physical education activities. The presence of this equipment, together with people passing through the halls, presents a significant safety hazard. Changing facilities are poor. For physical education there is only one changing room with showers. Changing facilities in the hydrotherapy pool are adequate. The pool aids, such as hoists to move non-ambulant pupils in and out of the pool do not meet the needs of the individuals.

Religious Education

- 207 The school has successfully addressed the key issue of the last report. Religious education is well planned. Time allocated to the subject is adequate at all key stages. The school has regular and appropriate acts of worship. Policy documents are good. Resources are adequate. Inset

opportunities for the co-ordinator have been well used and the subject is now well co-ordinated and managed. Religious education is now a strength of the school and makes a significant contribution to pupils' spiritual, moral and cultural development.

- 208 Whilst a great deal of good documentation was available to the inspection, few lessons were seen because of timetable constraints. Other evidence was available through scrutiny of pupils' work and comprehensive subject portfolios.
- 209 Progress of pupils at all key stages is good. By the end of Key Stage 1, pupils have been taught about Christianity through the life of Jesus. They listen to bible stories and are beginning to remember the basics of Christianity and other religions. They study festivals and celebrations associated with a range of religions and are beginning to understand something of other faiths. Pupils also learn about buildings that are special to a range of other cultures and religions.
- 210 At the end of Key Stage 2, pupils build on earlier knowledge. They also learn about patron saints and the details and customs of other major religions.
- 211 By the end of Key Stage 3, many pupils are beginning to have a real appreciation of the customs and beliefs of a range of world religions. They have also been taught the value of tolerating the differences in other cultures and their values and beliefs.
- 212 At the end of Key Stage 4, pupils have consolidated and added to knowledge developed at earlier key stages. They have experienced a curriculum that prepares them to live in a multi-cultural and multi-faith society.
- 213 The response of pupils to religious education is variable, but good overall. The majority of pupils show interest in their lessons and enjoy them. They concentrate well and are attentive for reasonable lengths of time. A few pupils behave inappropriately at times. This challenging behaviour is quickly dealt with. Behaviour plans developed for some pupils are effectively used in lessons. In assemblies almost all pupils behave appropriately and respect the occasion. Pupils respond to what they are taught through expressions of thoughts for others in the form of periodic collections for charities chosen by the pupils themselves.
- 214 Teaching is good across all key stages. Planning is very good. In the best lessons pupils are challenged by skilful teaching carefully matched to their individual needs and successfully linked to longer term planning for the delivery of the subject. Teaching is at its best when a multi-sensory approach (including signing) is used that addresses the wide range of ability and learning needs found in all classes. Praise is used well to motivate pupils and to keep them on-task. The pace of lessons is good. The effective use of support assistants is a feature of good teaching in this subject.
- 215 The subject is well managed. Religious education lessons and acts of collective worship are well planned against the requirements of the Locally Agreed Syllabus and aspects of religion and personal development agreed by the staff in collaboration with other schools and agencies.
- 216 Assessments of progress and attainment are satisfactory. The co-ordinator has developed record sheets to track pupils progress against the topics of the religious education "rolling programme" of long term planning. These are well used to record progress and are used to influence further planning. IEPs include appropriate targets for religious education.
- 217 School assemblies are well planned and contribute significantly to religious education and spiritual, moral, social and cultural aspects. The local vicar regularly takes school assemblies. The staff have re-written the Lord's Prayer into a more simplified form that is matched to Rebus signs. This is enthusiastically read and repeated by the pupils.

- 218 Good use is made of opportunities to use visiting musicians and storytellers from other religions and cultures to supplement the work of the school. Resources are satisfactory. These are well and thoughtfully organised. Religious education has a great impact on the development of the pupils' and students' spiritual, moral, social and cultural development.

Post-16 (Further Education Unit)

- 219 The education offered to the students in the FEU (Further Education Unit) is good.
- 220 The FEU provides successfully for students with a very wide range of ability. A few pupils in the unit are under 16. An effective system is in place to ensure that these pupils receive their full entitlement to the National Curriculum at Key Stage 4.
- 221 Post-16 students attending the unit can do so for up to three years. Seventeen of the students in the FEU are registered as students at the local college of higher education. Students also enter the unit from mainstream secondary schools and other special schools. Not all, but the majority of students, stay in the unit for the full three years.
- 222 Students receive a broad, balanced and relevant curriculum planned to meet their individual needs. The unit is well managed. Staffing levels are appropriate to meet the needs of the students. The accommodation is good and provides adequate and pleasant facilities to enable the curriculum to be taught.
- 223 The curriculum is based on units of work in literacy, numeracy, PSHE, environmental studies, citizenship, life skills, team enterprise, decision making, careers education, ICT and ASDAN (Youth Award Scheme). Students undertake work experience in their final year in the unit. A "rolling programme" of termly planning ensures continuity and progression. The programme also links in to the range of accreditation opportunities offered to students. These include ASDAN Bronze and Silver Awards, City and Guilds awards, NEAB Certificates of Achievements and ASDAN "Towards Independence" awards. Six students have achieved the ASDAN Youth Award Scheme bronze award this year, the first year it has been offered by the school.
- 224 Students achievement and progress overall in the FEU are good. Progress is very good in art and design and technology. They have Individual Education Plans (IEPs) for each of the curriculum areas offered by the FEU. Progress is noted in the review of these plans and is evident through the regular assessments carried out on the pupils. At the end of their period of time in the FEU, students have achieved significant progress in the personal and social aspects of their development as well as continuing progress in basic literacy and numeracy.
- 225 The response of students to lessons is good. Most students show interest in their work, enjoy lessons and respond well to the challenges offered by the teaching. Relationships are usually good and students work together well and support each other.
- 226 The quality of teaching in the FEU is good. Teachers and support assistants work well together as a team. Relationships with students are excellent. Staff are caring and have a high regard for even the most difficult and demanding students in their care. Plans made for students are very good and teaching has clear aims and objectives. The teaching is well matched to the individual needs of the pupils. Resources are good. Staff are well aware of the needs of individuals through good assessment procedures. They plan well to address these needs and are very successful in doing so. Comprehensive and regular termly reviews enable staff to check students' progress and adjust their plans accordingly. The good progress students make is directly linked to this skilful planning and delivery of an appropriate curriculum.

- 227 Provision for Post-16 students has improved since the last inspection. Joint working with further education has been expanded and improved. The curriculum incorporates elements of the National Curriculum, good practice in Post-16 education and a comprehensive range of external accreditation. The range, suitability and relevance of externally accredited courses have improved since the last inspection. Work experience is appropriate and well planned. This aspect of the curriculum is, however, restricted to pupils in their last year of post-16 education.

Literacy

- 228 Attainment and progress in literacy by students in the FEU are good. The higher attaining students build on skills and understanding developed at previous key stages. They are able to use writing and language well to convey feelings and ideas. They learn to listen to others. They read and study text to increase understanding. They are taught grammatical rules. Students learn the appropriate use of language in different social situations. Lower attaining students continue with the basics of communication through speech and in some cases writing and reading. They can express likes and dislikes and who their friends are, using a variety of verbal and non-verbal responses. City and Guilds “Wordpower”, ASDAN awards and Certificate of Achievement award courses are followed and achieved by many students.
- 229 The responses of students are variable, but overall good. They are never less than satisfactory. Within the limits of their ability, students show interest and concentrate well. They enjoy lessons. Relationships are good and students often work together collaboratively and support each other.
- 230 Teaching is good. All staff are aware of the individual needs of students and plan accordingly. Teaching methods are well matched to the needs of the students. Staff have good subject knowledge. They plan and use resources well. Pace is always good and most students are appropriately challenged. In the best lessons seen, teachers used a variety of multi-sensory approaches to develop the communication skills and self-awareness of pupils. One excellent lesson on communication and awareness of self and others within a less able group involved the use of photographs of students being matched to the student and their name. This led to the identification of the photograph and name of a close friend. Students were then blindfolded and touched a variety of substances (jelly, custard, pasta, beans) chosen by their friend. The lesson ended with a range of differentiated tasks very well matched to individual student need. This approach stimulated and engaged students and resulted in excellent progress.

Numeracy

- 231 Progress of students in the FEU in number is satisfactory. There is significant variation in the levels achieved and the rate of progress due to the very wide range of ability found in the unit. Higher attaining students learn to use and apply number skills to every-day situations such as handling money when shopping. They learn to use weight and measure in cookery and other social situations. They understand the passage of time and can tell the time with accuracy. Students continue to use number to solve problems both mentally and in writing. They can use, create and understand simple graphs and diagrams to classify, represent and interpret data. Students of lesser ability are taught to count and understand the value of coins. They are made aware of weight, measure and time. Every opportunity is taken by staff to reinforce these skills across a range of subjects and topics.
- 232 The responses of students are varied but overall good. They are never less than satisfactory. Relationships within the classroom are good. Students usually show interest in their work but some have a limited capacity for sustaining this. Most enjoy the lessons. The majority of students respond well to the challenges offered, but many are unnecessarily over-reliant on help and prompts from adults. Most listen well to the teacher but a few have difficulty doing so for

any length of time.

- 233 Teaching is good. Planning for students is very good. Aims of lessons are clear and usually achieved. Teachers use their knowledge of students to good effect and manage them well. There is always a good match between individual student need and what the teacher is teaching and how it is being taught. Resources are good and well used. City and Guilds “Numberpower” and the ASDAN award scheme are well used by teachers to underpin numeracy in the FEU. Students study for and achieve these awards. Some students achieve the NNEB Certificate of Achievement in mathematics.

Art

- 234 In the FEU, students make very good progress. They begin the preliminary work for the next community project; the decoration of an authentic antique milk churn, using folk art; it will become the “Millenium Churn”. They practise the skills of making ribbon plates, and observe the use of precise patterns, flowers and the colours of folk art. Students observe, then paint these intricate patterns in the manner of folk art and take part in a mature discussion about this subject. Pupils throughout the school are involved in a variety of exciting community projects and work with visiting artists. The end result, is work of a very high standard; for example, the “mosaic”.

Religious Education

- 235 The students in the FEU do not have dedicated RE lessons. They are encouraged to attend assemblies in the main school if they choose to do so. FEU students also have full access to the visiting speakers, musicians and storytellers in the main school.
- 236 Students are taught religious education through the ASDAN work they are involved in. RE is also taught through elements of the other units of accreditation they work towards and in their PSE lessons. The progress and attitude of all pupils in these lessons are good.
- 237 They are taught to be tolerant of the beliefs and customs of others. Students continue to build on the knowledge of their own and other religions that they have established at earlier key stages.

Physical Education

- 238 In the FEU, physical education is offered through leisure studies. The progress and response of students of all abilities are good. They undertake a wide range of activities both on the school site and at a local leisure centre. Higher attaining students learn and take part in a number of team games. Most students develop a positive attitude to sport and team games, learn to obey the rules and co-operate with others. They take part in keep fit and healthy eating topics and learn the value of looking after themselves and their bodies and the value of exercise. Other pupils focus on basic co-ordination exercises through ball control. They also continue to develop body awareness and the self-control. Physical education and music are linked when less able pupils undertake and enjoy “Yogacise” lessons.

Music

- 239 Music is a separate subject on the timetable for some of the students in the FEU. These students, those that have the greatest learning needs, follow an ASDAN unit of study that includes music themes linked to the religious festivals celebrated during the year and has good cross-curricular links to religious education, personal social and health education, physical education and English. The progress made by students and their attitude to the lessons is good. They are familiar with some songs and can appreciate and follow the words and the tune. A few students are able to remember some of the words and join in as appropriate. Students have access to percussion instruments and enjoy making sounds with these

Personal Social Health Education

240 In the further education unit good practice continues. Students continue to make good progress in their personal development. They contribute well to an animated discussion on the use and abuse of alcohol, and its effect on behaviour and personal relationships. In a careers lesson, students provided their own personal details for a Curriculum Vitae.

241 Students respond well to PSHE. and careers. They apply themselves to tasks, they are courteous to each other and have good relationships with their teacher. Students display a mature response to their work, which they freely discuss with a visitor. The curriculum offered is very well suited to the needs of these young people. They take part in careers interviews, have successful work experiences and gain appropriate accreditation, which helps them to secure places in other educational establishments, or on training programmes.

242 PART C: INSPECTION DATA

242 SUMMARY OF INSPECTION EVIDENCE

242 The inspection was carried out by a team of six inspectors and one lay inspector. The inspection took place from Monday 20th September to Friday 24th September 1999. Over 73 hours were spent in classroom observations, and 108 lessons or parts of lessons were seen. All classes and teachers were observed.

243 Assemblies and collective worship sessions were observed. Registrations, play times and lunch-time arrangements were observed. Pupils were accompanied on educational visits. Arrivals and departures were observed daily. Discussions were held with the headteacher, deputy headteacher, teaching staff, classroom support staff, pupils, governors, parents, an education welfare officer, the head of the primary school (regarding integration), lunch-time supervisors, the caretaker and administration staff. A sample of pupils were heard reading and others were observed during reading activities.

244 Documentation provided by the school was scrutinized before and during the inspection, a substantial sample of teachers' and pupils' records were examined. Displays throughout the school in classrooms, the further education unit, the school hall and corridors were scrutinised. Views of parents were sought through a questionnaire and 39 out of 114 (34 per cent) returns were analysed and proved to be very supportive of the school.

246 DATA AND INDICATORS

246 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
R – Year 13	114	91	117	46

246 Teachers and classes

246 Qualified teachers (YR – Y13)

Total number of qualified teachers (full-time equivalent):	13
Number of pupils per qualified teacher:	8.76

246 Education support staff (YR – Y13)

Total number of education support staff:	15
Total aggregate hours worked each week:	395

246 Financial data

Financial year:	1998/99
	£
Total Income	759103
Total Expenditure	775290
Expenditure per pupil	7752
Balance brought forward from previous year	61178
Balance carried forward to next year	44991

Number of questionnaires sent out: 114

Number of questionnaires returned: 39

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	47	50	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	31	0	0	0
The school handles complaints from parents well	44	50	6	0	0
The school gives me a clear understanding of what is taught	36	61	0	3	0
The school keeps me well informed about my child(ren)'s progress	49	46	3	3	0
The school enables my child(ren) to achieve a good standard of work	54	43	3	0	0
The school encourages children to get involved in more than just their daily lessons	69	28	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	38	21	6	3
The school's values and attitudes have a positive effect on my child(ren)	50	47	3	0	0
The school achieves high standards of good behaviour	50	39	6	6	6
My child(ren) like(s) school	67	31	0	0	3

246 Summary of responses

On a visit to the school to see if it would be suitable for their child, the parents said it was the "atmosphere" of the school which really impressed them.

"My child is progressing in leaps and bounds".

Parents feel the school has the right balance between academic work and the education of the full child.

"Transition Reviews and Plans well organised".

Whenever parents visit school, staff are willing to share information with them.

Parents at the parents' meeting were unanimous in their praise of the school secretarial staff.