

INSPECTION REPORT

Cloughside

Prestwich

LEA area: Bury

Unique reference number: 105376

Headteacher: Mr K Entwistle

Reporting inspector: Dr John Hill

21165

Dates of inspection: 29th November - 3rd December 1999

Under OFSTED contract number: 708307

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Hospital
Type of control:	Maintained
Age range of pupils:	12-18
Gender of pupils:	Mixed
School address:	Bury New Road Prestwich Manchester M25 3BL
Telephone number:	0161 773 9121
Fax number:	0161 722 3478
Appropriate authority:	Bury
Name of chair of governors:	Pamela Barnes
Date of previous inspection:	22 nd January – 2 nd February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Dr John Hill, Registered Inspector	Science	Attainment and Progress
	Information Technology	Teaching
	Design Technology	Leadership and Management
	English as a second Language	Efficiency
Michael McCarthy, Lay Inspector		Attendance
		Pupils' social, moral spiritual and cultural development
		Support, guidance and pupil welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Val du Plergny	Mathematics	Curriculum and assessment
	Music	
	Art	
	Religious education	
	Personal, social and health education	
Kiran Campbell-Platt	English	Attitudes, behaviour and personal development
	History	Special educational needs
	Geography	Equal opportunities
	Modern Foreign Languages	
	Physical education	

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 Alexandra House
 33 Kingsway
 London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Teaching is good. During the inspection it was very good in nearly half of the lessons.
- Pupils make very good progress in mathematics, personal, social and health education and information technology. Good progress is made in English and science.
- The school is well led by the headteacher and he is well supported by the senior management team and governing body. Together they give a clear purpose and direction.
- The provision made for pupils' spiritual, social, moral and cultural development is good.
- The school supports the personal development of pupils very well and this helps to create a warm and friendly atmosphere.
- Behaviour in the school is good and the relationships between staff and pupils are very good.
- Procedures for assessing the progress of pupils are very good.
- Financial planning and control are excellent.

Where the school has weaknesses

- I. There is a lack of time made available for the teaching of humanities, and music.
- II. The teaching of modern foreign languages is unsatisfactory.
- III. The teaching of English as an additional language is unsatisfactory.
- IV. The multicultural aspects of the curriculum are not fully addressed.
- V. There are only limited resources available for the teaching of design technology, humanities and music. This is especially the case in the Adolescent unit.
- VI. Specialist facilities for the teaching of science, design technology and music are not good enough for secondary aged pupils in the Adolescent unit.

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

How the school has improved since the last inspection

The school has improved significantly since the last inspection. The progress across the core curriculum areas of the school is at least good and often better. The quality of teaching overall is good and often very good. The school has satisfactorily addressed most of the issues outlined in the last inspection. Arrangements for challenging the more able pupils and planning for pupils with special educational needs are well established. Curriculum planning is much improved with the school now providing a broader range of subjects for pupils to follow, including very good arrangements for information technology. Teachers are well deployed and 'handover' procedures between the medical and educational staff are efficiently managed. Governors are more actively involved in the life of the school, support the monitoring of the curriculum and ensure that all statutory procedures are fulfilled. The accommodation in the Gardener unit has improved significantly, but this is not yet the case in the Adolescent unit where there is still a lack of specialist provision. The leadership and management of the school are of a high standard and is well placed to move the school towards its next stage of development.

Whether pupils are making enough progress

Progress in:	By 16	By 19													
Targets set at annual reviews or in IEPs*	A	A	<table border="1"> <tr> <td></td> <td>Key</td> </tr> <tr> <td><i>very good</i></td> <td>A</td> </tr> <tr> <td><i>good</i></td> <td>B</td> </tr> <tr> <td><i>satisfactory</i></td> <td>C</td> </tr> <tr> <td><i>unsatisfactory</i></td> <td>D</td> </tr> <tr> <td><i>poor</i></td> <td>E</td> </tr> </table>		Key	<i>very good</i>	A	<i>good</i>	B	<i>satisfactory</i>	C	<i>unsatisfactory</i>	D	<i>poor</i>	E
	Key														
<i>very good</i>	A														
<i>good</i>	B														
<i>satisfactory</i>	C														
<i>unsatisfactory</i>	D														
<i>poor</i>	E														
English:															
listening and speaking	B	B													
reading	B	B													
writing	B	B													
Mathematics	A	A													
Science	B	B													
Personal, social and health Education (PSHE)	A	A													

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

The school is very aware of the different academic needs of its pupils and is positive in its promotion of high standards. A number of pupils attain up to, and on some occasions beyond national standards. The progress of all pupils in both key stages 3 and 4 and with post sixteen students is good and sometimes very good within the core National Curriculum areas. However, for pupils who have English as a second language progress is unsatisfactory.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
12 – 16 years	Good.	Mathematics, science, information technology and personal, social and health education.	Modern foreign languages.
Post-16	Good.	Mathematics, science, information technology and personal, social and health education.	
English	Good.	Reading and writing.	
Mathematics	V. Good.	Shape, space and measure and number.	
Personal, social and health education (PSHE)	V. Good.	Personal development.	

Teaching was at least satisfactory in 96% of lessons. In 46% of lessons it was very good. The small number of unsatisfactory lessons were in Key Stage 4. There were no unsatisfactory lessons with post 16 students. Teaching in modern foreign languages is generally unsatisfactory because this subject is poorly planned.

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	This is good throughout the school.
Attendance	Attendance is determined by the fact of placement within the two units and is good overall.
Ethos*	There is a very strong ethos throughout the school. Pupils are for the most part keen and interested in their work, relationships with staff are very good and there is a firm commitment to high standards.
Leadership and management	Good overall. The headteacher provides effective leadership and has a very good understanding of the needs of the pupil population. He is well supported by the senior management team and governing body in determining the direction of the school.
Curriculum	The curriculum is broad, balanced, and relevant and is appropriately based on the National Curriculum. The very well established personal, social and health education syllabus provides a relevant and successful education for the pupils in its care.
Spiritual, moral, social and cultural development	The moral and social development of pupils is very good. The spiritual and cultural aspects are good. The promotion of multi-cultural education is unsatisfactory.
Staffing, resources and accommodation	There are good levels of staffing. Resources are satisfactory, apart from humanities, technology and music. This is particularly evident within the Adolescent unit. The accommodation overall is good although there are a lack of specialist rooms for science and technology within the Adolescent unit.
Value for money	The school provides pupils with a high standard of education and a good quality of teaching. It is well managed and financial arrangements are excellent. Overall it provides 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**

No parents were able to attend the parents meeting, but of the twenty questionnaires sent out nine were returned. In addition three parents or guardians included detailed comments about the school. All the questionnaires and comments were strongly supportive of the school.

KEY ISSUES FOR ACTION

- VII. Ensure that all pupils are offered access to humanities and music on a regular basis. (See paragraphs 23, 27, 51, 89, 101.)
- VIII. Improve the teaching of modern foreign languages. (See paragraphs 22, 96.)
- IX. Improve arrangements for teaching pupils who have English as an additional language. (See paragraphs 25, 32, 62.)
- X. Increase pupils access to a multicultural education. (See paragraph 37.)
- XI. Improve the range of resources in both units for humanities and in the Adolescent unit for design technology. (See paragraphs 56, 87.)
- XII. Improve and further provide specialist facilities for the teaching of science, design technology and music. (See paragraphs 55, 76, 101.)

INTRODUCTION

Characteristics of the school

1. Cloughside is a hospital special school that provides for the educational component of two adolescent units at the Mental Health Services of Salford National Health Service Trust located on the Prestwich hospital site. The two adolescent services are quite separate and there is little interaction between them, although teachers are employed to teach on both sites.
2. The Adolescent Unit, also sometimes referred to as the McGuinness unit, houses the regional psychiatric services for the north west. It offers a seven day service for those young people whose difficulties arise from their mental health problems, with an increasing emphasis on formal mental illness. There are two consultants and a multidisciplinary team of doctors, occupational and art therapists, a mental health service social worker and a visiting clinical psychologist. The teaching staff is part of the multi-disciplinary team supporting the young people. Those admitted to the units are aged between 12 and 18, although most are in years 10 and 11. The ability levels of pupils vary significantly. Many have special educational needs, although a small number are following GCSE courses. There are 6 classrooms surrounding a central gym space. There are usually 14-16 young people on the roll and the pupil-teacher ratio is 4 to 1. Young people at post 16 attend school full-time providing they are well enough to do so.
3. The second service is the Adolescent Forensic Psychiatry based in the adjacent Gardener Unit. This unit is 'secure accommodation,' and all in-patients are detained via mental health legislation and on a court's authority. The criteria for admission are that as well as having a formal mental illness, the young person is considered to be dangerous to others, to self, or both. As this is the only facility of this nature, young people are admitted from anywhere in the United Kingdom. Within the unit there are 10 places. The age range is between 12 and 18, with a majority in the post 16 category. The unit is nearly always full. The ability range is wide, but a high proportion of admissions to this unit has previously been identified as having special educational needs. There are two consultants, one primarily concerned with the outpatient service, and the other with the inpatient service. The service comprises doctors, nurses, occupational, art and music therapists, a speech therapist, a part-time clinical psychology input, a mental health service social worker, specialist community psychiatric nurses. Teachers work with these professionals as part of a multi-disciplinary team. Students of statutory school age are expected to attend school as identified in their unit programmes, but post-16 students negotiate their attendance as well as their course content. The teacher-pupil ratio is 2 to 1, although a great deal of work is done at 1 to 1.
4. **The main aims of the school**
 - To make a difference to the lives of young people through the education that is provided.
 - To meet the different needs of young people in the school.
 - To enable young people to experience a sense of positive achievement during their time at the school.
 - To support young people in achieving the highest standards of which they are capable.
 - To work effectively as a multidisciplinary team to the greater benefit of the young people in our care.

5. **Key indicators**

5. **Attainment at Key Stages 3 and 4**

- Because pupils are admitted to the units at various times during key stages 3 and 4 and at post 16 it is not possible to gather data on an aggregate basis.

- **Attendance**

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Because pupils in the two units are nearly all residential attendance is not an issue.

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- **Exclusions**

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

	Number
Fixed period	0
Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	46
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The characteristics of the pupils for whom the school caters make it inappropriate to judge attainments against age-related national expectations or averages. The report does, however, give examples of what pupils know, understand and can do within the appropriate key stage. Judgements about progress and references to attainment take account of information contained in pupils' individual educational plans and when appropriate, their statements of special educational need.
2. Details from previous schools that pupils have attended and assessments on entry show that on arrival at school pupils are generally achieving at a level below what may be expected nationally for their age. However, some of the pupils, both in key stages 3 and 4 and in post 16 arrive with ability levels that are close to national expectations. During the short time that many of the pupils stay at the school the majority make rapid progress both in terms of the targets set in their individual education plans and in terms of external accreditation. This is the case in both units and at both key stages 3, 4 and post 16. During the week of the inspection there was only one pupil in Key Stage 3. Thirteen pupils were in Key Stage 4 and 7 at post 16.
3. In English pupils make good progress. Their speaking and listening skills are developing soundly, although some pupils, because of their additional needs have difficulties with this aspect of English. However, discussion is a meaningful part of both English lessons and other subject areas and pupils gradually become more relaxed in speaking the longer they stay in the school. The standard of written work across the school is good and pupils make good progress in both units. This is especially the case in the Adolescent unit where higher achieving pupils' ability to write well in a range of styles and for a number of different purposes is, on occasions very good. This is reflected in the success that many gain in external examinations, including GCSE. Pupils are also very skilled in word processing their work and presenting it in a positive way. Pupils' skills in reading are good. Lower achieving pupils can use reference books that are appropriate to their age group. They use an appropriate range of skills to read new words, and are also becoming more accurate in their spelling. Higher achieving pupils are able to read with a growing confidence from a good range of fiction and non-fiction books. They have good opportunities to read regularly, both as part of their English lessons and in other subjects.
4. In mathematics, pupils make very good progress. This includes a minority who achieve up to GCSE level. Pupils gain good skills in and become accurate in their calculations of number and in their knowledge of shape and space. They check their own calculations and use technical words appropriately. They use specialist equipment, including calculators, with a growing confidence and more higher attaining pupils are able to use a data-base and complete sophisticated spreadsheets. The use of information technology to aid mathematics has helped pupils of all abilities gain success.
5. In science all pupils within the two units make good progress overall and sometimes very good progress in lessons. This includes a number of pupils both in key stages 3 and 4 and in post 16 who are achieving in line with what may be expected for their age. Within lessons pupils build well upon previous knowledge and gain a good understanding of procedures for experimentation and about what constitutes 'fair testing.' They know how to record data effectively and present their work well. Pupils follow the key skills identified in the National Curriculum and show evidence of a good understanding of, for example, nutrition, friction, the classification of animals and the difference between solids, liquids and gases. A small number of pupil gain success at GCSE in science and all pupils follow some form of external accreditation.

6. The progress that pupils make in information technology is very good. They are responsive to the opportunities available and all pupils, regardless of ability are successful across a range of information technologies. Progress within religious education is satisfactory. Although not taught as a discreet subject it is appropriately included within the humanities course offered by ASDAN and in the 'skills for life' programme.
7. Within the other curriculum areas that are taught as single subjects, good progress is made in technology, art and 'skills for life,' which also covers physical education. Progress is very good in personal, social and health education. Here the curriculum provides not only for the development of personal skills and knowledge but helps pupils to become aware of the needs of others within what is a protective environment. There are a number of other subjects that the school appropriately plans for. This is dependent on the needs of individual pupils and is mainly supportive of the options that the pupils have chosen for GCSE in their previous schools. History and geography are offered in this way and evidence from pupils' previous work shows that they make sound progress. Of the small number of pupils who are follow a modern foreign languages, however, progress is unsatisfactory with pupils not being offered the skills necessary to achieve well. Finally the school also follows the ASDAN curriculum framework, which as well as supporting the major curriculum areas of the humanities, religious education and music, offers pupils the opportunities to develop personal and organisational skills. Evidence collected during the week of the inspection shows that pupils who follow the ASDAN curriculum framework make good progress.
8. The progress of pupils with additional educational needs is good. They gain good basic skills in literacy and numeracy and make rapid progress towards the targets agreed with them in their individual education plans. Pupils who are amongst the more able have had their needs thoroughly addressed since the last inspection and generally progress at a fast pace. For those pupils with English as an additional language progress is unsatisfactory. While the school has indicated this area as one for development there is as yet no programme in place to support such pupils.
9. The progress of all pupils of all ages and abilities has improved since the last inspection. They are successful in a broader range of subjects and achieve well in external accreditation, including GCSE.

14. **Attitudes, behaviour and personal development**

10. Pupil's attitudes to learning are positive and they are interested in their work. Pupils show good concentration when listening to teachers. This is particularly the case in the Adolescent unit. Pupils who lack confidence are encouraged to take responsibility for their own learning by for example negotiating elements of their own timetable. This occurs mostly in the Gardener unit where some pupils have very specific individual needs.
11. Pupils' behaviour in lessons is good. They mostly respond well to the encouragement from teachers and are polite and friendly. They show respect for the school environment and have a high regard for their teachers and other adults. There is little evidence of bullying within the well organised environment and any difficulties are swiftly dealt with. In break-times and during lunch pupils behave well towards one another and they generally cope well. Over the past year there have been no exclusions from the units.
12. Relationships throughout the school are very good. They are firmly based on a mutual respect between staff and pupils. Pupils show respect for other people's feelings, values and beliefs. The regular 'group' and 'community' meetings within the units also allow pupils a good opportunity to express their anxieties in a supportive atmosphere and encourage them to have regard for the feelings of others.

13. Pupils' personal development is very good. Pupils are encouraged to take responsibility both for their learning and personal development. They develop confidence over time and, depending on their medical state are able to extend their skills in areas of their own choosing. A wide variety of extra-curricula activities, including sports, cultural visits within the community and social activities help promote pupils' social skills and so further enhance their personal development. The maintenance of links with a number of local secondary schools, some of whom have had pupils in the unit on their roll also helps maintain a sense of continuity within the community and is supportive of the aims of the school.
14. These aspects of the school have been maintained at a high standard since the last inspection.

19.

19. **Attendance**

15. Attendance is good. Attendance is compulsory at both the Gardener and Adolescent Units. As the Gardener unit is a fully secure establishment good hand-over procedures from care to teaching staff ensure that pupils are present. In the Adolescent Unit registration takes place appropriately at the start of morning and afternoon lessons. The registers and registration procedures are thorough and meet statutory requirements. The attendance registers are audited regularly by the Headteacher. Pupils are noted as absent only when physically out of either unit for half a day or more for non-educational purposes. Mostly this is linked to in or out patient treatment at other hospitals. There is no formal system in place to monitor punctuality but the teachers are appropriately informed by the care staff of why a pupil is late. Overall the good level of attendance at lessons benefits pupils' progress and attainment.

20.

QUALITY OF EDUCATION PROVIDED

20. **Teaching**

16. The overall quality of teaching is good. During the inspection it was satisfactory or better in nearly all lessons. It was very good in nearly half of the lessons. The quality of teaching, although mainly good in the last inspection, has shown increased improvement since that date. This is especially the case in the amount of very good teaching.
17. Teaching is very good in mathematics, science, information technology and personal, social and health education. Here teachers are well organised, use resources effectively and have very high expectations of what pupils can achieve. In all lessons teachers demonstrate a good overall knowledge of the subjects they are teaching. Teaching within English, 'skills for life' and art is good. Teachers have very high expectations of what pupils can achieve, they manage pupils very well and lessons are always well planned. Within the various curriculum elements of ASDAN, humanities, religious education, and music the lessons observed, although few in number were satisfactory. In the two lessons observed in modern foreign languages teaching was unsatisfactory, with the lessons not being sufficiently well planned to match the needs of the pupils.
18. Throughout the school, teachers' planning in both units is very good. The curriculum arrangements for individual pupils are very clear, with the senior teachers of the two units overseeing this task on a weekly basis with a high degree of skill. Teachers who coordinate subject areas are highly motivated and have considerable knowledge about their subject areas, with the majority having experience of teaching in a mainstream school. Schemes of work are well established and appropriately linked to the National Curriculum. There is a commitment from all teachers to high standards and this is reflected in the success of pupils in external accreditation. Planning by teachers is also well established through the ASDAN curriculum. There are, however, a minority of pupils who do not always have access on a regular basis to the curriculum areas of humanities and music. The lack of regular teaching of these subjects for all pupils limits their opportunities in these areas.

19. Within both units the teachers are proficient in small group teaching. This is often 1 to 1 in the Gardener unit and needs a high degree of management skills. The teachers are confident with the arrangements in place and rely on each other for help and support when required. The use of a 'duty' teacher in the Gardener unit provides very good additional support to teachers, who at times have to manage difficult situations. In the Adolescent unit the additional arrangements for expanding pupil group size on a Wednesday afternoon, when for example some pupils work together on mathematics, science and information technology, has worked very well, with teachers working together effectively with pupils on cross-curricula activities.
20. Careful attention is paid to pupils who have additional educational needs. They are given very good individual support. This is especially the case within the 'group' where young people in the Adolescent unit are offered the opportunity to work in a small group setting on a variety of tasks of their own choosing. This 'flexibility' allows vulnerable pupils to settle at their own pace. The teaching of pupils for whom English is an additional language, however, is unsatisfactory. They do not yet receive the support necessary for them to fully access all areas of the curriculum. Pupils who are higher attainers are taught very well. They are offered suitably challenging teaching and are offered very good support in fulfilling their potential.
21. Teaching since the last inspection has shown significant improvement with a much higher percentage of lessons observed as being very good. A broader range of subjects are now being taught and teachers are planning more effectively for the more able and for those pupils with additional needs.

26. **The curriculum and assessment**

22. The school provides a broad, balanced and relevant curriculum for its pupils. Although it does not have to follow the National Curriculum the school makes positive efforts to follow its guidelines. In both the units all pupils appropriately study English, mathematics, science, information and communications technology, design and food technology, personal, health and social education, physical education and art. These subjects form the core curriculum of the school and are planned for very effectively. Some pupils also study modern foreign languages, geography and history. These subjects are appropriately taught as separate subjects to those pupils who have chosen them as GCSE options in their previous schools. In addition most pupils study courses from the ASDAN award scheme, and through this effectively cover all other areas of the curriculum as well as providing good opportunities to develop a range of organisational and creative skills. The curriculum provided is appropriately age-related and students who are post-16 are offered the opportunity to negotiate parts of their timetable with teachers. The lack of planned time, apart from ASDAN for music and the fact that not all pupils follow a course in humanities, however, means that for some pupils the curriculum they follow is restricted. This issue is one that has yet to be fully addressed since the last inspection. In addition there is only limited support given to those pupils in the units who have English as an additional language. The school is aware that provision in this area is at present unsatisfactory and is beginning to provide greater focus within their planning.
23. The provision for pupils with additional educational needs is very good. The school has carefully addressed issues highlighted in the last inspection report surrounding this area of provision. The individual education plans devised for all pupils in the school now ensure that pupils are working effectively on tasks that are closely matched to their abilities. Detailed guidelines are identified for implementing and reviewing procedures, including those for assessing the progress made by pupils in their learning and behavioural targets. The detailed documentation kept by teachers helps the school to provide a comprehensive formative and summative record of pupils' progress and their achievements during their stay. The special educational needs coordinator in each of the units manages and monitors pupil's individualised timetables very effectively on a weekly basis and are central figures in ensuring that all pupils gain equal access to the school's curriculum. The effective sharing of information with the care team also ensures that pupils' individual education plans are appropriately informed by their medical and learning needs. Indeed the effective working relationships across all professionals in the units is a strong feature in helping pupils to make progress. The provision for those pupils who are more able has been fully addressed since the last inspection. There is increasing challenge within lessons and extension activities are more readily provided.

24. The school makes very good provision for the personal, social and health education of its pupils. The lessons in interpersonal communications, which involve listening skills and the use of body-language are very valuable, and all pupils who leave the school, have benefited from such lessons. The lessons in health, sex and drugs education are conducted through the very valuable food technology lessons, the skills for life programme, and through science and ASDAN. All pupils have very effective lessons in life saving skills and emergency first aid. The school also makes very good provision for extra-curricular activities for all its pupils. These include visits within the locality to cinemas, theatres, museums and the local countryside. The teaching within ASDAN also helps promote a range of personal interests. Pupils learn how to cook, to make a two-course meal, to design a record label using a desk-top publishing package on the computer and how to look after each other. Good attention is also paid to the skills needed for job interviews, and some information is given as to what the pupils might do in the future. Because of the relatively short stay of many of the pupils the school appropriately determines that careers education is not one of its priorities. However, it does have resources to address this element when the need arises.
25. There is a wide range of external accreditation within the school. Pupils work successfully for their GCSE, Certificate of Achievement and ASDAN. This represents much effort on the part of teachers and pupils. The school has a very good picture of the needs and abilities of the pupils and is very careful in providing for all ability ranges.
26. Very effective assessment procedures are in place. Pupils are carefully monitored to ensure that they are making satisfactory progress in each subject area and timetables are adjusted on a weekly basis to meet the needs of individual pupils. Progress reports are carefully used to modify individual education plans on a regular basis. The system of assessment ensures that the school builds up an effective picture of the progress of each pupil in each subject. There is also a firm commitment to the further development of systems for assessment and the school is working well in partnership with the local education authority in analysing its performance through a process of self-evaluation. There are not yet, however, systems in place for using the data collected to make predictions about the relative success of groups of pupils over time. The school is developing software that should allow them to successfully manage this task.
27. The school makes satisfactory provision for the equal opportunities of pupils. The school has an effective policy in this area and a curriculum statement that the school works hard to live up to it. However, for those pupils whose first language is not English, there is a lack of provision to meet their particular needs. The school recognises the need to move forward in this area and is in the process of developing a working policy to overcome this problem.
28. Overall the arrangements for curriculum and assessment have improved since the last inspection. Although there remains issues surrounding curriculum balance for some pupils, the school is now providing greater opportunities for pupils to study across a range of subjects and in more depth.

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

29. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual development is good. Because of the impracticality involved in holding a formal collective act of worship in a 'secure' environment the school appropriately provides for this aspect in other ways. Teachers encourage spiritual awareness both through the curriculum and within a very well established personal, social; and health education policy. Good opportunities for spiritual reflection are promoted within art where pupils are encouraged to reflect through painting and modelling on some of the experiences they have encountered. Similarly in English, the writing of poetry by is often a reflection of their own unique experiences. This approach to spiritual awareness is also found in the many displays within the school's general areas. Also, within the Gardener unit a daily assembly, known as the 'community' meeting, brings together teachers, nursing staff and pupils. Its content and conduct varies from day to day. It is an occasion that offers both the staff and pupils a good opportunity for both reflection and socialisation.

30. The provision for pupils' moral development is very good. A very clear moral code is promoted through the implementation of policies for personal health, social education and behaviour. A skills for life programme effectively develops pupils understanding of the need for honesty, fairness and respect for others. The staff are excellent role models and pupils and staff have a mutual affection. Parents' replies to the questionnaire shows that they firmly approve of the school's values and the way they are promoted.
31. The pupils' social development is very good. The teachers' strategies for promoting this aspect of school life are well established and they take every opportunity to promote co-operation between pupils. Appropriate behaviour is positively encouraged and pupils respond well to the support they are given in this area. Inappropriate behaviour is effectively dealt with, but when this occurs pupils are not rejected. Indeed acceptance of the pupils as they are, is central to the core values of the school. Whilst grouping arrangements allow for very small class sizes there are opportunities, particularly within the Adolescent unit for pupils to work in larger groups. This has been particularly successful both within the 'group' where pupils can negotiate their own activities and within the 'Wednesday afternoon' sessions where pupils have the opportunity to engage in study for a sustained period.
32. Pupils' cultural development is well promoted. Good use is made of the local area to promote cultural interests. This year pupils have been taken to see the films 'Shakespeare in Love' and 'In the Dollhouse' and theatre presentations of 'Lord of the Flies' and 'As You Like It'. Visits to the Manchester Science and Industry Museum, together with nature walks, sports exhibitions and other leisure activities contribute greatly to their cultural development. However, multi-cultural educational opportunities are limited and there are insufficient opportunities, both within the curriculum and through visits and displays for pupils to fully appreciate the needs of an ethnically diverse population.
37. **Support, guidance and pupils' welfare**
33. The standard of support, guidance and welfare for all pupils are very good. Caring and open relationships between staff and pupils underpin the school's commitment to the provision of a safe, supportive and welcoming environment. The special care group, known as 'group' has well established provision for settling in new arrivals to the Adolescent unit. It also successfully acts as a relaxing environment that effectively prepares pupils for the daily routine and thereafter acts as a place of security for all pupils who feel at times a need further support.
34. Procedures for monitoring pupil's academic progress and personal development are very good. Individual education plans are comprehensive and up-to-date. The information they contain is used to prepare detailed summaries for parents, medical staff, review tribunals and other agencies. The individual education plans allow all staff to make informed judgements about pupils' progress and to make any necessary adjustments to maximize their learning opportunities. The support offered in these areas contributes well to the promotion of high academic standards for all pupils.
35. There are good procedures for monitoring and promoting pupil welfare. There is a clear school behaviour policy and pupils are expected to behave appropriately. The school promotes good behaviour by being sensitive to pupils' needs, by building trusting relationships and by emphasising the benefits of good interpersonal skills. Regular informative meetings between the teaching and care staff ensure that the progress of the pupils is carefully monitored. Adjustments to their daily routines are agreed and implemented following such discussions. Such reviews play a vital role in ensuring a consistent approach in promoting a supportive atmosphere. 'Hand-over' between the medical and educational staff are good, and much improved since the last inspection.
36. Child protection procedures are very good. The Headteacher is the named person for the school as is the clinical manager for the hospital and residential wing of the Adolescent unit. In-service training is provided on child protection procedures and issues. Teachers are encouraged to be observant and sensitive to pupils' physical and emotional condition and to report any concerns they may have.

37. The school has good procedures for health and safety. Fire evacuation procedures are clear and the hospital site has a resident fire safety officer. The fire equipment and evacuation procedures are regularly checked and recorded. Safety in the classrooms is reinforced by individual pupil risk assessments. These assessments are regularly updated and offer good protection to pupils.

38. Overall the school follows its procedures concerning support, guidance and welfare with the best interests of its pupils in mind and the parents who responded to the questionnaire consider that the school looks after their children well. The school has successfully addressed the issue of 'hand-over' of pupils and has maintained a positive approach to all these areas.

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

39. Overall the partnership with parents and the community is good. Although the nature of the school and the distance many parents or guardians have to travel to get there limits parental contact, the response to the parents questionnaire points to a high level of satisfaction with the school in keeping them informed about events. This further reflects the positive response from parents during the last inspection. The school prospectus is clear and informative giving useful administrative and curriculum information. The governors' annual report fulfils statutory requirements and provides relevant information to parents. Prior to an admission the school will write to parents and send them its prospectus. The information parents receive about their child's progress is also very good. Reports are collated from comprehensive individual education plans and are very detailed.

40. There is no formal annual meeting for parents as, in the majority of cases, pupils remain at the school on average for about four months. However, pupils in the Adolescent unit are drawn from a geographical area closer than those in the Gardener unit and their parents often attend reviews with both the medical and teaching staff before the admission of their children and thereafter at four to six weekly intervals. The school arranges an annual summer party and a firework display that offer the opportunity for informal contact between staff and parents and between the parents.

41. Parental involvement with children's learning is satisfactory and they are kept up to date with the progress their child is making. Although homework is not a regular feature, in some instances and especially in the Adolescent unit, suitable homework is encouraged at weekends or other breaks in the school calendar.

42. The school's links with the community are good. They have been successfully maintained since the last inspection and make a positive contribution to pupils' academic and personal development. This includes an extensive programme of outside visits that support the curriculum, together with a range of recreational activities to assist pupils re-integrate into mainstream society. The formal links the school has through its scheduled review meetings that include a wide range of other professionals are also notable in assisting the personal progress of pupils. However, other community links, such as work experience and voluntary work are considered inappropriate.

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

47. **Leadership and management**

43. The leadership and management of the school are good and make a positive contribution to the quality of education provided and the progress that pupils make. The headteacher provides very good leadership. He is clear about the needs of the staff and pupils. He is very well supported by the governing body, deputy headteachers, senior teachers and staff of the school. Together they provide effectively for the needs of a

challenging pupil population and deal very well with the complexities of the shared responsibilities within a hospital setting.

44. The educational vision and direction of the school is clear. There is a concern for quality and high standards in all aspects of school life. Procedures are well established to monitor pupil's progress and there is a sense of purpose throughout the school. There is a clear commitment to equality of opportunity for all pupils although this is not yet established for pupils who have English as a second language. The established 'group' for pupils with additional needs within the Adolescent unit gives good opportunities for pupils to succeed within a supportive framework. There is a positive ethos in place and a strong commitment to 'care' as well as academic achievement and much has been achieved since the last inspection in planning effectively for the needs of higher attaining pupils. Procedures in the 'handing over' of pupils from the care to teaching staff are now well established and efficient and a clear improvement since the last inspection.
45. The governing body is committed to the school. Governors are very active in the development and monitoring of school policies. They work very well with the head-teacher to determine the school development plan. This provides a positive focus for the school to continue to move forward and effectively highlights targets and priorities for the future. They have a strong commitment to equality of opportunity and for the success of all pupils within the school. They meet regularly with teachers and are becoming increasingly involved in the monitoring of pupils. All statutory requirements are appropriately met. The role of the governors in monitoring the effectiveness of the school has been a particularly positive improvement since the last inspection.
46. The teachers with subject responsibilities carry out their roles effectively. Within the core curriculum areas identified by the school there is a firm emphasis on the National Curriculum framework and co-ordinators have established up to date policies and schemes of work. The curriculum also appropriately offers a range of non-core subjects both to individuals following external accreditation and through groups of pupils within ASDAN. The lack of access to the full curriculum range offered within the two units, however, limits the opportunities for a minority of pupils to follow broad humanities and music courses. This issue is one that has been only partially addressed since the last inspection.
47. There is a positive ethos throughout the school. There is a clear commitment to high achievement and teachers work hard to provide an effective learning environment and help to promote good relationships. Appraisal is up to date and is used well to help strengthen those areas of the school which teachers identify as needing additional support.

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

48. The provision for staffing, accommodation and learning resources are good overall. The number, qualifications and experience of the teaching staff is very good. A highly competent and well motivated team work together to fulfil the school's academic and behavioural objectives. Morale is very high. The relationships with the multi-disciplinary health service personnel on a day-to-day basis and in formal meetings are good and this co-operation makes a significant contribution to the development of pupil management strategies. Staff are well deployed and are effective in meeting the needs of the planned curriculum, including the personal needs of pupils. This aspect of the school has been fully addressed since the last inspection.
49. There are very good, well documented induction and staff development procedures that are appropriately linked to individual needs and the school development plan. A comprehensive induction policy and checklist ensures that new staff are fully aware of the school's educational and behavioural aims and know the importance of security and risk assessment in dealing with pupils. Professional development training in this area is effectively used to meet the educational needs of the pupils and to keep staff informed of the latest management techniques relating to its specialised role. Appraisal arrangements play a vital role in maintaining and improving standards and the headteacher recognises the importance of this by setting aside

half a day meeting annually for each member of staff.

50. The accommodation in the Adolescent unit is satisfactory. It is very good in the Gardener unit. Overall it is good and is much improved since the last inspection. The buildings are well decorated, clean and free from graffiti with classrooms and corridors having attractive and imaginative displays of pupils' work. Classrooms in the Adolescent unit are bright and attractively presented but the accommodation itself is insufficient for the effective delivery of the curriculum with a lack of specialist provision being available for design technology, science and music. The lack of specialist provision in the Adolescent unit is an area that has still to be fully addressed since the last inspection. The overall appearance of both units reflects well on the efforts of the cleaning and maintenance staff to maintain a high standard.
51. The school's learning resources are satisfactory overall. The library has been refitted and has a good range of appropriate fiction and non-fiction books. Resources in mathematics, science, art, physical education and personal health and social education are satisfactory. In English resources are good and in information technology they are excellent. Resources, however, are unsatisfactory in design technology in the Adolescent unit where the lack of an established base limits both the use and storage of equipment. Resources are also unsatisfactory in the humanities There is shortage of a range of the basic equipment, including a broad range of artifacts necessary for effective teaching in this subject.

56.

The efficiency of the school

52. The headteacher and governing body both plan and manage the school's finances very well. Financial decisions are firmly based on the school development plan and the school makes good efforts to achieve value for money when determining spending by having well-established criteria for the allocation of money for specific purposes.
53. The school budget has a larger than average balance. Much of this money, however, has been appropriately planned for spending on building work in the Adolescent unit and for the further development of information technology and is forecast as being within recommended levels at the end of the present financial year. The finance committee of the governing body oversee the school's finances and spending patterns very well and carefully monitor spending decisions. Updated accounts are provided by the school's bursar and are carefully identified against planned expenditure. Money allocated by the local education authority for specific purposes, is effectively used and administered. The day to day administration of the school is of a very high standard. The school bursar ensures that clear procedures are in place for the authorisation of spending and payments. The recent auditors report was very positive in its findings and found no major problems with the way finance was managed. Unit costs for the school are in line with national averages for a school of this kind.
54. All staff are well deployed and their expertise is well used. This includes provision for the needs of pupils with additional needs. Staffing structures allow for appropriate pupil-teacher ratios and there is an in-built flexibility within the Gardener unit that allows for an additional teacher to always be on 'duty' and so be in a position to offer additional support when required. The accommodation of the school, despite the lack of specialist areas in the Adolescent unit is used well and the teaching resources available are effectively deployed.
55. The educational standards in the school and quality of education provided are good. The headteacher, governing body and staff of the school have succeeded in providing a caring and successful school that provides pupils with a good standard of education. The school provides good value for money.

60. **PART B: CURRICULUM AREAS AND SUBJECTS**

60.

ENGLISH, MATHEMATICS AND SCIENCE

60.

English

56. The progress of pupils in English is good overall with pupils developing their literacy skills well over the time they are in the school.

57. Pupil's progress in speaking and listening skills are good. Despite the difficulties many find in expressing their views to an audience they gradually gain confidence and are able to respond orally to the tasks set. Pupils' skills in reading are good, although lower attaining pupils need much support in reading the simple texts that the teacher effectively provides in paired reading sessions. The progress of pupils in their written work is good. Higher attaining pupils, especially in the Adolescent unit make considerable progress in their ability to write in a range of styles to suit different purposes, for example, reviews, free verse, autobiographical pieces and formal essays for GCSE. Pupils' attainment in literacy skills is well supported by the school's policy to enable pupils to achieve success through a range of accreditation. For example, a year 11 pupil with English as an additional language achieved external accreditation for the study of a film the Jungle book, which included a precis of the story. Pupils with additional needs make good progress in English. The focus within the school on literacy skills enables nearly all pupils to extend these skills within other subject areas, although this is not yet the case for all pupils who have English as an additional language.

58. In all lessons the pupils are calm and well behaved. They show interest in the subject and are keen to complete their work. Many of the activities set are completed over several lessons and pupils maintain their interest until the task is complete. Within both units there is a sense of purpose and pupils focus on their tasks in a calm and friendly atmosphere.

59. Teaching was good in the majority of lessons observed and sometimes it was very good. The coordinators good knowledge of the subject helps her to plan effectively for the pupils' individual needs. Good planning by the coordinator also ensures that all age groups learn, consolidate and extend their English skills with a variety of relevant tasks. This includes good use of a camcorder to record pupils speaking skills and effective use of word processors to plan and modify their written work. Good opportunities are also given for pupils to reflect on their own and others' feelings, experiences and values, through for example autobiographical work such as writing a diary and the study of a range of texts, including Shakespearean plays and poetry from other cultures.

60. Pupils are effectively monitored within English through end of unit reviews that involve pupils in self-assessment and target setting. This helps them to develop personal responsibility for their learning. There is a well-developed scheme of work for English that has been appropriately updated since the last inspection. It effectively covers the programmes of study of the National Curriculum. Resources are good and the newly installed libraries are well organised and sufficiently stocked with fiction and non-fiction books that cover all subjects at appropriate levels.

65.

65. **Mathematics**

61. The progress of pupils overall is very good. Pupils develop an enthusiasm for mathematics, and almost all check their own calculations, even in very simple work on number. Pupils also accurately calculate the circumference, diameter, radius and area of a circle, and areas of a range of geometric figures. Many pupils know how to produce graphs using a variety of data and some are able to complete complicated spreadsheets

and interpret them accordingly.

62. The response of pupils to mathematics is very good. They enjoy the variety of the work given to them and are keen to check their own work. They also get on very well with the teacher for mathematics and appreciate the way the work is presented to them. Pupils take pride in their written work and they are growing in confidence.
63. The progress pupils make is directly linked to the very good quality of teaching, Careful and thorough planning for each pupil, on the basis of extensive and accurate assessment, provides work which matches their needs and abilities. There is excellent knowledge of the subject, and the result of this is that a vast range of school made materials exists in order to help explain mathematical concepts. Explanations are very clear, simple, and finely tuned to the pupils' existing knowledge. The coordinator has high expectations of what pupils can achieve.
64. There is an effective policy and scheme of work for mathematics. The scheme covers the appropriate programmes of study of the National Curriculum and ensures that all age groups, including post 16 students are adequately provided for. Pupils with additional needs are well supported through their individual education plans that highlight the skills they need to develop in the subject. The excellent record-keeping system is used very well to highlight individual pupil progress from entry. The very careful individual planning makes it easy to see the development of mathematical skills. The school also keeps good portfolios of annotated examples of pupils' work in all areas of mathematics. The effective planning in mathematics has helped it to become a significantly improved area of the curriculum since the last inspection.
65. The staffing for mathematics is sound and the accommodation available is satisfactory. There are, however, only limited resources available to the staff and pupils to support the teaching and learning that is planned. Whilst the large amount of school-made materials are of good quality they are not sufficiently supported by a range of appropriate texts or instruments for calculating and measuring. There are, however good resources for the use of information technology in mathematics. These are used across the school and good opportunities exist in science, design technology and food technology for counting, weighing measuring, and calculating as well as the use of graphs, spreadsheets and data bases.

70. **Science**

66. All pupils within the two units make good progress. They understand the need for experimentation and 'fair testing.' They conduct experiments with confidence and are capable of using a variety of technical equipment. Pupils can also record results accurately and are able to explain their results with confidence. The progress of those pupils with additional needs is also good and is a result of the valuable support they are given in lessons. The maintenance of links with the mainstream schools from which the pupil has come from has particularly beneficial effects on pupils who have academic potential. This is particularly the case for some pupils in the Adolescent unit.
67. Pupils in Key Stage 4 know the difference between living and non-living things and they can explain what seeds need to grow. They recognise the difference between solids, liquids and gases and can use equipment effectively to measure for example, temperature scales. Higher attaining pupils in this key stage are able to conduct experiments on the influence of weight on bouncing balls and explain the nature of compressed and expanded air when the ball hits a surface. Lower attaining pupils in the Gardener unit classify animals into types and know the difference between invertebrate and vertebrate animals. They are aware of the need for a balanced diet and can describe effectively examples of food that are protein, fats or carbohydrates. Amongst post 16 pupils there is good understanding of how different sources of energy work, and how energy may be transferred between two appliances, for example between a 'speaker' an amplifier and a microphone. All pupils have good opportunities to gain accreditation in science. Evidence of previous pupils indicates the high level of success gained in GCSE, and externally awarded certification in basic skills and unit accreditation.
68. Pupils respond very well to science. They enjoy conducting experiments and are cooperative. They enjoy the

practical sessions and for the most part respond well to teacher questioning. The presentation of pupils' work is always good with pupils setting out their experimental work in an organised way..

69. The teaching in science in both Key Stages 3, 4 and at post 16 is good. Sometimes it is very good, especially with higher attaining pupils. The science curriculum gives pupils clear guidance and lessons are well matched to the ability levels of the pupils. Realistic targets are set for pupils to achieve and the coordinator has a very good understanding of the subject and is enthusiastic when teaching. Experiments are thoroughly planned and time is given during lessons to effectively review what pupils have learned. In all classes pupils receive a good balance of practical and written tasks.
70. Planning is very good. There is an effective policy and scheme of work in place that includes all aspects of the National Curriculum programmes of study in detail. Planning is constantly revised to meet the needs of individual pupils new to the school. Science has maintained a high profile in the school and the new arrangements in place for joining groups of pupils together for science on a Wednesday afternoon has offered pupils a very good opportunity to further develop their scientific skills. The coordinator has an excellent knowledge of the subject and is enthusiastic in supporting other members of staff. She has undertaken extensive in-service training in science and the knowledge gained through this has been effectively passed to other staff.
71. Resources are good. Money has been appropriately allocated and wisely spent by the coordinator. Good links have also been established with other subject areas, in particular information technology, where the excellent range of programmes available helps pupils to conduct and record their experiments. Whilst the space available for science is satisfactory in the Gardener unit, the lack of a specialist room in the Adolescent unit hinders opportunities for the type of experimental work that requires more sophisticated apparatus. This issue is still one that has to be addressed since the last inspection. Good use, however, is made of the local environment to support the teaching of the subject, including visits to places of scientific interest.

76.

OTHER SUBJECTS OR COURSES

76.

Art

72. Pupils in both key stage 3,4 and at post 16 make good progress overall. Some pupils come to the school with a fairly wide range of skills, but these are the exception rather than the rule. The progress of pupils who have been in the school for some months is very marked, and can clearly be traced by looking at the very useful portfolios that have been kept.
73. On entry to the school the pupils plan, and then make a poster with their name on. This is a good way of finding out what precisely the pupil can do, as it involves considerable conversation or discussion with the teacher. Thereafter, each pupil regardless of key stage works on individual tasks to extend both their knowledge and skills. They may do observational drawing, and one pupil made a very good pencil drawing of a pear and an orange during the inspection. All pupils have plenty of opportunity to use a good computer drawing programme, and many are skilled in its use. The range of work which pupils learn, if they stay long enough, is very wide, and includes good attention to three-dimensional structures, and to printing and textile techniques. Pupils design and print their own T-shirts, and are currently engaged on a relief display of a typically snowy Christmas scene for the school foyer.
74. The pupils like their lessons, and work in harmony alongside each other. Where they actively work together, as when they make the wall hanging to celebrate friendship, they are kind and helpful to each other, show friendship, and maintain a very pleasant but businesslike atmosphere. They develop their learning skills well and behaviour is good.
75. All this is made possible by the good teaching in art throughout the school. There is very good subject knowledge in the school, and the work is carefully prepared to ensure that each pupil will succeed. The pupils are expected to take responsibility for themselves and for their achievements. Very good planning for

the needs of individual pupils, including those with additional needs and the very good record keeping maintained assists the teachers to accurately assess pupils' abilities. Sometimes homework is given, when a pupil is particularly keen to do some. There is an enthusiasm for the subject that the pupils find infectious.

76. There are sufficient resources in the school to support the teaching and learning in art that is planned, but they are almost all kept in the Gardener unit. This means that the staff has to carry all that they need from one site to the other and is not always readily available. The success of the department is evident from the excellent work on display, and from the impressive external examination results achieved by the pupils.

81. **Design Technology**

77. Only a limited number of design technology lessons were observed during the week of the inspection. However, evidence from these, the scrutiny of pupils' work, from displays around the school, from discussions with the coordinator and evidence from planning documents shows that pupils make good progress.

78. Pupils throughout the school understand the importance of designing in advance of making a model. For example to generate ideas for designing T-shirts from the computer either by using a graphics programme or scanning in drawings or pictures. Pupils effectively complete pre-cut assembly kits for making wooden toys. Lower attaining pupils can make simple wooden models and know how to make a clock in wood and acrylic plastic. Higher attaining pupils design and make various electronic circuits and know how to use assembly kits to make simple moving robots. Pupils with additional needs make good progress and are well supported in practical activities. Pupils use sophisticated computer skills not only to design their a variety of models but to access an Internet web-site that enables them to compare their design with others. All pupils show good skills in evaluating their completed work and are skilled in highlighting ways in which projects can be improved. In addition to design technology, food technology is taught as a discreet subject within the school. Here pupils make satisfactory progress. They are knowledgeable about different types of food and can describe the nutritional effects of what they cook.

79. Pupils' attitudes are good. They enjoy working with a variety of materials, complete their work with pride and enthusiasm and are able to stay on task. Pupils involved with food technology are confident in their approach to cooking and gain great satisfaction in following a recipe. The teaching of design and technology is good. Teachers are enthusiastic about the tasks they set and explain them clearly. They have high expectations of what pupils can achieve. The majority of design technology lessons are taught with a link to information technology and when this is the case the expectations of what pupils can achieve is very high. The subject, also links well with other curriculum areas, including art and history and especially science where pupils have been successful in designing electric circuits on a board . Teaching within food technology is good. The coordinator promotes a positive link with other curriculum areas, including English, mathematics and science, through the weighing of food, the writing of recipes and the understanding of the effects of ingredients on our bodies.

80. Planning for design and technology is good. The subject has been effectively introduced since the last inspection and the long-term plans are very carefully documented, with the coordinator having clear plans for future developments. Schemes of work are gradually being put in place and these are effective. They are closely linked to the National Curriculum. The coordinator meets regularly with staff and offers effective advice for the inclusion of design and technology within other curriculum areas, especially where it involves information technology. He has attended a number of relevant in-service training courses and has been successful in raising the awareness of staff in the skills they need to further develop the subject. The planning for food technology is sound. However, links with other curriculum areas are not yet in place within the overall curriculum framework.

81. Assessment within design and technology is satisfactory and some examples of past work are kept and evaluated. This helps in assessing the levels that pupils are achieving and contributes to future planning.

Assessment within food technology is sound. The coordinator keeps effective records of what pupils can achieve and the coordinator is clear in her understanding of how they can best progress.

82. Resources are satisfactory overall. The coordinator has access to a suitable range of tools, materials and construction_kits. This is particularly the case in the Gardener unit. Resources in the adolescent unit, however are unsatisfactory and are not easily transferred from the Gardener unit. There is, however, an adequate range of reference books both for staff and pupils within the library. There is an emphasis on the safe handling of basic tools and this is especially the case in the Gardener unit where safety procedures are a priority. Resources for food technology are good in both the units. The accommodation for design technology is good within the Gardener unit where a base is adequately equipped to cater for the subject. Accommodation within the Adolescent unit, however, is unsatisfactory to appropriately cater for practical activities. There is no established base and no adequate provision for storing equipment. This issue is still one that has to be addressed since the last inspection. Accommodation for food technology, however, is good in both units, with well-equipped specialist rooms being available.

87. **Humanities**

83. History and Geography are not taught as curriculum subjects but aspects of study are available to pupils under the skills for life curriculum, as part of the ASDAN scheme of work and within GCSE. Only a limited number of humanities lessons were observed during the week of the inspection. From the evidence of work available pupils make sound progress and are offered good opportunities to study and gain accreditation for aspects of geography. A unit on map reading skills for example is offered to those pupils who show an interest in developing the skills of using and interpreting maps. A Key Stage 4 pupil is also involved in the study of population density and an additional post 16 pupil is pursuing a half course in GCSE Geography. Evidence of pupils' past work also includes a portfolio of photographs where pupils have chronicled the impact of change in the hospital site in which the school is located. However, evidence for work in history relates only to unrecorded oral work, for example, on pupils' own personal and family histories as discussed with teachers.

84. Evidence of pupils past work within humanities show that they have a good deal of interest in the subject and persevere well with their course work. In the limited number of lessons seen teaching was satisfactory. Planning for history and geography as a part of the curriculum for all pupils, however, is unsatisfactory and is dependent on the options chosen by pupils in their previous school and the limited access they have to the subject within ASDAN. These arrangements therefore do not do not allow all pupils to study humanities on a regular basis. There is also lack of resources in the area, including books and artifacts to fully support the teaching. At present the humanities remains an area for development in the school.

89. **Information Technology**

85. All pupils make very good progress in information technology. Pupils of all abilities, including those with additional needs are beginning to develop their potential in this area and are able to master the key elements of word processing and data handling and use control mechanisms well. They can load, save and retrieve their work on a computer. Many understand how to use the Internet. Most pupils are aware of how to scan work into the computer and a number of pupils are linking this skill with other photographic programmes that allow them to produce sophisticated graphics. Higher attaining pupils know how to write a spreadsheet and use a data-base. The consistency in which the initiatives have been applied by all members of the teaching staff has allowed the majority of pupils to achieve well in all these areas. The standards that pupils are achieving are a significant improvement on the last inspection.

86. As pupils move through Key Stage 4 and amongst the post 16 population they develop their computer skills very well across the curriculum. They are able, for example, in mathematics to generate data by using a spreadsheet to draw graphs. They know how to word process in English using a variety of different fonts and word sizes and can set out their work appropriately using a suitable template. Pupils have become increasingly proficient in handling a variety of software including making sophisticated pie charts and line graphs. They are also able to use desktop publishing to produce high quality work and are able within art to produce very effective graphical designs. Amongst pupils who are low attainers the level of basic computer awareness is of a high standard and they are gaining a good range of skills, including for example in Key Stage 4 where some pupils are downloading images from the internet to help design a working clock. Pupils who are higher attainers are attaining at a very high standard and understand, for example how to use sophisticated robotics programmes to design and make moving models. This links very well with design technology. All pupils work towards external accreditation and this is mostly associated with ASDAN, although some pupils are following GCSE as well as unit accreditation..
87. Pupils enjoy information technology and have a good attitude towards learning. They are very keen to develop their skills and work well both individually and in a group. They are proud of the activities and show much enthusiasm. One year 11 pupil for example showed great commitment in making a personal music CD from sounds she had accessed on a regulated Internet site.
88. The teaching is very good throughout the school. Teachers have for the most part gained the skills necessary to promote learning in this area and are working hard to include information technology within all subject areas. Where information technology is taught as a discreet subject it is always of a very high standard and offers much challenge to pupils of all ages and abilities including external accreditation. The recent 'networking' of computers also lets pupils access their own work within any of the class bases, thus allowing them to link with across all subject areas more effectively.
89. Planning for information technology is excellent. The headteacher has had a significant influence over the development of this area and has spent significant amounts of money in upgrading computers, in providing up to date software and having all computers networked. The clear vision provided by the headteacher has allowed the present coordinator to build on plans that have been carefully developed. He has, however, begun to make a significant contribution to this area both in the organisation of information technology across the school and in terms of a clear development policy and in the promotion of effective schemes of work. The high level of personal computer skills of the coordinator allows him both to teach to an advanced level and to successfully maintain the network of computers across the school. This is of great value to the school, although the school is considering employing a technician in this capacity.
90. Resources for information technology are excellent. The school has a very good set of computers and a good variety of software including a wide range of CD ROMS. The school also has a useful range of scanners as well as a video recorder and digital camera. These are all very well used. The school has worked hard to make this subject a major part of the curriculum and the improvements made since the last inspection have been significant. Much has achieved much over recent years.
95. **Modern Foreign Languages**
91. Modern Foreign Languages are offered under the skills for life curriculum and give pupils sound opportunities to access some aspects of the programmes of study in French, German or Spanish. In the limited number of lessons observed in modern foreign languages, the progress of the pupils following course work in German was satisfactory. For pupils studying French however, progress is unsatisfactory. Pupils who have chosen a modern foreign language as part of their options in their previous school attain well.

92. In the lessons observed the pupils concentrated well and showed the interest necessary to stay on task. They are for the most part enthusiastic. Teachers' knowledge of modern foreign languages are sound. Pupils already following a course of study at their mainstream schools are provided with good support. For example, a Key Stage 4 pupil following the GCSE course in German was observed to receive good one to one support for the completion of a unit of coursework. Where teaching of modern foreign languages is not accredited the teaching observed during the week of the inspection was unsatisfactory. Here, planning was unsatisfactory and the lack of suitable resources hindered the delivery of the subject.

93. Assessment systems are satisfactory. Pupils in both Key Stage 4 and at post 16 who are following courses at GCSE are monitored effectively and sound records of their progress are kept. Planning is sound and ensures that all pupils follow a suitable foreign language course, including access to a suitable range of external accreditation. There are a satisfactory range of appropriate resources, including books, tapes and computer programmes to support the delivery of the subject.

98. **Music**

94. During the inspection only a limited amount of music lessons were observed. Progress in these sessions was satisfactory. The pupils who have already had some musical experience in their other schools make good progress. Most of them hold a tune in two parts, and sing the words clearly. Pupils in both units sang well when rehearsing carols for their Christmas Party, and in one lesson a pupil effectively designed a 'recording studio label' using a desk-top publishing program on the computer. A key Stage 4 pupil also successfully used the Internet to record musical sounds onto a CD.

95. Pupils enjoy music. They are keen and hard working and look forward to the additional time made available for music therapy as part of the hospital fund arrangements. The pupils were seen to be at their most enthusiastic when specialists from the outside company 'Live Music Now' led a music session, and when they had a rehearsal for the Christmas celebration.

96. The quality of teaching is satisfactory. There is, however, no specialist subject teacher in the school, though the school uses two amateur musicians to give additional support to the subject. There is also no clear music curriculum and the lack of coordination and limited opportunities for regular and planned access makes it an unsatisfactory aspect of the school. Resources, however, are satisfactory, although the lack of a specialist teaching room hinders progress in the subject. This is especially the case in the Adolescent unit and is an issue that has still to be addressed since the last inspection.

101. **Personal, social and health education**

97. The provision for personal, social and health education overall is very good and pupils make very good progress in the wide ranging curriculum provided. Pupils follow well-established courses that enable them to understand issues surrounding sex education and drug awareness lessons. These are planned very well and are incorporated within food technology lessons, the skills for life programme, and through science and ASDAN. All pupils have lessons in life saving skills and emergency first aid. These are well-established features of the school and are well liked by pupils. Pupils take part in a variety of group sessions within the two units through the 'community' meetings in the Gardener unit and the 'group' meetings within the Adolescent unit. These groups help to support pupils to gain confidence and to learn and mix with one another.

98. Within the wider curriculum pupils are very well supported and receive very good quality personal support, both in and outside lessons. Well-planned opportunities exist for pupils to engage with teaching and care staff to discuss issues that are particularly important to them. The positive teacher-pupil relationship is a strong feature of the school and makes a significant contribution to the high standards achieved. The 'care' elements of the school, including links between educational and medical staff have been maintained at a

very high standard since the last inspection and are a strong feature of the school.

99. The school makes very good provision for extra-curricular activities for all its pupils. They regularly go to the local cinema's theatres and museums. They visit garden centres and explore the countryside. Within the ASDAN curriculum pupils learn how to design their own recipe and get good opportunities to cook. They know how to use the Internet, for example when designing a cover page for a recipe. Good opportunities also exist for pupils to link with local high schools when following specific academic courses or in a planned visit as part of their return to mainstream schooling.

104. **Physical Education**

100. Games are taught as part of the skills for life curriculum and take account of the programme of study for the National Curriculum. The activities offered by the school focus on an appropriate range of indoor games played in the gym attached to each unit, such as badminton and basketball, games for leisure, including pool and board games. Access to games involving physical exertion is limited by pupils' medical and other special needs. Pupils taking part in these activities make good progress in developing their confidence and social and interpersonal skills.
101. Of the lessons observed pupils were noted to respond with enthusiasm to activities that included basketball, pool and board games. Pupils have good relationships with teachers and this results in a very positive atmosphere in which pupils are able to experience enjoyment and pleasure this subject.
102. Teaching in this area is sound. Teachers have very good interpersonal skills and insight into pupils' physical needs. They support pupil participation in, for example, group board games as well as more physical activities. Planning for physical education is good. The coordinator is well informed and the scheme of work appropriately follows the National Curriculum programmes of study. Resources are satisfactory and the gym in each of the two units provides good opportunities for pupils to practice their skills. The outdoor facility in the Gardener unit also offers a very suitable area for the teaching of outdoor games.

107. **Religious education**

103. During the period of the inspection, no lessons in religious education were seen. It is, therefore not possible to comment on the progress made by pupils or the quality of teaching. There are several modules within the ASDAN award scheme which focus on religious education, and the majority of pupils appropriately study for these. The school also makes sound provision for the pupils to learn about the customs and celebrations of importance of events in religions of the world. The celebration of Christmas, for which pupils are currently preparing, is planned to involve all pupils in the school. There has been limited improvement in overall time given to this subject since the last inspection, although it is evident that improvements have taken place both within the religious education curriculum provided and the emphasis on spirituality within other curriculum areas.

108. **PART C: INSPECTION DATA**

108. **SUMMARY OF INSPECTION EVIDENCE**

104. The inspection was carried out by a team of four inspectors, including a lay inspector. A total of 19 inspector days were spent in the school. During this time a total of 56 lessons, or part of lessons were observed and recorded. Interviews were held with the headteacher, deputy headteachers and senior teachers and discussions were held with all subject coordinators. Interviews were held with one of the two consultants from the Adolescent unit, the school bursar, a number of care staff and a member of the secretarial staff of the Gardener unit. A meeting was held between the registered inspector and members of the governing body. Many meetings involving staff and staff and pupils were observed during the week. These included the daily 'hand-over' between the care and teaching staff, the 'community' meeting in the Gardener unit and a number of staff meetings. A scrutiny of pupils' work was carried out in all subject areas. Pupils' individual education plans were examined in order to assess the progress of pupils with special educational needs. Inspectors looked at teaching plans, records and other school documentation provided. A meeting was arranged to seek the views of parents. However no parents were able to attend this meeting. Nine parents returned the parents' questionnaire with all being supportive of the school.

110. **DATA AND INDICATORS**

110. **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
KS3 – KS4	13	4	13	NA
Post 16	7	0	7	NA

110.

Teachers and classes

110. **Qualified teachers (KS3 – KS4)**

Total number of qualified teachers (full-time equivalent):

10

Number of pupils per qualified teacher:

2

110. **Education support staff (KS3 – KS4)**

Total number of education support staff:

0

Total aggregate hours worked each week:

0

Average teaching group size:

KS3

2

KS4

2

110. **Financial data**

Financial year:

1998/99

	£
Total Income	438,886
Total Expenditure	438,310
Expenditure per pupil	15,114
Balance brought forward from previous year	46,958
Balance carried forward to next year	47,534

110. **PARENTAL SURVEY**

Number of questionnaires sent out:

20

Number of questionnaires returned:

9

110. **Summary of responses**

No parents were able to attend the parents meeting but of the twenty questionnaires sent, nine were returned. All the questionnaires and comments were strongly supportive of the school. In addition three parents or guardians included detailed comments about the school. The comments were very positive and highlighted not only the care and support given to the young people in the units, but the concern of staff for maintaining the academic progress of pupils during their stay.