

INSPECTION REPORT

MAYFIELD SCHOOL

**Finch Road, Handsworth, Birmingham, B19
1HP**

LEA area: Birmingham

103619

Headteacher: Paul Jenkins

**Reporting inspector: James Muncey
2625**

Dates of inspection: 31st January, 2000 to 4th February, 2000.

Inspection number: 188174

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	3 - 19
Gender of pupils:	Mixed
School address:	Finch Road Handsworth Birmingham
Postcode:	B19 1HP
Telephone number:	0121 554 3354
Fax number:	0121 554 5358
Appropriate authority:	Governing Body
Name of chair of governors:	Carole Fleetwood
Date of previous inspection:	13 May 1996.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jim Muncey	Registered inspector		1. What sort of school is it?
			2. The school's results and pupils' or students' achievements.
			3. How well are pupils or students taught?
			7. How well is the school led and managed?
			8. What should the school do to improve further?
Catherine Dumbleton	Lay inspector		2.2. Pupils' attitudes, values and personal development.
			5. How well does the school care for its pupils or students?
			6. How well does the school work in partnership with parents?
Jim Kane	Team inspector	English	
		Geography	
		Physical Education	
		Music	
Marion Davies	Team inspector	English	
		English as an additional language	
Bob Hart	Team inspector	Mathematics	4. How good are the curricular and other opportunities offered to pupils or students?

Ian Rye	Team Inspector	Science	
Diane Callicott	Team Inspector	Early Years	
		History	
		Religious Education	
Pauline Burton	Team Inspector	Design & Technology	
Chris Hall	Team Inspector	Information & Communication Technology	
John Wright	Team Inspector	Art	
Mike Bench	Team Inspector	Modern Foreign Languages	

The inspection contractor was:

Coventry Local Education Authority
Earl Street
Coventry
CV1 5RS

024 7683 3631

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	[7]
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	[11]
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	[15]
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	[19]
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	[22]
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	[24]
HOW WELL IS THE SCHOOL LED AND MANAGED?	[24]
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	[29]
[OTHER SPECIFIED FEATURES]	[]
PART C: SCHOOL DATA AND INDICATORS	[31]
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	[37]

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mayfield School is a large community special school with 109 pupils on roll from nursery age to 19 years; it is approved for 111 pupils. Approximately 60 per cent of the pupils are boys and 40 per cent girls. All have severe learning difficulties with approximately 40 per cent having profound and multiple learning difficulties. Four are autistic. All have statements of special educational needs or are undergoing statutory assessment. Over three-quarters are from minority ethnic backgrounds, which is a much higher percentage than is found generally, but reflects the community the school serves. Just over half of the pupils are at an early stage of language acquisition. The predominant ethnic group is Pakistani (45 per cent). There is one pupil from a travelling family. Three quarters of the pupils are eligible for free school meals, which is very high in comparison with most schools.

The school is on two sites. Key Stage 4 and post 16 are on one site and nursery to Key Stage 3 on another site. There are four classes for pupils of nursery and primary age, four for Key Stage 3 pupils, three for Key Stage 4 and three for post 16. There are currently only two children of nursery age.

HOW GOOD THE SCHOOL IS

The educational achievement of pupils across the school is satisfactory overall and good in design and technology, religious education, art, music and physical education. Pupils are very positive about the school. They are keen to do well. Respect for others is a hallmark of the school. Relationships are excellent. Behaviour is very good. The quality of teaching is good. All pupils have access to a wide ranging curriculum. Leadership and management are satisfactory overall, although more needs to be done on monitoring classroom practice and curriculum co-ordination. Much progress has been made in the last three years. There is good potential to address outstanding key issues to raise achievement further. The overall effectiveness of the school is good. It offers good value for money.

What the school does well

- Standards of achievement are good in the core skills of speaking and listening, personal and social education and other personal targets set at annual reviews.
- Achievement in design and technology, religious education, art, music and physical education is good
- The curriculum for pupils post 16 is varied, challenging and prepares them well for learning at 19; across the rest of the school learning is good, appropriately augmented by visits, outside activities and the celebration of major festivals.
- Relationships throughout the school are excellent; enormous respect is shown for others' feelings, values and beliefs.
- Pupils have a positive attitude to the school.
- Behaviour is good throughout the school; difficult behaviour is very well managed and there are no exclusions.
- Provision for personal, social, moral, cultural and health education is very good; the school provides a caring environment in which pupils feel secure.
- Support to bilingual pupils is very good; teamwork between teachers and classroom assistants is impressive.

What could be improved

- The systematic monitoring and supporting of teaching in order to raise its quality further.
- Development of the role of curriculum co-ordinators to support the effective delivery of all subjects across the school and ensure the consistent use of assessment, recording and reporting.
- Introduction of staff appraisal and performance management.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has overcome most of the weaknesses identified in the last inspection. With the exception of modern foreign languages an entitlement curriculum is offered to all pupils. Schemes of work have been produced in all subject areas except history and geography where a new co-ordinator has recently taken up post. Assessment of pupils when they enter the school has been trialled in the early years. A new assessment and recording system is being introduced based on national work. Individual education plans are derived from statements of individual needs. They result in yearly and termly outcomes being produced for every child. This in turn informs planning at a weekly level. Annual reports to parents have become more robust containing details of all national curriculum areas. The membership and roles of the senior management team have been reviewed and the roles of the Heads of Department clarified. Curriculum co-ordinators exist for all subjects with the exception of science, where the vacancy created by a retirement last year has yet to be filled. Whilst the co-ordinators have significantly improved the documentation related to their curriculum areas they do not work effectively across the whole school.

A significant investment has been made in information and communication technology. It is only just beginning to have an impact on the quality of learning across the school.

The school development plan is used effectively to address issues of resourcing and accommodation and the policy on special educational needs meets statutory requirements.

Lavatories on both sites of the school have been refurbished. The inadequate lavatories in the profound and multiple learning difficulties area, and outside the soft play area, have been adapted to accord appropriate dignity to the pupils. Although no fire escape has been built to the first floor classrooms, actions to make the area safe have been taken in accordance with the instructions from the Divisional Commander of the West Midlands Fire Service and supported by the LEA Safety Officer. Shower facilities on both sites are still not available.

The quality of teaching has improved since the inspection in May 1996. The follow up inspection of the school by additional inspectors in December 1997 noted that satisfactory progress had been made in addressing most key issues but the school still had serious weaknesses in relation to the quality of teaching and progress made by pupils. The quality of teaching has improved very significantly since this time. It is at least satisfactory in 93 per cent of lessons compared to 64 per cent in December 1997. In addition pupils now make satisfactory progress. Their educational achievement is also satisfactory. They have positive attitudes to school. Their behaviour is good. They have great respect for others' feelings, values and beliefs. Relationships throughout the school are excellent.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 5	by age 11	by age 16	by age 19
Speaking and listening	[B]	[B]	[B]	[B]
Reading	[C]	[C]	[C]	[B]
Writing	[C]	[C]	[C]	[B]
Mathematics	[C]	[C]	[C]	[B]
Personal, social and health education	[A]	[A]	[A]	[A]
Other personal targets set at annual reviews or in IEPs*	[B]	[B]	[B]	[B]

Key	
very good	A
good	B
satisfactory	C
unsatisfactory	D
poor	E

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

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their learning. They enjoy coming to school. They are enthusiastic and are delighted when they experience success.
Behaviour, in and out of classrooms	Behaviour is good in lessons, around the school and on visits. Pupils learn in a calm and happy environment where staff provide very positive role models.
Personal development and relationships	Relationships are exemplary throughout the school. There is a cohesive team approach to meeting individual needs. Co-operation between adults and parents is very good. Pupils work well together and enjoy taking responsibility.
Attendance	The overall attendance rate is unsatisfactory. However, this is largely caused by medical illness. Also some parents take their children on extended holidays. The school has taken serious measures to address these issues.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Insufficient evidence	Good	Satisfactory	Good

The quality of teaching is satisfactory or better in 93 per cent of lessons. It is good, very good or excellent in 71 per cent of lessons. Teaching is particularly good at Key Stage 1 and post 16. At Key Stage 4 it is less good, with nearly a quarter of the lessons being unsatisfactory. The quality of teaching in English, mathematics and personal and social education is good. In science it is satisfactory.

The school is successful in promoting pupils' independence in communication, through speaking, listening and the recognition of signs and symbols. Reading skills are satisfactory but the use of the National Literacy Strategy is inconsistent. Achievement in numeracy is satisfactory overall and good at post 16.

High expectations exist across the school. Staff have a detailed knowledge of pupils' needs. Good, warm relationships, foster learning. Pupils enjoy their work. They delight in their successes. The progress of pupils where English is a second language is good. It is assisted by the bilingual support available throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Quality and range of the curriculum are good. With the exception of modern foreign languages all pupils now have full access to a curriculum that includes the National Curriculum as well as health, sex and drugs education. Pupils enjoy the many visits and the celebration of major festivals. The curriculum prepares pupils well for leaving school. Insufficient breadth is provided in art, history and geography..
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. The deployment of bilingual support assistants across the school is very supportive. Specialist staff are adept at providing effective support.

Provision for pupils' personal, (including spiritual, moral, social and cultural) development	Provision for pupils' personal development is very good. There is a strong commitment to ensuring harmonious relationships between the many different cultures and faiths in the community served by the school.
How well the school cares for its pupils	Care for pupils' welfare, health and safety is very good. The staff's good knowledge of the pupils enables them to respond appropriately to their emotional, physical and educational needs. There is good team work and very good arrangements for promoting good behaviour. The school has gone a long way to establishing successful assessment arrangements although there is a lack of consistency in individual education plans. Partnership with parents is good although communication with them is sometimes erratic.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is good. He has a clear vision to enable all pupils to have a quality educational experience. Subject co-ordination across the school is unsatisfactory and there is no systematic monitoring of the quality of teaching. Financial management is sound. The school offers good value for money. The principles of best value are applied appropriately.
How well the appropriate authority fulfils its responsibilities	The governing body satisfactorily fulfils its statutory responsibilities. The governors have a clear understanding of school priorities. They have made good progress in relation to the key issues identified at the last inspection.
The school's evaluation of its performance	The school has a clear understanding of what has been achieved since the last inspection. It also knows what still remains to be done, and that priority needs to be given to monitoring the quality of teaching and learning and curriculum co-ordination across both sites of the school.
The strategic use of resources	Much has been done to adequately resource the curriculum against a school development plan although resources in religious education, history, science and geography should be improved. Accommodation has been improved since the last inspection, within the constraints of the building. There are still no shower facilities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Harmonious relationships • High quality of care • Range of curriculum opportunities 	<ul style="list-style-type: none"> • Provision of homework • Communication between home and school • Late arrival of transport

The inspection supported the parents and carers' position about the school. Relationships and quality of care are strengths. The school also offers a full range of curriculum opportunities.

Whilst a school policy does exist communication with parents is too erratic. It frequently relies on the adults who travel with the children on the buses relaying information by word of mouth. Diaries are not used systematically. Provision of homework needs to be negotiated individually with families to reflect the individual needs of pupils. The problems of transport are due to a combination of traffic congestion and the age of the vehicles. The latter will be partly addressed through new contracts that are being negotiated.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. All pupils in the school have severe learning difficulties. Forty per cent also have profound and multiple learning difficulties. Comparing standards of attainment to national norms is, therefore, not appropriate. It could not be expected that any pupil could attain the national norms and reach level four in the National Curriculum at the end of Key Stage 2 or attain 5 GCSEs at the end of Key Stage 4. Targets in relation to these national norms have, therefore, been appropriately set at zero per cent by the Governors. However, what is important is achievement of pupils against individual targets that are set in relation to their own current knowledge, skills and abilities. Therefore, this is the yardstick by which pupils' progress was judged in this inspection.
2. Individual learning outcomes, which form the basis of individual educational plans are being used well by the teachers to ensure that achievement is raised for all pupils. The individual planning is necessary because of the wide range of knowledge, skills and abilities of the pupils.
3. Overall the achievement of pupils is satisfactory. It is good at post 16 because of particularly creative teaching, high expectations and effective planning. The areas which restricted achievement and progress across the curriculum at the time of the last inspection have been largely addressed. A more rigorous system of annual reviews has been introduced with yearly and termly learning outcomes being set for each pupil. Curriculum experiences have been broadened to include all areas of the National Curriculum. Higher expectations are placed on pupils and assessment against learning outcomes has been introduced.
4. The most important factor in raising achievement has been the more systematic setting of individual targets for pupils. The introduction of assessment on entry to the school has started to aid the process of target setting. These targets include achievement in academic areas and areas of personal development. Although the process of formulating learning outcomes has been established it is not always carried out consistently across all classes and all subjects. This limits progress and restricts the level of achievement.
5. In English pupils' achievement is good overall and very good at post 16 where there is particularly creative teaching. For example, in a lesson examining information in daily newspapers the post 16 students were skilfully encouraged to extend their language skills. They also delighted in the prospect of producing their own newspaper. At Key Stage 2 the most able are effectively helped with literacy and numeracy skills by being withdrawn for work in a "fast track" group. They can recognise key words by sight and respond well to the word recognition games. Lack of phonic word attack skills limits progress.

6. Lessons which capitalise on the National Literacy Strategy also promote high standards. Speaking, and particularly listening skills, are good across the school. Pupils are encouraged to develop these skills across the curriculum. This is helped where the learning outcomes reflect speaking and listening skills. Appropriate emphasis is given to listening skills for those pupils with profound and multiple learning difficulties.
7. Writing skills are satisfactory. However, recording skills are insufficiently used to help pupils build their own records of achievement. The wide range of educational visits which contribute to the achievement of the pupils are not always systematically followed up by recording what has been learned.
8. Language skills for pupils where English is an additional language are systematically developed. Good support is offered through the bilingual support assistants in each class. In addition staff employed under the Ethnic Minorities and Travellers Achievement Grant work directly with individuals and small groups under the direction of the teacher. This has ensured that the achievement of pupils where English is a second language is good across the school.
9. Achievement in mathematics is satisfactory across the school and good at post 16. Work is appropriately focused on acquiring practical skills of number, time and money. By the end of Key Stage 2 more able pupils can write numbers to 9, add units, count to 20 and are beginning to tell the time. The more able are also helped by the "fast track" group. Towards the end of their secondary school they calculate money and tell the time. They particularly enjoy applying their skills in practical situations such as the tuck shop. Those with profound and multiple learning difficulties find and match shapes and colours by the time they leave school.
10. In science achievement is satisfactory overall. It is restricted at Key Stage 2 by insufficient time being given to the subject. Nevertheless pupils understand simple human and plant biology and with help can construct electrical circuits. By the end of Key Stage 4 there is a developing understanding of more complex ideas. The most able can explain it is more difficult to push heavy objects, rather than light ones. They can then suggest how the job can be made easier, by, for example, fitting wheels.
11. In design and technology achievement is good. By the end of Key Stage 2 the most able pupils can recognise simple properties of materials. They know which materials can be easily shaped and what food must be cooked. They can make 2 D and 3 D models. Those with profound and multiple learning difficulties, who can barely communicate when they start the nursery, learn to distinguish materials through the senses and make their likes and dislikes known through sound and gesture. By the end of Key Stage 4 the most able have progressed to produce simple design briefs. Those with profound and multiple learning difficulties have become better at making choices. By post 16 many have an understanding of the benefits of a balanced diet and can use a

range of tools. They can follow instructions and apply number skills to measuring and weighing.

12. Pupils achieve satisfactorily in information and communication technology across the school although more use could be made of computers to support learning in art, music, science, geography, history and religious education. Progress is good at Key Stage 1 and post 16 but unsatisfactory in Key Stage 3 and Key Stage 4. By the end of Key Stage 2 the most able can enter simple text into computers using keyboards. These skills of acquiring control of the hardware progress only slowly across Key Stage 3 and Key Stage 4. Insufficient use is made of mouse skills. At post 16 the most able achieve significant independence. They use a laptop computer independently as part of a school newspaper project. A number achieve Level 3 in key skills of the Royal Society of Arts national profile. Those with profound and multiple learning difficulties use information and communication technology skills to gain greater control of their environment.
13. Achievement in geography is satisfactory overall and good at Key Stage 1 and Key Stage 3. Pupils respond well to the programme of visits. Appropriate emphasis is given to exploratory opportunities for social development. Those with profound and multiple learning difficulties learn to recognise familiar local areas and identify different shops and transport. All develop good observational skills. Skills related to collecting and analysing information are insufficiently developed. The visits contribute significantly to pupils' social and personal development across the school. They show great enthusiasm for the visits. Visiting local areas helps pupils to practise their school skills by interacting with people outside the school.
14. Visits are also used to teach history, where achievement is also satisfactory. The visits raise pupils' awareness of the world around them. The practical nature of the work helps them to retain what they have learned. Pupils at Key Stage 3 make comparisons about different forms of transport and locomotive power. They are able to imagine what it was like in a steam train and recognise differences in levels of comfort.
15. Achievement in religious education is good, particularly in the context of the work on festivals and visits. Pupils learn that their religious beliefs are valued and celebrated in the daily life of the school. Appropriate emphasis on personal development and relationships ensures that progress in these areas is good. Targets reinforce behaviour. By the end of Key Stage 4 pupils respect each others' religious beliefs. The subject also contributes to achievement in English by helping word recognition and spelling.
16. Achievement in art is never less than satisfactory and at Key Stage 4 and post 16 it is good. Progress of pupils where English is an additional language is enhanced as a consequence of the work of language support assistants. Achievement in the lower part of the school is limited by the restricted range of art experiences.

17. Musical achievement is good across the school, and very good at Key Stage 1. Pupils with profound and multiple learning difficulties learn with support to hold and use a range of percussion instruments and follow musical beats. More able pupils can correctly identify instruments. They can differentiate loud and quiet sounds and beat to time. They can match the sound made by instruments to the words of songs. Music plays an important part in promoting positive values and attitudes. Through the celebration of festivals it promotes spiritual and cultural understanding and appreciation.
18. Pupils' achievement in physical education is good. At Key Stage 1 they develop confidence in water. By the end of Key Stage 2 they recognise the importance of safety which they put into practice during activities such as donkey riding. By the end of Key Stage 3 this knowledge assists more complex tasks such as rock climbing where pupils learn how to put on harnesses and helmets. With rock climbing they make good progress developing in confidence and in their ability to manoeuvre around difficult shapes. Rock climbing also fosters co-operation and helps the pupils develop responsibility through helping each other work safely whilst under supervision. Pupils with profound and multiple learning difficulties also involved in a range of structured physical activities, which increases their flexibility and maintains fitness. At Key Stage 4 insufficient emphasis on self-evaluation and management of time in lessons limits achievement. The lack of changing rooms on both sites also limits activities and achievement and impacts adversely on personal dignity.
19. Secondary age pupils delight in doing a modern foreign language. Achievement is good in both Punjabi and French. They acquire key words in the language. An appreciation of culture is also developed.

Pupils' attitudes, values and personal development

20. Pupils have good attitudes towards their learning. They enjoy coming to school. They respond very well to staff and settle quickly. They are enthusiastic about their work and take a full part in activities. Pupils listen carefully, respond to instructions, persevere and concentrate in line with their ability. They participate in lessons by asking and answering questions, either verbally or by sign, symbol or switch. They are delighted when they are successful. Older pupils understand their work. They have no reservations in asking teachers, whom they see as a source of guidance and information, for help. The pupils know that their cultural traditions are valued and are keen to demonstrate their knowledge. For example, in a lesson on Citizenship the pupils were keen to demonstrate what they knew about food relevant to different cultures.

21. Behaviour is good in lessons, around the school and on visits. Older pupils know and understand basic rules. Good and sensible care is taken when using resources. All respond well to praise and encouragement and take pride in rewards. Teachers manage challenging behaviour very skilfully. Pupils find staff approachable. Parents speak highly of the school's harmonious and co-operative multi-cultural community. Pupils learn in a calm and happy environment where staff are very positive role models.
22. Relationships are exemplary throughout the school. The school's very good relationship with involved health professionals has led to a cohesive team approach in meeting the individual needs of the pupils. There is very good co-operation between pupils and adults. This has a very positive impact on pupils' learning and personal development. Pupils work well together in line with their ability. They share resources and are patient and tolerant of one another. Older pupils help younger children. Pupils enjoy undertaking a range of responsibilities and tasks. Older pupils form the school council, which is involved in decisions which impact on the school. They show initiative: for example, by making telephone calls to gain information. As pupils get older they grow in confidence and self esteem.
23. The overall attendance rate is unsatisfactory compared with that found in similar schools nationally. Many of the pupils attending the school suffer from complex medical problems, which can lead to high levels of absences, which are often prolonged. The school makes very good arrangements for the support and re-integration of pupils and where necessary supports parents who sometimes find initial separation difficult. The level of unauthorised absence is high. This is partly due to the school's high multi ethnic population, and the fact that some parents take children on extended holidays. However, due to ineffective administration of the school's electronic recording system it is possible that this figure is incorrect. The school has taken serious measures to address this. The pupils' punctuality to school is dependent upon transport. Some buses do arrive late. The school liaises with the local authority which is responsible for the arrangements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching is satisfactory or better in 93 per cent of lessons. It is good, very good, or excellent in 71 per cent of lessons. This compares favourably with the national figures for schools for pupils with severe learning difficulties. It is also higher than the figure in the previous inspection in 1996 when 90 per cent of teaching was satisfactory or better. At that time only 8 per cent of teaching was judged to be very good or better. This has now increased to 30 per cent. The figures are even better when compared to the inspection in 1997. At that time in only 64 per cent of lessons was the teaching judged to be satisfactory or better.
25. Teaching is particularly good at Key Stage 1 and post 16. At Key Stage 4 it is less good with nearly a quarter of the lessons being unsatisfactory.

26. At Key Stage 1 the development of language skills is dealt with creatively. This is important as many pupils have poor communication skills on entering school. In an English lesson work with dough provided a stimulating opportunity for pupils to learn words like “cold” “soft” and “hard”. Individual pupils then had specific help. One used his book of home photographs with signs and labels to practise key language, whilst a puppet was used to teach signing to another pupil. A third pupil was supported by a student in the use of the computer to match pictures.
27. Learning across the whole school is fostered by warm relationships between staff and pupils and an understanding of their individual needs. The interest of the youngest pupils was engaged by observing how different members of the group reacted to tickling and what sounds they had made on a tape recorder. Quick changes of task and sensory stimulation also maintained interest. In a music lesson water spray accompanied the song “It’s raining” and bubbles were blown to the tune of “I’m forever blowing bubbles”. In a science lesson on flight at Key Stage 3 pupils enjoyed the sensation of moving air from a hairdryer, and its effect on different shapes. Knowledge of individual needs ensured that all were challenged, with the most able distinguishing between a good flight shape and a poor one.
28. At post 16 lessons are well planned and structured. Support assistants take a full part in the lessons. They receive clear instructions from the teachers and are, therefore, fully involved in supporting pupils appropriately. Makaton signing is used to support understanding and foster language development. There is clear differentiation according to individual needs, which is achieved through a combination of providing different tasks, setting varied outcomes and offering different levels of support. Teachers’ subject knowledge is good.
29. Organisation of the classes supports learning whilst promoting independence and responsibility. In a lesson on food pupils were provided with a range of worksheets which used symbols to simplify their content. They were given a variety of food to reflect their different experiences and ethnic backgrounds. Tasks were set which had pace and deadlines, keeping all pupils interested and engaged. Different groups worked at levels appropriate to their skills. One pair worked independently to produce soup. The most able were challenged to measure and weigh liquids and solids effectively. The support from the language assistant was focused on three pupils enabling them to be fully integrated into the work. In lessons on food the pupils always enjoyed consuming the fruits of their labour.
30. Another lesson, for older pupils with profound and multiple learning difficulties, which focused on increasing pupils’ awareness of their environment, used very good team work to ensure the diverse range of needs was met. This culminated in a feedback session at the end of the lesson where all adults contributed to assessing what each pupil had achieved. Pupils were also involved in their own evaluation.

31. Where information and communication technology is used effectively to support teaching, this promotes learning. In Key Stage 1 and Key Stage 2 the emphasis is on number and language where teachers use commercial programmes. Some teachers lack the knowledge of what software is available, and how access can be improved through minor adjustments or the use of specialist hardware, limiting the use of information and communication technology with pupils with profound and multiple learning difficulties. For the more able, lessons devoted to information and communication technology skills enable pupils to work independently on computers. Where teachers plan the use of information and communication technology it helps the pupils in the presentation of their work, encouraging their self confidence. The work also supports a record of achievement.
32. Although high expectations exist across the school they are lower at Key Stage 4 than in the other key stages. High expectations increase pupil confidence and urge them on to further heights of achievement. For example, the rock climbing makes high demands of pupils. The activity is challenging. It has built in progression as pupils are required to do more difficult tasks. They find it exhilarating. They enjoy taking greater responsibility for themselves and others under carefully controlled adult guidance.
33. The lack of opportunity for curriculum co-ordinators to work across the school and to monitor teaching and learning detracts from the ability of some staff to deliver high quality lessons consistently. This is particularly so where they lack knowledge of creative teaching methods in the subject.
34. Teachers' lack of subject knowledge also adversely impacts on learning. In a science lesson at Key Stage 4 a teacher was unclear how to generate a well defined spectrum. Insufficient opportunities were then given to pupils to record what they observed. The lack of a science co-ordinator adversely affects teachers' confidence in this area. In a physical education lesson the necessity to spend time on "warming up" exercises was not appreciated and insufficient guidance was provided to pupils to encourage them to use apparatus or evaluate their movements.
35. The adverse impact of lack of subject knowledge contrasted with another lesson for older pupils where the teacher had a clear rationale for the range of activities for pupils with profound and multiple learning difficulties. These activities were used as a vehicle to achieve greater concentration, improve body awareness, increase fitness and minimise disruptive behaviour.
36. The pupils profit from first hand experiences and resources that reinforce learning. This is important when more abstract concepts are being taught. At Key Stage 4 a lesson on speed and friction gave pupils insufficient opportunity to push light and heavy objects themselves. Also whilst they were very attentive to the video showing the effect of forces the impact was reduced by the use of a small flickering screen and a video where the fast forward did not work. The lack of time at the end of the lesson prevented discussion to reinforce what had been learned.

37. The many visits and participation in festivals provide pupils with a range of valuable first hand experiences. Teachers' subject knowledge of different religious festivals and places of worship is impressive. In a lesson on the way people worship across the main faiths one pupil demonstrated how he used a prayer mat to the fascination of others. The teacher also skilfully involved adults and pupils in a discussion about their different faiths.
38. The "work taster day" organised for older pupils at Villa Street is an example of how excellent organisation results in high quality learning. Pupils are able to gain first hand experience of a range of vocational areas covering painting and decorating, catering, office and hotel work, floristry, DIY, and work with major organisations such as McDonalds and the AA. The high quality experience indicated the excellent liaison with all the outside contributors and the prior preparation of the adults involved. The pupils delighted in the day. They were excited and positive about what they had learned.
39. Throughout the school staff manage pupils' behaviour well in lessons. They have a detailed knowledge of individual needs. Learning outcomes related to personal and social development clearly guide the teaching. For pupils with more difficult behaviour patterns a series of preventative strategies have been developed. These are successful in significantly reducing disruptive behaviour. Where it does occur it is effectively dealt with, often by deploying an adult to manage the challenging behaviour. This reduces the disruptive effect of the behaviour on learning.
40. The very good relationships between staff and pupils facilitate the enjoyment of lessons. In a Key Stage 2 class the teacher used a number line creatively to motivate pupils, rehearse number recognition, number ordering and counting on. Pupils were delighted when the teacher made deliberate mistakes. It made them very vigilant in their desire to catch her out. The good relationship was also used to reward and encourage pupils to achieve at higher levels. Whilst this work was taking place other adults were carrying out work with two pupils with profound and multiple learning difficulties involving sensory stimulation and examining cause and effect through the use of switches. Again their warm relationship with their pupils enabled them to use physical and verbal prompts to maximum effect. The pupils wanted to please them. This contrasted with a small minority of sessions where some pupils with profound and multiple learning difficulties were left unattended for too long.
41. With reading and numeracy learning is facilitated where lesson planning embodies the National Literacy and Numeracy Strategies. With a group of the most able pupils at Key Stage 2 the lessons are planned following the National Numeracy Strategy structure. There are clear objectives. Skilled questioning involves pupils and extends their thinking. Resources match objectives. Work is regularly recapped and reinforced. Support staff understand the routines. The pace engages the pupils who become excited, and want to volunteer answers.

42. Whilst elements of the National Literacy Strategy are used in lesson planning in English, use is inconsistent. Teachers' knowledge of the strategy is not secure. Insufficient use is made of phonics to develop word attack skills.
43. The school has developed a systematic approach to assessment, recording and reporting. This generally results in good quality individual education plans which guide the teaching through learning outcomes. These individual education plans facilitate differentiation and ensure lesson planning is responsive to need. Their quality is still variable as curriculum co-ordinators have little opportunity to monitor their production and use.
44. When used homework supports teaching; for example older pupils were set a task of looking for titles of national papers. This information was then used in the lesson to stimulate discussion. However, it is rare for structured homework to be set.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

45. Significant improvements to the curriculum have been made since the last inspection. The main issues for attention were to ensure that pupils had full access to the National Curriculum and that continuity and progression were assured. The curriculum planning was perceived as unsatisfactory and the need to extend the number of schemes of work was identified. The curriculum for pupils with additional needs was a weakness. Makaton signing to assist pupils with communication difficulties was not consistently applied.
46. The school has made considerable effort to address these issues. The framework for the curriculum is provided by a good curriculum planning document. All pupils have full access to a curriculum that includes the National Curriculum as well as health, sex and drugs education. The quality and range of learning opportunities provided by the school are good. Satisfactory schemes of work are now in place for all subjects with the exception of history and geography. The breadth and balance of the curriculum overall are satisfactory at all key stages and good post 16. In science, curriculum breadth is unsatisfactory at Key Stage 4. In history and geography, the curriculum is narrow and pupils are presented with too few learning opportunities.

47. From Key Stage 4 the curriculum prepares the pupils well for transition to opportunities outside of school or for the post 16 curriculum. The curriculum for continuing education is good. The pupils are taught on a different site to the junior school and the environment, use of display and pupils' common room facilities reflect an outward looking adult curriculum. The post 16 curriculum is delivered through a series of learning modules that are focussed on meeting the needs and aspirations of older pupils. The opportunities for pupils to take nationally accredited examinations are good. For example, Club 2000 is established in order that pupils can access the Youth Award Scheme through project work. The post 16 curriculum meets statutory requirements with the exception of religious education and a daily collective act of worship.
48. Access to the curriculum for pupils with additional learning needs is sound. Makaton signing is consistently used throughout the curriculum. Individual education plans are generally good and provide learning targets for all pupils. Schemes of work, timetabling and curriculum delivery ensure that the curriculum is relevant to all pupils. Post 16 curriculum modules are available at three levels therefore ensuring that pupils with profound and multiple learning difficulties have full access to the curriculum. When required, pupils have good support from physiotherapy and speech therapy and access to hydrotherapy.
49. The school has satisfactory strategies in place for teaching literacy and numeracy skills.
50. The provision of extra-curricular activities is satisfactory. The school is restricted in providing club and after school activities, by the short lunchtime break and the transport of pupils to and from school. The school ensures that all pupils have an opportunity for a yearly residential experience. In addition, there is an extensive programme of visits out of school. For example, pupils visit public galleries to view art and a series of geographical visits provide a wide range of valuable experiences for pupils. Opportunities for competitive sport are provided through 'five-a-side' football competitions with other schools.
51. The provision for personal, social and health education is very good. The role of personal, social and health education in the curriculum is firmly established through the school's curriculum policy and supported by a scheme of work from pre-school to Key Stage 4. The post 16 modular curriculum ensures that pupils are well prepared for the opportunities and experiences of adult life. The teaching of personal, social and health education is good. Individual education plans identify areas for personal development and these targets are taught throughout the curriculum. The personal, social and health education programme develops pupils' knowledge of health issues and sex and drugs education are an integral part of the work.

52. The provision of careers and vocational education is very good. From 14 to 16 all pupils follow a two year careers course which includes, for example, introduction to the world of work, enterprise and citizenship. This work is further developed in the post 16 modules which extend these topics. The “team enterprise” project makes an effective contribution to pupils’ vocational education by providing them with an opportunity to manage a business that manufactures and sells items for profit.
53. The very good links with the community contribute to pupils’ learning. A work taster day, for example, involves business and public sector employees providing a range of workshops for Key Stage 4 and post 16 pupils. Links with a local company have financed the decoration of the 16 plus common room and allowed pupils to practise their painting and decorating skills.
54. The school’s links with other schools and colleges are good. The junior school has links with a local primary school which encourages shared learning in activities such as art, dance and physical education. Older pupils benefit from links with local colleges of further education and grammar schools.
55. The pupils are provided with good advice on opportunities and choices following school. The Careers Service and Social Services offer advice and support. Good support from Social Services ensures that care plans are in place prior to pupils leaving school and opportunities for accessing community, vocational and educational provision have been identified.
56. There is equality of access to the curriculum. Provision for multicultural education is sound with suitable links through subjects to the accomplishments of other cultures.
57. Individual education plans include suitable curriculum targets related to pupils’ identified needs. Good curriculum provision is made for pupils with additional needs including pupils with complex multiple learning difficulties.
58. The school is failing to meet the requirements to provide a daily collective act of worship.
59. Provision for moral, social and cultural education is very good overall.
60. Provision for spiritual development is good. The school has a strong commitment to celebrating religious occasions such as, Diwali Eid, Christmas and Easter. Such celebrations maintain close links between pupils’ spiritual and cultural experience. Religious education through the celebration of festivals and visits to temples, churches and mosques enhances spiritual education. The spiritual element is emphasised in music lessons by the pupils having a period of quiet reflection whilst they listen to music.

61. Moral development is very good. The teaching of right and wrong features throughout the school day. The adults provide excellent role models, treating each other and pupils with respect. Constant reminders in lessons and an ethos which sets high expectation of moral behaviour are strengths of the school.
62. Provision for social development is very good. There are very good relationships between pupils and between pupils and adults. Older pupils provide good role models for younger pupils. The curriculum and other activities contribute to social development. In mathematics, for example, pupils co-operate in playing games involving number. In geography, the visits programme often involves pupils in meeting new people from outside school. The enrichment activities post 16 require pupils to work with a range of adults and much of the work promotes independence.
63. Attention to cultural development is very good. The school ensures the pupils' knowledge of their own and other cultures through the curriculum and links with the community. Pupils visit temples, churches and mosques. They celebrate religious festivals from other cultures. Pupils design and make products, which are influenced by other cultures from many parts of the world. In design technology, for example, pupils make Eid cards, prayer mats and diva candles, developing a knowledge of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

64. The steps taken to ensure pupils' welfare, health and safety are very good. Staff know pupils and families very well. Their good knowledge of the pupils enables them to respond appropriately to their emotional, physical and educational needs. There is very good liaison with health professionals, which has led to a highly effective team approach in meeting the needs of individual pupils. Tutor time is very well used to settle and ease pupils into the school day. Communication with pupils is assured. Each class has at least one assistant who can speak a minority language and staff are confident in the use of sign language. The school ensures that each child is well known by at least one member of staff, who links effectively with staff with key responsibilities. The school has appropriate arrangements should it be necessary to intervene to protect children from harm. However, there has been no in-service training for staff relating to the protection of children. The school has day-to-day procedures to ensure the pupils' safety. Through its curriculum, particularly personal, social and health education programme, the school raises the pupils' awareness to issues relating to their personal health and safety.

65. Staff know pupils well and are aware of their medical problems. The very good team approach means that staff and health professionals work very closely together in recognising and supporting the personal and learning needs of individual pupils. The school is keen to welcome pupils back to school as soon as they are able to return. The school has good flexible arrangements for re-integrating pupils following extended absence. Extended holidays during term time are discouraged. Arrangements for monitoring and recording attendance are satisfactory although electronic data is not employed systematically in the analysis of attendance. Although registers are marked for morning and afternoon sessions the afternoon session is not conducted formally as required.
66. The school has very good arrangements for promoting good behaviour and ensuring tolerance. Behaviour patterns are well known to staff who are highly skilled in their approaches to managing individual pupils. The learning of other pupils is very seldom disturbed. The staff are able to detect changes in individual pupils, identify and adopt pre-emptive action. Concerns and actions are recorded and monitored. The school works closely with parents on joint strategies. Staff are vigilant in closely monitoring behaviour between pupils although intervention is very seldom required. Teachers help pupils understand what is expected. The pupils respond very positively to the appropriate use of praise and encouragement. Award certificates are a source of great pride. Pupils are happy and find staff approachable. No groups of individuals are unfairly treated or disadvantaged.
67. The school has done much in establishing assessment arrangements since the last inspection. Established procedures are generally satisfactory and provide a foundation on which to develop further. Assessment on entry to the school is in the early stages of development. Each pupil has learning outcomes identified each year in an individual education plan. These are shared with parents of new pupils during the first half term. Learning outcomes are very effectively linked to personal development.
68. Progress is monitored through termly outcomes for each curriculum area. However, the use of this information to inform future planning in line with the needs of each pupil is variable in quality. The use of diaries to report progress to parents is inconsistent. Annual reports on progress are provided for parents at the end of each school year.
69. The school's positive team approach involves a range of health professionals in lessons ensuring very good monitoring and appropriate support for the needs of individual pupils. Teachers and their classroom assistants provide good support in lessons. Pupils for whom English is an additional language receive good support. Older pupils understand their work and recognise teachers as a source of guidance and support.
70. HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?The parent's views of the school are generally good although a

significant number express concern about homework. A small number are also concerned about erratic receipt of communications. Whilst the school's methods of delivery of information home are in line with practice found in other similar schools, diaries are not used to consistently inform parents of their child's progress or to communicate about other issues.

71. The level of quality of information provided by the school for parents is satisfactory. Parents are aware of their child's learning outcomes (individual education plans) which are identified and formally reviewed each year. Annual reports on their child's progress are also provided. However, the Governors' Annual Report and School Prospectus do not fully meet requirements.
72. Relationships with parents are good. All homes are visited prior to pupils entering the school. The school welcomes and values parents' contributions. Parents are comfortable and relaxed in and around the school. The school has very effective arrangements for communicating with parents for whom English is an additional language. In addition, identified members of staff have received suitable instruction in order to be able to assist parents with personal concerns. The multi agency home/school team meets regularly. When appropriate, home visits are arranged. Sometimes annual review meetings are held in a pupil's home.
73. Although very few parents attend annual reviews of their child's statement of special educational need, they do positively contribute to their child's learning and personal development. No pupil is prevented from taking part in the school's range of activities. In spite of having complex medical problems, most parents ensure that pupils attend school when they are not ill. The school offers flexible programmes of support for the small number of parents who find initial separation difficult following periods of illness. Some parents accompany their child to school and remain with them in classrooms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. On taking up appointment in 1997 the headteacher quickly established himself in a leadership role. He set about systematically addressing the key issues for action identified in the last inspection report. This has been done within the framework of his vision of how the school should develop. The focus of this is providing quality educational experiences for all pupils whatever the severity or complexity of their learning difficulties. This vision for the school is appropriately translated into practice via the school development plan. Staff are involved in the production and reviews of the plan. Whole school needs are identified during teacher days. The priorities appropriately relate to raising the achievement of all pupils.

75. A number of key developments have improved the quality of education and the progress made by pupils. These include developing schemes of work for all subjects except history and geography; establishing an assessment process across the school which results in termly learning outcomes for all pupils related to both educational and personal development; introducing assessment on entry to the school; releasing money for essential curriculum resources.
76. In order to achieve these improvements a more rigorous process of management has been put in place. Job descriptions have been produced. Management team meetings are now held regularly and led by agendas that focus on key areas related to raising achievement. Departmental meetings are used to co-ordinate work within the three departments. With the exception of science a curriculum co-ordinator is responsible for each curriculum area. Financial resources are delegated to accompany the responsibilities of different post holders. Delegation is related to the school development plan.
77. Staff are willing to work together. They want to share ideas on how to improve the achievements of all pupils. The mechanisms for this are limited by there being little opportunity for curriculum co-ordinators to monitor and evaluate work across the school. This leads to a lack of consistency in assessment and recording of pupils' achievements. Although individual education plans do exist for all pupils there is a lack of precision in the plans in some classes. The provision of information and communication technology to assist teachers to write programmes has helped but the work is not rigorously moderated by curriculum co-ordinators. The achievement of termly outcomes by pupils is not systematically monitored across the school. This information is not, therefore, used to identify weaknesses to allow the refocusing of priorities. The lack of opportunity for curriculum co-ordinators to work across the school also impacts adversely on the subject knowledge of teachers. This is a particular problem at Key Stage 4 and has detracted from the quality of teaching and learning.
78. Neither heads of department nor curriculum co-ordinators systematically monitor the quality of teaching. Whilst classrooms are visited by the headteacher and deputy headteacher they do not evaluate teaching against precise criteria. This prevents specific advice being offered on how the quality of teaching can be further improved.
79. The lack of support provided by curriculum co-ordinators for their subjects, and the lack of monitoring of the quality of teaching and learning, are made worse by the school operating on two sites. A curriculum co-ordinator based on one site is denied even the informal opportunities to advise colleagues on a daily basis. The limited leadership role of co-ordinators has a particular adverse impact in science, history, geography and religious education.

80. The science co-ordinator retired in 1999 and has not yet been replaced. The school is seeking to appoint a new co-ordinator. Prior to retiring the co-ordinator was responsible for a programme of team teaching and professional development for staff which helped to raise standards. Lack of leadership has resulted in staff feeling less confident. They do not have a precise knowledge of how to use specialist equipment.
81. In history and geography the lack of schemes of work, the limited subject knowledge of some teachers and the inconsistent use of assessment are to be addressed by the recently appointed co-ordinator. In religious education the lack of consistency across classrooms and the variability in quality and range of resources will be addressed by the recently identified co-ordinator.
82. There is a positive atmosphere within the school. Relationships between the headteacher, teaching and support staff and pupils are very good. This aids informal communications. There is much sharing of information about pupils during informal discussions.
83. Irrespective of the level of attainment of pupils, or their ability, they are valued. No pupils are excluded from a full curriculum entitlement. At Key Stage 4 and post 16 very strenuous efforts are made to ensure that an appropriate education is offered to pupils with profound and multiple learning difficulties. For pupils of primary age there is a developing inclusion project with the neighbouring primary school.
84. Effective teamwork also involves outside agencies. Medical personnel, speech therapists and physiotherapists all find the school receptive to suggestions to improve the achievement and care of pupils. They also find it easy to co-operate with the school which fosters co-ordinated and co-operative action.
85. The headteacher meets staff for a discussion of their professional development on an informal basis every nine months. There is no formal appraisal of staff performance. The school is intending to develop a performance management system in light of the implementation of the green paper in September 2000.
86. The headteacher's salary was first reviewed by the governing body in the autumn of 1999. Decisions were made on the basis of pay in other schools and a view of performance against the action plan.
87. Management problems are tackled squarely. Where there has been under-performance this has been monitored. Where necessary disciplinary action has been taken.
88. Newly qualified teachers are well supported. There is a specific programme covering induction for all staff.

89. Governing body meetings are now quorate. Appropriate committees have been set up. Meetings have proper agendas and clear, concise minutes. There are no Local Education Authority governors. The governors have a clear understanding of the school priorities. They are involved appropriately in decision making. Relationships between governors and the headteacher are good. There is a clear understanding that the governors play a key role in responding to the key issues identified during inspection. Minor adjustments need to be made to the annual report to parents to ensure that it conforms to the statutory requirements.
90. The governors have made good progress in relation to the key issues identified in the last inspection. Roles and responsibilities of key staff have been clarified. The senior management team has systematically addressed many of the weaknesses in the curriculum. Assessment has been used to assist planning and the production of individual education plans. Information and communication technology is now beginning to be used to enhance learning. The school development plan is used to manage resources and prioritise curriculum developments. A policy on special educational needs has been approved. Most health and safety issues have been addressed.
91. Financial management of the school is sound. Priorities are determined through the school development plan and resourced appropriately. Whilst funding is above average for schools for pupils with severe learning difficulties expenditure is necessarily high because of the split sites, the revenue costs of the Mayfield Centre, the maintenance costs of the poor building stock and the high level of disadvantage in the community served by the school. There is effective financial control and administration. The large carry forward from 1997-98 was spent effectively on addressing a number of outstanding issues identified in the previous inspection, particularly the poor state of the accommodation and the lack of resources. Key recommendations in the last audit report have been acted on. Best value principles are applied in contracts exceeding £2500. Where the value of the work exceeds £25,000 the tendering process takes place through the Local Education Authority.
92. The management of specific grants is sound. The school has in place careful controls to ensure that the outcome of expenditure matches the objectives of the grant and that funds are allocated appropriately. The school has effective procedures for monitoring the outcome of expenditure. The Ethnic Minorities & Travellers' Achievement Grant, for example, funds the provision of staff to support English as a second language. Such provision is then monitored through its impact on standards.

93. The school has sufficiently suitably qualified and experienced teaching and support staff to ensure the delivery of most of the curriculum. The school does not, however, have staff experienced in the teaching of science and this limits pupils' achievement and learning in the subject. The staff work well together in providing a good education in an effective environment for learning. The staff have an appropriate range of qualifications and experience to teach pupils with special educational needs. The number of support staff working in the classroom is good. The commitment of support staff and their very good relationship with teachers and pupils is a strength of the school and has a positive effect on pupils' learning.
94. Staff appointed through the Ethnic Minorities and Travellers' Achievement Grant to support English as an additional language, make a valuable contribution to the school. Their work with pupils and teachers promotes achievement and learning.
95. The school carefully monitors staff absence and has appropriate strategies to reduce absence.
96. The accommodation on both school sites is satisfactory. With the exception of facilities for showering following physical education, the health and safety issues raised in the previous report have been addressed. Classroom space is adequate for class sizes and facilities such as library and work for design technology and rooms are available on both sites.
97. Display is used well to enhance the attractiveness of classrooms and corridors. The children's work and achievements form an important element of the display and consequently the buildings reflect the age range of the pupils they accommodate. In continuing education, display emphasises the move towards adulthood and the outward looking nature of the curriculum from school to community, work and college. This thoughtful use of display encourages pupils to take on the more mature roles expected of older pupils.
98. The school has satisfactory access to a hydrotherapy pool in the Mayfield Centre. The centre is part of the school premises and provides accommodation for physiotherapists and speech therapists employed by the Community Health Trust. The close co-operation between physiotherapists, speech therapists and school staff enhances pupils' progress and learning. However, the cost of the Mayfield Centre places a considerable burden on the school budget.
99. For science, religious education, geography and history, the level of resources is unsatisfactory. The resources for teaching literacy are good. Libraries are available on both sites and are being stocked with a range of books appropriate to the age of the pupils. Pupils enjoy using the libraries and this has a positive effect on learning.
100. Because of the split site, resources are not always easily accessible. This has implications for the teaching of subjects such as science.

101. There is a good range of information technology and software resources are available in most classrooms. However, the use of technology has yet to have a significant effect on enhancing curriculum delivery. Staff are unsure of how to make the best use of hardware and software.
102. In art, the materials that are available are used well and good use is made of local galleries. An artist in residence has worked with older pupils to produce a wall mural.
103. Libraries have been established on both sites. More subject based books are required to enable the less able pupils to develop greater independence with their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

104. Introduce a programme for systematically monitoring and supporting teaching in order to raise its quality by:
- Developing agreed criteria for classroom observations (78)
 - Initially focusing on teaching at Key Stage 4 (25) (142)
 - Increasing expectations that teachers have of pupils (32)
 - Improving the subject knowledge of teachers (34) (78) (81) (167) (205)
 - Ensuring that teachers make use of the first hand experiences of pupils (36)
 - Improving lesson pace (205)
 - Ensuring the appropriate use of resources (36)
105. Develop the role of curriculum co-ordinators further to support the effective delivery of all subjects across the school, and ensure the consistent use of assessment, recording and reporting, by co-ordinators:
- Increasing their leadership role in promoting effective teaching and learning (33) (79) (120) (122) (136) (154) (162) (168) (175) (194) (195) (201) (206) (211)
 - Developing the use of creative teaching methods in subjects (34) (152)
 - Offering advice on how to use specialist equipment and resources, particularly in science and information and communication technology (12) (31) (80) (101) (180) (183)
 - Ensuring learning outcomes are produced to a consistently high standard across all classes and are then used to inform planning (4) (68) (77)
 - Ensuring assessment and recording is used consistently by: (77) (81) (168) (201)

- Increasing the preciseness of individual education plans (43) (77)
- Ensuring recording skills of pupils' are used to build on their knowledge and develop a record of achievement (7) (31) (153) (167)
- Supporting the systematic use of diaries to report to points on progress as well as communicating about other school issues (68) (70)

106. Introduce staff appraisal and performance management by: (85)

- Identifying individual targets
- Relating these to the quality of teaching and the monitoring of teaching described above
- Taking into account the imminent national training on performance management.

Other weaknesses which need to be addressed, but which are not included in the key issues for action, are:

- Appointing a science co-ordinator to replace the co-ordinator who retired (34) (76) (80) (93) (137) (146)
- Building shower facilities on the Finch Road site and refurbishing the facilities on the Villa site (18) (96) (206)
- Re-examining the appropriateness of providing a daily act of collective worship and religious education post 16 (47) (58)
- Making more consistent use of relevant elements of the National Literacy Strategy (42)
- Ensuring all staff have necessary training in the operation of child protection procedures (64)
- Examining ways in which authorised absence may be reduced and ensuring registers are marked in the morning and afternoon (23) (65)
- Agreeing with parents, at an individual level, the desirability of providing homework to support individual programmes and ensuring diaries are used consistently (68) (70)
- Ensuring that the Governors' Annual report to parents and the prospectus conform to the legal requirements (71)
- Continuing to improve curriculum resources for religious education, history, science and geography (81) (99) (145) (168) (175) (211)
- Increasing the time for science teaching in Key Stage 2 and ensure all pupils in Key Stage 3 are taught a modern foreign language (138) (193)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

102

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	28	41	22	7	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

No of pupils

Number of pupils on the school's roll

109

Number of full-time pupils eligible for free school meals

76

English as an additional language

No of pupils

Number of pupils with English as an additional language

75

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

2

Pupils who left the school other than at the usual time of leaving

0

Attendance

Authorised absence

	%
School data	14.7

Unauthorised absence

	%
School data	4.3

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99	2	3	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 2 or above	School	0 (0)	0 (0)	0 (0)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 2 or above	School	0 (0)	0 (0)	0 (0)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	99	5	1	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 4 or above	School	0 (0)	0 (0)	0 (0)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 4 or above	School	0 (0)	0 (0)	0 (0)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	99	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 5 or above	School	0 (0)	0 (0)	0 (0)
	National	63.4 (65.2)	62.1 (59.9)	54.8 (56.5)
Percentage of pupils at NC level 6 or above	School	0 (0)	0 (0)	0 (0)
	National	27.6 (34.7)	37.7 (35.8)	23.9 (27.2)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils at NC level 5 or above	School	0 (0)	0 (0)	0 (0)
	National	63.8 (62.5)	64.2 (63.9)	60.3 (62.4)
Percentage of pupils at NC level 6 or above	School	0 (0)	0 (0)	0 (0)
	National	31 (30.7)	37.3 (36.7)	29.3 (31.1)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	99	7	5	12

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	0	0	0
	Total	0	0	0
Percentage of pupils achieving the standard specified	School	0 (0)	0 (0)	0 (0)
	National	46.3 (44.7)	90.7 (89.8)	95.7 (95.2)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	0 (0)
	National	37.8 (36.8)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	77.3

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	99	0	0	0

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	0	0	0 (0)	0	0	0 (0)
National	18.0	18.3	18.2 (17.8)	2.9	3.1	3.0 (3.0)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	72.9

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the Percentage of those pupils who achieved all they studied	School	0
	National	[]

Ethnic background of pupils

(of statutory school age)

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	2
Indian	7
Pakistani	37
Bangladeshi	11
Chinese	0
White	17
Any other minority ethnic group	0

Teachers and classes

Qualified teachers and classes: YR - Y14

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	7.3.
Average class size	8.4

Education support staff: YR - Y14

Total number of education support staff	32
Total aggregate hours worked per week	1039

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	Nil	Nil
Black – African heritage	Nil	Nil
Black – other	Nil	Nil
Indian	Nil	Nil
Pakistani	Nil	Nil
Bangladeshi	Nil	Nil
Chinese	Nil	Nil
White	Nil	Nil
Other minority ethnic groups	Nil	Nil

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1998-1999
	£
Total income	1,183,583
Total expenditure	1,178,395
Expenditure per pupil	10,811
Balance brought forward from previous year	131,968
Balance carried forward to next year	5,188

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	56	30	7	0	7
Behaviour in the school is good.	62	19	0	0	19
My child gets the right amount of work to do at home.	19	19	22	22	18
The teaching is good.	63	26	0	0	11
I am kept well informed about how my child is getting on.	70	19	4	7	0
I would feel comfortable about approaching the school with questions or a problem.	67	22	0	4	7
The school expects my child to work hard and achieve his or her best.	52	33	0	4	11
The school works closely with parents.	48	34	0	11	7
The school is well led and managed.	59	19	4	0	18
The school is helping my child become mature and responsible.	53	33	0	7	7
The school provides an interesting range of activities outside lessons.	56	22	7	0	15

Written comments (2)

Information home arrives late; room heating/cooling inadequate; child comes home covered in food.

Very good school; my child progresses well.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

107. Pupils in the early years receive a good quality education and are managed by teachers and support staff who have a very good understanding of their individual educational and social needs. Children aged under five make sound individual progress across the six areas of learning. The teachers who are responsible for the delivery to the under fives are well organised, provide very good teaching role models and have established excellent collaborative working patterns with support staff.
108. Teachers provide individual development programmes for pupils under five. This is based upon a good knowledge of pupils acquired through effective liaison work before pupils enter school. It is also helped by the recent introduction of a useful system for assessing the pupils on entry to the school. Consideration is given to parental views, and staff are developing a curriculum to prepare pupils for education as they move up the school. A balance is being achieved between the provision of structured play activities and more formal approaches. The staff are skilled in managing difficult behaviour. They intervene appropriately to reduce any disruption and provide a very secure atmosphere for the youngest pupils. The use of signing, songs and photographs ensures that the least able pupils become familiar with expectations and develop understanding of the environment. This is having a beneficial effect on curriculum access.
109. Pupils with complex needs settle well and enjoy coming to school. They smile, listen and concentrate well and show very positive responses to the range of activities, including visits and the adults working with them. Most pupils are at the early stages of communication. They begin to communicate, with good looking and listening, recognising their names and starting to sign their needs.
110. Records of pupil progress through individual education plans, appropriate targets and small steps of achievement, are being systematically maintained. These are well used to inform future teaching. The use of assessment on entry and the school's adaptation of the Early Years' Curriculum document to meet the needs of their pupils more effectively are positive, but they are both at an early stage of development.
111. Resources for the delivery of the whole curriculum for pupils under five are adequate. The accommodation is well used. Continuing the school's programme of refurbishment will ensure that a bright and stimulating environment both inside and in the play areas is provided. The school has made satisfactory progress since the last inspection.

ENGLISH

112. Pupils' achievement in English is good overall and is very good at post 16. The school is successful in promoting pupils' independence in the skills of communication through speaking, listening and the recognition of signs and symbols. High levels of support are well directed to ensure that pupils develop their confidence and ability to communicate with others. Opportunities for pupils to further practise and develop their speaking and listening skills in other areas of the curriculum are good. Insufficient effort is made to use the full curriculum to promote reading, information gathering and recording skills.
113. Pupils at Key Stage 1 participate in practically based English lessons and develop their understanding of positional language such as "up", "down", "next to ". Pupils improve their listening skills and express pleasure at their achievement.
114. At Key Stage 2 progress in speaking and listening is extended and pupils benefit from a more structured approach to reading which increases their rate of progress. The school has targeted a group of more able pupils for whom this approach is particularly effective.
115. Progress is less consistent at Key Stage 3. Pupils communicate using texts and signs and recount the key points of a story. However, progress is sometimes impeded by work that is insufficiently matched to the pupils' needs.
116. Pupils at Key Stage 4 and post 16 continue to develop early reading and writing skills and those pupils involved in the communication module at post 16 make very good progress. Pupils for whom English is an additional language make good progress across the school. This is particularly so at post 16 where pupils' achievement is well supported by the use of Makaton signing and support in mother tongue.
117. In all key stages, and post 16, pupils respond with interest and enjoyment in lessons. This interest is sustained throughout the whole lesson. Pupils behave well and co-operate with one another when working in pairs and groups. They show increasing confidence in seeking help from their peers, which is given willingly. Pupils from different ethnic backgrounds work well together and no incidence of oppressive behaviour was observed. Relationships are very good and pupils are polite and courteous. Behaviour is usually very good.
118. Teaching overall is good and at post 16 it is very good. Subject knowledge is sound and detailed planning caters for the diverse needs of the pupils. Elements of the National Literacy Strategy are being used, particularly at Key Stage 2 where good text level work was observed. However, overall learning objectives are not always explicit and the use of the strategy is inconsistent. In most lessons work is differentiated and very good use of support staff facilitates learning for groups and individuals. A range of teaching strategies is effectively employed to capture the interest of the pupils. Good questioning extends the thinking skills of pupils and enables them to make choices and explore their feelings. Pupils for whom English is an additional language are appropriately

supported in their mother tongue and there is good modelling of English. Signing is used consistently and well. Staff have high expectations of pupils and this has a positive effect on learning. At Key Stage 2 successful extra provision, in the form of a “fast track” group, is made for the more able. The use of reading diaries at Key Stage 2 is being developed and at post 16 simple tasks such as finding out the names of newspapers is set for homework. Staff manage behaviour very well and this results in good behaviour throughout the school. Some pupils show very challenging behaviour but good strategies for dealing with this mean that it does not have a negative impact on learning.

119. The English national curriculum is firmly in place in Key Stages 1-4 and is suitably adapted for pupils. Detailed schemes of work linked to the National Literacy Strategy are being produced. Pupils at post 16 have an appropriate curriculum, which prepares them for life outside school and for college. Good provision is made for pupils with English as an additional language and also for pupils with communication difficulties. Other professionals such as speech therapists and physiotherapists are well used. Valuing and acknowledging the backgrounds of the pupils enrich the curriculum. Stories used reflect the various cultures; and books and notices are in English and other languages. Marking of written work shows inconsistency across the school. The various forms of presenting work and lack of dating make it difficult to track progress. All pupils are assessed in English and the assessment is moderated by groups of teachers. This assessment is used to plan programmes of work for individuals and groups. Targets are set and are being met. Very small gains in skills and knowledge are well recorded. Individual education plans are regularly reviewed.
120. The subject is well led and co-ordinated. A detailed scheme of work and a document linked to the National Literacy Strategy have been produced. The introduction of assessment procedures has enabled suitable work to be planned for all pupils. The co-ordinator has a clear vision of how she wishes to develop the subject but the failure to monitor teachers' planning and the quality of teaching has resulted in lack of a whole school overview of the subject. Teaching staff are appropriately deployed and support staff are well deployed. There is evidence of close collaboration between teachers and support staff which results in good teamwork and has a positive effect on learning. There are sufficient basic resources in classrooms and they are well used. However, there is limited use of information technology. There are two attractive libraries and money has been well spent to create these. The books are all in a good state of repair but there are insufficient to facilitate independent work in all subjects.
121. There has been considerable improvement since the last inspection and financial resources have been well used. Expectations have been raised and the introduction of assessment procedures, structured programmes of work and good use of support staff have all had a positive effect on learning.

MATHEMATICS

122. Since the last inspection the school has made satisfactory improvements in the teaching of mathematics. Lesson planning is satisfactory with weekly and termly planning now in place. Teaching and learning are not yet monitored by the co-ordinator for mathematics. A satisfactory scheme of work extends the breadth and depth of the curriculum and sets a clear path for progression. Much of the mathematics in lessons continues to focus on number. The introduction of elements of the National Numeracy Strategy has further enhanced the teaching of the subject. Sound procedures are in place for assessment and these are linked to curriculum planning. The annual report to parents contains information on the pupil's achievement in mathematics.
123. The achievement of pupils in mathematics overall is satisfactory and good at post 16. There is clear progression through key stages and pupils build on their knowledge and consolidate their skills before moving onto the next stage in their learning. In lessons, pupils gradually improve in their confidence in number, shape and measurement. With increasing age they begin to apply their mathematical knowledge to real life problems.
124. At Key Stage 1, pupils are developing an understanding of numeracy. They can participate in number rhymes. They are beginning to recognise and match shapes. Some pupils can recognise the spoken sound of numbers and can count to 5.
125. By Key Stage 2, pupils can recognise and count numbers to 10. They recognise the relationship between numbers and objects and can match objects to numbers. For example, pupils can recognise the figure 9 and match it with nine objects. They can recognise shapes such as circle, square and triangle. Some pupils are beginning to understand that numbers can be added together.
126. Pupils at Key Stage 3 continue to consolidate and build on their mathematical knowledge. Some pupils tell the time to the hour. Pupils are becoming increasingly confident in understanding the operation of addition and subtraction. They add in tens and units and calculate the cost of a number of items. They collect data and produce simple block graphs. Pupils are developing an awareness that mathematics has a practical relevance in their everyday lives.
127. By Key Stage 4, pupils are consolidating their awareness of the application of mathematics. They use calculators to assist them in their work with numbers. Some pupils understand the concept of measurement and use centimetres to measure length. High achieving pupils apply their knowledge of measurement to the calculation of perimeter and area. Pupils tell the time to the half-hour and higher achievers tell the time to the minute.

128. Post 16 pupils build on their earlier knowledge of number and develop further their skills in applying their knowledge to everyday life. High achieving pupils carry out practical problems, such as calculating the weekly takings from the tuck shop and use a calculator to total the takings. They add bronze and silver coins with confidence. They insert the decimal point in calculations involving pounds and pence. They tell the time accurately and use their knowledge to determine the end of school breaks. Lower achieving pupils are consolidating their recognition and use of coins to one pound.
129. Pupils with profound multiple learning difficulties make consistent progress through the key stages.
130. Numeracy is well integrated into many subjects of the curriculum. In geography, pupils make a chart of their results from a traffic survey. In science, pupils measure the growth of plants and older pupils are beginning to keep a record of the weather. The pupils consolidate their recognition of basic shapes, such as circle, triangle and square, in art.
131. Teaching of mathematics is good overall and satisfactory at Key Stage 3.
132. Teachers engender a very positive ethos for learning and where teaching is good they have high expectation of breadth and quality of work. A strength of the school is the use of support staff and the contribution they make to pupils' learning. In good teaching, support staff know the pupils well and work closely with individuals or groups of pupils to assist them to achieve their learning targets. Teachers' knowledge and understanding of mathematics is good. Planning is satisfactory and ensures that targets in individual education plans inform the teaching. Methods of teaching are chosen with care. Imaginative methods challenge pupils and extend their knowledge. For example, a group of pupils was introduced to the idea of co-ordinates by having to identify a room by knowing the number of the room and the floor it was on in a four storey house.
133. In good teaching, there is a careful balance between oral activity, practical and written work. In a post 16 class, for example, pupils calculated the takings from the tuck shop then recorded the outcome of their calculations. In less successful teaching, the balance of activities is not maintained. For example, too much time is spent on introducing the topic and the concentration and attention of the pupils is lost. Pupil management is very good. Individual behaviour plans are in place and assist teachers and support staff in pre-empting potentially disruptive behaviour. Assessment is satisfactory and generally provides a sound link between lesson planning and the pupils' individual education plans.

134. Pupils' progress in learning overall is good and satisfactory at Key Stage 3. Pupils' acquisition of skill, knowledge and understanding is good. Their attitude to learning is positive. In lessons where tasks are matched to their level of attainment, their pace of work is good. Pupils can work independently but can co-operate well when, for example, they are playing mathematical games that require them to take turns and follow rules. Pupils respond well to the teaching and often show an enthusiasm for the work.
135. The curriculum breadth and balance and the range of learning opportunities are satisfactory. Provision for pupils with additional learning needs is satisfactory. Procedures for assessing attainment and progress are sound.
136. Overall, the leadership and management of the subject are satisfactory. The strategic direction for the subject's future development has yet to be determined. The monitoring of mathematics is unsatisfactory. Consistent monitoring of teaching, planning and resources is not yet in place.

SCIENCE

137. The quality of science education is satisfactory overall although there has been a deterioration this school year. This is largely because of the impact of not replacing the science subject leader.
138. Pupils are making steady progress overall in developing their science knowledge, understanding and skills. In Key Stage 2 progress is slower because insufficient time is given to science teaching. Pupils with profound and multiple learning difficulties make steady progress over all key stages. Science is well integrated into their curriculum and appropriately linked to their personal development. Sensory experiences are consistently provided and a wide range of communication strategies, including signing and the use of technological aids, help learning.
139. Pre-Key Stage 1 and Key Stage 1 pupils receive a sound introduction to science. By the end of Key Stage 1 pupils experience a broad range of science activities. They handle dough and mould it into shape and are beginning to use words such as, "push", "pull" and "squash" appropriately. They are developing their scientific skills by observing floating objects and by blowing bubbles. By the end of Key Stage 2 some pupils have an understanding of parts of the body, of the growth of plants and of the range of things that use electricity. Some pupils can, with help, construct an electric circuit using batteries, bulbs and wires.
140. By the end of Key Stage 3 some pupils appreciate that water freezes to form ice and some investigate the effect of wind on different aeroplane wing shapes. At Key Stage 4 some pupils can explain that it is more difficult to push a heavy object than a light one. The most able suggest ways of making pushing easier, for example, by using wheels.

141. The work of pupils aged 16-19 helps develop relevant aspects of science further. They understand the need for a balanced diet and use their knowledge of electricity to consider safety in the home.
142. The quality of science teaching is satisfactory overall although several teachers are insecure in their own understanding of science. Teachers have a very good understanding of the needs of individual pupils and use this to make carefully structured lesson plans to help pupils learn. There are good records of pupils' achievements in science. There is good emphasis on the use of practical activities to help pupils learn. For example at Key Stage 3 the shiny surface of a compact disc is used for pupils to observe the colours of the spectrum. The quality of teaching at Key Stage 4 is unsatisfactory because teachers do not have sufficient confidence in their own knowledge and understanding of science concepts or of teaching approaches to science.
143. Pupils respond well in their science lessons. They enjoy practical science activities and generally handle materials and equipment with care. Behaviour is good and pupils co-operate well together and show respect for other pupils and for their teachers and support workers.
144. The science scheme of work provides sound guidance for planning lessons, although there is insufficient advice for teachers to ensure that pupils are taught all aspects of the science curriculum in each key stage. Activities for pupils are well matched to these individual needs although occasionally demonstrations of science concepts are unconvincing because inappropriate resources are used. Opportunities are sometimes missed in science lessons to emphasise key words, their spelling and meaning, or to use numeracy skills of counting, measuring and recording information in simple charts and graphs such as pictograms. The use of computers is not yet developed to support pupils' learning in science. There is no science specific accreditation available to pupils at Key Stage 4 and post 16.
145. Science resources have improved since the last inspection but they are not stored systematically and teachers are not fully aware of what is available. There are insufficient resources to help teachers plan and teach science.
146. Leadership of science is poor. Monitoring and evaluation of the subject is weak and there is no clear vision for development. There has not been a subject leader in post since September. This has had a great impact as the previous post holder taught much of the science throughout the school.

ART

147. Pupils' achievement in lessons is never less than satisfactory and in the Key Stage 4 and post 16 classes pupils reach good levels of achievement. The progress made by pupils of all levels of ability, including those with additional difficulties, owes much to the teachers' ability to set differentiated work that matches the pupils' capability. Care is also taken to identify and develop any pupil who shows a particular aptitude in art. Currently the school has an older pupil whose standard of work is currently being assessed with the possibility of being submitted for external examination.
148. Teachers also strive to ensure that pupils' attitudes in art lessons and their standards of behaviour are never less than satisfactory. Pupils are interested in their art lessons, and with patient and discreet help from the teacher and support staff they sustain interest in the activities for an appropriate amount of time. Teachers also effectively manage potentially difficult behaviour.
149. With carefully targeted help, pupils in Key Stage 1 are learning to make prints. In lessons they select colours and understand the need to place and press the printing block with care and precision. Others listen carefully to instructions and, again with adult help, are able to create bubble prints. Pupils really enjoyed this activity.
150. At Key Stage 2 pupils with profound and multiple learning difficulties are learning basic printmaking techniques. After watching a carefully stepped demonstration by the teacher most pupils can make a satisfactory print on fabric. At post 16 pupils with profound and multiple learning difficulties are encouraged to make carefully observed collages of different fruits. With effective help from adults all pupils match the colour of fruits to a sheet of coloured paper. Most can tear the chosen paper into small pieces and glue these to a given background.
151. The quality of the teaching is satisfactory and at times is good. Teachers are well prepared for lessons and they ensure that support staff are also clear about their role. Lessons are well planned in terms of the sequence of the activities and the resources required. Most planning also includes personal targets for the pupils that come from their individual educational programmes. Although these targets are important to the development of the pupils they often do not clearly identify the art based learning objectives for that lesson and what the pupils will have to achieve to succeed in the task.

152. An improvement since the last inspection is the development of a scheme of work to support the teaching of art in all classes except those in Key Stage 4. This scheme outlines clearly what to teach but offers little guidance on how to teach the subject content. Consequently some teachers are keeping to processes in which they feel secure and they are not addressing the breadth of the intended curriculum. This results in a lack of progression in the processes that are being taught and essential aspects of the art curriculum such as basic markmaking and simple aspects of modelling and construction not being given sufficient emphasis.
153. The scheme provides no opportunities for using information technology to support teaching and learning in art. Neither does it offer guidance on assessing the pupils' artwork. This limits opportunities for assessing pupils' work and recording their individual achievements. This is an issue from the last inspection report that has not been resolved. The art co-ordinator has suggested strategies for recording achievement but as yet these are not consistently implemented across all classes.
154. The art co-ordinator has no non-contact time to monitor teaching and learning in art across both sites of the school. This limits opportunities to evaluate the teachers' planning, the delivery of lessons or the standards of pupils' final artwork. It also limits the capacity for further improvement in teaching and learning in art.

DESIGN AND TECHNOLOGY

155. Pupils' achievement is satisfactory in all key stages and often good and very good. At post 16 achievement is very good. All pupils make progress and over time they develop their designing and making skills and increase their knowledge and understanding.
156. In Key Stages 1 and 2 pupils develop their knowledge of materials and tools and their capability in making. They can make 2D and 3D models. By the end of Key Stage 4 pupils are developing their designing skills. The most able pupils can plan and carry out commissions for teachers to design and make products for their classroom and for other pupils to use. Good examples were seen of pupils designing shelves for classrooms and of pupils applying their graphic design skills to scrapbook covers for older pupils to use. By post 16 students work with design briefs and respond as a team to produce quality products. They apply their knowledge and skill to real tasks. They have designed and made calendars and clocks for sale; costumes, food, scenery programmes for school celebrations and performances; a video and healthy food products for their stall at the Royal Show.

157. The quality of teaching in design and technology is a strength. The teaching in all lessons is at least satisfactory. In Key Stages 1 and 2 the teaching is good. In Key Stages 3 and 4 and at post 16 the teaching is good or very good in more than three quarters of lessons. Teachers' planning is excellent and enables pupils of all abilities to participate in the tasks that are planned. Teachers are skilful in managing behaviour and lessons are orderly and purposeful. Good attention is paid to the health and safety of pupils during practical activities. Teachers use a range of methods to make sure that all pupils play a part. They take great care in grouping pupils according to their needs and then plan tasks and provide resources that will enable them to achieve success. They make sure the most able pupils are challenged. The contribution that each pupil makes is acknowledged and valued. Pupils enjoy their design and technology lessons; they show interest, concentrate and persevere and are proud of what they achieve. In particular they enjoy evaluating the food products they have made as they sit down together to eat them.
158. The curriculum meets statutory requirements and contains a good range of activities and tasks that motivate and challenge pupils. The choice of materials used for designing and making enables pupils to take part. There are good opportunities to develop numeracy, literacy and information technology skills and examples were seen of pupils counting, weighing, measuring, marking out; listening carefully to instructions, reading instructions in symbols or words, contributing to class discussions, making choices and decisions, working together as a team, creating designs on the computer. There are good enrichment activities, like Young Enterprise, at post 16.
159. The level of the support that is provided is a significant factor in the progress that pupils make. The relationship between teachers and support staff is excellent. Support staff are well prepared, understand what the teacher is trying to achieve and participate fully in the lesson. The quality of the support for pupils with communication, physical and language difficulties and severe and profound and multiple learning difficulties means that all pupils can take part fully in the practical activities and contribute to group or class tasks.
160. There has been significant improvement since the last inspection. Design and technology is firmly established in the curriculum; a scheme of work is in place that is clearly linked to National Curriculum programmes of study; the scheme of work provides clear guidance on what pupils should learn; teachers regularly assess pupils' progress against these learning objectives; accommodation for food technology has been refurbished and further improvements in accommodation and resources are part of the school development plan; a specialist teacher has been appointed to co-ordinate work in design and technology. These changes have contributed to improvements in the quality of teaching and learning and the standards that pupils achieve.

161. The department is well placed to make further improvements. A curriculum map for each key stage will allow the coordinator to check the balance and continuity of activities and tasks within and between the key stages and for different groups of pupils. Non-specialist teachers work hard to prepare for lessons and seek advice from the coordinator and the teacher responsible for food. Further guidance and training is required to ensure they have satisfactory knowledge of all aspects of design & technology.
162. The school has plans to improve the monitoring of teaching and learning and these need to be put into place.

GEOGRAPHY

163. Only a few lessons at Key Stage 1 and Key Stage 3 were seen during the week of the inspection. Judgements about what pupils achieve in geography are based upon evidence from these lessons, scrutiny of pupils' work and teachers' planning, and discussions with pupils and teachers. Much of the pupils' experience in geography comes from their involvement in a comprehensive programme of out-of school visits. This programme provides a valuable range of learning experiences but has insufficient impact on the overall gains that pupils make in the development of geographical skills and knowledge.
164. In the few lessons seen the pupils' achievement is good at both Key Stage 1 and Key Stage 3. At Key Stage 1 pupils benefit from a visit to a mainline train station. They understand that they travel to a different location. They make simple observations and identify different types of transport, matching pictures they bring with them to a train at the platform. This group of pupils are able to recall what they observed on a previous visit to some canals.
165. Scrutiny of planning and pupils' work shows that pupils at Key Stage 2 make observations about changes in the weather. As part of the visits programme they examine differences in types of houses. At Key Stage 3 more able pupils study the effects of water on the environment, whilst other less able pupils visit shopping complexes to purchase items from a shopping list they compile. At all key stages pupils develop an understanding of their immediate and local environment and develop good observational skills. The narrowness of the programme provides insufficient time or opportunity for pupils to systematically collect and analyse information. This means they do not appropriately develop their geographical knowledge and skills .

166. The programme of visits contributes significantly to the pupils' social and personal development at all key stages. Pupils show high levels of interest, enjoyment and enthusiasm during the visits. There is a very good level of support from adults, which appropriately emphasises the aspects of health and safety associated with travelling out of school, and is used effectively to promote high standards of behaviour. Relationships between pupils and staff are very good and are based upon mutual respect and trust. Pupils behave well when out of school. They are polite to people they meet on visits and show pleasing levels of awareness of the needs of others around them. Involvement in the geography programme provides valuable opportunities for pupils to extend and practise social skills outside the school environment.
167. In the small sample of lessons observed the quality of teaching at Key Stages 1 and 3 is good. Lesson introductions are well planned. They prepare pupils effectively for the visits. Explanations are clear ensuring that pupils are kept well informed and encouraged to use their observational skills. This is particularly so in a visit to a mainline station where good attempts are made to ensure pupils' attention is focussed and they make best use of their time. Similarly the quality of questions posed is perceptive and supportive, prompting pupils' understanding and promoting learning. The planning, organisation and delivery of the visits is generally good, ensuring that the pupils are safe, and providing a range of valuable experiences. However, insufficient time or emphasis are given to providing opportunities for pupils to gather, use and record information. This makes it difficult for them to develop their geographical knowledge and skills. Planning for individual lesson activities is sound but the teachers lack of subject knowledge makes it difficult for them to focus on the geographical content of the lesson. The absence of a scheme of work also results in a lack of coherence and consistency in teachers' termly planning for geography.
168. A new member of staff has been appointed recently, to be responsible for the co-ordination of geography across the school. It is, as yet, too soon for this appointment to have a significant impact on the curriculum. However, there are effective plans being developed to improve the co-ordination and profile of the subject. However, prior to this appointment the co-ordination of the subject has been poor. There is still no scheme of work; the subject policy document provides insufficient guidance; the curriculum is too narrowly dependent on the visits programme; assessment procedures remain weak; resources for learning remain inadequate, and there has been no systematic monitoring and evaluation. Many of these issues were identified at the last inspection. Consequently progress since the last inspection is judged to be poor.

HISTORY

169. Observation of history lessons during the inspection was very limited and took place in Key Stage 3 only. There was insufficient evidence of pupils' work to support sound judgements in other key stages and history was not being taught at Key Stage 4. The subject is taught through a thematic approach, supported by a programme of visits. There is no scheme of work in place.
170. Most of the work is achieved through visits and from individual pupil records progress is judged to be broadly satisfactory in Key Stages 1 and 2. At Key Stage 3 progress is satisfactory. Knowledge and understanding of history is developed through a series of visits to museums and local places of interest. The visits are well organised and present the children with rich opportunities, but they are not focused enough to exploit the history content fully and promote good skills development. Some pupils at Key Stage 3 are able to draw on their visits, for example, to various locations on transport, and can discuss different forms of trains, say how they are powered, put them in chronological order, with prompting, and compare and contrast their features.
171. During the lessons pupils are keen to participate, work with interest and talk in groups about different forms of transport. Their behaviour is generally good and staff intervene appropriately to keep pupils on task and concentrating. Pupils use the correct terms. Some are beginning to see different points of view and are able to imagine what it was like to stand in an open carriage. The work covered is valuable but it does not contain clear subject learning objectives, the historical skills to be taught, or the assessment and recording of what pupils can do in terms of history. Pupils' involvement in the historical visits and experiences makes a positive contribution to pupils' personal development, their attitudes and values.
172. In the small sample of lessons seen, which included a visit, teaching was good. Interactive teaching is effective and staff are skilled in matching the material to the specific needs of their groups. Excellent relationships and good behaviour management are strong features and contribute to pupils' learning.
173. The lack of a curriculum framework and scheme of work make it difficult for non-specialist teachers to deliver a broad and balanced curriculum. The history being taught at the current time does not cover the National Curriculum Programme of Study at Key Stages 1, 2 and 3. The activities are valuable but they are not balanced and provide only a narrow curriculum for pupils, which does not ensure that there is continuity or progression as they move up the school.

174. The history programme contributes to pupils' moral and cultural development. The excellent relationships between staff and pupils provide good models and a very positive ethos, which promotes pupils' moral development. The visits to historical sites foster cultural awareness and appreciation. These experiences facilitate a variety of social interactions with a range of people outside school, from which pupils develop social skills and confidence. All pupils in Key Stages 1, 2 and 3 enjoy full access to the history curriculum being delivered, with care regimes and health and safety having a high focus.
175. Progress since the last inspection is poor, with a lack of leadership until recently. The school has no overall curriculum model or scheme of work and continuity and progression remain insecure across key stages. The school has developed a system of assessment but its ongoing subject specific assessment procedures are not clear. There has been little monitoring or evaluation of the subject area and there are insufficient learning resources. However, a specialist co-ordinator was recently appointed who has the relevant experience and knowledge to take the subject forward.

INFORMATION TECHNOLOGY

176. Pupils achieve at a satisfactory level throughout the school. At Key Stage 1, achievement is good when pupils can use switches to communicate with others. They match shapes presented in a sequence using a computer mouse to make choices with and without assistance. Good progress is also made in Continuing Education, where the oldest pupils are achieving a National Skills Profile level 3 in information technology key skills. There are good examples of collaborative projects within Enterprise and Communication; for example: publishing the book 'The Magic Samosa' using a range of presentation software, and producing a school newspaper. This supports pupils' self-confidence, inter-personal skills and initiative.
177. At all key stages pupils with profound and multiple learning difficulties achieve satisfactorily. They would make greater progress with computer settings that achieved greater accessibility or further access technology other than a computer mouse. Pupils with English as an additional language at Key Stage 4 and above are progressing well in word processing and writing with symbols.
178. At Key Stages 2 and 4, achievement is satisfactory. Pupils find letters and numbers and use a computer keyboard, and appropriate software to support learning in English and mathematics.

179. The quality of teaching is satisfactory, with well planned lessons which target a range of pupils' needs. The school delivers the National Curriculum in information technology. Teachers make good use of switches where available in classrooms. The sensory rooms support communication. Through very detailed observation teachers are able to judge small gains in the use of information technology switches and resources, and use assessment to plan the next steps. Pupils respond well and in some cases smile when successfully using communication devices to create speech or other effects.
180. Support for pupils' learning using information technology in art, music, science, geography, history, and religious education is unsatisfactory. At Key Stage 3 there are limited opportunities for independent use of information technology by pupils. Occasionally pupils use the computer for too long.
181. In the post 16 phase, teaching is good, purposeful, and effective planning takes place between teachers and classroom assistants. There are very high expectations for achievement, and good emphasis on personal development. Information technology is taught effectively to assist pupils with preparation for adult life, further education and work. High standards of information technology key skills are taught enabling pupils to push the boundaries of their achievement.
182. Challenging opportunities are provided with further education links, for older pupils to access the Internet, to search for information. The links also provide extension courses according to ability. Internet access is soon to be available within school, networked across classrooms, supported by the National Grid for Learning funding.
183. The school makes good use of specialist staff to support information technology. An assistant qualified in information technology supports the information technology key skills group. Classroom assistants work well. However some require more awareness of learning approaches using information technology, and additional guidance on pupil intervention when helping pupils use a computer.
184. Writing with symbols software is used extensively to provide displays, for example of electrical equipment, by pupils for writing, and by teachers for improved communication. Its use generates a positive ethos for mutual respect within the school as a community, and ease of expression for the range of pupils with different cultures and needs.
185. Guidance to teachers in implementing the scheme of work is insufficient to support teaching methods, and confident use of information technology to support the curriculum. Monitoring of information technology and its effect on pupils' learning is unsatisfactory.

186. The school has produced a long-term information and communications technology plan, until 2002. This is supported by a current development plan with good priorities for improving professional development for staff, hardware and software resources, computer networking, and communications. Significant funding has been provided through a range of government initiatives. Implementation of this plan has now started. At this stage, teaching staff are not yet prepared for the National Grid for Learning, or fully aware of the opportunity for New Opportunity Fund training programmes for teachers.
187. The school has made good progress in providing new information technology resources and funding to develop information and communication technology facilities. The quality of teaching has improved significantly and is now satisfactory. Good progress has been made in using information technology within mathematics and English. Teacher expertise in teaching with information technology is developing but is still variable. Access to the curriculum using information technology for pupils with profound and multiple difficulties is also developing. Improvement since the last inspection has been satisfactory.

MODERN FOREIGN LANGUAGES

188. During the week of the inspection it was not possible to observe language lessons as the timetable was altered to accommodate a day of careers tasters and skills sessions. The evidence for the report is based on a study of the teachers' documentation, interviews with staff and pupils, a study of pupils' work and displays in the school.
189. The subject documentation for pupils aged 14 and over shows that targets are set for pupils to achieve appropriate levels. The content of the scheme of work is modelled appropriately on a nationally approved syllabus for pupils who achieve levels of attainment below GCSE. The pupils' work displays sound standards in Punjabi and French.
190. The documentation offers no guidance on teaching strategies and this is a weakness for the subject. It is not possible to make a judgement on the effectiveness of teaching.
191. Pupils enjoy studying languages; the school's decision to continue to offer study of a foreign language in Key Stage 4 was in response to the enthusiasm of their pupils. The pupils take the initiative in using the language. Many pupils in Key Stage 3 use French spontaneously outside the classroom to communicate with the French teacher. The languages' teachers enhance their pupils' experience through providing extra curricular activities. Older pupils speak highly of trips to France and this has set up expectations for all pupils for a future visit to Paris.
192. Modern languages play a positive role in helping pupils to appreciate their own cultural traditions and diversity and the richness of other cultures. The programme for older pupils includes a language day where they celebrate all the languages taught and demonstrate their special values to all pupils.

193. Since the previous inspection, when no modern languages were taught in the school, all pupils aged 14 or above now have the opportunity of a language experience appropriate to their abilities in Bengali, French, Punjabi or Makaton signing. In Key Stage 3 the school fails to meet statutory requirements as it offers the opportunity to learn a language only to pupils in Year 9.
194. The subject leader at Key Stage 4, and the French teacher, have an appropriate understanding of the subject. Their enthusiasm has led to the provision of modern languages at this stage. To consolidate the subject's position in the curriculum the subject management team should ensure that the pupils in all key stages receive the same high quality experience in their language learning. The lack of planned meetings to monitor pupils' progress between subject managers and teachers reduces the quality of provision across both key stages. The two co-ordinators on both sites do not currently play a pro-active role in observing lessons to evaluate the effectiveness of the teaching and to help curriculum planning.
195. The qualifications and experience of languages' teachers are sound. More support and guidance on methodology, use of resources and support staff is required as the subject develops. The future success of the subject depends on the professional development of the teachers.

MUSIC

196. No music lessons were taught to pupils at Key Stage 3, 4 or post 16 during the inspection.
197. Achievement in music is at least good and sometimes very good. Music features strongly in pupils' experience across the curriculum. It ranges from the singing of "greetings songs" at the start of the school day to "goodbye songs" at the end of the day. Pupils at Key stage 1 are very stimulated by participation in energetic lessons that foster listening skills and require them to concentrate for sustained periods of time. These pupils are able to choose instruments, and learn how to play percussion in time with the music. Pupils with profound and multiple learning difficulties follow the music and respond to songs, making good eye contact and tracking support staff who model actions appropriate to the songs. More able pupils sing the words and change the intensity of the sounds they make in response to requests made by the teacher. At Key Stage 2 pupils follow more complex rhythms and are able to correctly identify a range of percussion instruments from the sound they make. This group of pupils counts the beats and more able pupils accurately "count in" peers as they conduct a simple performance. At both key stages listening and appraising skills develop in line with the pupils' skills and abilities.

198. Pupils enjoy the opportunity to perform music in lessons. The level of support for the pupils in music is very good. Support staff are well deployed, the quality of relationships is very good and adults use their detailed knowledge of the pupils effectively to ensure that musical activities are well matched to the pupils' individual needs. Music lessons are always very active occasions that promote a high level of interest, enjoyment and commitment from the pupils. Listening skills develop well and pupils sustain concentration on lesson activities for long periods. Lessons provide important opportunities for pupils to communicate with friends and staff and develop social and personal skills.
199. Overall the quality of teaching is good. Teaching is best at Key Stage 1 where it is always very good. At Key Stage 1, well-planned lessons taught at a brisk, energetic pace provide interest and stimulation, which promotes excitement and enthusiasm for music in the pupils. Teachers' knowledge of the subject and effective use of resources ensure that pupils are motivated, concentrate and improve listening skills and their ability to follow musical patterns.
200. The situation is very similar at Key Stage 2 where expectations are high and activities challenge pupils to improve musical knowledge and skills. At both key stages relationships between staff and pupils are very good and adults offer high levels of support and encouragement to pupils. This results in purposeful learning climates in which pupils improve musical appraisal, performance and composition skills. Resources are effectively used to develop musical skills. Lessons are delivered at a brisk pace which sustains interest and promotes learning.
201. The overall management of the subject is sound. The scheme of work has been developed to provide a framework and helpful guidance for lesson planning, which matches the pupils' needs. Resources for music have been extended to increase the scope and range of experiences for the pupils. These developments have resulted in teachers being more confident about planning and delivering music lessons, which has improved the rate of progress across the key stages. This constitutes satisfactory improvement since the last inspection. The good standards identified then have been sustained. However, procedures for monitoring and evaluating the strengths and weaknesses in the music curriculum remain weak and assessment procedures are not yet consistent across the school.

PHYSICAL EDUCATION

202. Pupils' achievement in physical education is generally good, except at Key Stage 4 where it is adversely affected by the quality of teaching and becomes unsatisfactory.

203. Pupils at Key Stage 1 are developing confidence in their ability to float and move through the water. They demonstrate increasing security during lessons and become more adventurous as they explore the pool. At Key Stage 2 pupils are given appropriate support and guidance to develop gross and fine motor skills through involvement in donkey riding and access to a ball pool. Pupils at Key Stage 3 achieve high standards of performance in rock climbing whilst on a visit to a local climbing centre. These pupils learn how to use appropriate equipment as well as hand and foot holds to support them whilst climbing. Similarly, a group of post 16 students with profound and multiple learning difficulties make very good use of physical activity to improve their fitness, flexibility and physical co-ordination. Pupils at Key Sage 4 develop simple sequences in gymnastics and dance. The quality of movement is not developed sufficiently, mainly because of teaching which lacks focus and sufficient knowledge of the subject.
204. Physical education makes an important contribution to pupils' attitudes, values and personal development. Pupils are responsive. They work well together developing group skills. A group of pupils at Key Stage 3 recognise the need for care as they take responsibility for belay ropes as their classmates climb. They enjoy participation in physical activities and respond well to the good support they receive from adults. Behaviour is always good in lessons and pupils understand the need to take care and work safely. Post 16 pupils with profound and multiple learning difficulties particularly enjoy these lessons and take pleasure from their achievements.
205. Overall the quality of teaching is good. Teaching is best at Key Stage 3 and post 16 where it always good and sometimes very good. Teaching is always good at Key Stage 1 and 2 but overall is unsatisfactory at Key Stage 4. The best lessons are exemplified by thorough planning of activities that are well matched to pupils' needs, providing challenge and promoting high standards. This is particularly evident in a Key Stage 3 lesson where pupils visit a climbing centre and perform well, reaching significant heights on individual climbs. Relationships are always good and adults have a detailed knowledge of the pupils' needs. This is used effectively to promote physical development and achievement. High regard is given to ensuring pupils behave well and follow appropriate safety procedures. Support staff are well deployed offering effective support and encouragement to pupils. Teaching is unsatisfactory at Key Stage 4 because subject knowledge is under-developed and the pace of lessons is too slow. This adversely affects pupils' achievement.
206. The overall management and co-ordination of the subject is sound. Pupils for whom English is an additional language are well supported during lessons. Improvement in physical education since the last inspection is generally good. There is now a detailed scheme of work in place, which identifies an appropriate range of activities and more closely follows the guidance of the National Curriculum. This development has had a significant impact on improvements in the quality, range and organisation of the curriculum. Much effort has been placed upon developing an appropriate range of resources to support teaching and learning. However, there still remain areas for

development. The showering and changing facilities remain inadequate. They have an adverse impact on the standards of care that the school offers pupils. This issue was identified at the last inspection and progress against it is unsatisfactory. The staff development programme for physical education is weak and has failed to support staff in the development of subject knowledge and expertise. There also needs to be a systematic programme of monitoring and evaluation to identify the strengths and weaknesses within the physical education curriculum.

RELIGIOUS EDUCATION

207. There were only limited opportunities to observe religious education lessons across the four key stages during the inspection, but planning, records, samples of work and displays supplemented this evidence to enable valid judgements to be made. The lessons seen covered work in five major religions and reflected very positively the multi-faith nature of the school and its pupils. The lessons observed, the visit to Lichfield Cathedral and the samples of work demonstrated that pupils are making good progress overall across a range of religious topics based on festivals and visits. In Key Stages 1 and 2, pupils are making good progress in their awareness, knowledge and understanding of different places of worship and religious practice. Progress at Key Stages 3 and 4 is also good as pupils build on their experiences and some are able to think about concepts such as respect. The school includes the religious aspect in its post 16 provision. The pupils' involvement in the visits and festivals is a strength of the religious education curriculum. It makes an important contribution to their values, self-esteem and personal development.
208. In the primary department, teaching is very good and relationships are excellent. There is sensitive teamwork with staff sharing their own faiths in discussion with the children. With older pupils, teaching is good and all staff are skilled at intervening and encouraging pupils to discuss more difficult concepts and value each others' contributions. Teachers have good subject knowledge, show high expectations of pupils and cater very well for pupils' individual special needs. Teaching is well matched to the wide range of pupils. The skilled management of behaviour is a strong feature of the work, enabling all pupils to learn. Pupils remember their expectations from the visits and are able to name artefacts and discuss religious practices in simple terms. All pupils work with interest, show enjoyment and concentrate well.
209. The school has documentation for religious education which is based on the Agreed Syllabus. However, it does not contain sufficient guidance to support non-specialist staff to deliver religious education or an overall framework to ensure continuity and progression. The scheme is delivered effectively through themes based on visits and festivals. This is an appropriate approach to meet the needs of the pupils and to value the many faiths represented in the school.

210. The programme for religious education makes a good contribution to pupils' social, moral, cultural and spiritual development. Pupils are caring towards each other, with older pupils helping to take younger pupils into the nursery. They listen to others' points of view and enjoy celebrating each others' achievements; for example, in the senior assembly. They build good relationships and show respect. All pupils begin to know the difference between right and wrong and they develop their social skills in a range of social settings. The celebration of festivals and display contributes strongly to pupils' cultural development. The spiritual element is evident in class activities and routines, with prayers being said in home languages, before lunch and on the visit, through opportunities to reflect and in the use of music. However, this spiritual aspect was not evident in the two assemblies seen. The religious education programme values the pupils and enriches their experience, contributing to a strong sense of community which is a very positive feature in the life of the school.
211. Currently there are insufficient resources to support the curriculum. There are some useful artefacts, books and pictures but these are not organised centrally or easily accessed by all staff. The subject has not had effective leadership and management up to the present time. There is no systematic monitoring or evaluation for the subject and the school has made only satisfactory improvement since the last inspection. The recent appointment of a co-ordinator for religious education is a positive step to take the subject forward.