

# INSPECTION REPORT

## **TOR VIEW SCHOOL**

Haslingden, Rossendale

Lea area: Lancashire

Unique reference number: 119891

Headteacher: Mr A J Squire

Reporting inspector: Alan Lemon  
20165

Dates of inspection: 12 – 15 June 2000

Inspection number: 188208

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	4 - 19
Gender of pupils:	Mixed
School address:	Clod Lane Haslingden Lancashire
Postcode:	BB4 6RL
Telephone number:	01706 214640/215797
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Sollitt
Date of previous inspection:	24 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Lemon	Registered inspector	Art	What sort of school is it?
		Special Educational Needs	How high are standards?
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Daljit Singh	Lay inspector	English as an additional language	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Anthony Fiddian-Green	Team inspector	Music	The adequacy of staffing, accommodation and learning resources.
		Religious Education	
		Equal Opportunities	
Susan Hunt	Team inspector	History	The effectiveness of the school's assessment and monitoring of pupils' academic performance.
		Personal, social and health education	
		Post – 16 provision	
Nicholas Smith	Team inspector	Science	How well the school cultivates pupils' personal development.
		Design and Technology	
		Modern Languages	
Graham Pirt	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information and Communications Technology	
Diane Pearson	Team inspector	English	The provision for the integration of pupils in mainstream schools.
		Geography	
		Physical Education	

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

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Tor View School is a mixed day school for 100 pupils in the age range of 4 to 19. There are 101 pupils currently on the school roll and there are 3 pupils in the reception year. Pupils have a wide range of special educational needs, ranging from moderate learning difficulties to severe and complex learning difficulties. There are 16 pupils with autism. The large proportion of pupils is white and a few are from Pakistani or Bangladeshi backgrounds. Eleven pupils have English as an additional language although no extra provision is needed for them. There are thirty-four pupils eligible for free school meals. Tor View is a popular school and its catchment area is wider than most other special schools in the area. It admits some pupils from neighbouring local education authorities. The attainments of the majority of pupils entering the school are very low and unlikely to progress beyond early National Curriculum attainment levels. Pupils' special educational needs have become more varied and complex since the last inspection.

### **HOW GOOD THE SCHOOL IS**

Tor View School is a very good school with many excellent features. This inspection found there were no key issues requiring action. Pupils are achieving well and occasionally better than this. Teaching is very good and the leadership and management of the school is excellent. The school provides very good value for money.

#### **What the school does well**

- The quality of teaching and learning is very good.
- Leadership and management are of the highest quality.
- The care given to pupils is excellent, in particular the procedures for assessing their progress and the use made of assessments to plan the curriculum.
- The curriculum is very good and that for personal, social and health education is excellent.
- The provision for pupils' personal development is very good and that for moral and social development is excellent.
- Developing an inclusive culture for pupils in the school and extending it by strengthening links with other schools through well-planned integration programmes.
- Making a very good partnership with parents.

#### **What could be improved**

- The amount of teaching time at Key Stage 3 and 4.
- The provision of a whole-school policy for homework.
- The role of the governors in finding out for themselves how well the school is working and using this to inform their decisions on the direction of the school.
- The provision of religious education in the further education department.
- Using the home/school diary more consistently to tell parents how well their children are doing.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school's improvement since its last inspection in June 1996 has been very good. The issues for action set at the last inspection have all been addressed. Except for religious education statutory requirements for the curriculum are now met and schemes of work for each subject have been produced. The steps taken to increase teaching time have been satisfactory. While the time available for Key Stages 3 and 4 is still short of that recommended it does not adversely effect standards. Very good progress has been made on monitoring teaching and the outcome has been to raise the quality of teaching from satisfactory to very good. In consequence, pupils are now achieving more than four years ago. The successful introduction of the National Literacy Strategy has, combined with the school's reading scheme, raised the standard of reading. Leadership and management have improved considerably and this accounts for very many other areas of improvement throughout the school. The management of subjects and the planning of the curriculum are good examples. The assessment of pupils' progress and the provision for their personal development are two other major areas of improvement. There are good improvements also to many of the subjects taught.

## 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 11	by age 16	by age 19	Key	
speaking and listening	B	B	B	very good	A
reading	B	B	B	good	B
writing	B	B	B	satisfactory	C
mathematics	B	B	B	unsatisfactory	D
personal, social and health education	A	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A	A		

Pupils are achieving well in all areas of the curriculum. Pupils have sharply written individual targets for literacy, numeracy and personal development, which teachers monitor closely and use carefully for planning each pupil's work. In consequence, pupils make very good progress in relation to the targets set for them. Effective use is made of specialist equipment and programmes such as picture exchange communications to enable pupils to begin to communicate their wishes and thoughts. In reading, visually interesting and relevant resources are linked to the text, which helps pupils recognise words and understand what is being read. Most pupils arrive with barely any mathematical skills and understanding. They make very good progress over time using number. Through science and personal, social and health education pupils are finding out about healthy foods and well balanced diets. They achieve good levels of independence from the great many opportunities to do things for themselves. Pupils achieve well exploring the creative possibilities in using art materials and experimenting with the sounds of musical instruments. They also gain good manual skills from handling equipment in art and music. These are very well refined through design and technology where pupils cut, shape and assemble materials. In physical education pupils achieve balance and control of their body progressing onto sequencing their movements. They achieve well in playing games and swimming. In geography, pupils are achieving a good awareness of their surroundings and of finding their way. Students in the further education department are using what they have achieved over time to prepare well for leaving school. They are confidently independent and use good initiative in managing their business enterprises. They cope very well with work experiences and planning everyday exercises such as going shopping.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils and students are keen to come to school. They enjoy their work and appreciate all that they gain from it.
Behaviour, in and out of classrooms	The behaviour of pupils and students is very good. They are very aware of the importance of being well behaved.
Personal development and relationships	Pupils' and students' personal development is excellent. They form excellent relationships.
Attendance	The attendance rate is satisfactory.

In lessons, pupils and students listen carefully and give carefully considered response to questions. They are not easily put off by challenging work and persevere with it until it is done. They know the school's rules and follow them. Pupils and students show a concern for each other and are interested in each others views.



## TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very good	Very good	Good

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

Teaching is satisfactory or better in all the lessons observed. In nearly 46 per cent of lessons it was very good or better. Teaching was excellent in over 12 per cent of lessons. Teaching is good in English. It is very good in mathematics and personal, social and health education. Teachers have a good knowledge of the subjects they teach and a very good knowledge of pupils, which they use very effectively to plan lessons to suit their individual needs. Teachers think very carefully about the best resources for lessons and they use these and imaginative approaches creatively to achieve good quality learning for pupils. This is most particularly so in literacy teaching, which is very effective. Pupils at the earliest stages of speech and language development are taught to communicate very effectively. The National Numeracy Strategy is also used very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' and students' spiritual and cultural development is promoted very well. Their moral and social development is excellent. The staff provide excellent role-models and teach pupils to know right from wrong. Pupils and students learn to take responsibility for themselves and have a regard for others. They work together and support each other very well.
How well the school cares for its pupils	There are many excellent features to how the school supports and guides its pupils and students.

The breadth, balance and relevance of the curriculum is good in relation to meeting the varied needs of the wide age range of pupils and students as well as their wide variety of special educational needs. The provision for meeting pupils' special educational needs is excellent. Students have a very good programme of work-related education and the opportunity for some pupils to return to mainstream school is very good. The statutory requirement that students in the further education department should study religious education is not being met. The school has established a very good partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the headteacher and key staff are excellent.
How well the appropriate authority fulfils its responsibilities	The governors fulfil their statutory responsibilities well.
The school's evaluation of its performance	The monitoring and evaluation of teaching are excellent.
The strategic use of resources	Financial planning is excellent.

Excellent leadership has focused the work of the school sharply on its aims and has created a strongly shared sense of purpose amongst all of the staff. The governors are very committed to the school and fully support it. They rely too much on the headteacher when determining the direction and development of the school. The quality of teaching has improved considerably as a consequence of the monitoring done by the headteacher and senior staff. The use of all of the school's resources is planned extremely carefully so that developments can occur systematically and standards are improved. The steps taken to obtain best value in spending are good. Staffing, accommodation and learning resources are very good.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• They can communicate with the school easily and know they are carefully listened to.</li> <li>• The school is led and managed well.</li> <li>• Their children get good teaching.</li> <li>• Their children like the school.</li> <li>• Their children are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Their children being given work to do at home more regularly.</li> <li>• Teachers using the home/school diary to tell parents how well their child is getting on.</li> </ul>

Those features of the school pleasing parents most are confirmed in the inspection findings. The issue of the work given to pupils to do at home is well founded. The school does not have a policy to regulate how teachers set work to be done at home. Some teachers do not use the home/school diary effectively to communicate with parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainments against age related national expectations. The report judges how well pupils are achieving, taking into account their range of special educational needs, and gives examples of what they know, understand and can do at the end of each key stage and in the further education department.
2. Pupils' achievements in lessons are good and the progress they make over time is very good. There is a good improvement in pupils' achievements since the last inspection. Teachers and classroom support staff have a detailed knowledge of pupils, which they gain from excellent assessment procedures. They use this knowledge most effectively to plan the curriculum and lessons so that the wide range of pupils' special educational needs are addressed exceptionally well. In consequence, pupils are achieving at least well in all their subjects. In mathematics, history, design and technology by the age of eleven and sixteen pupils are achieving very well. In personal, social and health education pupils' achievements are excellent.
3. Achievements in English are good by the end of all key stages and in the post-16 department. By the age of seven, pupils are making very good progress in relation to their individual targets and over time their progress is good. Pupils with complex learning difficulties make good eye contact and most pupils have increased their understanding and use of speech, signs and symbols. Good progress is helped by the effective use made of special equipment to augment hearing and speech. The skilled use of a picture exchange approach to developing early communication skills has enabled autistic pupils to make very good progress. One pupil has made excellent progress in learning to communicate simple messages and his behaviour has settled enormously. Symbols and time lines have helped many pupils understand the school's daily routines. Higher attaining pupils know several key words and remember stories. They trace or write single letters and some copy their names. By the age of eleven, pupils recognise and remember single letters, for example, matching 'f' to 'fish' and 'fly'. Most pupils can sequence pictures or symbols to show they understand a simple story line. One pupil recalled the title of a story that had been read. A few higher attaining pupils read a simple sentence, write words and copy writing. By the age of fourteen, most pupils understand and recall stories read to them. The content of stories is very well communicated with the use of good visual resources such as pictures and fruit. These are very effective in enhancing pupils' understanding. With the help of symbols and signs pupils name 12 vegetables and they match symbols and signs to words in the story. Higher attaining pupils write their own story independently. By the age of sixteen, pupils explain the meaning of some words. A few pupils match symbols to the text of a story to show what is happening. Higher attaining pupils read newspapers and discuss articles. They understand that written conversation is a script and write their own scripts for enacting a telephone conversation. Pupils write letters and complete application forms. Students in the post-16 department use symbols and signs to manage daily routines. They speak and listen effectively when shopping and preparing food. Students are confident in communicating with the general public and make a written record of their work experiences.
4. Pupils are achieving very well in mathematics. Their very good progress is in part related to the effective introduction of the National Numeracy Strategy. Most pupils enter the school with barely any mathematical knowledge or understanding. They progress very well over time to be confident in using number and basic mathematical language. By the age of seven, pupils with complex learning difficulties register single objects with their eyes. The highest attaining pupils sequence numbers to 10 and complete simple additions. A few pupils count up to 20 and match objects to 10. By the age of eleven, a few higher attaining pupils add and subtract sums using values up to 15. Most are confident in counting to 20. The higher attaining pupils count beyond this and work in multiples of 2 and 10. By the age of fourteen, higher attaining pupils recognise patterns of 2 and 3 in numbers up to 30. By the age of sixteen and in the post-16 department, higher attaining pupils and students work with simple fractions and calculate using money.

5. Achievements in science are good. By the age of seven, most pupils identify some parts of the body. Higher attaining pupils name some healthy foodstuffs and distinguish between cooked and uncooked foods. By the age of eleven, pupils name appliances worked by electricity. Some pupils explain pushing and pulling forces. By the age of fourteen, pupils know about foods that contain additives. They have skills for recording their work in lessons using writing or symbols. By the age of sixteen, pupils confidently use a science vocabulary. They record their work and experiments, discuss these and arrive at sound predictions. Students in the post-16 department apply and develop their science knowledge in projects concerning re-cycling, health and gardening.
6. Pupils' achievements in personal, social and health education are excellent. This area of the curriculum permeates the school and is found often in much of the teaching of other subjects. The first period of the day, lunchtimes and assemblies are key points when pupils' personal development is addressed and this is thorough. A very strong and effective emphasis is placed on developing pupils' independence skills from the earliest stage and a very well planned programme extends up to the post-16 department, where students are very effectively prepared to manage their independence. By the age of seven, pupils are aware of themselves and others. They acknowledge each other in their daily greetings, begin to look after themselves, such as in eating and dressing, and know to be helpful and respectful of others. This remains consistent at all stages in the school. As they get older, pupils build on these areas of personal development. They understand the need to make choices that are right for them. Their choices become more securely based in knowledge. They know, for example, about healthy foods and diets and good habits of hygiene such as washing hands. As students, they plan visits away from the school and go shopping by themselves. They gain excellent experiences of work from placements in local businesses and through their own very well organised gardening and food businesses enterprise.
7. Pupils respond positively whenever they encounter information and communications technology being used in lessons. The youngest pupils and those with complex learning difficulties operate communications devices and switches to aid their learning. Higher attaining pupils use computers and keyboards for word processing. By the age of sixteen, pupils know about spreadsheets and databases. In Key Stage 4 and in the further education department pupils and students take an accredited course in information technology. Pupils of all ages are achieving well in art. Pupils with complex learning difficulties are developing their basic skills such as looking, responding, reaching and holding objects. By the age of seven, pupils use a paintbrush to spread colours. As they get older, pupils gain greater control in painting so that by the age of fourteen they mix colours and paint daffodils from observation, showing the stems, leaves and flower petals. By the age of sixteen, pupils respond to a Georges Seurat landscape and experiment with applying paint using mixed dots of colour. Similarly in design and technology, the youngest pupils join card and paper in simple ways. By the age of fourteen and sixteen, pupils have progressed very well to fabricate models and mechanical toys. They saw wood and bend plastic. In food technology pupils plan and prepare a meal.
8. In geography the youngest pupils gain an awareness of their surroundings from visits to local woods and farms. They learn to find their way around the school and experience map work by following nature trails. By the age of fourteen, pupils acquire the vocabulary to describe what happens in a volcanic eruption as well as gaining a good understanding of volcanoes through vivid role-play and practical work. By the age of sixteen, pupils compare aspects of Britain and France and know about the River Nile and the rainforests of South America. Pupils' achievements are very good in history as a consequence of very good schemes of work and some excellent planning at all key stages that links together many areas of learning including history. This enables history to be learned very effectively through model making and drama. By the age of seven, pupils have an understanding of passing time and change. By the age of fourteen, pupils research information on the moon landings and by the age of sixteen, they investigate the Victorian era. For a similar reason achievement is good in religious education overall but a significant number of pupils achieve very well. They enact stories from the Bible in drama, make palm crosses and experience the washing of the feet as the disciples did. By the age of sixteen, pupils know about the Sikh religion and its five key symbols.
9. Pupils are making good progress in speaking and listening in French by the age of fourteen and sixteen. They say their preferences using basic French vocabulary and write simple sentences. Pupils are actively involved in playing percussion instruments in music lessons. Most can keep the beat of a simple rhythm. Older pupils listen carefully and identify if the music is happy or sad. Younger pupils in physical education move in rhythm to music. They can change the pace of their movement confidently. By the age of eleven, pupils have gained good ball skills, for example,

kicking a ball into a goal. By the age of fourteen, pupils throw indoor javelins well and play team games. Pupils can run fast and stop or start on instructions. Pupils are making good progress in their distance swimming awards. By the age of sixteen, pupils can canoe and have acquired good skills in doing so.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to the school are very good. This is an improvement since the last inspection. Pupils enjoy coming to school. This is evident in most lessons. They show that they are keen and enthusiastic to learn both inside and outside of the classroom. Pupils make good efforts to achieve their individual targets. They listen attentively, respond very well to the challenges presented in work and persevere with it. Pupils, and most particularly students in the further education department, use their initiative and take responsibility for their own learning in most lessons.
11. Relationships and personal development are excellent. Pupils and students are courteous, respectful and friendly. They observe school rules and respond positively to the system of rewards and sanctions. Some pupils have challenging behaviour at times but this is managed well. Behaviour is very good. The number of fixed period exclusions is well below the number found in special schools of similar size. There are no permanent exclusions. Pupils' and students' personal development and relationships are excellent. They work, study and play very well together and are prepared to listen and show respect for the views of others. This willingness to work well together is particularly evident when pupils are engaged in field visits. For example, students from Years 12 and 13, visiting a supermarket, were courteous and showed willingness to help with each other's shopping. The very high quality of the relationships between teachers and pupils and students provides them with the confidence to share their own knowledge and experiences, secure in the fact that teachers value their contribution. This was evident, for example, in a Year 9 literacy lesson in which pupils were observed reading to each other. Pupils and students are able to use their initiative when they act as class monitors and represent the school through work placements. Students work in a mature, responsible and diligent manner.
12. The attendance rate of pupils is 93 per cent, which is satisfactory. Authorised absence has increased and is explained by the increasing level of medical conditions among many of the pupils and students and their need for on-going treatment.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. Teaching is very good overall. There is a high proportion of very good teaching in each phase and teaching in the further education department is good. Teaching was satisfactory or better in all of the lessons observed. In 46 per cent of all lessons it was very good or better. It was excellent in 12 per cent of lessons. These percentages represent a good improvement in teaching since the last inspection. There is very good teaching in most subjects but most notably in design and technology, history, religious education and personal, social and health education. Pupils are set work to do at home and overall the provision is satisfactory. However, the practice of giving pupils work to do at home is uneven and teachers are not guided by a policy.
14. Teaching in English is good overall. It is very good at Key Stages 1 and 3 and good at Key Stages 2 and 4 and in post-16 department. The teaching of literacy is very well established and is supporting the organisation of well-structured lessons. Teachers, their classroom assistants and parents are working well together by encouraging pupils' reading and helping them learn new words. In Key Stage 1, for example, pupils are positively encouraged to develop good eye contact and to respond to speech, signing and symbols. They make good progress in understanding the means of communicating. The speech and language therapist supporting the school is making a positive contribution to pupils' progress with language. Teachers know the special educational needs of their pupils well and use this to set relevant targets for learning and for designing effective approaches to assist their learning. In relation to autistic pupils acquiring communications skills, the individual teaching they receive is excellent. The picture exchange approach used by teachers is helping these pupils make very good progress in using symbols to communicate. Teachers are also making good use of technology with pupils with complex learning difficulties to augment their hearing and speech. Teachers and classroom support assistants communicate effectively with all pupils, which helps with their management as much as with learning. Pupils with challenging behaviour have familiar routines that help them remain on learning tasks. Questioning is used well, for example in Key Stage 3, to encourage pupils to develop phonic skills. Reading activities are planned thoughtfully to help pupils

understand stories and extend their vocabulary. A rich variety of resources are used well to give added dimension to reading and stories. Pupils, for example, are given letter cards to hold up when they recognise their letter in a word and real fruit is passed around to enrich and illustrate the text of a story.

15. Teaching in mathematics is good overall. It is very good in Key Stages 2 and 4; it is good in Key Stages 1 and 3 and satisfactory in the post-16 department. Where teaching is most effective, teachers have good subject expertise and a good knowledge of their pupils' special educational needs. This is shared effectively with classroom support assistants who use their experience and skills to help pupils effectively. The quality of teachers' assessments and how they use assessments is very good. This helps them plan very good lessons in which they make good adjustments to the work to match well each pupil's learning needs. Teachers' communications and questioning are of high quality and, in consequence, pupils consolidate their understanding of mathematics. The introduction of the National Numeracy Strategy has led to very effective provision particularly in contributing to well-structured lessons. Pupils are managed very well, part of which is maintaining high expectations.
16. Science teaching is good overall. It is very good in Key Stages 1, 2 and 4 and good in Key Stage 3 and in the post-16 department. Teachers have a good knowledge of science and know pupils' individual learning needs well. This leads to well-planned lessons particularly in how work is matched to each pupil's ability. In consequence, good quality learning ensues and pupils are enabled to achieve their individual targets. Teachers question pupils effectively and employ good resources in imaginative ways that capture pupils' interest and increase their understanding. Very good collaboration occurs between teachers and the team of lesson support assistants.
17. Teaching and learning are good in art. Lessons are prepared thoroughly and often use visually attractive resources such as flowers and fabrics. Teachers communicate with pupils effectively, explaining or demonstrating the work to be done. While teachers' knowledge of art is sound they and their classroom support assistants know pupils very well. This leads to pupils having high quality support and their learning in art is good. Good opportunities are also found for pupils to extend their basic skills using art and they make good progress in this respect as well as in their personal development. Some teaching time is wasted in Key Stages 3 and 4 because lessons are too long. Design and technology teaching is very good. Lesson planning is of a very high quality especially in Key Stages 3 and 4 and in the further education department. This ensures the subject is taught in a clear and logical manner so that pupils and students make very good progress in developing knowledge and skills. Lesson activities provide outstanding opportunities for pupils to learn about designing and making. Students in the further education department, for example, organise coffee mornings and produce sandwiches commercially for their business enterprise scheme.
18. History teaching is extremely imaginative. A combination of excellent planning and the use of very good resources create very good access to history for all pupils. Teachers' knowledge of the subject and of pupils' special educational needs play an effective part in designing meaningful activities. The concept of time passing is captured by Key Stage 1 pupils looking at and talking about early photographs of themselves. Key Stage 2 pupils re-assemble fragments of ancient Greek urns and, doing so, learn the part of evidence in developing historical knowledge. Teaching is good in geography. Lessons in Key Stage 2 are structured well with a good range of sensory experiences involving colours and textures. In Key Stages 3 and 4, drama and role-play are used well by the teacher to explain and express the effects of a volcanic eruption. This approach enthuses pupils and helps them to a better understanding of volcanoes. Well-planned lessons also help Key Stage 4 pupils compare aspects of different countries such as their climate and mountains. Teachers have a good understanding of religious education and, combined with a good knowledge of pupils, are able to plan imaginative learning activities that set high expectations.
19. The teaching of information and communications technology is good. Teachers have a good knowledge of the subject and the range of equipment used in the school. The use of computers and other resources such as switches and communications devices is planned well. Pupils with little or no speech learn to use these to indicate preferences and respond to questions. French is taught well. Teachers plan their lessons effectively to match the different learning needs of pupils. Relationships are very good and pupils are learning well because the work they are given is appropriately challenging. Teachers and classroom support assistants are working very effectively as teams. The teaching of music is good. There are many well-planned opportunities provided for pupils to perform and listen to music. The teacher uses her good knowledge of pupils to make appropriate choices of instruments for them to play. Pupils are responding well and make good progress.

20. Physical education teaching is good. The teacher and physiotherapist plan excellent opportunities for pupils to learn to balance, jump, run and walk. Pupils are taken through exercises in a well-stepped way and make good progress, for example, in kicking a ball into a goal. Swimming is planned well and pupils make very good progress in developing confidence in water as well as swimming skills. Teaching is very good overall in religious education. Teachers have a good understanding of the subject and know pupils well. The planning of lesson activities is very good and ensures pupils are actively involved in the work, for example, through the use of role-playing. They learn an appropriate respect for worship and religious beliefs.
21. The teaching of personal, social and health education is very good throughout the school. Teachers make very good use of the morning registration period for exercises in pupils' personal development. These sessions are very well planned to engage pupils in greeting each other. Pupils are expected to say 'good morning' to each other and try hard to speak clearly. Most achieve this, which for some involves a considerable effort. Teachers find many good opportunities for pupils to practice making choices around everyday things. The onus is also on pupils to look after themselves as much as possible. In the further education department, students plan their visits to the shops and choose what they will have for lunch. In personal, social and health education lessons, teachers' preparations are often excellent. Resources are very carefully considered and include colourful, stimulating materials that capture pupils' interest. Large, coloured pictures of foods helped pupils understand the theme of healthy foods and diets.

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

22. The quality and range of learning opportunities are very good throughout the school. The organisation of the school's curriculum embraces four key stages and further education provision. There is a very wide range of ability and special educational needs including autism, complex learning difficulties and pupils who have challenging behaviour. In spite of this range and complexity the school meets its statutory requirements by providing for all of its pupils and students a broad range of relevant and appropriate learning experiences. These include all subjects drawn from the early learning goals, the National Curriculum and religious education and accredited courses at Key Stage 4 and in the further education department. Sex education and awareness of the misuse of drugs are included. At present, because religious education is not available in the further education department, the statutory requirements for this subject are not met.
23. Very good progress has been made in addressing issues raised in the previous inspection, particularly in relation to increasing the time spent on geography, history and music at Key Stages 1 and 2 and covering programmes of study in greater depth. However, the amount of teaching time at Key Stages 3 and 4 still does not meet the recommended levels. However, there are times in the school day when planned learning experiences occur that have not been calculated. The school improvement plan includes the intention to re-organise the afternoon timetable, which will extend the time for teaching. The first period of the day when pupils and students are arriving, settling and being registered also involves literacy, numeracy and personal and social elements that offer good opportunities for learning.
24. The National Literacy and the Numeracy Strategies are both very effective. They have been adapted for the needs of the pupils in the school, throughout the ability range, and this has improved the quality of the curriculum that is offered to pupils. The content of lessons is well planned to be appropriate and match the different needs of pupils. Pupils experience a very good range of quality learning opportunities that reflect the school's aims and values.

25. The provision for pupils with additional special needs is excellent, ensuring that they achieve well and make very good progress. The content of the individualised curriculum planning for those pupils with autistic disorders is highly appropriate and shared by all staff teaching, and taking care of, them. Some of the special information technology devices contribute to this learning by allowing pupils access to increased communication. An example of this is when Big Mack switches allow pupils to indicate preferences or express a choice in the normal classroom activities enabling them to increase their independence. The very good quality individual education, behaviour and care plans contribute to the content of the curriculum for all pupils.
26. Policies and schemes of work are very good in English, mathematics, and science. These are starting to develop in information and communications technology under the new proposals for the National Grid for Learning and the acquisition of new hardware. In other subjects they are at least good, and in religious education and design and technology they are very good. In personal, social and health education the policies and scheme of work are excellent. Significant work has been undertaken in developing these documents and addressing this as an issue for action from the last inspection. In this respect subject co-ordinators provide very good leadership and management within their subject areas.
27. There is a very good programme of work related education starting in Key Stage 4 and progressing through into the further education department. This is informed by a very good policy and there are very good relationships with the community and partner institutions such as the work experience providers. The careers education programme is very well co-ordinated by the further education department and because it is done so well by the school itself it achieves very good value for money. Students participate in a range of experiences including catering, retail trade, industrial experiences and working with animals. They also attend the local college where the vocational partnership link takes place. In this programme students work in areas of health and beauty, plumbing and building skills. There are strong links with the East Lancashire Careers Service. The school plans extremely effectively for work experience and prepares the pupils and students for life after school very well. The programmes are excellent and this standard, achieved at the last inspection, has been maintained. Pupils' needs are carefully considered so that they receive the most appropriate and individual placements. These placements are also extremely well recorded. The pupils have opportunities to visit workplaces and to follow courses in colleges which develop social inclusion. Integration, within and without school is very well monitored; it also provides opportunities for pupils to develop their social and personal skills. The staff work extremely sensitively to ensure that every pupil and student has the opportunity to develop their individual and particular skills.
28. The provision for inclusion is very good. An excellent start has been made by the headteacher, and other key staff, to establish educational links with local schools. The internal and external inclusion of pupils with a range of needs is a strength of the school. Staff are fully committed to this principle. There are very good links with the community extending across a range of people, organisations and activities. These cover voluntary and charitable institutions such as Rotary International, Scope and Playscheme; arts organisations such as Horse and Bamboo Theatre, Mid-Pennine Arts and the Borough Council Arts development and many other formal and informal links.
29. The school makes good use of opportunities to extend pupils' experience outside school. There is a French initiative that promotes understanding of another culture and pupils have taken part in residential exercises that enable them to stay away from home, thus promoting and supporting their personal development. The school provides a very good range of opportunities for pupils and students. A recent visit to the Millennium Dome is well recorded and illustrates the high quality planning that the staff put into such events in order to ensure that the maximum benefits are available for all.
30. The provision for pupils' moral development is excellent. They are taught the difference between right and wrong very effectively and the staff provide excellent role-models. Teachers take time to talk with pupils about their behaviour and ensure that they understand what they need to do to improve. The school code of practice is publicised well. The school displays the school rules in the hall and around the school and the staff constantly refer to these. In the further education department, students are set tasks which involve thinking about right and wrong and are asked to make moral choices such as whether they would lie for a friend. They respond well to these challenging questions.
31. The school provides excellent provision for the social development of pupils and students. The further education department is exemplary. Students share with each other in a most supportive way. They



develop their independence skills, for example, by taking charge in their own business enterprises. In school pupils learn how to prepare meals safely. Pupils are able to exercise responsibility for their actions and can gain trusted pupils status for being consistently responsible. These pupils and students are entitled to move freely around the school. The provision for pupils' spiritual development is very good. Their work on the 'Way of the Cross' allowed pupils the opportunity to play the Passion in a special way. The same approach has borne fruit in allowing pupils to role-play Buddhist ceremonies. There are opportunities for reflection in the further education department, in music and at many times during each day. In English pupils are encouraged to whisper and listen. Students are asked how they feel about many aspects of their life. Cross-curricular links, especially in religious education, awe and wonder in science, celebrations and a wonderful set of assembly themes, all contribute to the spiritual opportunities for pupils and students.

32. The school provides for cultural development very well. There are examples of art from all nations. Many opportunities are provided in the very good work on Christianity and other religions. There are examples of graphic art in corridors and displays on healthy eating, drugs and sex education are excellent. Pupils find out about life in rainforests. They have music lessons and every session in the hall has theme music from around the world. Pupils have residential experiences, they go out into the local community, sing songs in French and even have the opportunity to carry out self-evaluation in design and technology. They are involved in fund raising for charity. This is a great improvement in all areas on the previous inspection.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The educational and personal support and guidance for pupils and students is excellent. This is a strength of the school that has been maintained and improved upon since the last inspection. All of the staff provide the highest quality individual care and support for pupils. They do this in a sensitive, caring and well-informed manner. This enables pupils of all ages and abilities to access the curriculum and enhance their personal and social development. Integral to this is the expertise of the school nurse provided by Burnley Health Trust to supervise pupils' medical needs and support school staff carrying out medical procedures. Physiotherapists and speech and language therapists make a considerable contribution to supporting pupils' additional needs and being a professional source of guidance for the school. The provision of occupational therapy is not as good and in some cases pupils' needs are not being met effectively or efficiently. The morning registration period, school assemblies, break times and lessons all contribute very effectively to raising pupils' confidence, recognising their achievements and enhancing their self-esteem. The excellent personal, social and health education programme underpins the support and guidance provided by the staff. They promote healthy living and motivate pupils to become more independent and take responsibility for their own learning. Pupils and students are encouraged to help each other. This creates a caring, friendly and harmonious learning environment, which supports the welfare of the school community. The staff are consistently engaged in formal and informal interaction with pupils and this enables pupils to form trusting and effective relationships. They listen attentively to pupils' concerns and serve as positive role-models. Values are fostered through the caring and supportive relationships which exist in the school and by the good examples set by adults. The procedures for child protection and for ensuring the welfare of pupils are good.
34. The procedures for monitoring and promoting good behaviour are excellent. The care and control policy is used very well to reward achievements, encourage appropriate behaviour and discipline and emphasise the respect which exists between pupils and staff. The policy is well understood by staff and used to discourage all types of aggression and anti social behaviour. All the staff manage pupils in sensitive and firm ways, which enables them to assure the safety and well-being of pupils and students. There are very good procedures to monitor and record pupils' behaviour and the information is used to set appropriate targets which enable pupils to progress to the next stage of their education.
35. The school has a satisfactory policy for improving attendance. This has encouraged parents to support the school by ensuring, for example, that their child is not taken on holidays during term time. An increasing number of pupils have medical needs requiring frequent monitoring and treatments at clinics resulting in a high level of authorised absences. The school has set whole-school attendance targets and has been successful in reducing the high level of authorised absences.
36. Monitoring of pupils' and students' academic performance and personal development is excellent. Assessment, recording and reporting is a great strength of the school. Systems for assessing pupils' attainment were developing well at the last inspection; they are now fully developed and are

excellent. A baseline of attainments is established very effectively when pupils arrive in the school. This informs an early review when the pupils' targets in English, mathematics and personal, social and health education are discussed and agreed with parents, agencies and the school. The progress pupils make in relation to these targets is reviewed each term and sometimes more frequently. The school is developing further refinements in its procedures for assessing pupils. It is introducing its own local education authority's scheme for assessing pupils with special educational needs, which is helping assessment procedures to become more finely tuned to the very small steps pupils make in their progress. Eventually the school will be in a very strong position to analyse its performance in relation to pupils' and students' progress and set itself relevant and realistic targets for development. There are very good additional assessment schemes in use to track the progress and inform planning for autistic pupils and those with speech and language difficulties.

37. Teachers' planning throughout the school is meticulous. The current priority targets for pupils match with individual education plans and relate tightly to the termly, weekly and daily plans. Pupils' data is constantly analysed and informs future curriculum planning. At the end of Key Stage 2 and 3, the National Standard Assessment Tests and Teacher Assessments are undertaken if appropriate. Accredited courses are available at Key Stage 4 and in the further education department involving the National Skills Profile and Accreditation for Life and Living. GCSE courses are accessible in neighbouring schools when appropriate. Currently, one pupil has been entered for GCSE Art. Pupils have Records of Achievement and portfolios of work, which are constantly being up-dated and are of a very high standard. The school has piloted progress files since January for Years 9,10,and 11. These will be continued in an adapted form for Key Stage 4 pupils and students in the further education department. The school reports twice yearly to parents and carers with two parents' evenings, an annual report and the statutory Annual Review. At the Target Setting Review and the Annual Review very specific targets are set and these are linked directly into pupils' and students' individual education plans and care plans. The targets directly link into the differentiated work set in every core and foundation subject in the National Curriculum, which is excellent.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38. Parents' views of the school are very positive. Parents value the caring nature of staff, which is friendly and welcoming. Parents' suggestions and concerns are addressed and this creates a mutual caring and trusting environment.
39. The links the school has developed with parents are very good. The school encourages active participation of parents and this has a very positive impact on the learning of the child. They frequently arrange social, recreational and educational events, including school drama performances and sports events, which are well attended by parents. Assemblies provide opportunities for parents and staff to celebrate the achievements of the child. Learning is complemented by the excellent work of the Friends of Tor View, who work enthusiastically to ensure that parents actively work to support learning. They raise significant funds for the school through summer and Christmas fairs, car boot sales and use the monies raised to purchase learning resources and support the running of the mini bus. They provide many opportunities for parents, teachers and the community to socialise through school discos and line dancing. This enables parents and staff to work closely, share concerns and build constructive and purposeful relationships, which support the welfare and well-being of the pupils and create a harmonious and stimulating environment for learning. Several parents volunteer their support to help with pupils' reading in school. They assist with activities in the hydro-therapy pool and help pupils use the school library and choose books. The school provides computer classes for parents and has received a good response to these.
40. The school provides very good quality information, which parents appreciate. The home/school diary, annual report from governors, school prospectus, home school agreement and the face-to-face interaction between parents and staff are perceived to be very effective means of communication. Some parents think that the home/school diary is not used well by teachers as a useful means of regular communication. There are very good opportunities for parents to attend pupil reviews, consultation meetings and to receive good quality information through the pupils' end of year report. This ensures that the school fulfils its statutory obligations. It also enables all parents to monitor their child's individual progress and arrangements made for them. Parents who speak English as a second language can request the support and assistance of translators from the school. The school is in the process of appointing a part-time language support assistant to ensure that parents attending review meetings can participate more fully in the education of their child. The home/school agreement forms a very solid foundation and contributes very effectively to pupils' learning in the school and home. It is another effective tool for constructive dialogue between the school and home. Parents are regularly

up-dated about their child's learning. The school has set targets to improve parental attendance at review meetings and has seen an improvement. Since the last report the school has sustained its very good relationship and quality of information provided and has improved significantly the integration of pupils into the community, which evidently pleases parents.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

41. The leadership and management of the headteacher and key staff are excellent. The school's aims are patently clear and its mission statement widely published. The aims permeate the work of the school and inform the priorities for development to an outstanding degree. In consequence, the school is exceptionally well geared to achieve its aims.
42. This is a marked improvement since the last inspection at which time, although leadership and management were judged purposeful, the school's aims were not being met effectively. In particular, the curriculum fell short of what the school intended and was not managed well. In a short time the school has moved significantly from a position of weakness concerning agreed policies and guidelines informing its practice. These are now comprehensive and very well implemented.
43. The headteacher and deputy headteacher are a dynamic and ambitious partnership. They are very involved in the whole life of the school through teaching, supporting staff and pupils, for example, at lunchtimes and by leading training. Their commitment to the school and its pupils is a constant and positive example for all staff. This creates a strong sense of purpose, which ensures the management work shared by most staff is thorough and effective. The contribution of staff with management responsibilities is very good. There is an extremely effective engagement with the goal of creating a fully inclusive generic special school. There are very purposeful links with neighbouring schools and colleges. The school is systematically developing its knowledge and skills in meeting the wide range of pupils' special educational needs. Overall, this has led to many improvements, particularly to the quality and range of learning opportunities throughout the school, which are now very good. The curriculum provision made in relation to pupils' special educational needs is excellent. This has raised the standards that pupils' achieve. Where standards were judged unsatisfactory in the last inspection they are now good. But where standards were good they have also improved, for example, in English, mathematics and science. Many more parents than at the last inspection are of the opinion that the school is an effective organisation.
44. The governors fulfil their statutory responsibilities well. They are organised effectively into committees overseeing major aspects of the school's work, for example, curriculum or finance. Governors are given specific responsibilities such as for monitoring literacy, numeracy and special educational needs. They are very committed to and involved well in the school and are kept informed by good systems of communications. In this way they maintain a sound understanding of the school's strengths and weaknesses, using the school development plan and its evaluations as the means of monitoring how priorities are being addressed. Their role in shaping the direction of the school is satisfactory, for example, by playing an active part in financial planning and monitoring spending. However, they defer too much to the lead given by the school and before forming their own views on the school's direction.
45. The monitoring, evaluation and development of teaching are excellent. As a consequence, the significant level of unsatisfactory teaching found at the last inspection has been totally eliminated. There is now a culture in which teachers regularly reflect on the quality of their work with serious intention of improving their practice. The school acknowledges that the successful introduction of the National Literacy and Numeracy Strategies have helped raise the quality of teaching generally. Teaching is observed by the headteacher, the deputy headteacher, the senior staff and the school's special educational needs advisor. The results of this are used to provide support to teachers, for example, by identifying points for action and to inform their professional development. Monitoring extends to a systematic review of school documentation. Pupils' progress is tracked through the regular scrutiny of records in their termly plans and samples of their work. This has led to the development of more precise assessment procedures that can measure the small steps of progress pupils can make. The provision for pupils who are undertaking integration activities in neighbouring mainstream schools is closely monitored.
46. The development planning process is extremely effective, being conducted in a rigorous manner. It has gone through refinements over time and the current school development plan sets out a clearly written synopsis of the school's direction and how the priorities selected for development will help

achieve this. All staff plan for development and they treat this as an essential aspect of their work. Curriculum co-ordinators, for example, produce the priorities for their subjects annually, which they cost. They are also involved in a formal evaluation of how well they have achieved their priorities against prescribed success criteria. Senior staff monitor this, which has led to focusing on improving the links staff are making between their development priorities and how these will raise standards.

47. Financial planning is excellent. The school's annual income is very carefully assessed against detailed projections of fixed and anticipated costs. These are provided by personnel and finances services purchased by the school from the local authority. In consequence, the school gains a very clear measure of the sums of money it has available to pay for developments. The senior staff can also form a view of how, over a longer time span, they can achieve major aims. At the start of each financial year the school is able to decide its plan of action and proceed with confidence to achieve the priorities that have been set. The school took an astute decision to accept the delegation of the maintenance budget formerly held by the local authority. Because the accommodation is in very good repair a useful surplus is generated, which helps finance many developments. For example, the rapid increase in the number of pupils has put pressure on accommodation. An extension to the accommodation is possible and is about to be built, which will provide much needed room and facilities for music and the library. The range of grants received by the school for specific purposes such as for training and resources is carefully linked to other spending. This way there is a very good level of coherence between the different strands of spending.
48. The extent to which the principles of best value are applied is good. Best value is obtained on the larger items of expenditure by obtaining tenders and quotations. There is a clear view that the cheapest is not always the best and a good element of prudence is exercised in this respect on spending decisions. Value for money is also often sought in many of the everyday purchases by comparing the prices of different suppliers. However, analysis of possible economies on recurring costs such as electricity or telephones is not undertaken fully. The school is making good use of new technology to create efficiencies. Such tasks as annual reviews and recording and reporting are in electronic formats, which saves considerable administration time. There has been investment in a bio-acoustic system to counteract ambient noise levels created by high ceilings in some rooms.
49. The school has a good number of well-qualified and experienced teachers to meet the demands of the curriculum. The teaching staff are deployed effectively to meet the pupils' needs and appropriate responsibilities are delegated to teachers to co-ordinate aspects and subjects of the school's curriculum. Support staff are very committed and work very well together with teachers and each other, in classroom teams. This has a very positive effect upon pupils and students and their learning. The management team monitors teaching very well and there are very good procedures for helping new members of staff when they join the school. Staff development and training opportunities are very good and all staff are included in these, not only teachers. Arrangements are made so that staff who have attended courses can feed back to colleagues and share their experiences. There is a professional development review for all staff annually when training and other needs may be identified. The special needs assistants also receive training and are fully integrated into all staff procedures. Staffing arrangements overall are very good.
50. The school's accommodation is good with much that is very good. It is very well presented, clean and tidy. Some rooms have to be shared, such as the science room, and others such as P5 are used to pass through in order to reach other rooms. One room, P5, is very small for its use and all these arrangements impair what is otherwise very good accommodation. However, the school has plans to develop the accommodation, and work is due to begin almost immediately. Some of the extra facilities, such as the therapy pool, are excellent. Outside is well cared for and pleasant, encouraging

enjoyment of recreation and outside activities. Libraries at present are in cramped spaces but work begins immediately on the new one. Further education accommodation is very good, and provides a very well presented building which gives students their own identity and focus.

51. Learning resources overall are very good. They are stored well in general and are accessible. Information and communication technology is very well resourced with 10 computers, some printers and a scanner. The school's digital camera is used very effectively for a wide variety of purposes from a pupils' 'gallery', introducing them all to records of visits and pupils' work. The core subjects of English, mathematics and science have very good resources, as do physical education, religious education, design and technology and music. Resources in the further education department are enhanced by the inclusion of a poly-tunnel and raised beds for growing herbs as well as the interior resources that include cooking facilities and music equipment.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- There are no key issues.
- The governors and the school should consider the following minor issues for inclusion in the action plan:
  - Increasing the amount of teaching time available to pupils in Key Stages 3 and 4 to match that recommended.  
*(see paragraphs 23, 79, and 86)*
  - Writing a policy on homework to give clear guidance to all teachers on giving pupils work to do at home.  
*(see paragraph 13)*
  - Developing further the work of the governors in acquiring their own view of how well the school is working and using this to inform their decision making on the direction and development of the school.  
*(see paragraph 44)*
  - Providing a course in religious education for students in the further education department that meets the statutory requirements for religious education.  
*(see paragraphs: 22 and 116.)*
  - Using the home/school diary more consistently to tell parents how well their children are progressing.  
*(see paragraph 40)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	106
Number of discussions with staff, governors, other adults and pupils	51

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.4	33.3	38.1	16.2	0	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	101
Number of full-time pupils eligible for free school meals	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.5%	School data	0.3%

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	9
Bangladeshi	2
Chinese	0
White	89
Any other minority ethnic group	1

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	6
Average class size	9

#### **Education support staff: YR – Y6**

Total number of education support staff	28
Total aggregate hours worked per week	798

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
	£
Total income	898,374
Total expenditure	899,425
Expenditure per pupil	8,905
Balance brought forward from previous year	136,667
Balance carried forward to next year	135,616

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

101

Number of questionnaires returned

44

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	20	5	0	2
My child is making good progress in school.	68	23	5	2	2
Behaviour in the school is good.	58	35	5	0	2
My child gets the right amount of work to do at home.	38	38	13	5	5
The teaching is good.	77	18	5	0	0
I am kept well informed about how my child is getting on.	65	30	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	2	0	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	67	26	2	2	2
The school is well led and managed.	77	19	2	0	2
The school is helping my child become mature and responsible.	67	23	5	0	5
The school provides an interesting range of activities outside lessons.	50	24	14	2	10

### **Summary of parents' and carers' responses**

The very large majority of parents and carers responding to the questionnaire and in the parents' meeting are very supportive of the school. The great majority of parents see Tor View as being the best school in the area. Inspectors agree with parents that pupils are making very good progress over time. The main issue arising from the questionnaires and raised at the meeting is the amount of homework pupils are given. Inspectors agree that the school should work to a homework policy and that home/school diaries should be used more consistently.

### **Other issues raised by parents**

A few parents raised concerns regarding the slow response of the Area Health Authority in providing an assessment of their children's needs and supplying the necessary specialist equipment to ensure they are able to get the best from attending school. This concerns items such as specially adapted wheelchairs.



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

### **ENGLISH**

52. Pupils' achievements in English are good across all key stages and students in the further education department also achieve well. An important factor in this achievement is that teachers, special needs support assistants and parents work well together to encourage reading and vocabulary work with signs and symbols. Equally, speech and language therapists work with parents and staff to successfully maximise good communication with all pupils. Pupils and students also achieve well because the literacy hour is very effective in providing good, well-structured teaching and learning opportunities.
53. During Key Stage 1 pupils make very good progress in lessons towards their individual targets and make good progress over time. They receive very good teaching. Teachers and special needs support assistants work successfully as a team to encourage young pupils to give good eye contact and respond to speech, signs and symbols with increased understanding. The excellent sensitive individual teaching of pupils on the autistic continuum ensures they make very good progress towards understanding basic communication. One boy can give a symbol to show what he wants and can understand the purpose of an object. He becomes still, sits on a chair and concentrates; this is excellent progress for him and ensures he can join in with his class as he begins to respond to a routine with familiar people. Teachers make good use of time lines with symbols, further increases pupils' understanding and anticipation of the routine of the day. The use of communications equipment and other electronic resources, such as microphones, headphones and tape recordings by teachers and support assistants, ensures pupils with complex needs join in fully. By the age of seven, many pupils read daily at home and at school and enjoy choosing a book in the well-stocked library area. The higher attaining pupils learn key words and pupils follow a story line about cats and colours told imaginatively using a toy cat. Pupils enjoy reading with an adult; a few pupils make good progress towards reading and understanding short sentences and the story line. Teachers make good opportunities to encourage pupils to trace and write letters, with a few pupils copying their names.
54. During Key Stage 2 the very clear targets set by teachers and their effective questioning help pupils to learn well. By the age of eleven, pupils have made good progress saying what will happen next by linking pictures and symbols to the story line. They also use letters on cards, which they hold up when they match words beginning with capital letters that arise during the story. Good use of real objects such as fruit illustrates well the text of stories. This encourages pupils to use expression with switching equipment to indicate whether they like the taste. The good use of symbols, signs and tactile materials such as blue silk to show water encourages pupils to join in while also meeting their individual targets. Pupils with challenging behaviour respond well to familiar routines and the very appropriate support of special needs support assistants. One boy can name the title of the story 'The fish who could wish', another boy could match 'f' to fish and fly and recognise a planet. A few pupils can read a sentence and follow the text to understand their reading books. A few pupils write words and copy writing. Where groups are large and the lesson is not well focused not all pupils are fully involved.
55. Pupils, by the age of fourteen, enjoy shared reading activities. They receive very good teaching and their activities are thoughtfully planned to make the best use of literacy skills and individual targets. A good story, clearly told, about a skeleton called 'Funny Bones' encourages pupils to identify and name the bones in their body. The use of jelly to illustrate what they would be like without bones caused a lot of fun and understanding. Pupils learn about healthy food to reinforce the theme for the week in assembly and can name 12 vegetables with the help of symbols and signs. All pupils listen and respond well to the careful questioning by the teacher to encourage them to understand sounds such as 'p' for potato. When listening to whispering on a tape a few pupils are amazed and begin to chuckle in response. They match symbols to words in the story about a witch and more able pupils write a story independently. Drama sessions reinforce speaking and listening well to perform with growing confidence. An end of term production encourages most pupils to develop confidence in drama when involved with Aboriginal music and drum beats. A few pupils show great expression when chanting to illustrate the opening of the Olympic games. Visiting theatre groups such as 'Box of Delights' promote good interactive communication.
56. When studying 'The Witches Spell' the teacher encourages all pupils very well in Years 10 and 11 to read the text from the written poem and identify word meaning. A few pupils match symbols to the

text and make good progress to describe what is happening. The pupils study a range of poetry and have enjoyed the work of William Wordsworth. More able pupils are given excellent opportunities to read newspapers to contrast the comments in the free, local and national news newspapers. Teaching is good and pupils are encouraged to work independently and together to research with shared reading and careful questioning. Pupils understand the text to describe a story about a large dog and its rescue. The teachers' expressive reading and correct terms support the understanding of script work very well in *Oliver Twist*. Pupils understand that written conversation is a script, which they compare to characters in 'Coronation Street'. They write scripts themselves to illustrate a telephone conversation between two friends. Most pupils work on modules of accreditation to successfully gain certificates. Letters and application forms are completed well as part of work experience and careers as pupils work towards college and work placements.

57. Within the further education department students use symbols and signs successfully to sequence daily living skills such as making a cup of tea. The use of information and communications technology complements this understanding with appropriate software to recognise a sequence. They develop a good range of skills in speaking and listening while shopping and making meals. Work experience provides real life situations in which they communicate with the general public and record these experiences in their work placement books.
58. The primary and secondary co-ordinators work well as a team. There is a clear vision of the subject, which is reflected in the work achieved. The scheme of work has two main strands, skill and content. This highlights progress well in English skills to meet individual educational needs while working well with the speech and language therapy targets where appropriate. The teaching of English is good overall. Teachers have high expectations and plan lessons well with their special needs support assistants. Further use of appropriate software to reinforce learning and the development of the proposed library could ensure older pupils are enabled to research and study together. Good progress has been made since the last inspection. Progress for all pupils throughout school is now good, pupils are encouraged to explore and think about texts and experience a very wide range of poetry, classics, Shakespeare, fiction and non-fiction texts. Speaking and listening are encouraged throughout the school day with appropriate vocabulary identified in planning. A variety of assessments are used with regular reviews on reading progress. The audit will ensure an overview with assessment in line with school policy. Standardised marking and dating work for portfolios will further support the teaching of English.

## **MATHEMATICS**

59. Pupils are achieving very well in mathematics throughout the school. This is good improvement from the previous report when progress was considered to be good. Pupils enter the school with very limited mathematical skills and knowledge and become progressively more confident and competent in both their number work and their understanding and use of mathematical language, for example when one group of pupils started to recognise and use the terminology "rounding up" during a lesson. Much of this progress is linked to the work that has been undertaken in successfully implementing the National Numeracy Strategy across the school. It is particularly successful in the primary department but the implementation of the oral mental work, main activity and plenary session is having an impact across the school.
60. There is a wide range of ability throughout the school and this range is seen within, as well as between key stages. By the age of seven the ability of pupils varies between those who are able to indicate objects by following with their eyes to those who can recognise and sequence numbers up to 10, add 2 numbers within 5, recognise simple coins and tell the time by hours. By the age of seven some of the pupils can count to 20 and match objects to 10. Younger pupils at Key Stage 2 are working with numbers to 3 while some of the pupils at the age of eleven are adding and subtracting to 15 with confidence. Many of the pupils are counting with confidence, both forwards and backwards, up to 20, some beyond and some in multiples of 2 and 10. Other pupils are able to round up and down to the nearest 10 and are able to use the associated language. By the age of fourteen there is a wide range of ability with some pupils recognising cause and effect, when working within the early stages of number, and others recognising patterns of 2 and 3 in numbers to 30. By the age of sixteen some pupils are handling simple fractions, calculating simple salary levels and calculating simple angles. Pupils reaching the age of sixteen and students in the further education department follow accredited courses and this is an improvement since the previous inspection.
61. The quality of teaching in the subject has improved since the previous inspection. Teaching is good;

some is very good and occasionally excellent. When the teaching is successful a main strength is the teachers' subject knowledge. This is particularly the case in relation to their knowledge of pupils' individual needs, whether these are physical, emotional or intellectual. The best lessons are characterised by clear planning that is informed by previous assessment, good management of the teaching groups, well structured lessons, differentiated work, high expectations and the effective use of the very talented support assistants. Teachers' questioning is of a high quality. They give pupils time to respond, use appropriate language, often supported by signing, and encourage responses. The classroom support assistants, working as a team, provide invaluable, well-informed support for teaching the subject that leads to the very good progress that pupils are making in the subject.

62. The curriculum for mathematics is very good in that it is broad and there is a good balance of activities across the timetable. There is a clear scheme of work for each of the key stages and the teachers' planning follows this carefully. Targets are set in annual reviews and individual education plans that are drawn from the scheme and these are assessed very well leading to individualised planning that matches the pupils' needs. The subject is very well led and managed by both primary and secondary co-ordinators. They have a clear view of how the subject is developing and what they need to do to improve it further. The lesson structure which they have introduced, based on the National Numeracy Strategy, has had a positive impact on both the teaching and learning of mathematics. They are well informed about the subject, have very good subject knowledge and have created a positive action plan in the school improvement plan. They have ensured that the resources for the subject are used well. Many of these resources are made by the staff, some with the help of parents, and they are very good, both in quantity and quality. The training provided to help staff develop these has been very successful and cost-effective.

## **SCIENCE**

63. Pupils' achievement in science is good by the age of fourteen and for students in the further education department. It is very good throughout the rest of the school. By the age of seven pupils successfully identify some of the parts of the body, the least able doing so by eye-pointing. The more able pupils are able to identify healthy food and they can also tell of differences between such qualities as cooked and uncooked. All have experienced work on properties, hard and soft, hot and cold, and have observed experiments to examine melting. These activities set suitably challenging targets based on individual objectives. By the age of eleven pupils are able to give examples of things that work by electricity. All have access to work with magnets and work together on simple electrical projects. The higher attaining pupils in this group can explain push and pull forces and can predict what will happen when the teacher pushes the bottle into the water. They also develop skills in recording their predictions. Achievement is maintained through the use of material that matches the pupils' needs and abilities.
64. By the age of fourteen pupils grasp the differences between fresh food and food with additives; they understand the reasons for additives and make informed choices in experiments. They also understand the recording of findings using pictograms. They become more methodical in how they approach learning. All develop their knowledge of elements, carry out work on sulphur and chlorine, and become aware of the need for safety in the science room. By the age of sixteen all pupils develop their scientific language skills that they have been working on since taking up the subject. They record their findings, discuss outcomes and make sound predictions. The lessons on forces illustrate pupils' understanding of the need for taking care in experiments. The tasks that are carried out are all developed from individual education plans, which are set for all pupils. The oldest pupils use appropriate language and the higher attaining pupils are able to talk about contact and distance forces. In the further education department no discrete science lessons were seen. However, the students make good practical use of their scientific knowledge and understanding in the excellent projects on recycling, health packages and outstanding work in the gardens.
65. Pupils behave well throughout the school. They are keen to learn, attentive in lessons and as a result have access to the full curriculum. The oldest pupils respond willingly to the demands of work, relate very well with other pupils and adults, and cheerfully learn. They are still surprised and excited by science and react with joy and amusement when placing a rod close by bends water flowing from a tap. Pupils aged up to 14 behave well too, they move between experiments without disruption. All age groups behave well, and enjoy science.
66. Teaching is good for pupils in Key Stage 3 and in the further education department. It is very good in the rest of the school. Where teaching is good, teachers have a good knowledge of their pupils and of the subject. They blend this in ways that are appropriate to the particular needs of the pupils. Good

learning results from well-planned lessons with clearly identified objectives. Good teaching is evident in all lessons. It is based on careful planning and supported by very good teamwork with support staff. Relationships are very good. This enables pupils to reach their targets through skilful choices of activities designed to illustrate points made, and by careful questioning. When teaching is very good, planning is very detailed and precise, and classroom management is efficient and effective. Resources are good, imaginatively used to promote interest and understanding, and match the particular needs of pupils.

67. Support staff are vital to the delivery of science as they enable every pupil to take part in lessons. Pupils learn a great deal about science. They develop good scientific language and are encouraged to think. In lessons on forces pupils are given time to deliver answers so that they can consider responses. Pupils learn much about science in the school, they find out about floating and sinking as primary age pupils and use this knowledge when discussing outcomes of experiments when they are age 14 and 16. Records of progress are very well maintained. All staff use appropriate levels of praise and encouragement and use previously agreed guidelines in the management of pupils. The overall result is that pupils have very good scientific learning experiences in well-behaved classes.
68. The subject is well co-ordinated. This has a significant effect in raising standards in the subject. Schemes of work result in good access to the National Curriculum for all pupils. Senior management staff carry out monitoring and evaluation of the teaching. This has been very effective in ensuring continuity across all key stages. Assessment and daily records are excellent. Pupils' progress against their individual education plan targets is precise and tracks the very small steps of progress pupils make.
69. Resources are good and well used. They match the needs of pupils very well. Leadership is very good. The subject is well organised and has a high profile. Good planning, good organisation and good teamwork ensure that every pupil has the opportunity to take part in practical lessons and to develop good scientific presentations of their findings. The previous inspection highlighted a number of areas for improvement, the scheme of work, individual education plans, planning and recording. All of these have been addressed to good effect and good improvement has been maintained.

## **ART**

70. Pupils of all ages are achieving well in art. Art lessons are used well for developing the basic skills of pupils with severe and complex learning difficulties. During Key Stage 1, pupils actively experience and explore appropriate aspects of art. They look at the work of artists. By the age of seven pupils show their enjoyment and interest in looking at colours and interacting with textures and patterns found in different materials. Their responses are qualitative in that they make clear choices of the colours they prefer. Most pupils know how to hold a brush, load it with paint and control it while spreading the paint. By the age of eleven pupils are concentrating well. They persevere with building layers of *paper-mache* over a mould to make a pot form. Many have refined the technique so that they achieve a smoothly finished surface. A few higher attaining pupils who have moderate learning difficulties make good figure drawings from observation. These were done in an integration lesson at a neighbouring primary school and show the pupils use pencil and crayon skilfully. They capture the basic figure form and include finer details such as the different colours of clothing and the design of the school badge. In school, others have made portrait paintings in which the colour and paint are controlled well. Pupils choose colours and marks to register basic facial details and a few higher attaining pupils represent freckles, long hair and spectacles. By the age of fourteen pupils sustain concentration well and keep good control of painting. They mix colours and experiment with various combinations. Their skills with paints and knowledge of colour are related well to their observations. When painting daffodils most pupils represent the stems, leaves and flower petals distinctly. The highest attaining pupil controls his marks with paints to skilfully express more of the subtleties of the flower forms. Some pupils recall their previous work on pattern, using the vocabulary they have learned. They name the colours and design motifs such as flowers and leaves in William Morris fabrics. All follow a simple printing process and only with the help of grid paper do they achieve a repeat pattern. By the age of sixteen pupils experiment with different methods of applying paints and achieving colour effects. They look at Seurat's colour dot technique and use this approach. Most pupils exercise good control in applying dots of colour and higher attaining pupils understand how they can build detail by using dots of different colours. The highest attaining pupil has the knowledge and skills to make a good interpretation of a Seurat landscape, which is of GCSE standard. He has recently completed the GCSE art course and examination at the neighbouring comprehensive school.

71. The improvements since the last inspection are good. Pupils' achievements are much better and this relates to the good progress made in developing the art curriculum, particularly at Key Stages 1 and 2.
72. Teaching and learning are good. Lessons are all planned well and thoroughly prepared to meet the wide range of learning needs of pupils across the school. Lesson activities and learning resources are carefully matched to each pupil. The classroom support assistants possess a very good knowledge of pupils and are well briefed about the work. They provide high quality support for pupils' learning. The attention given to using art to concentrate on developing pupils' basic perceptual and manual skills is good. In consequence, pupils, particularly those with severe and complex learning difficulties, are looking and responding well to the materials and resources in lessons. At the earlier stages they are learning to hold and manipulate equipment and later on acquire a personal response to aspects of art. Equally, teachers do a good job finding opportunities for pupils' personal development during art activities such as making choices, taking turns and being aware of others. Lessons are strengthened by the use of visually attractive and stimulating resources. Teachers communicate effectively. Knowledge and techniques are explained and demonstrated very clearly so that pupils gain an idea of what they have to do. For older and higher attaining pupils vocabulary is reinforced well using word lists and by teachers pointing to words. During their explanations teachers often use questioning effectively to build and sustain pupils' concentration and interest. Groups are managed expertly by teachers and classroom assistants, which contributes to pupils' being attentive and maintaining their efforts for reasonable periods. However, some Key Stage 3 and 4 lessons are too long in duration. Pupils are unable to sustain their effort and some teaching time is wasted.
73. The subject is managed well throughout the school. Curricular planning is good and the resources for the subject have been developed well. Art in Key Stages 3 and 4 alternates with design and technology and food technology on a half-term basis. This arrangement does not consider the varying number of weeks in half terms throughout the school year and, as a consequence, the amounts of time different groups have for art varies. Equally, in this arrangement some art lessons last the whole afternoon, which is too long. The school has prioritised the re-structuring of the afternoon timetable so that such anomalies can be resolved.

## **DESIGN AND TECHNOLOGY**

74. This subject absorbs the whole range of technology, including food technology. Pupils' achievements by the age of seven are good. There were few opportunities to collect evidence in lessons for primary age pupils, but analysis of previous work in the form of pupils' folders and photographs shows that many different projects have been undertaken. These include work on smells and tastes, and on chocolate and Easter biscuits. Most of the younger pupils have the opportunities to experience printing and sticking when making cards.
75. By the age of eleven lower attaining pupils choose materials, indicate their likes and dislikes, and help to decorate cakes. They make models. The higher attaining pupils make significant progress in the workshop. They develop cutting skills and draw around templates. They all take part in projects on windmills and produce a very good range of varied models. These include hand held windmills to very effective scale models of mills. This is a very great development since the previous inspection. Pupils know that they need ingredients for cakes, they also understand the need for clean hands. Pupils make simple key rings, and display their work well.
76. Pupils' achievements by the age of fourteen are very good; they are excellent in food technology. By the age of sixteen pupils' achievements are very good. Every pupil in both key stages produces mechanical toys, with varying levels of help. They know how machines work and are able to assemble toys. Pupils can use vices and bench hooks, they can saw. They all have the opportunities to work with a range of rigid and flexible materials and examine their properties. They can bend Perspex and use it to make practical items such as clocks. Every pupil is aware of safety issues in the workshop. In a food technology lesson seen, achievement was excellent. Pupils design a meal, collect ingredients, prepare thoroughly and cook the meal. They too, work safely. They measure. The higher attaining pupils use tools properly, even the microwave. Pupils are expected to evaluate their work. This is a significant strength of the school. Tasks are prepared in great detail, showing consideration of the ideas of pupils. Students in the further education department continue to develop their skills. They make good posters on conservation and recycling. They also know how to collect information, store it and use it to provide evidence for their business ventures. These have grown since the last inspection and include garden based work and a very popular sandwich bar.

77. In every part of the school pupils are keen to learn and enjoy their lessons. Pupils concentrate, help one another and work together well. Much good individual support was observed from support staff, who paid great attention to the lower attaining pupils, ensuring that they were fully included in the practical aspects. A good example was seen in the primary department, where the support assistant enabled a child with very poor attention skills, to access sorting, pasting, rolling and pressing activities in a lesson on making sweets. Good opportunities are created for pupils to fully participate and they respond accordingly.
78. Overall, teaching is very good. It was satisfactory in one lesson observed, good, very good or excellent in the rest. In the satisfactory lesson, the teacher did not include the full range of needs in the delivery. Teachers' planning for the older pupils is copious, and much work has been undertaken to ensure that the subject is clear and logical and supports the development of skills and knowledge. The style and presentation of the planning is very good, with very good systems of recording attainment. This is very helpful, especially for those pupils with more complex needs, as the detail of achievement is clearly documented, providing very good information to plan future lessons. Teachers' planning leads to the development of outstanding activities in every area, from making key rings with many materials, to making clocks, and to enabling a very wide range of pupils access to all areas of the kitchen.
79. Design and technology is not taught as a discrete subject for students in the further education department but there are many opportunities planned which enable the students to build on their skills and knowledge; for example, the well established and popular coffee mornings and the environmental exercises. Students design and make sandwiches as part of their business ventures. This provides excellent opportunities for all, and these achievements are very well recorded.
80. The school has an excellent design and technology room. However, it is reached via another room, which causes disruption. The workshop is a great asset to the school and every pupil from Year 6 onwards is able to work there. The room is extremely well equipped. The subject is very well led and managed, the co-ordinator is a specialist whose many skills are shared across the whole school. Food technology has excellent resources and is well managed and monitored. The specialist provision is very well run and pupils gain much from every aspect. In Key Stages 3 and 4, design and technology and food technology rotates with art on a half-termly basis. The fact that half terms are of different duration means some pupils in these key stages receive less teaching.
81. Since the last inspection, the school has paid good attention to the report. Access has improved to the point that primary school pupils are now able to visit the workshops. Accommodation and resources have improved. The schemes of work are all very good and very good practical experiences exist for all pupils.

## **GEOGRAPHY**

82. Pupils are achieving well in lessons and they make good progress over time. Pupils with complex learning difficulties are making good progress towards their targets. Teaching and learning are good for pupils of all ages. To support pupils' achievements, teachers make very good use of the local environment, which has a wealth of rivers, farms, villages, parks and woodland. Nature reserves provide experiences in pond dipping, nature trails and bulb planting with the Groundwork Trust. Residential experiences and field study visits further reinforce geographical skills. There are good links with mainstream schools with joint planning between the schools for geography that ensure pupils cover similar topics.

83. Young pupils make good progress towards understanding their environment from walking in the woods, climbing and exploring, following paths and looking at the trees. On a farm they look at sheep and feed the ducks. This is recorded well with photographs and captions which pupils take a lot of notice of and talk about. Pupils find their way around school and the grounds. They follow nature trails in a local park to experience map work. As part of the morning routine they look at and record the weather with symbols. Good structure to lessons for Key Stage 2 pupils encourages their participation. More able pupils construct mountains out of stones, sand and soil and with help they pour water over them to gauge the effect. Pupils link this well to previous knowledge of rain from clouds, which forms streams, rivers and lakes. A few pupils record their answers on work sheets. A good range of sensory experiences involves pupils in experiencing colours and textures to make a collage of rivers and grass. Pupils experience melting ice with a few understanding that it turns to water when warmed. Pupils have successfully experienced and learnt about rainforests, settlement, map work and the contrast between village life and town life locally. They look at the Beaufort Scale, record weather and make progress to understand how weather effects and erodes the land.
84. In Key Stages 3 and 4 pupils study volcanoes and make good progress towards remembering a vocabulary including 'magma', 'erupt' and 'lava' and recognise the colours orange and red, from a video recording of an erupting volcano. Drama is used well by the teacher to involve pupils and they enter into it with enthusiasm. This helps them to understand earth tremors and eruptions. They work together well when making models of volcanoes and complete work sheets in which they sequence the events. Higher attaining pupils compare Britain with France and other European countries, regions, climate graphs and mountain areas. They study the good and bad points of the Channel tunnel and make a comparison of different forms of transport. Pupils have made a successful study of the river Nile and the rain-forests of South America. Their work is recorded with neat writing and illustrations.

## **HISTORY**

85. Achievement in history is very good throughout the four key stages. Pupils are split into two ability groups at each key stage and work is carefully matched to pupils' different attainments throughout. At the last inspection the statutory requirement for history was not met at Key Stage 1, which has now been rectified. There is a good policy, very good schemes of work, and some excellent planning at all key stages. At Key Stage 1 and 2 curricular plans have been mapped in conjunction with a local primary school. The cross-curricular planning includes science, personal and social health education, art, geography, music, physical education, design technology, and information and communications technology. This is working well. The emphasis in the school is on practical, role-playing history teaching with some writing.
86. Teaching is very good and extremely imaginative throughout all of the key stages. By the age of seven pupils are looking at how they were. They begin to understand chronology by looking and talking about photographs of themselves as tiny babies. By the age of eleven pupils are learning very well about the Ancient Greeks by dressing as Greeks, crushing grapes to understand how wine was made, searching in the sand for broken Greek urns and putting the broken pieces together. The very good learning is also reinforced by pupils preparing Greek food and listening to Greek music. In another group pupils learned by re-enacting experiences from the Second World War, using the sensory room effectively as an air raid shelter. The pupils with complex learning difficulties gained great enjoyment and stimulation out of hearing air raid sirens going off, the sounds bombs made and of aircraft flying overhead. By the age of fourteen, pupils use research of primary and secondary sources of information on the first manned landing on the Moon. Very good opportunities for discussion and answering questions are provided by the teacher. Pupils speak and listen very well and they are motivated to answer when asked who the first man on the Moon was. They learn very well when role-playing astronauts, making rockets out of silver and gold paper. The Victorians are the topic in Key Stage 4 and by the age of sixteen pupils trace the age of people who died in Victoria's reign, correlating the information on a block graph and then comparing the ages of people in the death column of a local newspaper. In another class pupils were using practical skills to make matchboxes, cleaning shoes and making chimney brushes to learn about the jobs poor Victorian children had to do.

87. The department is in the process of building up artefacts and at present is using the local library and museum service to provide them with very interesting items to stimulate and improve lessons. The expectations of all the teachers teaching history is high and pupils' behaviour is very well managed by both teachers and support staff.

## **INFORMATION TECHNOLOGY**

88. At all key stages pupils achieve well in information communications technology. They respond positively to the subject whether it is delivered as a discrete subject or is part of the learning process in other subjects. Information communications technology features in a number of ways in the curriculum. In Key Stages 1 and 2 pupils experience information and communications technology as part of their classroom based subjects. In Key Stages 3 and 4 and in the further education department the subject is delivered as both a discrete subject and as part of the wider learning experience. For many pupils the main role of the technology is in order to provide access to learning through the use of switching and communication devices. These are sometimes associated with other devices and are used in both classroom locations and in the sensory and light room.
89. There has been significant development in the subject with the introduction of the funding for the National Grid for Learning, which the school has participated in. Although this process is not yet complete the school has created a networked computer suite, which is shortly to be connected for both internet and intranet operations. Primary classrooms have been equipped with new computers and have retained some of the older computers as well.
90. Pupils demonstrate a range of abilities in the subject that are often not age-related but which are specific to their special educational needs. A number of pupils use the communication devices to make responses to questions and to indicate preferences. For instance, some Key Stage 1 pupils were using a communicator to select colours. Another pupil was operating a switch device connected to a fan in order to experience sensory stimulation as part of a cause and effect process. Key Stage 3 pupils chose which electronic toy they wanted to operate by selecting from a choice of two communicating switches. Other pupils operated lights in the sensory room by using switches and developed an understanding of cause and effect.
91. Some pupils in all of the key stages are using commercial word processing applications whilst pupils in Key Stage 4 and post 16 are also using database and spreadsheet applications as part of their accredited courses. Pupils also use CD-ROMs to undertake research in a range of subjects.
92. Only four lessons were observed during the inspection. Teaching is never less than satisfactory in the subject and much of it is good. Opportunities to extend the quality of teaching in this area will depend upon the acquisition of appropriate software for the new hardware.
93. The subject is well led and managed and a new primary co-ordinator has been appointed to work with the current secondary co-ordinator. The scheme of work and policy are now ready for updating in the light of new initiatives and this is planned in the near future. The recent appointment of a member of staff to provide some technical support is a very good decision. Staff are familiar with the use of a range of software and hardware. This is largely the result of a very good initiative within the school whereby the secondary co-ordinator has provided training internally. He also provides an extremely valuable opportunity for parents to undertake training in the use of computers. This is an excellent initiative that provides significant parental links with the school.

## **MODERN FOREIGN LANGUAGES**

94. Pupils' achievement in French is good by the time pupils are fourteen and sixteen. By the age of fourteen pupils have made good progress in improving their listening and speaking skills. In lessons they listen well to their teacher speaking in French and also to tape recordings. They repeat messages, some signed, and they are able to sing songs about colours of the rainbow. This good achievement is enhanced by the effective use of the target language. Pupils are familiar with teachers speaking in French. Some are reluctant to speak in French but once they become confident, they can reply to simple questions and try to use simple phrases in conversation. They are able to declare preferences of lessons using a basic vocabulary that is constantly improving. Pupils achieve well in reading and writing; their work is supported by the use of texts and worksheets, which provide opportunities for the pupils to practise reading French, writing simple sentences and completing a



range of written tasks. By the age of sixteen pupils continue to make good progress and many have developed good listening and reading skills. The highest attaining pupils look at pictures of stories read them and predict outcomes. They then record their answers using the computer. The vocabulary of all pupils becomes wider and conversation is improving as a result. The good progress is recorded by teachers who follow very good guidelines and who have added the elements of reading, writing, speaking and listening to their assessments,

95. Pupils enjoy their lessons. They look forward to the activities and take great delight in getting answers right. They behave well; they work very hard and are keen to learn. They learn well, consolidating listening skills, as well as extending their French vocabulary. All pupils complete the set tasks. Teaching is good. Teachers have a very great appreciation of their pupils' needs and they plan their lessons to meet these. The staff are experienced and very interested in their pupils' successes. Expectations are high, pupils learn well because teachers provide challenging work and teach at a good pace to maintain interest. The activities and tasks are very appropriate and ensure that the pupils use their own knowledge and skills. Teachers and support staff form a powerful team providing support throughout the lessons. This is important to the success of pupils, especially when they need specific help in understanding what they are expected to do and are capable of doing it. The relationships in lessons are a feature of the subject.
96. The subject is well planned and co-ordinated. The achievements of all pupils are extremely well documented. The weaknesses identified in the previous inspection have been dealt with admirably. The co-ordinator has planned very effectively; pupils have opportunities to speak the language. Visits to France have taken place and the arrival of the information technology equipment has generated interest in contacts with native speaking French. Training has been provided and there are good links with the literacy strategies used elsewhere in school. The subject is well resourced; accommodation is good, despite being in a multi-purpose room. Storage of the newer equipment provides a small difficulty. The subject is well led, well taught, and provides many opportunities for the pupils to use their knowledge and skills for real. The subject also makes a good contribution to pupils' social and cultural development. The improvement since the last inspection is good.

## **MUSIC**

97. Pupils make good gains in learning in music as a direct result of the good teaching. They enjoy music and try hard to do their best. They are all actively involved in their lessons and play percussion instruments, noting the differences between loud and soft according to the teacher's instructions. Older pupils listen carefully to music and express their feelings about it and identify its purpose such as marching, or sad music.
98. All pupils respond well to music and behave well in the lessons, most with evident delight when they are able to make the instrument sound at the right time as the teacher asks. The adults, teacher and assistants join in with the songs and make music together. One group in Year 5 listened carefully to pieces of music and matched them successfully to pictures held up by the teacher. These included music from "Titanic", a wedding tune, and the National Anthem. In Year 7 they discussed the composer and his dates before listening to the "Canon in D" by Pachelbel. They then said whether they liked it and how it made them feel, one pupil noting that it made him happy and sad. They discussed and later played instruments that reminded them of various things, such as a triangle representing a star. Most classes were able to keep the beat of a simple rhythm, some with more help than others. Younger pupils enjoyed a story about elephants and made plodding movements and listened to suitable music to go with it. They all 'plodded' around the room being elephants, adults as well. Many of the pupils remember songs and choruses they had sung. They joined in willingly with enjoyment.
99. Teaching is good. In every lesson, pupils are engaged in making some kind of music, whether singing or playing. They have many opportunities to listen to a variety of music, sometimes following a beat or the 'conducting' of a rhythm. Planning is good for each lesson, and the expectations, which are also good, mean that pupils respond well to music, making good progress overall. The teacher knows the pupils well and plans accordingly, making good choices of instruments for pupils to play. The teacher has worked successfully on the planning for the subject as a whole and organises a trolley of resources and instruments as she moves from room to room. She has produced an imaginative development plan, which includes inviting visiting musicians to come to the school and involving pupils in more musical activities outside the classroom. She has already started a choir and improved the listening resources with compact discs and tape recordings.

100. Overall, there has been good improvement since the last inspection, particularly in achievement, teaching and the allocation of time to music through the school. Planning overall has improved and resources also, especially the availability of tape recordings and compact discs for pupils to listen to music.

## **PHYSICAL EDUCATION**

101. Achievements in physical education are good as a consequence of some excellent opportunities developed by the new co-ordinator and staff. Young pupils are encouraged to move in rhythm to music, which they enjoy. The class teacher and physiotherapist provide an excellent opportunity for movement, while pupils enjoy games and music together. They move rapidly around the hall enjoying the freedom of walking with their walking aids. Pupils laugh and reach out to activate musical toys using a switch. A good range of outdoor toys encourage movement well as pupils play on colourful cars and bicycles moving with skill as they have fun in the yard. Pupils are beginning to gain confidence in balancing, jumping, running and walking following a sequence in gymnastics. The ball pool and hydrotherapy pool are excellent resources where pupils relax and develop confidence. Planned movement programmes carried out with parent helpers encourage pupils to remain as supple as possible while enjoying music and individual support.
102. The good teaching within Key Stage 2 and the small step approach with a good demonstration encourages pupils to aim at a target and make good progress to kick a ball into a goal. They take turns and are developing good ball skills and respond to a clear routine. They applaud each other's achievements and are beginning to work well as a team. Good use is made of the range of physical education equipment to practise team games for the sports day. The co-ordinator enthusiastically encourages pupils in Years 8 and 9 to think about a healthy life style and exercise. Pupils move in different directions and can run fast, stop and start on instruction and realise exercise makes you breathe harder. Swimming sessions at a local pool are excellent with the school instructor and co-ordinator planning together to ensure skills are achieved and very good progress is monitored. Classroom support assistants and students support pupils well to achieve and make good progress in distance awards and water and survival skills. Independent skills and safe behaviour are emphasised well throughout with pupils behaving sensibly to enjoy the session and work hard.
103. Older pupils and students take part in exciting canoe expeditions to a local centre where they are making good progress in skills and water safety. They thoroughly enjoy the sessions and describe their experiences to show a good knowledge of skills. Access for all is emphasised in outdoor education with all pupils and students taking part in residential sporting activities such as archery, abseiling, problem solving and orienteering. There are plans for a sensory and tactile trail and garden in the extensive pleasant grounds. Students have a choice of activities and respond well to an SSA who is a Yoga teacher. They follow a demonstration well to take up the position of the cat, the cobra, the swan and pose of a child with all the stretch movements and can name the positions. Staff observed students to be more supple and now understand how to relax.
104. The small step scales provides clear guidance ensuring that all pupils and students have appropriate experiences and physical skills. The community is used very well for inter-school sports and training with Blackburn Rovers. There are good pitches for games, climbing frames, walkways and extensive grass areas around the school. Resources are good and under review to extend facilities further. Physical education continues to provide enriching experiences with good progress since the last inspection to ensure older pupils and students are sufficiently challenged to improve skills.

## **RELIGIOUS EDUCATION**

105. Although it was only possible to see a few lessons in religious education, there is ample evidence in the form of photographs, pupils' work, teachers' and subject planning, and some discussion with pupils on which to base judgements.
106. Pupils achieve well overall, but a significant number achieve very well. Pupils are often able to take part in role-play and some particularly good work is to be seen from photographs of the re-enactment of Good Friday and the Crucifixion. In Year 3, pupils made a 'stained glass' window, while others in Year 2, in their work on special occasions, celebrated a birthday. They learnt how we keep special occasions, and will tie this in with festivals such as Christmas. The emphasis is for pupils to be active and to experience feelings and understanding. For example, pupils in Year 1 have made palm

crosses and experienced the washing of feet, just as the disciples of Jesus did. In a discussion with pupils in Years 10 and 11, they were able to talk knowledgeably about the Sikh religion and the five important symbols of that faith.

107. Planning for the curriculum shows that it is broad and balanced and that due attention is paid to world religions. Pupils have the opportunity to visit places of worship such as local churches and a Sikh temple. In a Year 1 lesson, pupils were seen dressing up and making a special journey, which in this case was round the outside of the school. They were dressed as Buddhist monks and nuns, and thoroughly enjoyed themselves. Pupils are encouraged to show respect for all religions and the special objects related to any faith, such as the statue of the Buddha, which they handled with great care. Photographs show older pupils nailing paper cut out 'hands' to wood in their work on the Crucifixion. The curriculum offers them a wide variety of learning experiences, and is very good with some that is excellent, in Key Stages 1 to 4. In the further education department, religious education is not specifically planned or sufficient time allocated, but there are secure plans to include a half-day each term to cover a specific topic, such as Advent.
108. Teaching overall is very good, with a range from good to excellent. Teachers understand their pupils' needs and also have a very good understanding of the subject, which enables them to teach accordingly. They have very high expectations both for work and for behaviour, and have taught pupils respect for worship. For example in Year 3, pupils were working on their stained glass window and were asked about prayer in churches. They all became quiet and still, with hands together, while the teacher said a short prayer. A strong feature of teaching is the activities planned for lessons. Pupils are always involved actively in some part, particularly the role-play. In addition to that mentioned, planning shows a role –play enactment of the Eucharist still to come this term, using a cup and plate from a local church and bread with some red juice to signify the wine.
109. Resources are very good with religious objects from a variety of faiths for pupils to see and handle. There is a very good display in the school hall about Buddhism, almost a shrine, with flowers and statue of the Buddha together with photographs of previous work.
110. There has been very good improvement since the last inspection, particularly in the curriculum, planning the schemes of work, teaching, and resources. Much inspired work has been done by the co-ordinator and the subject is now very good, making a very good contribution to the spiritual, moral, social and cultural development of pupils. Pupils are encouraged to express their feelings about the topics they cover such as prayer, or happy times and celebrations. Because teachers and assistants have such high expectations, pupils behave well and show respect towards others and to the religions they study. There are many opportunities for them to work as a group, particularly in role-play and visits to places of worship. Culturally they are very well provided for by the work they do on festivals and celebrations such as Hanukkah or Easter among others.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

111. Provision for personal, social and health education is excellent. There is a policy in place and an excellent scheme of work, which is mapped and relevant to the pupils' needs. The scheme is divided into modules relating to a number of aspects including personal safety, health and hygiene, sex education and drug misuse. The department is very well organised with two well-informed co-ordinators managing the curriculum. The newly appointed nurse is making a very positive contribution to the subject. Resources for personal, social and health education are good and there are excellent wall displays showing drug misuse, healthy foods and keeping fit. During the course of the year theme weeks are organised which have dealt with subjects like bullying, keeping safe and the environment, and during inspection week the school was focusing on healthy eating and keeping clean and fit. Circle time is being introduced into personal, social and health education lessons.
112. Assessment and evaluation in personal, social and health education are very well addressed and based on the school's assessment programme. As part of the assessment and evaluation procedure pupils and students are actively involved in developing as far as they can their own self-evaluation.
113. There is good cross-curricular involvement in personal, social and health education. During a Key Stage 1 religious education lesson on Buddhism the teacher introduced the healthy vegetarian eating habits of the Buddhist and the spiritual and moral overtones of being kind to each other and keeping our souls pure. In another lesson at Key Stage 2 keeping clean was the theme and there was excellent use of demonstration, questioning and answering. 'Why do we keep clean?' asked the

teacher, 'You wash your hands to kill germs' replied a pupil. The group at Key Stage 2 sang rap songs and within the same group there was excellent use of sand and hand printing with a severely autistic boy. In a further education department food technology lesson the personal, social and health education theme of healthy eating was interpreted into 'Food is fun' and the need to share the earth's resources.

114. Teaching is very good, there are high expectations by teachers of the pupils, the differentiation of the work is excellent and there is constant praise expressed towards pupils and students.
115. The school promotes the subject as a vehicle to enable pupils and students to realise their full potential. Personal, social and health education is taught as a discrete subject and it is planned to permeate the whole ethos and work of the school.

### **FURTHER EDUCATION DEPARTMENT**

116. There is very good provision in the further education department with some excellent elements, notably the provision for personal, social and health education, mini-enterprise and work experience both in and out of school. The further education curriculum is broad and is well balanced. At the present time the statutory requirement for religious education is not being met. Students develop an individual balanced programme within a framework of communication and social skills development, which provides excellent preparation for leaving school. A very wide range of student's needs is being met. Students demonstrate a positive attitude and enthusiasm for their work and all are making very good progress.
117. The further education department is in well-resourced and self-contained accommodation separate from the main school building. There is provision for students to join from other schools and the numbers have risen over three years from nine to nineteen students. There are opportunities for students to attend the local college and there is a preparation programme to help students' transfer to college when they are ready to leave.
118. Assessment of students' attainment is excellent in line with the rest of the school and there are accredited courses such as the National Skills Profile and Accreditation for Life and Living. Careers education is well integrated into the curriculum through regular work experience. At the present time students are working in the local retail businesses and food outlets with good support. Carefully planned programmes of class based work sessions also take place. The further education department has a thriving mini-enterprise scheme involving students growing and selling plants. They organise regular coffee mornings for local residents. They are currently compiling a book of recipes to sell at the summer fair.
119. Teaching is good and the teachers are very well supported by their classroom assistants. There are excellent relationships within the unit between staff and students.
120. Parents and carers are well informed about students' progress through regular use of students' diaries. Reports and reviews provide comprehensive details of students' progress, achievement and "action plans" for the future.