

INSPECTION REPORT

WILLIAM C HARVEY SCHOOL

Tottenham, London

LEA area: Haringey

Unique reference number: 102177

Headteacher: Ms M Sumner

Reporting inspector: Ms M Last
17171

Dates of inspection: 12th – 16th June, 2000

Inspection number: 188907

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	3 to 19 years
Gender of pupils:	Mixed
School address:	Adams Road Tottenham London
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Appropriate authority:	Haringey
Name of chair of governors:	Councillor Maureen Dewar
Date of previous inspection:	July, 1996

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Ms M Last	Registered inspector	Modern foreign languages Music Under-fives Equal opportunities	The characteristics and effectiveness of the school Key issues for action Teaching and learning Integration
Mr D Holroyd	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms L Wolstencroft	Team inspector	Science Design and technology	Leadership and management
Mr T Hill	Team inspector	Art Information technology Physical education	The school's results and pupils' achievements Special educational needs
Ms M Cureton	Team inspector	English Humanities (Geography and History)	Quality and range of opportunities for learning English as an additional language
Mr G Davies	Team inspector	Mathematics Religious education	Sex education

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

William C Harvey School is situated in the London Borough of Haringey and caters for pupils with severe, profound or complex learning difficulties which results in their attainments being below national expectations. All pupils have statements of special educational needs. Many pupils also have challenging behaviour. At the time of inspection forty-nine boys and twenty-eight girls aged five to nineteen years old were on the school roll. There were no children aged under five. Forty pupils have English as an additional language and of these thirty-eight are at very early stages of language development. There are also seventeen refugees on the school role. The school roll therefore represents an extremely wide and divergent population. Seventeen students over age sixteen are accommodated at a purpose built unit a little way from the school that has only recently been acquired. The pupils are taught in age-related classes with no more than eight in each class. Forty pupils are entitled to free school meals which is slightly above the national average. The school provides a range of opportunities for pupils to study alongside their mainstream peers at neighbouring schools or, for students over age sixteen, at two local colleges. Most pupils are drawn from Haringey but several travel from other London Boroughs; all come to school by local education authority transport.

HOW GOOD THE SCHOOL IS

The school is highly valued by carers, parents and their children. The school is steadily improving its standards of teaching and learning and is increasingly effective in its work. Teaching is good overall with no significant differences between key stages. The work and support of the staff enables pupils to make at least satisfactory and often good progress and to develop positive attitudes to their work. The senior management team work well together to lead the school in its development. The school provides good value for money.

What the school does well

- Provides good teaching which interests pupils, keeps them motivated and enables them to make at least satisfactory and often good progress
- Increasingly identifies relevant and realistic targets for learning within pupils' individual education plans
- Provides a positive, supportive and harmonious environment for learning in which pupils feel happy, secure and valued
- Provides particularly relevant learning opportunities for students over sixteen and for sex and careers education
- Provides good opportunities for pupils to extend their learning by part-time attendance at local schools and colleges

What could be improved

- The use of taught time at the beginning and end of the school day
- The content and length of some personal, social and health education lessons and their effectiveness in promoting pupils' skills and understanding
- The use and teaching of signing by all staff
- The day-to-day assessment and recording of pupils' gains in learning
- The use of some support staff to promote pupils' learning within some lessons
- Accommodation and storage facilities

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 was last inspected in July 1996 and subsequently monitored by Her Majesty's Inspectorate in January 1998. The school staff and governors have made satisfactory progress overall in implementing the key issues raised in the last inspection. The school now offers a satisfactory curriculum that meets statutory requirements. It offers all the subjects of the National Curriculum with the exception of a modern foreign language as all pupils have been disapplied from this subject due to the nature of their learning difficulties. There are now satisfactory arrangements for teaching religious education at all key stages. The school has improved its arrangements for pupils' spiritual development; opportunities for reflection are better and visits to places of spiritual interest enhance the work undertaken in classes.

The school now has co-ordinators for all subjects and their role in monitoring the curriculum is still developing. The co-ordinators' role is best in mathematics where there is monitoring of teaching as well as of planning and recording. The implementation of the literacy hour is also well co-ordinated and pupils' interest and learning are well promoted and the quality of target setting has significantly improved. The school meets all its statutory requirements regarding Annual Reviews and the Code of Practice and now includes information on progress in all subjects when reporting formally to parents.

Eighteen pupils in the school have challenging behaviour. The management of such behaviour is generally well managed through the implementation of behaviour management plans. However, the practice is inconsistent and, for a very few pupils, in some classes expectations of improved behaviour are not systematically implemented through agreed strategies and recording procedures.

The head teacher has introduced an effective system for monitoring teaching standards. The work is already proving successful with clear improvements in practice acknowledged both by the head teacher and those observed. Records show that subject knowledge and strategies for meeting pupils' needs have directly improved as a result. The school has made a financial commitment to improving resources and the quantity and quality have improved since the last inspection. Resources are well used to stimulate pupils and to promote gains in learning. Since the last inspection, there has been a significant increase in the numbers of pupils with profound and multiple learning difficulties with the result that the school is once again experiencing storage difficulties. As at the time of the last inspection, some social areas of the school are inevitably used to store wheelchairs and other vital equipment. Access to these areas is therefore regularly restricted. Whilst this situation does not constitute any particular threat or danger to the pupils, it does not enable the school to make best use of the already limited accommodation.

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	C	C	C	very good	A
reading	C	C	C	good	B
writing	C	C	C	satisfactory	C
mathematics	B	B	B	unsatisfactory	D
personal, social and health education	B	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	B	B	B		

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

All pupils, regardless of ability and need, achieve well against the targets set for them. In all subjects pupils develop good levels of confidence and build on their earlier skills and experiences. They do well in developing their communication skills and enjoy meeting visitors. A wide range of targets are provided for all pupils including literacy and numeracy which help them develop their basic skills and, where they require appropriate behaviour management plans, improve their levels of behaviour at school and at home.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have good, positive attitudes to learning. They show interest in the wide range of activities provided for them.
Behaviour, in and out of classrooms	Pupils' behaviour is good overall in lessons, around the school and during visits out of school. Pupils who have challenging behaviour improve their response when they benefit from consistent management plans.
Personal development and relationships	Relationships between pupils and adults are good throughout the school; the positive role models provided by staff help pupils build their self-confidence and maturity.
Attendance	Attendance is satisfactory. Where pupils are absent from school this is usually connected with prolonged illness or for other medical reasons.

Pupils are eager to come to school and behave well in lessons and around school. Pupils benefit from the supportive environment in which pupils develop an understanding of themselves and form good relationships with adults and other pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Good	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 good at all key stages. Teachers know the pupils very well and provide a good range of activities to meet their needs. There is a strong emphasis on teaching communication, literacy and numeracy and pupils are encouraged to use these skills in other lessons. However, opportunities are not consistently taken to maximise pupils' acquisition and use of signing and symbols. The support and care provided by support staff makes a very positive contribution to pupils' well being and comfort and self-esteem. Teachers, however, do not make best use of the support staff's time to extend pupils' learning in lessons. During the inspection teaching was satisfactory in three out of every ten lessons. In three out of every ten lessons it was good and in a further three, very good. Four outstanding lessons were observed during the inspection, two in Literacy, one in mathematics and one in physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum at all key stages and a good quality and range of learning opportunities for all pupils with profound and multiple learning difficulties. For students Post-16 the curriculum is good and provides an effective introduction to the world of work and life after school.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils with English as an additional language. It fully recognises the wide varieties of linguistic and cultural backgrounds of the pupils and is currently developing additional support for their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes satisfactory provision for pupils' spiritual and moral education by providing many opportunities for the pupils to learn about right and wrong and to respect the beliefs of others. Provision for cultural and multicultural education is good with many opportunities to understand the multicultural society in which they live.
How well the school cares for its pupils	The school is a caring community that provides a high standard of care for pupils in all aspects of school life. It monitors personal progress effectively and encourages pupils to respect their fellow students. Teachers make good use of formal assessments but miss some opportunities to identify and record pupils' steps of spontaneous learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership that creates a positive sense of direction for the school. This is shared and supported by the senior management team and the governors.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities. It is developing an increasing awareness of the strengths and weaknesses of the school with the appointment of several new governors.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is a developing process that is currently undertaken largely by the headteacher with the senior management team playing an increasingly active part. The school has appropriate plans for the inclusion of curriculum co-ordinators in its monitoring procedures.
The strategic use of resources	The school makes effective use of the good resources available to it, including the wide range of special equipment used by pupils with additional and complex needs.

The school benefits from strong leadership and committed staff. The day-to-day management of the school is good and its work is well supported by an effective governing body who are enthusiastic and committed to improving standards. The school uses all monies and resources available to it for promoting the education of the pupils who also

benefit from the committed staff and the good resources. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The good teaching which helps pupils make progress• The range of good information and translation services provided by the school• The approachability and welcome by the headteacher and her staff	<ul style="list-style-type: none">• The lack of regular homework• The inconsistent information provided in home/school diaries

The inspection supports the positive views of the parents and recognises that the school makes every effort to welcome them when they visit. The staff try very hard to ensure that parents understand the targets and achievements of their children and welcome their attendance at annual reviews and other meetings where they are well supported by interpreters. The school recognises that the use of home/school diaries is inconsistent between teachers and has started planning to improve the situation. Similarly, the staff are reconsidering their approach to sending work home more regularly. Inspectors agree that these arrangements are currently inconsistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Due to the nature of their learning difficulties the majority of pupils are working towards Level 1 of the National Curriculum at all key stages. Some individual pupils attain higher levels in some aspects of their work and one higher attaining pupil extends his learning by attending a mathematics class in a school for pupils with moderate learning difficulties. There he is able to work at a level approaching that of his peers. However, all pupils have severe learning difficulties identified on their statements of special educational need. It is therefore inappropriate to judge the standards of the pupils for whom the school caters in relation to the National Curriculum or any other national benchmarks. The report does, however, report on the achievements of the pupils and on what they know, understand and can do in relation to information in their statements, annual reviews and individual targets set for them in their individual education plans.
2. Overall, pupils achieve good standards and make good progress towards their educational targets by the end of all key stages. Progress for those pupils with additional and complex special educational needs is good albeit in small steps of learning. However, for those pupils who need to use and understand Makaton signs, progress is compromised when staff do not teach or use sufficient signing to promote two-way communication. Those for whom English is an additional language make satisfactory progress in their literacy skills. The personal, social and health education programme is extensive and pupils make good and often very good progress against their personal and social targets; as they move through the school they increase their self-confidence and maturity.
3. Standards of achievement and progress are satisfactory in English. Despite an increase in the complexity of pupils' learning difficulties and an increase in those with profound and multiple learning difficulties, standards of speaking and listening have, nevertheless, improved at all key stages since the last inspection. In two English lessons pupils made outstanding gains in learning. They increased their eye contact and understood the connection between objects such as 'ball', 'sea' and their written form. The successful implementation of the National Literacy Strategy has had a positive effect on the rate of pupils' learning. The youngest pupils understand that text carries a message and therefore that a book tells a story. They listen well when this is read to them. By the end of Key Stage 2 pupils are starting to record their thoughts by writing with help from adults. Most can write or copy their names and all understand basic Makaton signs although too few actually use them at this stage. In Key Stages 3 and 4 pupils listen well to poetry and a few are developing good reading skills although the majority are not yet secure readers. By the time they reach the top of the school, pupils study for certification through challenges set as part of the Awards Scheme Development and Accreditation Network (ASDAN). Pupils use their portfolios to record their experiences. Several can write complete sentences so record what they have been doing to meet the ASDAN challenges and others record their thoughts through the support of assistants who write for them. All pupils develop an interest in books as they progress through the school and many are willing to talk to visitors with confidence.
4. Overall, pupils achieve good standards and make good progress in mathematics at all key stages. The youngest start by learning to count by joining in with songs, rhymes and games. Higher attaining pupils start to recognise numbers and count independently. By the end of Key Stage 2 many pupils understand the sequence of numbers up to five or ten and can count backwards and forwards. Several have a

good understanding of the passage of time and a few higher attaining pupils are beginning to develop skills of addition. At Key Stage 4 pupils use their mathematical skills when shopping in the community and purchasing tickets for places they visit.

5. Pupils' achievements and progress in science are good. At Key Stages 1 and 2 pupils explore materials and classify them by colour and shape, some choosing from two. They can identify whether they are hard and by Key Stage 3 they have learnt to identify the difference by tapping the objects and listening to the various sounds the materials make. At this key stage pupils are developing an increasing interest in a wider range of materials and their uses. They make a bridge with a variety of cloths and are not terribly surprised when it collapses. Their maturity is such that they take this in their stride.
6. By the time they reach the top of the school, pupils at Key Stage 4 are sufficiently independent learners to go around the room with a magnet and test whether things will be attracted to it or not. Some can offer a simple explanation but others are merely interested in the result. Students over sixteen make good gains within a wider and more vocationally-oriented curriculum. They achieve particularly well when they demonstrate their self-confidence working at college alongside students from other schools. They form good relationships with these students and communicate well both with them and the tutors. The good gains these students make are a direct result of the varied and stimulating curriculum, the new high quality accommodation and the high standards expected and achieved by the unit staff.
7. Pupils' achievements and progress in physical education are good and on occasion excellent. Progress is accelerated when pupils from a local primary school join in the integrated music and dance classes. They work well together, with sensitivity and committed support from the primary pupils, and make excellent progress. The hydrotherapy pool is used well to encourage mobility and develop confidence in the water. Higher attaining pupils make very good progress when they use the local swimming pool. Pupils' achievements and progress are good in art. They use the very good collection of multicultural artefacts to develop their visual and tactile senses and make celebratory cards for many religious festivals, such as Eid, Easter and Hanukkah.
8. Achievements are also good in food technology, information and communications technology, personal, social and health education and religious education. They are satisfactory in all other subjects. All pupils, regardless of ability and need, achieve well against targets set for them in their individual education plans. Some pupils would benefit from a more structured approach to signing. However, overall, all pupils make equal progress and there are no significant variations in the learning of boys and girls, for pupils with English as an additional language or, for the wide range of pupils' needs and abilities.

Pupils' attitudes, values and personal development

9. The great majority of pupils behave well, have positive attitudes and are developing independence and a spirit of co-operation in the classroom and around the school.
10. Pupils' attitudes to school are good and they enjoy coming to school and participating in lessons. They work and try hard to concentrate and listen to teachers and members of the support staff. For example, in Key Stage 3 the school has piloted the National Numeracy Strategy which is building on earlier numeracy work at Key Stages 1 and 2. In one very good lesson, pupils are split into groups and both teachers and the support staff work well as a team to implement the scheme. The integration of pupils into mainstream schools is a success as a result of careful planning providing appropriate support and opportunity for the pupils to develop

independence. An example of this is one boy attending a local school for his mathematics, where he is able to cope with the work successfully.

11. Pupils show concern for each other and there are instances where they help each other spontaneously. The school is a caring community, which provides ample opportunity for pupils to demonstrate their learning and their positive attitudes, towards themselves, fellow members of the school and the wider community. Pupils behave well at lunchtimes developing their social skills and they care for and show an interest in the school environment by looking at the displays around the school.
12. The mutual respect between pupils and teachers is clearly seen in the positive way adults and pupils communicate with each other. Pupils with challenging behaviour benefit from specific management programmes that are regularly monitored and recorded. These are very effective in helping such pupils improve their behaviour and are valued by parents. Not all such pupils benefit from formal strategies identified through such plans however, and the behaviour of a very few pupils is not yet consistently managed in this effective manner.
13. Pupils show their willingness to behave well in a range of situations, not only in class and around the school, but also on outside visits. Parents attending the parents' meeting expressed their pride in the way pupils behave and all reported improvement. Many stated that they had noticed the consistency in behaviour between home and school. One parent reported how her child's destructive behaviour had changed as he now sits and listens to them and enjoys watching television. There is evidence of pupils showing a growing respect for other people and in particular for other pupils.
14. Relationships between pupils, teachers and support staff is good, and this helps to build pupils' confidence and willingness to learn. Pupils in each class have to obey rules, rewards and sanctions; the older pupils understand the need for rules so that school life is orderly and safe. This awareness helps pupils to appreciate the need for laws in the wider community. As they grow older pupils increasingly demonstrate a willingness to share, take turns and accept appropriate levels of responsibility with good support from the staff.
15. There is a happy and relaxing atmosphere for teaching and learning in the school. Pupils help each other and develop friendships as they play together. This is more apparent as they progress through school. The large majority of pupils are interested in their work and are developing skills in learning which are appropriate to their abilities. The harmonious and supportive school environment is instrumental in promoting pupils' learning and their positive attitudes.
16. Pupils at Key Stages 3 and 4 as well as students in the Post-16 department show initiative and are willing and ready to take on extra responsibility. For example in food technology they take their turns to do different tasks, especially the tidying up at the end of the sessions. Post-16 students have many other opportunities to develop their independence and personality. They are expected to choose their own lunch from a menu and help in preparing it.
17. The work experience programme provides good opportunities for the pupils and students to enhance their personal development, as well as gaining in confidence and self-esteem. They undertake tasks around the school in co-operation with staff such as working in the school kitchen or assisting the site supervisor.
18. Attendance is satisfactory and is average for schools of this type, and promotes consistent learning patterns. When pupils are occasionally absent this is usually due to illness or medical appointments. Unauthorised absence is low. Almost all pupils

are brought to school by buses provided, and the drivers are co-operative in conveying messages where necessary.

19. Unless there are particular circumstances, for example transport delays, pupils arrive on time and ready to start the day. The school allows time for movement between lessons. However, the school does not always make the best use of teaching time specifically at the beginning and end of the day when pupils are not always fully occupied in meaningful activities. The school makes every effort to avoid excluding pupils and there have been no recent exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Teaching is a strength of the school and enables pupils to make at least satisfactory and sometimes good gains in learning in all subjects. Teaching is satisfactory in three out of every ten lessons. In three out of every ten lessons it is good and in a further three, very good. Four outstanding lessons were observed during the inspection, two in literacy, one in mathematics and one in physical education. In each of these lessons the very detailed planning and match of activities to pupils' needs result in motivated pupils who make good progress. There is no significant difference in the quality of teaching across the key stages or for particular groups of pupils.
21. The high standards of teaching represent a notable improvement since the last inspection when teaching was at least satisfactory in nine out of every ten lessons but less lessons were very good or excellent. Teaching is best in mathematics where five out of eight lessons are very good. Teaching is good overall in science, religious education, information and communications technology, art, design and technology, personal, social and health education and for Post-16 students. It is satisfactory overall in English, physical education and music. Three lessons were unsatisfactory, two in English and one in music.
22. The teaching of literacy and numeracy is good and the introduction of the National Literacy and National Numeracy Strategies is having a positive effect on the development of pupils' skills which they are able to use in other subjects such as counting ingredients within food technology and reading worksheets in lessons. Despite the improvement since the last inspection there are two weaknesses – the ineffective use of teaching time at the beginning and end of the day and the deployment of support staff in lessons.
23. Teaching in English is satisfactory in five lessons. In one lesson teaching is very good and, in a further two, outstanding. However, in two lessons the quality of teaching is unsatisfactory and is characterised by activities that are allowed to continue for too long with poor use of support staff to guide pupils' learning. For example, in a Key Stage 1 lesson, the teacher made effective use of symbols to convey her expectation of listening, looking and sitting. Because the pupils were all sitting together in a group and had to wait their turn each time, the pace was too slow. The pupils waited for a disproportionate amount of time resulting in them becoming bored and limiting their learning opportunities for part of the lesson. Similarly in another lesson, the teacher stopped the lesson to deal with difficult behaviour with the result that all learning came to a temporary halt. In each of these instances, better use could have been made of the support staff's skills to manage the behaviour and to work with designated pairs or groups of pupils and focus their attention more clearly thus requiring them to work harder. Neither teacher had planned effectively for the deployment of the support staff within the activity and learning opportunities were not maximised.
24. In outstanding teaching, activities are very well planned to meet the needs of each individual pupil. Support staff were well prepared for their work with small groups, for

example as they worked on very simple but effective role play activities in a story about the seaside. In another outstanding lesson, for pupils with profound and multiple learning difficulties, the teacher made excellent use of resources including a yellow ball, sunglasses and a sun hat to help pupils understand the context of a story within the soft play activity. This stimulating strategy resulted in a palpable heightening of response from the pupils, with increased smiles, clapping and body movement. In English teachers plan relevant activities within their lessons to extend pupils' gains in learning about text, reading and writing. They add a realistic touch to story time by using bubbles and a fan to recreate the weather thereby reinforcing pupils' understanding and sensory experience. Teachers make effective use of puppets to represent characters in a book so pupils fully understand when each one is speaking. Pupils are stimulated by such imaginative activities and, as a consequence, they behave well and make good progress.

25. The teaching of communication skills is good. It is a major focus of the school's work and is effective in developing pupils' skills through the use of speech and information technology. Many pupils have English as an additional language. Teachers recognise this wide diversity of languages and cultures and make good arrangements for meeting pupils' needs by providing translators and interpreters when necessary. The recently appointed specialist teacher has only just started his contract and during inspection was still in the early stages of developing a programme of support for these pupils.
26. The school also uses signing and symbols to enhance pupils' spoken communication. Their use is, however, inconsistent amongst teachers. In the best practice staff are rigorous in using signs for those pupils who need them resulting in pupils improving their ability to interact with other people and to access the work in all lessons. Nevertheless, there is a general weakness in the promotion of signing because teachers do not spend enough time actually teaching the signs and showing pupils how to use them.
27. In mathematics, teaching is at least satisfactory and very good in four lessons out of nine. In one outstanding lesson at Key Stage 3, the teacher was relentless in her determination that pupils would deepen their understanding of the use of money. Using real coins and authentic foodstuffs, she created an imaginary shopping scene where each took turns. Because the teacher's expectations were high, the pupils responded very well to her direction and by the end of the lesson demonstrated a clearer understanding that to purchase goods they need money. Teachers are very practised in maximising opportunities for pupils to practise their counting and calculating skills; in one lesson, for example, the teacher pretended to have forgotten how many pupils to mark on the register and asked a pupil to count – which he did – accurately. In other curriculum subjects teachers make good links to numeracy: pupils count objects in pictures and songs; they use computers to reinforce their understanding of numbers and they work out how many cups are needed for drinks time. They undertake all these activities with enthusiasm and demonstrate their ability to concentrate well. As a result of good teaching pupils show an interest in the activities, work hard in lessons and want to succeed.
28. In science, teaching is good and motivates and interests the pupils through practical tasks. Students Post-16 learnt the difference between living and artificial flowers through a practical activity that clearly proved that live flowers could not be mended. In a Key Stage 3 lesson the very wide range of materials provided by the teacher enabled all pupils to undergo a rich sensory experience whilst feeling the range of silk, sand, card and cardboard objects before using them to build an efficient bridge. The very stimulating activities and richness of resources in this lesson resulted in very good behaviour and all pupils concentrated well until the end of the lesson.

29. The work of the support staff in caring, supporting and handling pupils is very good. Two are particularly skilled in specific areas such as sex education and manual handling and they use this expertise very effectively to guide other staff and to provide good levels of support to the pupils. There is a good spirit of co-operation between support staff and teachers but too often they are briefed about their roles only as the lesson progresses. The teachers do not consistently plan their work in detail, and subsequently, their time is not always used to best effect. For example, in some lessons they sit for quite considerable periods of time within the pupil group. They listen attentively to the teacher or oversee the behaviour of pupils but they do not consistently use their time to stimulate and extend pupils learning. This situation has arisen because the teachers do not yet manage the whole learning experience in the classroom and as a consequence the skills of support staff are not consistently used for the best purpose.
30. Overall, teachers make good use of resources, often making their own or adapting existing household items to support learning. These resources are very effective in enabling pupils to increase their understanding, for example, when they experience a simulated trip to the seaside by wearing sunglasses and hats. Staff are increasingly training pupils to match objects or pictures, to write simple sentences with symbols or to practise their reading; this work is effective in developing pupils' independent learning as they gain confidence in using the computers with only minimal supervision. Teachers also plan well for pupils with profound and multiple learning difficulties to use specialist switches and other switch-controlled toys and apparatus in order for them to interact with the environment.
31. Teachers have satisfactory knowledge and skills in all the subjects that they teach including the basic skills of literacy and numeracy. They generally have appropriate expectations of what the pupils can achieve and plan challenging and interesting activities accordingly. This good planning results in pupils who generally work at a good pace. The school has recently introduced new procedures for identifying targets on pupils' individual education plans and these are having a positive impact on pupils' learning. Teachers are rigorous in ensuring that pupils work towards such targets and they assess pupils' progress each term. This assessment is well used to identify the next important steps of learning for each pupil. However, consistent procedures are not in place for assessing pupils' spontaneous learning and the small steps they achieve within lessons. Support staff are not deployed well in this regard.
32. Teachers use home/school diaries to keep in touch with parents. These provide a useful format for two-way communication between home and school but they are not used consistently by all teachers. The school has recognised this weakness and has already implemented strategies to address it. For pupils who can read, staff send their books home so that parents and carers can work with them and enjoy listening to their reading. However, parents still feel that they would like more work sent home for pupils to do in the evenings and inspectors agree with their views.

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

33. The curriculum is satisfactory at Key Stages 1 to 4. The school provides a good quality and range of opportunities for learning for all pupils with profound and multiple learning difficulties at all key stages. For students, Post-16, the curriculum is good. Satisfactory provision is made for children under five, although there were none on roll during the week of the inspection. All pupils are currently disapplied from the study of a modern foreign language but none are disapplied from any other National Curriculum subjects and religious education. The school meets requirements regarding the annual reviews of the pupils' statements of special educational needs and the Code of Practice efficiently. It follows due procedures to modify pupils'

statements of special educational needs where appropriate. Statutory requirements of the whole-school curriculum, including the provision of religious education, are fully met.

34. The school employs a specialist technology teacher. Speech and language therapy, occupational therapy, physiotherapy, hydrotherapy, dietary and educational therapy are used to ensure access to the curriculum for all pupils. The school makes good use of the services of specialists in hearing and visual impairment. The local team for children with multi-sensory impairment makes an effective contribution to the educational management of some pupils with profound and multiple learning difficulties. The school has the full-time services of a specialist nurse. These highly skilled professionals play an effective part in advising both teachers and parents on the management of pupils. They pay careful attention to pupils' physical and emotional well being which enables them to make the greatest progress of which they are capable.
35. The well-focused, multi-sensory provision for all pupils is a strength of the curriculum. Literacy and numeracy teaching based on the national literacy and numeracy initiatives, is a strong feature of provision. Skills of alternative communication such as signing and the use of symbols, do not, however, receive enough systematic emphasis to enable pupils to make the greatest possible progress in this area of the curriculum. The curriculum at all key stages places appropriate emphasis on personal, social and health education. Although provision is appropriate, the planning for the subject does not maximise the use of taught time and pupils are not always purposefully engaged with meaningful activities at these times. The school has failed to differentiate the body of knowledge pupils must know from the time it devotes to pupil care and much time is lost, sometimes due to unsatisfactory deployment of support staff. Well-supported and reciprocal integration of pupils into other mainstream schools aids pupils' social development. The school makes good use of the community in its curricular planning and pupils use local shops, museums and cafes to enrich their learning. Communication with families is consistent, helpful and effective and much appreciated by parents and carers.
36. The curricular needs of pupils as set out in their statements are fully met. The curriculum is supported by a sufficient range of extra-curricular activities, mostly held during the school day because of difficulties of transportation. Pupils visit the wide range of cultural sites, museums and other places of interest that London has to offer as part of their curriculum. Activities after the school day are on offer to pupils within other integrated play projects, and those aged over twelve are able to join an activities group in the summer holidays. All pupils have the opportunity to take part in a residential holiday every two years, sometimes under canvas. Every year, the whole school, with parents and helpers, visits Southend on a day trip, for which careful curricular preparation is made to enable pupils to appreciate an environment contrasting with their own.
37. The needs of all pupils are met by carefully focused, multi-sensory and sometimes highly inventive teaching, firmly based on the requirements of the National Curriculum and the locally agreed syllabus for religious education. Target setting is well monitored and there is a systematic process of review.
38. Of the 40 pupils from families who speak between them at least nine foreign languages, 17 of them are refugees. They have the same opportunities as the rest because a satisfactory level of provision is made for them. A teacher has recently been appointed to develop this provision further. He is developing the provision effectively and has already established a multi-lingual resource area for teachers, pupils and parents. Bilingual support assistants help by providing support for those with widely different cultural and linguistic backgrounds. The school has good access to translators and interpreters, whose services it is able to use whenever required.

Outreach to families is a strong and rapidly developing feature of provision. The school operates a strong and effective policy for equality of opportunity. All pupils were seen to benefit according to need during the week of the inspection.

39. The curriculum is satisfactory in Key Stages 1 to 4. The subjects taught are based on the requirements of the National Curriculum. The time allowance for English, mathematics and science is a little short at Key Stage 1 and for mathematics at Key Stage 2. However, the school recognises that it also teaches many aspects of these subjects within the time currently identified as personal, social and health education. The senior management team has imminent plans to reconsider the identity and focus of subjects within the timetable. The national literacy and numeracy provision has, however, been well introduced. There is better balance of provision at Key Stage 4. The curriculum is satisfactorily planned to enable pupils to build on what they already know, understand, and can do.
40. At Post-16, the curriculum is good. Whilst effectively building on what has gone before, it becomes distinct from previous provision. The school makes good use of the services of a college of further education. Students have good opportunities for physical development at a local leisure centre. In addition to the core subjects such as communication and numeracy, all students continue to develop their independence skills by undertaking simple but well structured challenges for external accreditation. The curriculum continues to emphasise personal and social education. Sex and drugs education are taught to students on an individual basis, to enable them to behave appropriately and to keep themselves safe. Careers education, Post-16, is good. All students have an opportunity to work on the school site or help in the school kitchens or office. Occasionally, a student successfully undertakes work experience off site, in hairdressers, for example. Students are carefully instructed in words and symbols about what they can expect in the workplace. Great attention is paid to students' safety. Careers education involves the local specialist careers services which gives objective advice and provides all students with an action plan. At age 14 and 16, pupils and students are given realistic advice as to their future prospects, and in some cases, they are able to make a choice.
41. Since the last inspection there has been a good level of improvement in the quality and range of the curriculum. History, geography and religious education are now taught reliably to pupils. The time allowed for these National Curriculum subjects, and for religious education, although small, conforms to national guidelines. There are now good opportunities for pupils to develop skills in information and communications technology. Subject co-ordination has now improved. Progression in learning is now assured and the monitoring of teaching has begun with attention given to the core subjects and now moving on to non-core subjects. Careers education is now good with regular opportunities for pupils from Year 9 onwards to receive information about their options after school and possible placements and opportunities. Educational objectives of school trips are now better defined and more clearly linked to humanities, science and personal, social and health education than at the time of the last inspection. Arrangements for monitoring the progress of pupils who spend part of their time in mainstream lessons are now good.
42. The school makes satisfactory provision for pupils' spiritual and moral education and good provision for their social and cultural education. Spiritual and moral issues feature in religious education lessons, which are part of the humanities scheme of work and also in the informal religious education given in other lessons. There is a strong sense of purpose in the school. A coherent set of values and principles finds consistent acceptance by staff and pupils. An ethos is created in which routines and relationships are based on mutual care and trust. The school pays due regard to its multicultural and multi-faith community and the concept of God is taught through different religious concepts and through the visits to various places of worship.

43. The daily assemblies have a spiritual theme but due to the wide age range of the pupils and the varied degree of disabilities their value makes only a limited contribution to the spiritual dimension. The organisation of the assemblies does not always ensure that pupils gain greater understanding of the themes introduced.
44. Subjects other than religious education make a good contribution to pupils' spiritual development. In mathematics, for example, the principles of sharing are taught and as pupils move through the school it is increasingly understood by the pupils. The celebration of festivals like Christmas, Easter and other religious celebrations give pupils an opportunity to experience spiritual awareness, as did the sensitive approach at a tree planting ceremony undertaken at the school following the death of a pupil. Pupils visit churches, mosques and other places of worship in order to get spiritual insight and enhance their understanding of the concept of God.
45. The school gives a high priority to moral and social development and this is included in the timetable every day. Pupils are taught the distinction between right and wrong through activities and example. All staff are good role models, promoting pupils' respect, care for others and the need to share things with others.
46. Opportunities for pupils to study in other local schools are sought to extend learning for those pupils who would benefit from integration in mainstream. Normally pupils integrate with classes in other schools. Pupils from mainstream schools also join in activities at William C Harvey including physical education, music and dance lessons. This process not only enhances the pupils' social development, but also it provides good awareness of other people's disabilities to the pupils from mainstream. For the Key Stage 4 pupils and the students in the Post-16 department the opportunities provided on work experience away from the school gives them further opportunities to mix with their peers, develop the skills to make new friends and work alongside them.
47. The school at Key Stages 3 and 4 and Post-16 also organises outdoor pursuits courses for its students and pupils including camping. These offer many opportunities for social and personal development, such as planning, organising things that are needed, purchasing and cooking. All pupils learn to take their turns to do the duties involved however difficult they may be.
48. The school participates in a wide range of cultural activities which make a positive contribution to pupils' understanding of cultural issues. These include the public exhibition of pupils' art work and visits from performing artists.
49. Visits to parks, museums, stately homes and castles are well planned with extensive follow-up work with tasks which give the pupils an insight into historical development of these places over a period of time. Furthermore visits to a wide range of places of worship enrich the curriculum, especially pupils' religious and spiritual education. These visits are well documented so that they can be recalled and reinforced over a period of time.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The good standard of care for pupils and students throughout the school has a strong impact on their readiness to learn and the confidence of parents in the work of the school. The good procedures in place to ensure the support, guidance and welfare of pupils, are part of day-to-day practice. All have a review date and these reviews are part of the school development plan. The encouragement of good behaviour and high levels of care are important features and parents are very supportive and showed how much they valued this support. In the questionnaire parents overwhelmingly felt

the school was helping their child become more mature. They support the work of the school.

51. The school has good arrangements for Child Protection, with a clear policy which is well understood by staff. Supporting procedures, which ensure the welfare of pupils, include appropriate and continuing training for new teachers and support staff. These are also part of induction and the briefing given to helpers and volunteers. The confidence of parents and pupils in the care of the school promotes an atmosphere of trust and willingness to learn. The headteacher and other staff regularly survey the premises to make sure that they are safe and secure. They report their findings which are included in the minutes of governors' meetings.
52. All adults follow good security procedures when entering and leaving and pupil safety is a prime consideration when planning outside visits. Provisions for first aid and pupils' personal needs are thorough and well resourced. This includes an on-site school nurse who takes an active part in both the care and curriculum areas of school life. Daily personal care is covered both in the curriculum and in school routines.
53. The school has good procedures for monitoring attendance, which identify any relevant issues and allow appropriate effective action to be taken immediately, for example where there has been no known illness, or where bus delays cause pupils to arrive late. Members of staff know the circumstances of each pupil well. All absences are followed up with care and concern, making a significant impact on levels of attendance. The school has a wide range of high quality and experienced specialist help available. This includes on-site physiotherapists and a nurse.
54. The generally good behaviour of pupils in and around the school gives a harmonious feel to the community and demonstrates the effectiveness of the good procedures which have been adopted to promote high standards of behaviour. Teachers and support staff follow agreed practice and behaviour management strategies to help pupils to behave appropriately. They handle the occasional disruptive event with good effect and often with good humour and patience. For some pupils' behavioural management plans are built into their individual education plans, incorporated into daily planning and regularly reviewed with parents. The sensitive and effective management of behaviour throughout the school allows full participation in whole-school events, such as trips out and the Tottenham Festival. Specialist help is sought consistently and in good time, for example from an educational therapist, to provide additional support or different educational resources where these are needed. A sufficient number of support staff and teachers work well to implement the good policies for managing behaviour and preventing harassment and bullying. The school has created a harmonious environment where pupils feel secure and free from bullying or other concerns.
55. The school has satisfactory procedures for monitoring pupils' personal development and academic progress. They are soundly used to inform teachers' planning. Overall this planning has a useful impact on the pupils' learning. Teachers and support assistants work closely with pupils throughout the school day and are keenly aware of individual needs. Staff are rigorous in incorporating targets from individual education plans into termly and individual lesson planning, with assessment to ensure that they remain appropriate. These are generally well maintained. However, staff miss some opportunities to identify and clarify the small steps of learning and the achievement of pupils in individual lessons. Records are sometimes written in overly-descriptive terms and support staff are not effectively involved in recording progress. Individual educational plans are regularly reviewed and discussed with parents so that future targets set are realistic and appropriate. Post-16 students have targets, which assist them to participate not only in academic work but also in some social, domestic and cultural activities, such as kitchen duties and gardening.

56. The educational and personal support provided for pupils is good and well monitored through links to personal, social and health education targets on their individual education plans. The impact of the school's good care, concern and support for pupils contributes to the good progress pupils make whilst at school. Pupils make good progress in social integration, communication and participation in class activities. The school aims to cater for the range of abilities in each group by good levels of support and adjustment of individual work to develop skills and knowledge. The targets for personal development and good behaviour are pursued throughout the day with pupils' achievements being warmly recognised, and celebrated in class, in other settings such as the dining area and in the weekly celebration assembly.
57. The school meets all necessary requirements relating to the annual reviews of pupils' statements and the recommendations of the Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school enjoys good relationships with parents. The parents are happy with the school and feel confident that pupils' welfare is the first priority of the staff. They feel that the teaching and other activities combine to have a positive impact on their children's personal development and educational opportunities, and describe the atmosphere within the school as a happy place. They are anxious to understand more about their children's work at school and seek ways in which they can work more closely to support their children's personal and academic development at home.
59. The information received by parents is good and includes a lively newsletter and a wider range of information about individual pupil's achievements. They receive reports every term about their child's progress and information about the events in which the whole class have shared. There are annual meetings to consult parents formally but the emphasis is on the opportunity for parents to come to the school at any time that fits in with the school day. Parents are involved in drawing up individual education plans and in feedback on progress at their children's annual reviews. They value this opportunity to discuss their child's needs with members of the various specialist teams. Post-16 students and their parents are supported within the school, in making an appropriate choice of study or work when they leave. The school has developed its own website and is reviewing how far this can be used to provide information to parents. It currently hosts the prospectus and much useful school information. The publication of the annual governors' report in this format is under consideration.
60. The school has designated a member of staff to act as parent co-ordinator. This means there is major emphasis placed on developing links with parents. This includes the provision of a parent/carer room and a fortnightly meeting. Subjects for the meetings are notified well in advance and there is a good attendance. During the inspection eight parents attended a meeting about 'Stepping Out' – a holiday scheme for the older pupils in the school. The parent co-ordinator also undertakes a programme of home visits, especially as part of induction into the school.
61. The contribution made by parents to pupils' learning is satisfactory. Several parents help in classes and others enjoy accompanying pupils on outside visits. Parents would welcome more consistent and frequent guidance in the home/school diaries so that they can support their children's behaviour and learning targets better at home.
62. The school benefits from a number of useful community links including the Broadwater Farm Partnership Group and the national Sure Start early years initiative. This has been important in supporting and promoting the new school development and places the school to the fore in the community in which it is placed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides good, positive leadership which creates a clear sense of direction for the school. This sense of direction is shared by the senior management team and by the governing body. The explicit aims and values of the school are reflected in its everyday work and there is a good community ethos. The headteacher is aware of the further developments needed to raise achievement and has undertaken this challenge with enthusiasm.
64. The overall leadership and management of the school is good. There is a good working relationship between the headteacher and deputy and other members of the senior management team. The deputy headteacher undertakes responsibility for curriculum co-ordination.
65. The school has appropriate plans for monitoring and developing teaching including a well established programme of staff review and development interviews. The headteacher has attended input on performance management and recognises this initiative as further development of the internal monitoring procedures.
66. The school development plan sets realistic targets and is costed. The most recent plan sets targets for 2000/2001 and is the final plan of a three-year cycle. Procedures are in place for the formulation of the next plan. Involvement of staff and governors in the development of the plan ensures that all parties have a good insight regarding the future direction of the school. A training day on school effectiveness has added considerably to the plan and has helped to inform development priorities for the next three years. Regular monitoring of the plan is undertaken and clear responsibility for this is detailed under each target.
67. The governing body fulfils its statutory duties satisfactorily and supports the headteacher in providing a clear focus for the school. Governors receive regular presentations from members of staff and are well informed about the work of the school. The governing body is enthusiastic and committed to the development of the school. The recent loss of two experienced governors has been keenly felt but new appointments have been made. Although newly appointed governors bring a wide range of skills, the governing body still recognises the need to improve their monitoring to ensure that they are better informed about the strengths and weaknesses of the school.
68. The system for monitoring and evaluating the school's work is developing satisfactorily but not yet fully embedded. The policy which guides the process has been developed and agreed with all staff. The headteacher monitors the work of teachers through a programme of classroom observations. This is an increasingly rigorous procedure. Issues relating to the monitoring process are discussed and addressed by the senior team. There are plans in place to further involve the senior management team through an active role in the monitoring process and through the introduction of a system to monitor the effectiveness of the team itself. The role of the curriculum co-ordinator is developing within the overall process with some co-ordinators beginning to monitor core subjects.
69. The school is beginning to apply the principles of best value and arrangements are satisfactory. The headteacher uses contact with other schools as a mechanism for comparison with similar organisations although the specialised nature of many purchases make this difficult. The headteacher has firm control over planning the budget and linking proposed spending with focused plans detailed in the school development plan. Whilst these plans are appropriately costed as yet there is no formal mechanism for assessing the impact of the spending on attainment. The

governing body receives regular feedback from the headteacher on financial matters. Due to the delay in building works at the Post-16 annexe, the school has had to undertake the planned reduction of a financial underspend. There are specific areas for development in the short-term which will bring the surplus to an acceptable level. Specific grants made to the school are used appropriately to extend the curriculum and to raise attainment. These include the appointment of a part-time teacher to support the achievement of pupils from ethnic minorities, the provision of music therapy and funding to provide work experience places for older students.

70. There is good day-to-day management of finances of the school involving the headteacher and deputy and the school administrative staff. All procedures are in place and a local authority 'health check' has been recently undertaken. The few minor weaknesses have been or are in the process of being addressed. The headteacher makes regular financial reports to the governors. The school uses information communications technology for management well. In addition to the use made by administrative staff for day-to-day financial management the school has a web site and makes regular use of the internet to gain and share information related to the education of pupils with severe learning difficulties.
71. The school is sufficiently staffed with teachers to ensure effective delivery of the curriculum. The school is well staffed with support staff who provide sensitive support to pupils in all areas of the school. All staff have access to and undertake professional development. Courses relate to the priorities in the school development plan. There is an effective induction process which enables new staff to settle into the school quickly. All staff have regular development interviews with the headteacher which help them to identify annual targets for their own work in order to raise the professional standards of their work. An appropriate range of staff from other agencies supports the work of the school. These include the school nurse, peripatetic teachers and others. The school employs an educational therapist who works effectively with individual children. Music therapy is provided for groups of children and this makes a significant contribution to the development of communication skills. Speech and language therapists and physiotherapists work with individual children according to their needs. In addition therapists provide much appreciated advice and support to teaching and support staff. Multi-professional meetings are held regularly and provide a channel for information and an informal system of monitoring the overall work of the impact of therapies in the school.
72. There are some areas of the school with good accommodation, such as the hydrotherapy pool, with its separate changing facilities and good sized classrooms. Corridors are wide and disabled access, including a lift, is good. Overall, however, the accommodation is unsatisfactory. The growing specialist equipment and resources for pupils with severe and complex learning difficulties are creating intolerable pressures on storage space. At times the storage problems are severely restricting access for wheelchairs, such as when food trolleys are plugged in alongside the mobility equipment that is stored outside of Key Stage 1 classrooms. The large hall space is much reduced by the need to store large equipment, such as trampoline, crash mats and soft play apparatus, alongside benches, tables and chairs used at lunch time. Exterior decoration is of a poor standard and reveals evidence of wood rot and ill fitting windows. Many of the classrooms have damaged ceiling tiles and are in need of re-decoration.
73. Staff work hard to improve the school environment with colourful displays of pupils' work, although some of these are displayed at a height that does not benefit smaller pupils and those in wheelchairs. The library, although small, is attractive and holds a good stock of well displayed, multicultural books and supporting resources. Some of the outside surfaces are uneven but access to the very good wild area does not enable all pupils' to access the multi-sensory plant life nurtured there. Grounds are kept tidy, although grass areas are not well maintained. Plans have been made for

improving the site but there is still not enough space as the school takes on more pupils with more complex learning needs. Good use is made of accommodation off-site, such as the local swimming pool, the further education unit and local cultural and commercial resources. Such regular use of community resources extends the curriculum and enriches pupils' learning experiences.

74. The school makes effective use of the resources available to it, including the wide range of special equipment used by pupils with additional and complex special needs. Resources for English, mathematics and physical education are very good and well used. The school is well resourced for the delivery of the literacy initiative. There is a good collection of musical instruments, in particular those for percussion. Resources for art and design and technology are restricted by the cramped space and poor storage that they have to share, although art benefits from the very good collection of multi-ethnic artefacts that parents and pupils have brought from their home countries to give to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to raise standards further the school should:-

- a) Improve the use of taught time at the beginning and end of the day, to ensure that:
 - i) there is a clear educational focus at these times;
 - ii) support staff are well deployed at these times; and that
 - iii) the first and last sessions of the day are clearly identified and used as taught time. (*para refs: 19,22, 81, 127*)
- b) Define the content of personal, social and health education lessons to ensure that:
 - i) pupils' activities and experiences are not repeated;
 - ii) pupils are fully engaged in activities during circle time;
 - iii) learning outcomes are identified for all pupils; and that
 - iv) clear links are made to National Curriculum subjects. (*para refs: 35, 135*)
- c) Improve assessment procedures to ensure that:
 - i) teachers record specifically what pupils experience and what they know, understand and can do in all subjects; and
 - ii) pupils' spontaneous and often unplanned achievements are recorded and extended. (*para refs: 31,55,101,120*)
- d) Improve the use and consistency of signing by all staff and teach pupils who need it, how to sign. (*para refs: 26,86,92,99,126*)
- e) Review the role of the support staff by:
 - i) training the teachers as classroom managers;
 - ii) training the support staff in specific skills in learning support, assessment and recording;
 - iii) ensuring that teachers' planning includes details of how support staff should support pupils in their learning; and
 - iv) increasing time for teachers and support staff to plan and review their work together. (*para refs: 22,29,86,90*)
- f) Continue to seek improvements in accommodation and storage facilities. (*para refs: 72,73,108*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	20	60	11.5	2.5	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	76
Number of full-time pupils eligible for free school meals	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.14	School data	0.44

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	14.1
Black – African heritage	19.7
Black – other	1.4
Indian	8.5
Pakistani	0
Bangladeshi	0
Chinese	1.4
White	45.1
Any other minority ethnic group	9.9

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	NONE AT ALL	NONE AT ALL
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y1 – Y13

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	4.3:1
Average class size	8.4

Education support staff: Y1 – Y13

Total number of education support staff	48
Total aggregate hours worked per week	1002

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	1,330,900
Total expenditure	1,320,197
Expenditure per pupil	15,477
Balance brought forward from previous year	54,060
Balance carried forward to next year	75,930

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	5	5	0	10
My child is making good progress in school.	48	33	5	0	14
Behaviour in the school is good.	24	48	5	0	24
My child gets the right amount of work to do at home.	19	19	29	10	24
The teaching is good.	62	33	0	0	5
I am kept well informed about how my child is getting on.	62	29	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	5	0	0
The school expects my child to work hard and achieve his or her best.	62	24	0	0	14
The school works closely with parents.	52	38	5	0	5
The school is well led and managed.	57	19	0	5	19
The school is helping my child become mature and responsible.	57	24	0	0	19
The school provides an interesting range of activities outside lessons.	57	19	5	0	19

Parents were very supportive of the work of the school. They were in agreement on the issues concerning inconsistency in homework and the use of home/school books. Inspectors found these criticisms to be valid.

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

PROVISION FOR POST-16 STUDENTS

76. Students over sixteen continue their education in a purpose-built annexe situated some ten minutes from the school. Currently there are sixteen students attending the annexe.
77. Activities take place both at the annexe and in a number of other venues including sites of the College of North East London, local swimming pools and the main school site. The students benefit from a good, stimulating and varied curriculum which is designed to prepare them for the next stage of their lives. The curriculum builds on and extends their skills in basic subjects and provides a wide and valuable range of experiences in the local community. The curriculum focuses on choice, self-advocacy and independent living. In general the learning experiences provided achieve these aims well and the additional curriculum opportunities offered by attendance at college make a significant contribution to the students' gains in learning and self-confidence.
78. Students are keen to join in the activities and arrive at school keen to discuss and participate in the activities of the day. Students develop skills of independent living and self-advocacy in line with their individual abilities. Lower attaining students participate in a cookery activity as a result of making a choice to do so earlier in the day. Activities to develop literacy and numeracy are linked where possible to developing skills in self-advocacy and independent living. Students preparing for a mini enterprise activity which is focused on car washing are given the opportunity to choose by voting for which poster to display. The numbers of votes are counted and students help to decide which has the most. Students continue to build on literacy skills learned at school and work on a commercial reading scheme making use of appropriate support material including information and communication technology.
79. Teaching at the annexe is good overall. It is satisfactory in three lessons, good in six and very good in one. Teachers work both as activity leaders and in support roles. Teachers know students well and planned activities are well matched to students' ages, interests and learning needs. Where teaching is good, work is challenging and expectations are high. This results in active participation by students in line with their ability and they make good gains in learning. Where teaching is no more than satisfactory, students are not challenged at all times during the lesson and their response wavers. Individual education plans contain clear targets, which relate closely to teachers' planning. Support staff make a valuable contribution to achieving these targets by supporting students in a wide variety of settings.
80. The staff make good use of resources. The new annexe provides a pleasant and appropriate environment for the students. Good use is made of facilities for cooking and recreational space. For example, when a student was leaving the unit, the students and staff worked well together to produce a delicious buffet lunch that was enjoyed by all thus clearly marking an important day for everyone. The grounds, although not yet developed, provide an area for young people to socialise during breaks and lunchtimes. The wider environment is used well to extend opportunities for all students. Regular visits to college and to local swimming pools ensure students can participate in activities in a variety of environments that deepen their understanding of the wider world. Community visits are made to establishments within walking distance such as shops to put theory into practice with regard to money and shopping. Visits to those further afield provide very good opportunities for students to develop their social skills by using public transport. For example during the inspection one group of students visited the Tate Modern Gallery using a mixture of bus and train. These important activities enrich the students' lives and broaden

their experience of using community resources thus preparing them for the next stage of their lives after school.

81. The curriculum is good and is very effectively extended by an arrangement with a local college. Students attend for varying lengths of time and attend a range of courses such as horticulture, music and drama. These courses are appropriately targeted at the students' learning abilities and also provide them with very useful experience of learning alongside students from other local schools. They gain from the experience of meeting new people in a large college and from learning in a different environment. College activities generally build on and develop students' experiences and contribute positively to opportunities provided in other settings. Teachers from the annexe support students well and enable active participation. Activities are generally very well organised and students make good gains in learning. For example, students in music took turns to play a solo as part of the group performance. In horticulture students could name two different types of flower that they were using to make a table decoration, and in drama students worked in pairs, leading one another by touching shoulder or back. However, where groups include students with a very wide range of abilities, attention is sometimes focused on particular needs and does not promote all students' participation. Travelling arrangements mean that some students have long periods to wait before the beginning of their activity and the lack of structure at this time detracts from the valuable activities in which the students participate. The school is aware of these difficulties and is currently planning to overcome them.
82. Students' work is effectively accredited through the award of the ASDAN Towards Independence scheme.

ENGLISH

83. Pupils make satisfactory gains in learning in English in all key stages. Those with profound and multiple learning difficulties also make satisfactory progress. Despite this overall progress not all pupils use sufficient signing because it is not systematically taught in lessons.
84. By the end of Key Stage 1, pupils listen and respond to a simple tale such as 'Goldilocks and the Three Bears'. Pupils' level of understanding varies, and improves when the story is carefully explained to them and they are helped to touch and feel objects of reference. Higher attaining pupils match characters' names to the pictures when they are reading the big book 'The Pancake'. Others are helped to do this by pointing, successfully, from a choice of two. Higher attaining pupils name 'milk' when shown the plastic bottle and can name eggs. When the big book, 'The Bear and the Picnic Lunch', is read to them some connect the bear in the book with a stuffed bear in the classroom. Some pupils understand very simple statements, vocalised, signed or produced using symbols.
85. By the end of Key Stage 2, staff enable higher attaining pupils to respond well to objects of reference. In one lesson, when they heard the story about the seaside called 'Look what I've found' they responded positively and with great interest to the good use of resources provided by the teacher. These included a big red crab that made a noise and the sound of the sea heard in a conch shell. Pupils volunteered to take part in 'drama' by rocking, by pointing and by making sounds. Some were able to join in some of the actions of a simple song and had some knowledge that they were acting in role. Because teachers plan a wide range of activities within lessons pupils are keen to learn and respond to tasks. For example, a higher attaining pupil pressed a switch to activate a tape recorder which answered the teacher's questions when reading the book 'Not now, Bernard'. Lower attaining pupils were, on occasion, able to focus their eyes on the text. All responded positively to the well chosen

familiar objects in the classroom such as timetables and photographs, which helped their understanding.

86. Work is well planned for the range of pupils' needs – some pupils copy and overwrite letters. Higher attaining pupils label objects correctly using symbols. These individualised tasks ensure that all pupils work at levels appropriate to their abilities and in line with their individual education plans. Pupils understand the signs and symbols which promote simple social language but several do not yet sign themselves and suitable opportunities to develop the skill are not always maximised. For example, when pupils sit in circles at the beginning of the day the staff sign well but do not help pupils to do so too. Support staff are not well used in this regard.
87. Similarly at Key Stage 3, teachers plan a range of challenging and interesting activities which promote pupils' learning and positive responses. Pupils are interested in stories and listen to them carefully. They pick out the symbols which represent 'story' from a choice of two. They listen carefully to a simple tale, with some understanding. They pay attention to, and have some understanding of, pictures and objects of reference. A higher attaining pupil reads 'Rocky goes to School', very hesitatingly and with a great deal of help. Pupils understand symbols. Pupils sign, but not consistently, to transmit meaning. They continue to copy and overwrite words.
88. By the end of Key Stage 4, pupils improve communication by vocalising, the use of pictures, appropriate body language and signing. Staff have relevant expectations of pupils and, for example, frequently persuade them to make eye contact. Higher attaining pupils understand simple instructions and can respond to the teacher's dramatic reading by echoing the vocabulary of simple poetry. They listen quietly. They show some interest when a book is passed round and the staff guide them well to ensure they focus upon its pictures, thereby ensuring that their understanding of books and text is reinforced.
89. Pupils' behaviour in lessons is satisfactory overall and mirrors the quality of the teaching. When the teaching is outstandingly good, as in one lesson on 'The Seaside' in Key Stage 1, pupils clapped and smiled when introduced to new objects thus enhancing their experience of learning. Some pupils who were agitated at the beginning of the lesson responded by becoming tranquil. When they were helped to paddle by putting their feet into water, pupils laughed and gave every sign of pleasure. Pupils behave badly in lessons and appear unhappy when the teaching is unsatisfactory. In these lessons, they refuse to co-operate fully or to be consoled mainly because activities go on for too long and they are not able to sustain their concentration and maximise their opportunities for learning.
90. Pupils' learning is satisfactory in all key stages, because the teaching, though variable, is broadly satisfactory. Two lessons out of the eleven seen were exceptionally good. Two were unsatisfactory. Pupils learn very well in the best lessons because the teachers have a particularly high level of knowledge of what is required to enable them to make progress. Pupils' interest and imagination are caught in these lessons, and they happily stay on task. Books are bright and stimulating, and pupils are attracted by them. Well-chosen objects of reference help pupils' learning. In a lesson on the seaside, pupils with profound and multiple learning difficulties responded to a large yellow ball. One boy focused his eyes on a red armband. One girl clapped when she was introduced to some bright objects she might take on a summer outing. When teaching and learning are less successful, behaviour problems are not properly resolved and teaching is interrupted when the teacher feels obliged to deal with it. In these instances support staff are not always effectively deployed to manage such incidents and some pupils drift off task.
91. Teachers are skilled at developing pupils' understanding and use of literacy and this results in pupils achieving well in relation to their ability levels. In circle time, all pupils

can indicate that they are present by vocalising, by pointing, showing photographs of themselves or signing. Pupils understand very simple statements and instructions in a range of subjects, whether they are vocalised, signed or produced using symbols. Some pupils interpret the symbols on their class timetable and can come to an understanding of what the day has in store for them. Some higher attaining pupils are able to read simple words and phrases. Pupils copy and overwrite letters to consolidate their learning and to communicate. Symbols and words carry socially important meaning for some. Pupils vocalise or sign their needs to others. Pupils are interested in books and the pictures in them. Pupils listen to stories and information in class carefully and on occasion are totally absorbed.

92. Since the last inspection, there has been a satisfactory level of improvement. Schemes of work are in place. Lessons based on the national literacy initiative have now been introduced. The co-ordination of the subject is satisfactory. The use of symbols is good. The lack of systematic promotion of signing by directly teaching and modelling pupils' movements, continues to be a weakness. The school is working towards the production of a whole-school communication policy.

MATHEMATICS

93. The teaching of mathematics is a strength. Teaching is good in three lessons, very good in three and outstanding in one. This high quality teaching with secure knowledge and understanding enables pupils to make good progress and to use their developing mathematical skills in real-life situations and other lessons.
94. At Key Stage 1 pupils are developing their understanding of numbers. Teachers are rigorous in providing many opportunities within lessons for pupils to consolidate their counting and calculation skills. Direct teaching based on the principles of the numeracy strategy helps pupils concentrate on adding and subtracting. They use these skills well to count how many pupils are present for the register, to count the number of frogs in a song or to count forwards and backwards in a game. They also count characters in stories. Because of the strong emphasis placed upon developing pupils' social skills, many are beginning to understand the passage of time and the concepts of the beginning and end of the day. These are reinforced regularly in early morning number sessions but sometimes take too much of the lesson time. Because pupils are interested in early mathematical activities they behave well and want to participate and take their turn. Their good behaviour is a direct result of the teachers' expectations that they will work in a group and develop their understanding of turn taking and waiting – although sometimes they wait for too long.
95. By the end of Key Stage 2 pupils have continued to develop their mathematical understanding because of the interesting activities provided for them in lessons. Teachers are rigorous in encouraging pupils' use of mathematical apparatus such as counters, number lines and real money. All adults give good support to pupils by helping them count using counters or fingers, helping them to record their answers by providing them with models to copy, or by simply asking appropriate questions to ensure they have understood the task. Pupils are increasingly motivated by these activities which provide good opportunities to learn. Because of this, pupils show their interest and motivation by working quietly for increasing periods of time. Teachers praise pupils well for both effort and achievement and this results in increased concentration and has a positive impact on pupils' learning.
96. At Key Stage 3 pupils continue to make good gains in learning particularly in their use of money. The teacher makes excellent use of real packets of food which are familiar to the pupils who can then make a link to their lives at home. They purchase these using real money. Higher attaining pupils use these coins with confidence, can name the value of some coins and add some together. Lower attaining pupils also enjoy and respond well to this activity and are developing their understanding of one,

two and five pence coins. This stimulating and very practical lesson ensures pupils are absorbed in the task of learning and, as a consequence, pupils' behaviour and attention is very good. One higher attaining pupil is extending his learning by part-time attendance at a nearby school for pupils with moderate learning difficulties, where he is working at a level similar to that of the other pupils. This is having a very positive effect on his self-confidence and social skills.

97. By the time they reach Key Stage 4 the continued and very effective teaching of mathematics has resulted in confident learners who, with help, can use the local community for shopping. Pupils make good progress and are able to use standard measures of metres and centimetres and generally have a good knowledge of shape and space. Some, having understood the passage of time and the routines of the day, are beginning to discriminate between the hours on a clock.
98. The recent focus on mathematics, with the introduction of the National Numeracy Strategy, has increased the profile of the subject throughout the school. As a result of training, teachers have improved their understanding and strategies for the teaching of the subject. This has had a direct and positive impact upon the pupils' learning. Additionally it has ensured that all pupils make good use of their skills in other subjects such as food technology where they measure ingredients and begin to understand weighing. In science, opportunities to use mathematical skills are less but pupils do count different types of materials and differentiate between big and small.
99. The co-ordination of mathematics is very good and the scheme of work is clearly planned and soundly based upon National Curriculum and National Numeracy Strategies. The monitoring of the subject is a strength and gives the co-ordinator a clear view on the subject's development and the progress that pupils are making as a result. This good progress is also evident in the way pupils effectively meet the targets on their individual education plans. Despite these strengths, there is a need to ensure that the best use is made of the skills and time of the support staff to guide pupils' learning. Staff do not currently maximise pupils' use of signing with the result that opportunities for communication from pupil to teacher are lost. Assessment is good and records are systematically completed but the pupils spontaneous steps of learning are not always recognised in lessons by this formal system. The school has recognised this area for development. The high standards achieved in the subject represent a significant improvement since the last inspection.

SCIENCE

100. As a result of clearly planned and focused teaching, pupils achieve well against targets set for them in their individual education plans. At Key Stage 1 pupils learn about round and rolling objects. Pupils can track the rolling action of an object whilst it moves across their tray. At Key Stage 2 pupils learn about forces. When a big ball is rolled to one pupil he can say and show push as he rolls it back to another classmate. Older pupils at the early years of Key Stage 3 look at the properties of materials. They know which materials are hard and which are not. They can feel the difference and hear the sound of materials when tapped. At the end of Key Stage 3 pupils are able to use what they have learned about materials to build structures. They are able to build a bridge with card between themselves and others and can add material to a silk bridge and watch as it collapses. At Key Stage 4 higher attaining pupils learn about magnetism and can find objects, which are attracted to a magnet in their classroom. These good achievements and the good way in which pupils behave in lessons and respond enthusiastically to the activities are a tribute to the good knowledge that teachers have of both the pupils and science curriculum. They clearly put this knowledge to effective use in stimulating pupils and promoting the pupils' learning.

101. Teaching in science is satisfactory in four lessons, good in three and very good in a further three. Where teaching is very good lessons are lively and well paced. Lessons are clearly planned and ensure that there are opportunities to address targets on pupils' individual education plans. Pupils are generally managed well and their attitudes and behaviour are good in most lessons as they want to do well. For example, pupils react positively when asked to roll a ball to another pupil; they take turns and look before rolling the ball. They remain engaged with the activity and concentrate on what they do. Some pupils have individual behaviour plans and staff use these well to ensure that pupils meet their targets. Teachers and support staff use praise well to encourage children to participate. In one lesson all pupils and staff clapped when a child was able to say the word 'push'. Teachers plan activities which are varied and suitable to the learning needs of the group and these enable all pupils to feel involved in activities and do well. Literacy and numeracy are linked in some lessons to the activities in science but this is inconsistent and not clear in planning. Staff generally expect pupils to do well and make these expectations clear to them by explaining the tasks in detail. This helps the pupils understand what to do and they start work quickly and efficiently. Support staff are clear about which pupils they are working with and support is sensitive to individual needs. In most lessons, however, opportunities to reinforce or develop scientific concepts are missed through lack of detail in these areas for support assistants in teachers' planning. Assessment is made against individual targets but there is insufficient recording of moments of learning to ensure that small steps of progress are not lost.
102. Since the last inspection the co-ordination of the subject has improved and is now satisfactory. An appropriate scheme of work is now in place and work across all classes is planned in relation to it. The monitoring of curriculum areas is still developing and currently there is no observation of teaching to determine standards in this area. The scheme of work does not identify assessment opportunities and progression is not fully ensured through detailed guidance for year groups within the documentation. The school is currently considering the use of a common format for schemes of work in an effort to address these issues. The school has made satisfactory improvement since the last inspection and teaching in science is now good and staff confidence in planning activities has improved.

ART

103. The achievements and progress of pupils are good at all key stages. The teachers' experience and their knowledge and understanding of the subject has a positive impact on the work pupils do and the subsequent gains in learning. By the end of Key Stage 1 pupils are able to choose a tool to make marks on paper and select colours that make a strong visual impact. Higher attaining pupils can build a pattern, using separate dabs of paint. The majority of pupils smear and mix the colours on the paper, enjoying the visual and tactile experience offered to them. In working together on large group compositions they improve their social and physical skills and learn to appreciate the completed piece of shared work. Records of work show that pupils have experienced an appropriately wide range of media, painting with hands and feet, as well as brushes and sponge. They build card models for use in their literacy hour and use papier-mâché and mixed media in their work. By the end of Key Stage 2 pupils have used glue, plaster of Paris, play dough and plasticine and enjoyed a broad multi-sensory experience through their work. Higher attaining pupils are able to use wax crayon for leaf rubbings and fruit sections from which to make direct prints.
104. By the end of Key Stage 3 pupils with additional and complex special needs can distinguish between primary colours, eye pointing and gesturing to make their choices. They react to colour and light change in the sensory room, reinforcing awareness of the impact of colour on their world. Higher attaining pupils begin to

develop observational skills and represent objects and figures in their sketchbooks. By the end of Key Stage 4 some pupils make good progress in picture making, extending their skills and controlling a wider range of painting and drawing tools. This exciting range of activities provide pupils with stimulating and very effective ways of developing their skills and wide understanding of art and is a major factor in the good progress made. At this stage art has been only a one-term activity for one class and this impedes these pupils' progress in the subject.

105. At all key stages pupils demonstrate a clear interest in the subject and have clearly been inspired by the enthusiasm of their teachers. As a result their behaviour is good in lessons and they clearly enjoy the creative opportunities offered. Teachers foster opportunities for collaborative work and there is good evidence of sharing in group compositions and most pupils are aware of each other and do not interfere with each other's contribution. Because staff are vigilant over health and safety issues, pupils handle tools and materials sensibly and enjoy the multi-sensory experience of mark making and modelling.
106. The quality of teaching is good in all lessons. Teachers are experienced and have a good knowledge and understanding of the subject, managing resources effectively and ensuring that pupils know how to work with a range of media. They know the pupils well and have good relationships with them, which helps pupils to concentrate and get the most out of lessons. There is a very good ethos for working interactively and building social and perceptual skills through lessons of art. Support assistants are deployed effectively in art, and aware of their tasks in the classroom and whilst they provide good general support they do not consistently promote pupils' use of signs. The skills, knowledge and understanding of more able pupils are not consistently challenged because staff do not provide sufficient opportunities for them to explore and respond to a broader range of artists' work.
107. The experienced and knowledgeable co-ordinator has developed good links with artists in residence, including community arts students from the local university, to enrich the curriculum. She is well placed to monitor and evaluate the work of the department and has built up an impressive collection of multicultural artefacts to stimulate the pupils' work. The subject makes good provision for the pupils' spiritual, social and cultural development. The accommodation and storage facilities in the department are unsatisfactory as additional pressure is put on the specialist room by sharing it with design and technology, thus limiting the working space available.
108. Since the last inspection the department has maintained the good standards of teaching and learning. Record-keeping has improved and the progress of pupils is now evaluated more effectively. Pressure on space has made it difficult for the department to develop the range of work undertaken, in particular three-dimensional work.

DESIGN AND TECHNOLOGY

109. Satisfactory improvements have been made in the subject since the last inspection. Design and technology is now a timetabled, discrete subject of the curriculum. Much of the work continues to relate to food technology but other elements of the subject are developing. However, the skills of designing remain under emphasised, as are opportunities to work with sheet materials. Nevertheless, pupils make good gains in learning within the opportunities available.
110. Teachers provide learning tasks that engage the pupils' interest and promote their abilities to make choices. For example, when preparing food to make milkshakes younger pupils choose and then differentiate between the tastes of different kinds of fruit and clearly demonstrate likes and dislikes. Older pupils are taught the basic

rules of safety in the kitchen and they learn how to use a toaster and to handle cutlery safely. Because teachers and support assistants take care over such procedures, pupils behave consistently well at all key stages. They treat equipment carefully. In all lessons observed attitudes and behaviour were good. In a lesson on materials pupils enjoyed the activities and thereby demonstrated their good relationships to one another by passing materials around the circle for everyone to see closely.

111. Teaching in design and technology is good and has a direct impact on the pupils' skills and knowledge. Additionally teachers' planning is clear and ensures that there are opportunities to address targets on pupils' individual education plans thus ensuring that their skills in literacy and numeracy are reinforced. They read vocabulary connected with the lesson and count items in a recipe. Pupils are managed well and in the best practice all adults react consistently, thus reinforcing desired behaviour. Lessons have a range of exciting activities and this ensures all pupils are able to remain on task. Pupils remain interested in the activity through regular feedback and use of praise by the adults working with them. Support staff are well informed about the content of the lesson and provide sensitive support to pupils.

HUMANITIES

112. History and geography are taught at all key stages. Only one lesson, in geography, was seen during the week of the inspection because of timetable restraints, but pupils' work was scrutinised and teachers and the co-ordinators were interviewed.
113. Pupils make good progress in both subjects as a result of good teaching with imaginative and effective use of resources and methods. In history, pupils have some idea of chronology. They have some understanding of past, present and future. In their study of Britain since the 1930s, they were helped to produce a vivid collage showing 'flower power' in the sixties. In geography, pupils gain knowledge of the topography of the school, their immediate neighbourhood, and to some extent, of Greater London, which they visit frequently. In the lessons seen, Key Stage 3 pupils recognised symbols for weather conditions. They understood that snow falls in winter and sunshine is more likely in summer. Pupils have some understanding that hotter weather and visits to the beach need special clothing, and some are able to make the connection between hot sunshine and a sun hat, for example. High attaining pupils were confidently able to overwrite the names of articles of clothing they might wear in hot weather.
114. The teaching seen was good. In the one lesson seen the teacher made effective and consistent use of signing to support the lesson. The teacher had a good level of knowledge of the requirements of the pupils and made good use of objects which were meaningful to the pupils. They were therefore enabled to feel heat and light as the lesson progressed, and this was particularly helpful to those with profound and multiple learning difficulties. The lesson had a sense of urgency and provided a good example of where time was used effectively in the school. All pupils were persuaded to be on task, and all worked hard and willingly, behaved well and were determined to succeed.
115. Since the last inspection, there has been a satisfactory level of improvement. The curriculum is now satisfactory. Schemes of work are in place. The subject now fulfils the requirements of the National Curriculum. Co-ordination of both subjects is satisfactory.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

116. The achievement and progress of pupils are good at Key Stages 1, 3 and 4. It is satisfactory at Key Stage 2. The well established resources for developing early information technology learning skills, the soft play and sensory room, are in the process of being extended through the National Grid for Learning.
117. By the end of Key Stage 1 pupils gains in learning are good and they engage in a carousel of activities to develop their visual, auditory and physical skills and to stimulate their interest in information and communications technology. This represents good quality teaching that is responsive to the pupils' additional and complex special needs. It results in pupils who enjoy information and communications technology through activating musical or moving toys with the use of a single switch pad. In the sensory room pupils explore a range of multi-sensory equipment, including fibre optics and a brightly lit tunnel, making good progress with their focusing and tracking skills. More able pupils can activate the computer by switch pad and use the touch screen to activate and change images. By the end of Key Stage 2 records show that regular and focused input from teachers and support assistants has resulted in improved looking and eye pointing skills when pupils use the sensory room.
118. The good teaching and use of the resources by the staff mean that, by the end of Key Stage 3, higher attaining pupils are able to control the keyboard mouse independently. They can load floppy disks and CD-ROM programs into the computer and access programs from the desk top, using the mouse. Pupils with additional and complex special needs make good progress from operating a single switch pad in a random way, to focusing on the screen and understanding the cause and effect link of the switch. Staff provide a generous amount of encouragement to enable the pupils to locate and use a mouse. The pupils are determined, they try hard and succeed in using the equipment successfully to write a short sentence or draw a pattern. By the end of Key Stage 4 one higher attaining pupil with additional and complex special needs makes very good progress at the computer. He has good eye and hand pointing skills and is able to operate two switch pads in colour sequences, using visual cues from the screen and verbal cues from the teacher. With high quality support, but little previous experience of computers and a limited understanding of the English language, this pupil is making great strides in his education, through the subject. Pupils are able to control music and light using simple on/off switches and can control their multi-sensory environment using a variety of switch pads. Higher attaining pupils are able to respond to question and answer computer programs, with varying degrees of accuracy. Some pupils are beginning to use the computer to write with symbols and this proves effective in extending their communication skills. Staff have recently increased the use and effectiveness of information and communications technology by introducing access to e-mail to enable pupils to contact similar schools in the borough and thus broaden their understanding of the world around them. .
119. The quality of teaching is good overall. The co-ordinating teacher shows exceptional patience and understanding of individual needs and is able to target them very effectively in withdrawal lessons to extend pupils' concentration so that they show pleasure and pride when they complete a computer puzzle correctly. The very good relationships with the teacher enable pupils to develop their confidence and basic computer skills. Behaviour is good overall but a few pupils have a tendency to disrupt programs by not heeding the teacher's warnings about fiddling with switches. Because they respect the teacher and he knows them well, they are dealt with firmly and are able to continue learning.
120. The teacher has used his very good understanding of the subject and his knowledge of the pupils to locate some very good programs to develop their knowledge and

skills in basic skills such as reading and writing. Learning skills are evaluated through the lesson and the results passed on to class teachers for use in planning for lessons of information and communications technology. Teachers manage the lessons very well, deploying support staff effectively and ensuring that each pupil experiences a good range of activities. Although subject coverage is monitored, the small gains in learning made by pupils are not yet effectively recorded. For example, in one information and communications technology lesson a pupil with profound and multiple learning difficulties exhibited a definite response to touching a vibrating tube. The support assistant indicated that this was the first time she had provided such a clear signal for liking the sensation and upon repetition she again responded in a similar manner. However, there was no specific strategy in place for the support assistant to assess this small step of learning and use it as a baseline for further teaching.

121. The school has secured funds and is poised to extend both the number and quality of resources for the subject and the back-up training needed by teachers and support staff. The co-ordinator has established a high priority for the future development of the subject. His enthusiasm and his very good relationships with the pupils, give a strong lead to those who teach the subject but the school does not yet benefit from the expertise of the subject co-ordinator.
122. The subject has made a good response to the last inspection report. The use of computer technology now extends through the school and staff confidence has been boosted by training from the co-ordinator. The level of understanding that pupils have has been maintained, and the department is well set to improve on its position in the coming months.

MUSIC

123. Pupils' achievements in music are satisfactory overall. In half of lessons seen achievements were good but in one lesson teaching, learning and behaviour were unsatisfactory. Pupils enjoy music and respond well to singing, listening and playing percussion instruments. Pupils achieve best when they are challenged by stimulating tasks such as in an integrated lesson with pupils from a neighbouring school where they increased their knowledge of rhythms by listening, understanding and responding to a series of chants. Where pupils' gains in learning are less than satisfactory their behaviour disrupts the lesson mainly because the teacher does not manage it effectively. Rather than delegating the task to a support assistant she stops the lesson to manage it herself and pupils become bored as teaching is temporarily halted.
124. Singing plays a major part in the life of the school through songs to say 'good morning', 'goodbye' and to reinforce such skills as counting. Pupils enjoy these activities because they are a regular part of their routine and they help to establish their understanding of routines. In some classes, however, too much time is taken up with these songs especially when the greetings are sung several times in the course of the day. Throughout the school pupils build up a repertoire of familiar songs. Despite all pupils consolidating their learning and appreciation of music, opportunities for them to develop new skills are somewhat limited in lessons seen. This is mainly because the teachers' emphasis is on responding to greetings or playing in a free and unstructured manner. Whilst this is a valuable opportunity to extend and stimulate pupils' communication, particularly for those with profound and multiple learning difficulties, it does not provide sufficient opportunity for pupils to deepen their knowledge and understanding of music.
125. Where teaching is good, activities are exciting and vibrant, resources are used well, and pupils interact with each other reflecting, for example, a simple musical form such as a constant pulse. Teaching is best where teachers set individual challenges

to pupils to develop their understanding of rhythm, form and dynamics. For example, in a Key Stage 4 class the teacher cleverly wove group and individual work together to ensure that each pupil had an opportunity to work independently with him to copy a rhythm on a glockenspiel. Pupils responded well to this technique because they understood the challenge set for them. The teacher was relentless in his determination that each pupil should play the individual rhythm he had matched to their abilities. After much effort they did. By the end of the lesson the pupils had played individually and together, sung and discussed music recorded from a previous visit from a drumming group. The lesson moved at a good pace and was well-supported by the good use of the support assistant who, working in partnership with the teacher, led the singing and playing with excitement and energy.

126. Where teaching is no more than satisfactory teachers do not provide sufficient activities to extend pupils' musical skills and knowledge. Whilst pupils enjoy such sessions they are not challenged to do better and teachers do not make best use of support assistants' time. For example, in several lessons the supporting adults did not work to promote pupils' skills by physically helping them to play instruments, by developing their signing through modelling their movements, or interact with them sufficiently to ensure they understood what to do or to promote higher standards. The general support and response given to pupils is good, for example staff regularly praise them for responding to a musical greeting or for striking an instrument, but the interaction is general rather than specifically focused upon the pupils' musical skills and efforts. Despite these weaknesses, the musical experience that pupils receive in music and other lessons where they sing or play is satisfactory.
127. The curriculum is satisfactory overall because it is enhanced and extended by a range of lessons with mainstream pupils, visits to other schools and visits to school by individuals and groups of musicians. A music therapist provides some group work at the school but optimum use is not made of her expertise as the groups are too big for her to communicate effectively and individually with each pupil whilst making good use of the time available. At the time of inspection the music co-ordinator was on maternity leave but the school recognises the need to review its provision for music in order to maximise pupils' learning opportunities, to ensure good use of time and avoiding repetition of activities such as greetings and 'good byes'.
128. There has been only limited progress in the subject since the last inspection when the repetition of activities was also an issue.

PERSONAL, SOCIAL AND HEALTH EDUCATION

129. Personal, social and health education is taught in all classes and at other relevant times of the school day. Personal, social and health education is a major focus of the school's work and pupils make good gains in their personal development and skills at all key stages. As they move through the school they develop their confidence, their self-esteem and their maturity in line with their individual abilities because of the effective opportunities provided for them. At Key Stage 1 staff provide a good range of activities and the youngest pupils are learning how to interact in a group through regular 'circle time' sessions at the beginning of the day. With the formal start to the day signalled by the teacher, they understand that school has begun and increasingly make progress in greeting each other. These pupils are gradually learning to take turns and to respond to the teacher's instructions, for example, by trying to knock a plastic bottle from a tray in a song. All pupils make good gains in choosing drinks, demonstrate their likes and dislikes in classes and behave well around the school.
130. As they get older teachers ensure that pupils take more responsibility by undertaking simple tasks around the school. They take registers to the office, give out apparatus,

collect instruments at the end of music lessons or open doors for visitors. Teachers generally provide meaningful activities for pupils to develop their personal skills and to become independent. A strong emphasis is placed upon personal hygiene and as a result pupils understand the need to keep themselves clean. There is a very good sex education programme which helps pupils to understand their bodies and the changes which happen as they get older. For example, in a lesson at Key Stage 3 the teacher concentrated on ensuring that the pupils understood the need to respect each other. Because she knew the pupils well she was able to target her expectations to each pupil individually using signs and symbols to reinforce her message. As a result pupils worked hard and showed an interest and deeper understanding in each other's views and needs. Pupils demonstrate their awareness of others and their needs when they help each other by passing things around the table in lessons or take turns by sharing pieces of apparatus.

131. Pupils' social behaviour is good and at lunch times staff take every opportunity to reinforce pupils' skills and attitudes. Because they have good relationships with the pupils, they can ensure that they sit correctly at the tables and eat their meals properly. For those pupils who need support, the staff have developed good feeding programmes in conjunction with the speech and language therapist. These strategies are very effective in ensuring that all adults work consistently with pupils to develop their independence in eating and contribute well to the development of muscles and movements concerned with early speech development. Higher attaining pupils are given responsibility for setting the tables and taking plates to the server. Pupils enjoy these tasks and the atmosphere at lunchtime is one of positive and enjoyable learning activity.
132. The quality of teaching and learning is good overall. It is satisfactory in three lessons, good in five out of eleven lessons and very good in three. Where teaching is very good activities are well organised and time well used to support pupils' learning, for example, pupils are swiftly greeted at the start of the day and identify themselves by finding their own photograph. Pupils with profound and multiple learning difficulties are handled sensitively and develop their relationships with others through such activities as massage and sensory work. For example in the physiotherapy room the staff make every effort to ensure that pupils understand what is happening to them as they are touched and moved. This results in the pupils relaxing and increasing their enjoyment of the activity.
133. A major strength of the personal, social and health education curriculum is the opportunity provided for pupils to work alongside their mainstream peers on an individual or a group basis. Individual pupils strengthen their self-confidence and self-esteem working in carefully selected lessons at a nearby school, guided effectively by support assistants. They behave well in these situations and forge initial relationships with the mainstream pupils. In integrated classes at William C Harvey pupils make very good progress when working in pairs. Mainstream and special school pupils work together in a movement session each mirroring the other's actions and showing their pleasure with smiles and laughter.
134. Teachers provide good opportunities for pupils to reinforce life skills in other subjects such as food technology where they put their understanding of hygiene issues into practice; they wash their hands and wear aprons for cooking. In physical education and swimming teachers expect pupils to do as much as possible to help themselves with the result that they make very good attempts at dressing and undressing themselves. The work covered in classes is reinforced on visits outside school as pupils behave well and show sensible attitudes by responding to safety instructions when crossing roads or taking care when getting in and out of the bus.
135. Pupils are courteous to visitors and to each other. Teachers and support staff work hard to create a harmonious atmosphere in which pupils feel valued and secure.

However, the personal, social and health education curriculum takes up a large proportion of the taught time in the school and although activities are relevant they often go on for too long or unnecessarily repeat experiences during the day. For example the use of time for pupils to greet each other in the morning is valuable but in some classes takes too long because too many activities are included and pupils wait a long time for each other to respond. Instead of bringing all the pupils together briefly to say 'hello', teachers sometimes extend the sessions with other communication work and miss opportunities to delegate responsibility to support staff. When pupils move from their classrooms to another teacher, such as for music, they experience another lengthy process of saying 'hello' again. At the end of the day a disproportionate amount of time is taken up by pupils saying 'goodbye' in lessons when they then go to assembly and say 'goodbye' again. This school is just beginning to recognise that better use could be made of the time currently identified as personal, social and health education, and that the focus on what pupils should learn could be sharper. The senior management team have imminent plans to address this situation. Despite this weakness, the school provides good opportunities for pupils to develop as confident young people because they learn in a supportive and caring environment.

PHYSICAL EDUCATION

136. Good teaching from well qualified and committed staff ensure that pupils' achievements and progress are good at all key stages. On occasion, when pupils from a local primary school join in for an integrated music and movement lesson, achievement and progress are excellent. By the end of Key Stage 1 some pupils have the confidence to immerse their face in the hydrotherapy pool and blow bubbles. Records show a few pupils 'coming on in leaps and bounds' as they gain confidence in the pool. They increase their mobility and balance through soft play, using programmes supported by physiotherapy. Pupils with additional and complex special needs in Key Stage 2, experience and explore larger body movements on the trampoline when working in partnership with an adult. Others find different ways of travelling, crawling, sliding, jumping, climbing and running. Higher attaining pupils are able to balance on a tricycle and propel it forwards. By the end of Key Stage 3 pupils are able to change themselves for physical education, most with minimal support. Higher attaining pupils demonstrate good progress in their balancing, rolling, swinging and turning skills. They are able to echo the movements of their partners sensitively and they are confident in demonstrating their chosen movements to the class. Pupils with additional and complex needs can anticipate music and move their bodies in rhythmic response. By the end of Key Stage 4 pupils are able to send and receive a ball and a few can direct it into a basket placed on the floor. They can name some of the apparatus used, such as 'skittle' and 'ball'. One pupil, who had an extreme physical reaction, in fearful anticipation of the swimming lesson, is now beginning to raise his feet from the pool bottom and is enjoying his swimming sessions.
137. Teachers transmit their enthusiasm for the subject to the pupils and, as a result, the pupils' response to lessons is good overall and on occasion it is excellent. Behaviour is good. Pupils enjoy the challenge to their passing and receiving skills and are eager to get into the swimming or hydrotherapy pool. All adults stress the importance of health and safety and pupils respond by behaving well and concentrating on their work. They also demonstrate good listening and focused looking when they are shown an aerobics video clip. With good role models from teachers, they demonstrate their understanding of other people's efforts by smiling and applauding to show their appreciation of the physical challenge. Teachers take an unintrusive approach to managing over-excitable or difficult behaviour asking pupils to sit away

from the activity. They respond by settling down and ask to return to the lesson as they are keen not to miss anything.

138. The quality of teaching and learning is good overall at all key stages. On occasion in Key Stage 3 it is excellent. Teachers are enthusiastic and prepare lessons in detail, to ensure that pupils are challenged against their individual targets. They demonstrate very good methods for developing social interaction with mainstream peers, preparing lessons beforehand to ensure that time is used efficiently. Total communication, including effective signing, is used to explain the safety rules for soft play. The use of signing, in particular co-active signing, by support staff, is not sufficient to enable many pupils with more complex special needs to gain full access to the lessons. There is a loss of teaching time when pupils are left at the side of the hydrotherapy pool whilst waiting for their turn and pupils are not purposefully occupied.
139. The co-ordinators for swimming and physical education are working well together to deliver a broad and well-balanced curriculum that addresses the varying special needs of pupils very effectively. The opportunity to bring horse riding onto the curriculum is currently being explored. The department has made good improvement since the last inspection. Teaching, progress and achievement have all improved and schemes of work are now appropriately linked to the National Curriculum. A wider range of skills is now taught and whole-school planning for the subject is well advanced.

RELIGIOUS EDUCATION

140. Timetable restrictions resulted in only four lessons of religious education being seen during the inspection, one at each key stage. These observations, together with the analysis of pupils' work, demonstrate that teaching is good and well planned from schemes of work which are appropriate to the pupils' needs and abilities. As a result of this clearly planned teaching pupils make good gains in learning and deepen their understandings and awareness of Christianity and other religions.
141. At Key Stages 1 and 2 teachers provide relevant opportunities for pupils to gain insights into religious education through the celebration of various festivals like Christmas and Easter. They learn also to celebrate various occasions through, for example, making dragon masks for the Chinese New Year, listening to Irish music on St Patrick's Day and dressing up in appropriate clothes to demonstrate other religions and cultures. They also learn in conjunction with their personal and social education, the difference between right and wrong and the importance of sharing.
142. At Key Stage 3 teachers ensure that pupils are able to associate various artefacts with different religions such as the Koran, a topi and a prayer mat. They practise different customs; for example washing face and hands as is the custom in the Moslem religion. During a visit to a Mosque one pupil, who is a Moslem, was offered a prayer with the Imam. Pupils are also shown different ways of worship through pictures and visits to chapels and churches. This practical approach to the subject makes it meaningful to the pupils and helps them understand the diversity of beliefs.
143. By Key Stage 4 pupils achieve well as they gain further knowledge of the festivals and pilgrimages celebrated by members of the different faiths. One lesson deepened pupils' awareness of Hinduism by including music and the use of artefacts such as a statue of Ganesh. At all key stages pupils show an interest in the lives of others and respond and behave well to practical activities. By Key Stage 4 they have developed a basic respect for others and understand that people act and worship in different ways. They have reinforced this knowledge through visits to churches and other places of worship.

144. The school has invested in a suitable range of artefacts from world religions to support pupils' learning. These are used well and handled with care and respect. They are carefully stored and displayed at appropriate remembrances and festivals.
145. These findings indicate a very marked improvement since the last inspection when arrangements for religious education were unsatisfactory.