

INSPECTION REPORT

HEATON SCHOOL

Heaton Moor

LEA area: Stockport

Unique reference number: 106173

Acting Headteacher: Wendy Rowland

Reporting inspector: Charles Hackett
21081

Dates of inspection: 27th - 31st March 2000

Inspection number: 189806

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INFORMATION ABOUT THE SCHOOL

Type of school:	Day Special
School category:	Severe learning difficulties and profound multiple learning difficulties
Age range of pupils:	11 - 19
Gender of pupils:	Boys and Girls
School address:	St. James Road Heaton Moor Stockport Cheshire
Postcode:	SK4 4RE
Telephone number:	0161 432 1931
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Appropriate authority:	Stockport
Name of chair of governors:	Mr. John Bird
Date of previous inspection:	7/10/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Charles Hackett	Registered inspector	Modern Foreign Language Physical Education	What sort of school is it ? How high are standards ? How well are pupils and students taught ? How well is the school led and managed ?
Susan Walsh	Lay inspector	Equal Opportunities Special Educational Needs English as an additional language	How well does the school care for its pupils ? How well does the school work in partnership with parents ?
Vanessa Wilkinson	Team inspector	English Music Post 16	How good are curricular and other opportunities offered to pupils or students ?
Michael Holohan	Team inspector	Mathematics Geography History PSHE	Pupils' attitudes, values and personal development
Jennifer Hall	Team Inspector	Science Information Communication Technology Art Design and Technology Religious Education	

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INFORMATION ABOUT THE SCHOOL	

Heaton is a day special school. It caters for pupils and students aged from 11 to 19 years. At the end of Key Stage 4 the majority of pupils transfer to the post 16 group. A few pupils join the school at this stage, transferring from other special schools. Pupils come from the Stockport Local Education Authority and live either in the town or in the areas surrounding it. The vast majority are brought into school by taxis with employed escorts to support them. A few are brought into school by parents. Pupils have severe learning difficulties or profound multiple learning difficulties and several are on the autistic continuum. A number of pupils also display challenging behaviour. Pupils' attainment on entry is very low. Currently there are 59 pupils on roll and one pupil who, although on the roll of another special school, attends lessons in school. The majority of pupils have an English background. Currently there are two pupils for whom English is an additional language. The balance between boys and girls in the school is about average for a school of its type. There are, though more pupils with profound and multiple learning difficulties than at the time of the previous inspection in 1996. Currently the headteacher is on secondment and as a result the deputy head is the acting headteacher and the senior teacher is the acting deputy.

HOW GOOD THE SCHOOL IS

Heaton is a very good school. It meets the individual needs of its pupils very well. Pupils' achievements are very good because of the high quality support given to them by both teachers and support assistants. The quality of teaching and learning is very high and pupils' personal development is an integral part of the work of the school. The members of the senior management team provide very good leadership and make a significant impact on the school's overall success. Arrangements to include pupils in lessons at mainstream schools are very effective. The very good ethos of the school is epitomised by the warmth of the relationships between staff and pupils. Staff work as a team and are committed to doing their very best for all pupils. The school provides very good value for money.

What the school does well

- Teaching is a major strength of the school. During the inspection in 50% of lessons teaching and learning were very good or excellent. There were no lessons where teaching was less than satisfactory.
- In relation to their special educational needs, pupils' achievements and learning are very good.
- The leadership and management of the school is very effective; the senior management team and governors show excellent vision and direction for the school.
- Pupils' personal development is excellent; the quality of care is a strength of the school.
- Curriculum opportunities, including chances to attend mainstream schools, are very good. Cultural development provision is excellent.
- Provision for Post 16 pupils is very relevant and effective.

What could be improved

- The accommodation offers limited space and makes some elements of the work of the school difficult. For example, the behaviour management of pupils with challenging behaviour in small teaching areas is very difficult.
- Resources for some subject areas are insufficient.
- The planning and teaching of religious education throughout the school.

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 has made significant improvement since its previous inspection in 1996. The senior management team, although currently temporarily back to two staff, has been increased. The curriculum, including Post 16 work, has been developed further; Post 16 opportunities are now very good. The quality of teaching and learning has improved considerably and is now very good. In particular, significant improvements have been made to the teaching of information communication

technology, science, design and technology, English, mathematics and art. However, religious education remains an area where improvements have been limited.

Leadership and management of the school has been enhanced by the appointment of subject coordinators, although at present some are still developing their roles. Concerns expressed in the previous report with regard to communication have been addressed; the provision for improving pupils' communication is now very good.

STANDARDS

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

Progress in:	by age 5	By age 11	by age 16	by age 19	Key Very good A Good B Satisfactory C Unsatisfactory D Poor E
Speaking and listening			A	A	
Reading			B	B	
Writing			B	B	
Mathematics			B	B	
Personal, Social and Health Education			A	A	
Other personal targets set at annual reviews or in IEPs*			A	A	

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

In relation to pupils' special educational needs, achievements are very good. This is particularly so in speaking and listening, art, music, design and technology, physical education and personal, social and health education. Only in French at Key Stage 3 and religious education throughout the school are standards of achievement deemed to be satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes; they enjoy coming to school and show great enthusiasm for learning.
Behaviour, in and out of classrooms	Behaviour is always very good.
Personal development and relationships	Personal development is excellent; pupils gain self awareness and confidence. Relationships between staff and pupils and between pupils themselves are excellent.
Attendance	Attendance is very good.

These areas are major strengths of the school and contribute greatly to the positive ethos that exists. The high quality of respect adults and pupils have for each other has a significant impact on the very good level of progress pupils make whilst in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-16	Aged over 16
Lessons seen overall	Very good	Very 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.

The overall quality of teaching and, as a result, learning is very good. During the inspection in 50% of lessons teaching was very good or excellent; in only 10% of lessons was it deemed to be satisfactory. In art, music, design and technology, physical education, Spanish at Key Stage 4 and personal, social and health education it is always very good. This is the case in speaking and listening, and communication lessons for pupils with profound and multiple learning difficulties. In almost all other lessons seen teaching was good. The very small exceptions were in French and religious education lessons seen at Key Stage 3, where teaching was satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good; it enables all pupils to take part in a wide range of educational activities. Opportunities for many pupils to spend time being educated in mainstream schools are very good.
The education of pupils for whom English is an additional language	These pupils have made big improvements in their communication skills; they are fully integrated members of the school.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school gives the personal development of pupils and students high priority and is very effective. Provision for spiritual development is satisfactory; for moral and social very good and for pupils' cultural development it is excellent.
How well the school cares for its pupils	The quality of care is at a very high standard; both personal care and Monitoring academic achievement are given a high priority.

The school provides very well for the differing needs of its population. Curriculum opportunities are well planned and meet all statutory National Curriculum requirements. In the planning of them careful consideration is given to pupils' individual needs. This is an example of the high quality of care evident throughout the school. Academic progress is very well monitored. Spiritual development is considered but could be extended further. However, opportunities for cultural development are very well planned for and represent a major strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The members of the senior management team provide very high quality leadership and management. They have high expectations and provide positive direction for the work of the school.
How well the appropriate authority fulfils its responsibilities	The governors are very committed and supportive of the work of the school. The Chair provides a very knowledgeable contribution to its overall management and development. Governors' committees manage statutory requirements effectively.
The school's evaluation of its performance	The senior management team regularly evaluates progress. The headteacher keeps governors fully informed and this enables them to monitor the quality of the provision effectively.
The strategic use of resources	Money is used effectively to ensure that there are sufficient adults to meet the needs of pupils. However, in a number of subjects resources are very limited. Staff, though have been very effective in producing their own.

The overall quality of leadership and management is very high. It has a considerable impact on the high quality of teaching and care and as a consequence the rates of achievement and learning of all pupils. Staff make the best use of the accommodation but it is very cramped and can have a negative impact on work undertaken. For example, pupils with challenging behaviour can disrupt other pupils who are working and be difficult to manage in small teaching areas. In addition the accommodation for Post 16 pupils limits opportunities for social interaction and independence. The financial allocation for a school of this type is very low and because of the priority given to having sufficient staff, the money available for resources is very limited. As a consequence, despite the best efforts of staff to generate their own, there are some subject areas that have insufficient resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like attending school • The progress they are making • The positive relationships they have with staff • The high quality of senior staff • Improvements to pupils' behaviour • The provision for Post 16 students • The high quality of care 	<ul style="list-style-type: none"> • Opportunities for the more mobile pupils in physical education • Homework • Extra curricular activities

Inspectors agree with the many very positive comments made by parents. They particularly agree with comments about the quality of care and Post 16 provision. They did not find evidence to support the concern about opportunities for the more physically able pupils. Indeed the curriculum and teaching and learning in physical education, including dance, is deemed to be very good. Homework is available for pupils whose parents request it. Extra-curricular activities are limited but this is understandable given the restrictions imposed by transport arrangements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. As expected in a school of this type pupils' attainment in comparison with other pupils in mainstream schools is well below average. However, given their special educational needs,
2. achievements by all pupils and students are very good. These high levels of achievement apply to pupils with severe learning difficulties, profound and multiple learning difficulties and those with autism. Although it is not possible to make formal comparisons, direct observation of pupils and scrutiny of their work shows that the level of pupils' achievements often exceeds that seen in similar types of special schools. The achievements of boys and girls are similar and those of pupils for whom English is a second language, matches those of other pupils in the school. Standards of achievement have improved since the previous inspection.
3. Achievements in relation to the targets set within individual education plans are very good. Obviously these achievements vary according to the special needs of pupils. For pupils with profound and multiple learning difficulties they include being able to follow with their eyes a moving object or the direction a sound is coming from. Very good progress was seen in a communication lesson where pupils were anticipating a part of a story when the teacher brushed a furry cloth against their face. For pupils with autism, achievements include sitting around a table and joining others taking part in a sharing exercise. One Year 10 pupil was able to describe precisely what she had seen on a visit to the park. Pupils with severe learning difficulties achieve very well in National Curriculum areas as well in relation to their personal and social development. Examples of individual achievements include one pupil passing GCSE art and a pupil doing so well on work experience that he was offered a permanent job.
4. Achievement in English is very good for all pupils in communication (speaking and listening); it is good in both reading and writing for all pupils. Across the school standards in literacy are very good. This is because of the very good planning aimed at ensuring all individual pupils can make progress. Standards achieved are also good in mathematics. Achievements in numeracy across the school are good. In science standards of achievements are good. For those pupils in Key Stage 4 studying Spanish, achievements are also very good. Achievements in information and communication technology (ICT), history, geography are good for all pupils. In religious education achievements are satisfactory. Evidence shows pupils have gained an awareness of religious festivals but achievements have not been consistent across the school. Achievements in modern foreign language (French) in Key Stage 3 are also satisfactory.
5. Throughout the school standards of achievement in art, design and technology, physical education and music are very good. These are very clear strengths of the school and reflect very favourably on the work of staff to ensure that all pupils, whatever their level of ability, have the opportunity to achieve.
6. Pupils' achievements in personal, social and health education are very good. This is clearly a key area in the work of the school and the high quality of the provision is reflected in the very good progress pupils make in these areas. Good examples of achievements can be seen throughout the school. In Key Stage 3 pupils understand the need to prepare well for a shopping trip and when out of school behave appropriately towards the adults they meet. In Key Stage 4 pupils have extended their personal skills, those on inclusion relating well to their mainstream peers. Post 16 pupils adopt a mature approach to visitors to school, being both courteous and well mannered.
7. Standards of achievement have improved from those reported in the previous inspection.

Although the school has not set targets, it has worked hard to ensure the quality of provision matches its overall aims.

Pupils' attitudes, values and personal development

8. Pupils and students enjoy attending school. They often show real enjoyment in lessons. Music lessons where all pupils are keen to take part are examples of this. Pupils are enthusiastic to learn and want to succeed. They put great effort into their work. During the inspection in almost all lessons pupils' attitudes to being in the classroom were very good. Because of their very positive attitudes, pupils and students are willing to listen to instructions and try new challenges. Examples occur throughout the school. In a design and technology lesson in Year 11, pupils were very eager to make scented cushions as part of their contribution to making a sensory book. Other pupils showed real determination in art when designing and making Japanese bowls. The same determination to succeed was very apparent in drama; Year 9 pupils are confident in performing "Puss in Boots", while post 16 students put in a great deal of effort in when acting out "Romeo and Juliet".
9. Pupils' behaviour is consistently very good in lessons, at break times and when out of school. They behave with courtesy and friendship to staff, fellow pupils and visitors alike. Their very good behaviour is particularly noticeable during lessons when they link with pupils in mainstream schools. Both in physical education and music, when pupils work with mainstream pupils, they show maturity and confidence. The maintenance of this positive behaviour is a further demonstration of the excellent relationships between staff and pupils. The atmosphere in lessons is one of friendship and good humour, combined with a strong sense of purpose. The parents are strongly of the opinion that pupils behave well in school and this view is supported by the non-existence of exclusions and the very low level of incidents of unsatisfactory behaviour in the school. Almost all of the time the behaviour of those pupils with challenging behaviour is well managed but restrictions imposed by a lack of space can make this difficult. These pupils behave very well in specially designed communication sessions such as "Jabedeo".
10. Pupils' personal development is excellent. The strong emphasis given to personal and social education gives pupils self-belief. The obvious sense of belonging to a community encourages pupils to undertake activities and responsibilities with confidence. It helps them to participate in challenging activities such as work experience, performing in public performances of music and drama and, for pupils with profound and multiple learning difficulties, special communication lessons. In "Jabedeo" therapy sessions pupils with autistic difficulties feel able to express themselves on their own terms. Younger pupils enjoy helping with classroom routines such as taking the registers back to the office. Older pupils show an increasing maturity in their ability to undertake responsibilities, such as the calling and completion of the register and taking responsibility for other less able members of the school community. An example of this is in Year 11, where a physically able pupil takes regular care, under the supervision of staff, of a pupil with profound and multiple learning difficulties. Post 16 students develop their maturity and have a sense of their responsibilities both to themselves and the wider community. Their success in undertaking work experience is an example of this.
11. The previous report was very positive in its judgements of pupils' behaviour and personal development stating that they "significantly support the quality of learning and promotes learning." The school has maintained these strengths and is a thriving and pleasant community where both staff and pupils enjoy being together.
12. Attendance rates are very good and have improved since the previous inspection report.

The majority of pupils attend school on a very regular basis. However, significant numbers of pupils have serious medical conditions that result in unavoidable absences from school. Students in the Post 16 Unit have excellent rates of attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is very good. During the inspection 50% of lessons were either very good or excellent. There were no unsatisfactory lessons seen; 40% were good and only 10% were satisfactory. Teaching for all pupils and students, no matter what their difficulties, is very good. There have been very clear improvements to the quality of teaching since the previous report.
14. The teaching of communication skills is very good. It is also consistently very good in art, music, physical education, design and technology, Spanish (at Key Stage 4), and personal, social and health education. Teaching is good and on occasions very good, in reading and writing, mathematics, science, history and geography. In French (at Key Stage 3) and religious education teaching is satisfactory. In French there is a need to develop a more consistent approach and extend the resources available. In religious education work needs to be co-ordinated to ensure all pupils receive similar experiences.
15. A key element in the effectiveness of teaching is the very good planning undertaken by all staff. This planning links the curriculum and pupils' special needs and ensures that whatever pupils' difficulties they can take part successfully in lessons. It effectively ensures pupils want to learn, take part in activities and that all have a chance to achieve. A good example of this was in a Year 7 history lesson where the more able pupils had opportunities to establish hypothesis and draw conclusions and the less able understand and remember key words associated with weaving. The quality of planning received some criticisms in the previous inspection report and improvements have clearly been made.
16. Expectations within classrooms are high. Questioning is appropriate and is differentiated according to the ability of the pupils within the class. Pupils want to learn. They are challenged by the work yet enjoy their success. They are given the opportunities to understand what they are doing and how they can improve. Staff encourage pupils to be independent. They do not do things for pupils that they know they can achieve themselves. Examples of this occur in design and technology lessons where expectations are very clear in terms of the tasks that pupils have to perform on their own. Another example was seen in a physical education lesson for Post 16 students where pupils had to put up a badminton net themselves rather than rely on the teacher. Pupils are not patronised. They have the chance to ask for help but it is put in a positive way. For example in an English lesson in Year 8, the teacher asked "what do you want me to do to help?" There are very clear expectations with regard to the tasks to be completed by the end of lessons. In a lesson in Year 11 pupils looking at Japan knew what they were expected to understand and complete by the end of the lesson.
17. Another important factor in encouraging learning in the classroom is the very high quality of relationships and trust the pupils have in the staff. Pupils are challenged and inspired by the support of the adults within the school. Examples of this are in swimming; pupils, initially afraid in the water, trust the adults with them and as a result are able to learn and relax in the water. This is the same with Key Stage 4 pupils learning Spanish. They are eager to listen to the teacher and show great respect. This lesson, typical of many others, was very effective because of the positive way pupils and staff integrate with each other.
18. Classrooms throughout the school are effective learning environments. Pupils feel

comfortable within them and are familiar with the routines established. Enjoyment, laughter and enthusiasm are all key ingredients of the work being undertaken in classrooms. Teachers show enthusiasm and pupils are keen to learn. There are though times when pupils with challenging behaviour can disturb others because of the lack of space. This is the case in a Year 8 group where the pace of the lesson can be reduced because of the needs of two very challenging pupils. In Key Stage 4 the two teaching areas are close together and learning in one area can be disturbed by noises coming from the other.

19. The work of support staff, care assistants and classroom assistants enhances significantly the teaching and learning within the school. They all play a very effective part in supporting teachers during lessons. For example, in food technology lessons support staff support all pupils and help them achieve success. They are also very effective in assisting individual pupils to take a full part in lessons, and, therefore access the curriculum. This is the case in Key Stage 3 where a particularly difficult pupil with significant behavioural problems is able to join in with the work of the whole class. Another example of this is when a pupil with autism is very well supported to be able to take registration using the French word "bonjour". Staff work effectively as a team. This is a significant strength of the school and was apparent in almost all the lessons seen during the inspection.
20. The use of resources is very good. There are limited funds available to purchase commercial resources but staff are excellent in producing their own. This was particularly so in Post 16 and English, science and Spanish. A very good example of this occurred in an English lesson for pupils with profound and multiple learning difficulties. Staff created a circus atmosphere and resources, including props, were very effective in initiating reactions from pupils.
21. The use of praise is very effective in enhancing pupils' self-esteem. Work in physical education is a good example of this. Often at the end of physical education lessons there is an effective plenary session where teachers review the work and the achievements that have happened. Pupils appreciate these and they clearly enhance the learning process. This was particularly effective in a dance session for the majority of pupils in Key Stage 3. At the end of the lesson pupils watched a brief video of the actual lesson and were able to recognise themselves and look at the way in which they were able to take part in the session.
22. The management of pupils' behaviour is very good. Very effective support is given by all staff to help pupils behave appropriately. For those pupils with challenging behaviour this is particularly effective and ensures that they take part in classroom activities as much as possible. There are, though, very clear procedures for ensuring that when there are problems these are dealt with without interfering with the learning opportunities of other pupils. In a Key Stage 3 French lesson a pupil became very distressed but was given very effective support which included appropriately being held. This enabled him to become calm and able to rejoin the lesson.

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

23. The school provides a very good curriculum that includes all the subjects of the National Curriculum and a very good programme of personal and social education. Statutory requirements are met in all subjects. This is an improvement since the last inspection when the school did not provide learning opportunities in design and technology and religious education and did not provide drugs education within its personal and social education programme. The curriculum enables pupils to take part in a wide range of

learning opportunities. These are appropriately developed from earlier key stage programmes of study and match pupils' abilities and needs very closely.

24. The curriculum for pupils who are fourteen and over now places an appropriate emphasis on work-related learning and this effectively supports their transition to the next stage of education or work. Pupils with more complex needs follow a discrete curriculum specifically developed to meet their needs. Their learning opportunities within this curriculum are very good and are enhanced by appropriate experiences developed from the National Curriculum.
25. An appropriate amount of time is allocated to each subject and there is a very good emphasis on teaching basic skills. This is an improvement since the previous inspection when the time allocation to each subject was judged to be unsatisfactory. The National Literacy and National Numeracy strategies have been implemented well and opportunities to reinforce basic skills are effectively identified in curriculum planning. Because planning clearly identifies where skills learned in one area of the curriculum can be reinforced in another, pupils have very good opportunities to practise what they have learned. Across the curriculum there is a very strong emphasis on the development of pupils' communication, personal, social and independence skills. Pupils' achievements and their personal development and maturity are a good indication of the effectiveness of this focus.
26. The school provides very good careers guidance, careers education and work experience programme and there is a very good curriculum for students at Post 16. It is distinctly different from the curriculum and learning opportunities planned for younger pupils. The curriculum is developed as modules of learning. These are accredited by the school and students are also offered external national accreditation including a basic food hygiene certificate. This is another improvement since the previous inspection when the accreditation of pupils' learning was judged to be unsatisfactory. Although religious education is not taught as a discrete subject at post 16, students get appropriate opportunities to develop an awareness of the teachings of Christianity and other world faiths through their learning in other subjects of the curriculum.
27. Subject policies are of good quality, reviewed regularly and accurately reflect the school's provision. Learning for groups of pupils and individuals is clearly linked to the curriculum and this ensures that pupils have good opportunities to build on past learning and experiences. This is an improvement since the last inspection when the school was criticised for not giving sufficient attention to ensuring progression for pupils' learning, particularly in subjects such as science, art, history and geography.
28. The curriculum effectively promotes pupils' spiritual, moral, social and cultural development, preparing them very well for the responsibilities and experiences of adult life. Overall provision for pupils' spiritual education is satisfactory, very good for their moral and social education and excellent for their cultural education. This is an improvement since the last inspection when the curriculum was judged as only partially successful in preparing pupils for life after school.
29. The development of pupils' spiritual awareness is supported by religious education lessons where they appropriately learn about Christianity and other world faiths. There is an opportunity to say a prayer at lunchtime and there are daily assemblies where pupils reflect on the day and share and celebrate success. Teachers ensure that pupils have good opportunities throughout the day to reflect on what they are doing and there are occasions during lessons for pupils to develop a sense of awe and wonder. For example, during a science lesson pupils watched fascinated as sugar turned to syrup as it was melted over a candle and in music they listened with appreciation and great concentration

as a pupil sang a song from the film "Titanic".

30. The school's very good personal and social education programme and the high expectations staff have of pupils effectively support their moral and social development. Staff are very good role models; they treat pupils as young adults encouraging them to form constructive relationships. These can be seen when pupils play together at break and lunchtime. The contributions pupils make throughout the school day are acknowledged and valued. Teachers are very supportive and pupils follow their example showing great care and consideration for each other, supporting each other without being prompted. Sensitive and consistent management of pupils' behaviour helps them to develop an understanding of how their actions affect others and how they need to behave in different situations. The very effective use made of the community and the opportunities many pupils have to learn in mainstream school settings also make a significant and positive contribution to pupils' moral and social education.
31. Pupils' cultural education is addressed very effectively through lessons. They can acknowledge and celebrate the festivals of other faiths and learning in English, art, music and modern foreign language provides rich opportunities for pupils to develop an awareness of their own culture and that of other people. Learning focused on music and art from around the world, gives pupils good opportunities to explore the sounds and images of other people. The curriculum is also effectively enriched by visits to the theatre and by visiting musicians and artists. The chances for pupils to work with these visitors make a very positive contribution to the development of their cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has sustained its very high standards of care reported in the previous inspection. Very good support is achieved through the high quality relationships that promote mutual respect within an age appropriate secondary school ethos. Teachers and support staff know the physical, emotional and intellectual needs of their pupils very well. Well-focused individual education plans are directly related to individual academic and personal targets within curriculum areas and pupils' progress towards these is very well monitored.
33. The school meets the requirements of pupils' statements as well as it can. However, this can be difficult because a significant number of pupils have statements that are significantly out of date, unsigned and very brief. The school works very effectively with a wide range of therapists. Links with the speech therapist and physiotherapist, who work alongside teachers in the classroom, are especially effective. Arrangements for annual reviews are very good; a wide range of key staff and therapists attend although records indicate that careers advisers rarely attend.
34. The school is very effective in monitoring and promoting high standards of behaviour. Many of the pupils exhibit challenging behaviour as part of their special needs. These pupils have very effective pragmatic behaviour management plans. Teachers and classroom assistants work very well together to minimise disruptive behaviour and to redirect pupils into more acceptable forms of behaviour. This allows the majority of the class to continue to be taught effectively whenever a pupil is being particularly difficult. The school discourages bullying or other forms of harassment by providing very good staff role models. Any major incident is well recorded in the classroom, although the school does not have a bound book where incidents are recorded systematically as is legally required.
35. The assessment of pupils' academic progress, the use made of these assessments to guide teachers' planning and the monitoring and tracking of pupils' progress are mainly

well established and effective. The high standards reported at the last inspection have been sustained. Termly qualitative assessments in each subject are supplemented with annual completion of small steps checklists where gaps in pupils' knowledge, understanding and skills in each subject can be identified. The school is currently developing a strategy to make best use of this information to plan work for the following year. Teachers make very effective use of photographic evidence to record progress. In art, for example, clear photographic evidence shows a Post 16 student progressing towards independent work in a project to produce a silk-dyed scarf. In Year 8, photographs reveal how a boy progresses from reliance for support and guidance from his learning assistant to independent construction of a model using stickle bricks. For each pupil a comprehensive portfolio records examples of work completed in each subject, annotated photographs and assessments of progress. External accreditation opportunities are available Post 16 through the awarding of the Accreditation for Life and Living (ALL) certificates. Well-established procedures maintain the accreditation of the Record of Achievement, which is awarded to each student on leaving school.

36. The assessment process begins when pupils enter the school. The pupil's stage of development is recorded on film and compared with later film to judge the rate of progress. Speech therapists and physiotherapists make an important contribution to these first and subsequent assessments. To make these baseline films even more effective they now require some accompanying dates and analyses. Film is used to very good effect to assess progress in subjects where performance is transient, for example, in physical education. Pupils view their achievements at the end of the lesson for instant feedback and self-evaluation of progress. Assessment procedures are not so well established in religious education where there is description of the course covered rather than diagnosis of what has been learned. In science there is not yet sufficient planning and assessing of the separate skills which make up the attainment target for experimental and investigative science. In art there are developing checklists for skill development but assessment of knowledge and understanding is not yet in place. The new design and technology checklists cover assessment of pupils' knowledge, understanding and skills but the procedures are too new to evaluate fully their effectiveness at this stage.
37. The Code of Practice procedures for the Annual Review of Statements of Special Educational Need are firmly in place. Pupils are disapplied from the national assessment tests but teachers assess pupils against the National Curriculum attainment levels and report their assessments to parents. At the time of the Annual Review, medium term priorities are established which are translated very effectively into specific, measurable targets. These are very well matched to individual learning needs in most lesson plans. It is, though, unsatisfactory that many of the pupils' Statements of Special Educational Need are out of date and as a result do not reflect the provision now being offered to them. For pupils with less profound learning difficulties these targets mainly cover literacy, numeracy, and personal and social education. For pupils with more profound learning needs, the range of assessments is appropriately focused on communication, cognition, personal and social development and feeding skills. There is good progress towards meeting the target on improving assessment procedures and accreditation opportunities, which is set out in the school development plan.
38. The school has not improved its procedures for registration since the previous inspection and records of attendance still do not meet statutory requirements. The school's monitoring of attendance is mainly informal. However it is difficult to criticise these shortcomings because the school uses registration as a positive experience by involving pupils in the process of taking registration.
39. The school has very good arrangements for child protection and to promote the welfare and health and safety of its pupils. The caretaker ensures the premises are clean and

tidy and security arrangements are in place. Very high standards of care remain a strength of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has sustained its effective partnership with parents identified in the previous report. Parents are pleased with the standards of education provided and find the school very easy to approach should they have any concerns regarding their children.
41. The school provides good quality information for parents. Teachers regularly complete home school diaries and there are very good quality written reports written as part of annual reviews. Most secondary schools into which pupils are integrated also provide a good quality written report focusing on pupils' social development. Parents also have three formal opportunities per year to visit the school; there is an open evening, an annual education event, such as a literacy meeting, and a very successful annual Bar-B-Que. In addition the school nurse organises regular coffee mornings with a welfare focus. For example, a recent coffee morning was held where epilepsy was discussed. Parents are also informed about the work of the school through regular newsletters.
42. The school makes a good effort to involve parents in the education of their children. A number of parents who responded to the inspection questionnaire were concerned about homework. The inspection team found no evidence to support their concerns. For many pupils formal homework would be unsuitable but for those for whom it is appropriate, work to complete at home is provided when requested.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is very well led and managed. The current acting headteacher and deputy headteacher, as well as the headteacher currently on secondment, provide the school with a very positive educational direction for its work. They promote very high standards throughout the school. This relates to the curriculum offered and the quality of teaching and care provided. The acting headteacher and the deputy headteacher have a clear presence in the school. They set high standards and work closely with all staff, pupils and parents. Together they have successfully ensured the school does its very best for all children.
44. The school has very clear aims and values that are evident in the work both inside and outside the classrooms. The very good working relationship amongst all staff is reflected in the quality of teamwork evident. This is particularly the case in lessons where a number of staff work together effectively with groups of pupils. The clear guidelines as to how the school monitors and evaluates its work have been very effective in relation to the curriculum offered to each individual pupil. This is very relevant for those pupils with profound multiple learning difficulties who are integrated into classes but also given appropriate individual or small group support.
45. The head and deputy have been very effective in developing the quality of teaching. The improvements in the quality of teaching since the previous inspection provide the evidence for this. They have successfully used the strategy of putting their least experienced teachers with more experienced staff. This has given these staff the chance to model their teaching on good practice. Although the formal observation of classroom teaching is less well developed, this is understandable given the absence of the permanent headteacher during the present year.
46. The quality of support, given by senior staff, for all staff is very good. All staff have the

opportunity to put forward areas for their own development and these are well supported, as far as possible, by the school. Development planning has been very effective since the previous Ofsted inspection. Aspects raised have been considered and appropriate action taken. These have been effectively linked to the money available to the school. The current school development plan shows identified areas for further improvement; there is a very clear commitment from all staff with management responsibilities to further develop aspects of their work as appropriate. An example of this has been the development of inclusion. The commitment of the school to develop this aspect is outstanding. It has been very well managed and is a major strength of the school. The co-ordinator for this aspect, who also works as the LEA inclusion co-ordinator, has been very successful in developing this provision.

47. Almost all subject co-ordinators now have a much clearer understanding of their role as opposed to the comments made about them in the previous inspection. Their roles and responsibilities have been clearly defined and this enables them to manage their subjects effectively. Co-ordinators appropriately monitor teachers' planning and pupils' work, using the information to establish development plans for their subjects. Although co-ordinators do not formally monitor teaching in their subjects, because the school day is organised with very good opportunities for team and group teaching, they have good opportunities to oversee the effectiveness of teaching and learning. There are, though, a few subjects, for example modern foreign language work, that would benefit further from the co-ordinators having a greater opportunity to work with other teachers teaching these subjects.
48. The governors, particularly the chair, are very involved in the work of the school. They have been involved in the developments since the previous inspection and have clearly identified aspects of the school to be developed further. The chair has a close working knowledge of the day to day management of the school and links very effectively with senior staff. The management of financial matters is an example of the close working relationship that has been established. The good use of money is illustrated by the improvements made to the use of computers. Government monies to support this aspect have been used effectively. The school now has an information communication technology suite and is developing teachers' expertise in the use of computers.
49. The school building is small and although staff make the best use of the accommodation it does have a negative impact on the work of the school. Disadvantages include pupils being disturbed by noise from classes working in the same open space. There are also difficulties in working with pupils with autism and challenging behaviour. The lack of space means that when these pupils are distressed there are limited areas for them to be looked after away from other pupils. The accommodation also limits the programmes for Post 16 pupils. As a result there are restricted opportunities for social interaction and independence. Resources are unsatisfactory for Spanish, French, Post 16 and science. In a number of other areas they are only just satisfactory. This is a reflection of the limited budget available. Staff, though, have worked hard to correct deficiencies; many make or buy resources themselves.
50. The school has effective measures to ensure it gets good value when purchasing resources and services. This is demonstrated by the use of money to develop the accommodation. The facilities for food technology are being extended and will provide very effective provision for pupils of all ages.

INCLUSION (opportunities for pupils and students to take part in lessons in mainstream schools)

51. Promoting appropriate inclusion of pupils in their local mainstream secondary school is central to the ethos of the school and is one of its many strengths. The recently

appointed inclusion co-ordinator has worked hard to provide valuable opportunities for as many pupils as possible. This has resulted in almost half the pupils with severe learning difficulties experiencing some form of integration into a different school situation. These carefully considered placements range from inclusion in primary classes for less mature pupils to placements of up to three days a week in mainstream secondary school for higher attaining, more socially mature pupils. Although complex timetabling in secondary schools can present some difficulties, the school tries to ensure that pupils who are involved in inclusion receive as balanced a curriculum as possible. The monitoring of the effectiveness of inclusion is being developed through regular visits from class teachers as well as visits from the inclusion co-ordinator. In addition, targets on pupils' individual education plans are addressed through their mainstream experiences.

52. The quality of inclusion experiences seen during the inspection varied from very good to satisfactory. Where it was very good the receiving secondary school is well resourced to meet the needs of pupils with severe learning difficulties and class teachers are well supported enabling them to plan very effectively to meet the pupils' needs. For example, during a badminton lesson a pupil from Heaton was fully involved in the warm up procedures. Although significantly less skilled than the mainstream pupils, he was encouraged and supported to play badminton with a succession of very supportive mainstream pupils. He received an equal amount of support and instruction from the skilled teacher as the rest of the class and made very significant progress both in developing badminton skills and increasing self-esteem and initiative. Where inclusion is satisfactory pupils do make significant social gains and really enjoy the experience of being involved in the day to day life of a busy mainstream school. Staff, from both the mainstream school and Heaton support them very well, but sometimes in the classroom they are provided with tasks that are a little difficult for them to complete.
53. The hearing impaired pupil who attends part-time, although on the roll of another special school, is very well integrated, thoroughly enjoys participation in lessons, and is developing good skills, for example in design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The senior management team and governors should:

Develop a more consistent and co-ordinated approach to the teaching of religious education throughout the school. (paragraphs 96,97,98)

The senior management team and governors, with the support of the Local Education Authority should:

Seek ways to increase the space available to the school. This should improve the facilities to manage pupils with challenging behaviour, eliminate the disruption to pupils from the noise from other classes and increase the opportunities for Post 16 pupils to engage in independence and social activities. (paragraph 49)

Increase the resources in those subject areas where they are currently insufficient. These should include science, French, Spanish and aspects of the Post 16 curriculum. (paragraph 49)

In addition the school should consider improvements to the following;

Registration and the provision of an incident book; ensure arrangements fully meet legal requirements. (paragraphs 34,38)

Statements; Liaise with the LEA to ensure all pupils have up to date statements. (paragraph 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

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

41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	38	41	8			

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

59

Number of full-time pupils eligible for free school meals	22
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English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	
	%
School data	12.16

Unauthorised absence	
	%
School data	0

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

ATTAINMENT

At all Key Stages pupils are operating below level 2, the vast majority are within Level 1. This is as expected because of their special needs.

Pupils are not entered for external examinations normally. However last year 1 pupil attained Art GCSE.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	1
White	57
Any other minority ethnic group	

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	5.7
Average class size	7.1

Education support staff: Y7 – Y13

Total number of education support staff	20
Total aggregate hours worked per week	500

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	522,451
Total expenditure	546,500
Expenditure per pupil	9,108
Balance brought forward from previous year	50,663
Balance carried forward to next year	26,614

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	59
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	-	-	-
My child is making good progress in school.	61	28	5	5	
Behaviour in the school is good.	33	55	-	5	-
My child gets the right amount of work to do at home.	28	17	28	10	-
The teaching is good.	50	39	5	-	-
I am kept well informed about how my child is getting on.	55	34	5	5	-
I would feel comfortable about approaching the school with questions or a problem.	67	33	-	-	-
The school expects my child to work hard and achieve his or her best.	55	28	5	5	-
The school works closely with parents.	55	28	17	-	-
The school is well led and managed.	61	39	-	-	-
The school is helping my child become mature and responsible.	55	34	5	-	-
The school provides an interesting range of activities outside lessons.	44	5	22	5	10

Parents were very positive at the parents meeting. One set of parents felt the more mobile pupils were not challenged physically. Inspectors found this not to be the case.

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

ENGLISH

54. The achievements of all pupils are good overall. Their achievements are very good in speaking and listening (communication) and good in reading and writing. Students continue to make good progress during their time in the Post 16 department and by the time they leave school at nineteen their achievements remain very good in speaking and listening (communication) and good in reading and writing. This is a considerable improvement since the last inspection when pupils' and students' achievements were judged to be broadly satisfactory in all areas of the English curriculum.
55. The school effectively uses a picture exchange communication system to support pupils' communication. For example, pupils in Year 9 know that the symbol of the carrot can be exchanged for a piece of carrot and that if you give the teacher the symbol for a paperclip you will receive one in return. In a lesson at Key Stage 4 very good planning and excellent use of resources enabled pupils with more complex needs to be actively involved in their learning during the activity 'At the circus.' A very wide range of resources was imaginatively used to initiate communication. Pupils turned to the source of the stimulation, laughing at the staff dressed in gold clowns' wigs and smiling at the brightly coloured batons and the bubbles. In a lesson for pupils in Key Stage 3 the teacher provided very good opportunities for pupils to talk about the story 'Puss in boots'. The sensitive use of cues enabled them to participate effectively in the group discussion, sharing their knowledge of the story and demonstrating a good understanding of the sequence of events and the characters. They were very confident to perform their part in the story, getting into character and pretending to be the king and other characters. They delivered their lines accurately and one pupil strutted around pretending to be the peacock. Good opportunities for discussion at the end of the lesson enabled pupils to talk about what they had done and to say what parts of the story they liked best.
56. Higher attaining pupils are able to distinguish between text and pictures in a familiar book. They are able to point to text when asked. Pupils can point to the first letter in the word they are shown. For example, one pupil pointed to the letter 'J' and the letter 'O' in the title of the book 'Jolly Olly'. Pupils can listen very carefully to a tape during an activity to reinforce initial letter sounds.
57. Pupils in Year 7 understand why it is important to know your address and good use of questioning by the teacher enables them to share this understanding. The activity planned by the teacher helps pupils to practise a number of appropriate skills. Pupils say their names and addresses and then copy them out accurately. One pupil recognises that he should have used a capital letter and is able to correct his own mistake. Pupils demonstrate that they understand that when writing a letter it should begin with 'Dear' and they know that there are other ways of sending messages such as the telephone and e-mail. The literacy skills being taught are linked very closely to the work undertaken in other subjects. For example, in Spanish lessons clear reference is made to the basic writing skills being developed in the English lessons.
58. Teaching is very good overall. This is a significant improvement since the last inspection when teaching was judged to vary between satisfactory and good. An example of excellent teaching was seen during a drama lesson for students at Post 16. The teacher made very good use of photographs, taken during the last lesson to help pupils recall what they had learned. Lesson planning is very good and clearly identified learning objectives are drawn from the National Literacy Strategy. These are effectively adapted to meet the needs of pupils. This ensures that pupils make good progress and

systematically build on what they had learned in the past.

59. Lesson planning is good and learning outcomes are clearly identified and effectively addressed through a good range of appropriate activities. Activities provide good opportunities for pupils to read or recite from memory key phrases. Good use is made of sensory stimulus. For example, when reading a story the removal of a shoe and sock and the use of a water spray to indicate that the miller's son was swimming in the river ensured that pupils were actively involved in the learning experience. Very good use is made of a single switch communication aid to enable a pupil with more complex needs to take full part in the lesson by playing a pre-recorded phrase at the appropriate point in the story.
60. In all English lessons support assistants are very well deployed; they are very clear about their responsibilities during lessons. This enables them to make an effective contribution to teaching and learning. Together with teachers they work very effectively as a team, acknowledging and building on the responses made by pupils. Their very good knowledge of pupils' needs ensures that they are given time to respond; staff take their cue from pupils to enable them to initiate communication rather than be passive recipients. Staff record significant responses as they happen. This effectively contributes to building up a picture of pupils' achievements over time and helps the teacher to plan further work that builds on existing skills. The subject is very well led and managed. A clear direction has been established for future development and the subject action plan identifies priorities that will enable this to happen. Book resources are good and teachers have worked hard to supplement resources by preparing sensory resources to support some of the big books they use. The library accommodation is unsatisfactory and does not support the teaching of library skills.

MATHEMATICS

61. Pupils' achievements in mathematics are good. During Key Stage 3 pupils are making good progress in their understanding and use of number through activities which involve both classroom and practical exercises. Similar progress is made in their recognition and understanding of the properties of basic shapes such as squares, triangles and circles. Pupils at Key Stage 4 can apply their skills to the production of number lines and use them to understand the concept of counting both forward and backward. Higher attaining pupils are able to undertake counting mentally. This early work helps inform older pupils and encourages a link between everyday situations and the application of mathematical concepts. For example, Post 16 students can apply their skills to a range of practical activities such as those involved in the running of the mini-enterprise, which involves both number and data handling skills. The teachers' well structured lessons ensure the involvement of all pupils and the good use of extension activities further ensures that higher attaining pupils have the opportunity to apply their classroom skills to practical activities such as shopping or purchasing a meal. The teachers' very effective use of plenary sessions at both the beginning and the end of lessons encourages pupils to review and discuss their work.
62. Mathematical work often links in well with other subjects and learning objectives. When, for example, pupils are studying number lines they are also making good progress in the understanding of other sequences such as the days of the week and the use of a calendar. Similarly, their work on patterns lays the foundation for their understanding and recognition of basic shapes. Their understanding of mathematics in other subjects and in the wider world is developed through experience of using chronology in history, counting ballot papers in citizenship and the use of science and food technology to develop and reinforce the use of a mathematical vocabulary.

63. The good achievement of pupils is not only due to the good quality of the teaching but also to the good quality scheme of work. The termly modules of work are well planned and effectively address the wide range of pupils' abilities. There is a clear structure to the assessment of pupils' work that enables their progress to be effectively monitored. Teaching takes careful account of individual need through the establishment of relevant targets and through well focused and effective support in which the work of the classroom assistants is noteworthy. Resources are good but the low level of school funding requires that a disproportionate amount of staff time is spent on the production of resources. However, these school-produced resources are of high quality and imaginatively address the needs of pupils with complex learning needs.
64. The previous report was positive in its judgement of pupils' progress and of the teaching of mathematics but was critical of suitable learning materials for older pupils and the lack of sufficient links between the community activities, such as shopping, and the work in the classroom. These issues have been successfully addressed. Through careful planning, practical and classroom work is now closely matched and the school has produced age appropriate resources.

SCIENCE

65. The gains made by pupils in their knowledge, understanding and skills in science are good overall. Pupils in Key Stages 3 and 4 are achieving well because they are receiving consistently good, and in Key Stage 4 some very good, quality teaching. Pupils are very enthusiastic about their science work, keenly participating, observing closely, and being attentive and thoughtful, especially in Key Stage 4. This positive response is an important factor in the good progress which pupils make. By the end of Key Stage 3, pupils investigate and reach solutions in their investigations about floating and sinking. They learn how to lift heavy objects with pulleys in their work on forces and recall different ways to propel a ball. The higher attainers can read and write some of the science vocabulary independently. They can research different sources of light, and they use their making skills to construct periscopes and copy sentences to record their work. Pupils continue to have difficulty understanding about the colours of the rainbow. They can recognise the parts of a plant and know that plants need water to grow. Lower attainers have very good access to the same science opportunities as others in their classes. This promotes their enjoyment of science, their self esteem and a degree of independence.
66. In Key Stage 4 pupils consolidate much of their earlier learning and improve their skills in predicting and anticipating results. For example, when testing which metals are magnetic and when observing and discussing what happens when materials like bread, chocolate and ice are heated. There is good progress by higher attainers in understanding how to separate a mixture of materials like sand, rice and sugar. They know the names of appliances in school, at home and in the community which use electricity. Pupils can match sounds to objects that make the sounds, and recognise faces from silhouettes. In biology, pupils not only learn to recognise the differences between living and non-living things but progress to distinguishing plants from animals and then learn to put animals into their different groups. The highest attainers make good progress, with support, naming the planets. Pupils with more extreme learning difficulties learn to distinguish light and dark; they experience different light and sounds and use switches in the sensory room to control light. Other pupils are using information and communications technology to support their learning in science by using the Internet to find pictures of planets and animals. There was, though, very little first hand evidence during the inspection of pupils using computers to support their learning in science.
67. The quality of teaching in science is good because teachers build effectively on pupils' prior learning through skilful questioning and then provide new challenges using methods that are well matched to pupils' different learning needs. These skills were observed in

lessons on forces with Year 8, plant structure with Year 9 and in the investigation of the effect of heat on changing materials with Year 11. Learning support assistants make a very good contribution to learning because they know the needs of the pupils very well and are well briefed about the lesson objectives. Together with the teachers, support staff manage the more challenging behaviours of pupils very skilfully. Lesson time is used very productively and teachers plan a wide range of whole class, group and individual activities to sustain pupils' interest and motivation. In Year 11, teaching is especially effective in generating a sense of wonder when pupils observe and smell what happens to chocolate when it is heated. Teachers make very good use of the available science resources but have to rely on supplementing the meagre stock with their own purchases.

68. The quality of science teaching has improved since the last inspection. The science curriculum meets the statutory requirements for the subject. Curriculum planning has improved since the last inspection and science is now a discrete subject on the timetable with coverage of all the science attainment targets of the National Curriculum in place. There is, however, not as much provision in the work seen for study of materials and their properties as there is for the biology and physics aspects of the subject. Consequently, higher attainers are not learning quite as much about chemistry as they are about biology and physics. Pupils are developing some science investigative skills, such as predicting, and obtaining and recording evidence through their participation in practical tasks. Systematic planning, however, for the full range of enquiry skills in the Key Stages 1 and 2 programmes of study is not yet in place. There is very good commitment by the new science co-ordinator to improving further the provision in science. The absence of specialist science facilities and the very modest range of science resources in the school are, however, constraints on developments in the subject.

ART

69. Although only one art lesson was observed during the inspection, the evidence from a scrutiny of pupils' work and records, observation of displays in classrooms, and discussions with the art co-ordinator and staff shows that pupils achieve very well in art as they progress through the school. Pupils in Year 7 are learning to paint in the style of famous artists. They are developing good observational skills when drawing the faces of their friends and learning the techniques of light, shade and tone. A pupil on integration in mainstream school is developing her use of colour in still-life work of bottles and fruit. In Year 8, pupils experiment with colour, design and materials when making stars as part of their work on night and day, and light and dark. By Year 9 pupils are painting in the style of Matisse, working co-operatively to produce a collage. Pupils are supported throughout the school by very good planning closely linked to individual learning needs.
70. In Key Stage 4 planning for art is closely linked to the themes in other subjects, for example, the study of Japan in history and geography. Pupils have designed and made representations of Japanese carp. They have chosen, cut out and pasted on scales of different colours and textures on to their designs. The higher attainers in Key Stage 4 use source material as the basis for the designs they paint on salt dough pots made in previous lessons. They can work with a fair degree of independence, choosing and collecting their own materials and sensibly clearing away. Pupils with more severe learning difficulties are learning to make colour choices by eye pointing and they accept the support of assistants when holding crayons and applying paint. Pupils throughout the school persevere well to complete their art and the quality of finished work is very good. Post 16 students can self-evaluate the quality of their products. They report on the level of challenge they experience, for example, when designing, making and decorating 'hunting pouches' in work on the theme of American Art. Post 16 students can use bead paint to produce intricate designs and have the fine motor skills needed to sew on beads

and other small objects to decorate their work. They report that they enjoy their work in art.

71. The quality of teaching in the art observed, and from all the other inspection evidence, is very good. Planning is very well matched to individual needs and is promoting skills in drawing, painting, printmaking, the use of textiles, weaving and clay. This wide range of experience is a very good feature of the art provision. Pupils are encouraged to experiment with patterns, colour, shape and texture and they respond very positively to these opportunities. Some assessment of skills in art is developing; but an area for development is the assessment of pupils' knowledge and understanding of art, especially with the older pupils. The school has continued to build on the good quality provision in art reported in the previous inspection.

DESIGN AND TECHNOLOGY

72. Achievements in design and technology are good overall; pupils are learning the skills of measuring, cutting, shaping and applying finishing techniques. In Year 8 pupils make model people, choosing materials and construction methods for the clothes, cutting, sewing, gluing and attaching the clothes to the card models they have measured, cut out and joined. In Year 9, pupils in food technology are learning how to make traditional American pancakes, learning the skills of measuring the mass and volume of the different ingredients. Through very skilful questioning techniques the teacher is helping pupils to make the links between food technology and history, geography and art. There is excellent evidence of pupils rising to the challenges provided, and making very good progress towards meeting their individual targets for personal and social development. Pupils with the most severe learning difficulties are thoroughly involved and can make choices and test how well the models have been constructed. Pupils are successfully developing their communication skills because of the very thorough planning and attention given during the lesson to promoting speaking, signing and picture exchange skills, with tasks very well matched to individual needs. In Year 7, pupils' skills in using resistant materials and textiles to construct and decorate boxes are not as effectively developed as they could be. This is because lesson planning is not matched closely enough to the range of individual needs in the class, the pace of teaching is rather slow and no time is allocated for whole class evaluation of the products.
73. Students in Post 16 build very successfully on the skills they have learned earlier in the school. For example, higher attainers are designing and making clocks of such good quality that they are for sale as part of the mini-enterprise scheme. Students are using construction kits, generating ideas, assembling components, rearranging them, communicating ideas during group work and using their plans to construct models, for example of wind surfers and hot air balloons. Students are learning to evaluate their work.
74. The overall quality of teaching in design and technology is good in Key Stage 3, with some very good teaching in Years 8 and 9. The quality of teaching in Key Stage 4 and Post 16 is very good overall, and is linked very effectively to a mini-enterprise scheme for older students. Improvements in the quality of teaching and learning in design and technology since the last inspection are very good. There is now a better balance of opportunities offered because curriculum and lesson planning have improved to give pupils an extensive experience across the breadth of the National Curriculum programmes of study. Very good cross-curricular links are promoted with other subjects, namely art, history, geography, science, religious education, English and mathematics. The highly successful management of pupils with such diverse needs, and the exceptional quality of the relationships in lessons, are particular strengths of the teaching. In food technology, the pace of learning is at times slowed, in Years 7 and 9 for example, when pupils share equipment. They lose learning time whilst waiting for their

turn.

75. Co-ordination of the subject is very good and much improved since the last inspection. There is a new art/design and technology room, which is well used, but the amount of resources for design and technology is unsatisfactory. Teachers have to supplement the resources with their own purchases, providing construction kits for example, at considerable expense, so pupils can enjoy the rich experience they now receive in design and technology lessons. This is clearly an unacceptable situation and one that needs urgent resolution.

GEOGRAPHY

76. Pupils' achievements in geography are good in both key stages and at Post 16. During Key Stage 3 pupils are making good progress in developing knowledge of their local area through activities that involve the use of a geographical vocabulary and maps of the local environment. Pupils also experiment with drawing their own maps of the school. These early practical activities form a basis for more detailed investigative studies of the local environment and knowledge of other cultures. Close links are established with pupils' learning in other areas. When, for example, pupils are drawing up plans for a playground they are making good progress in related mathematical skills of shapes and measuring. Similarly, their studies of the local environment develop their social skills and the work on the River Tame helps develop their experimental skills. The very good relationships with teachers and the encouragement of active and problem solving activities generates an enthusiasm amongst the pupils which develops their interest in the world around them and, for older pupils, places an emphasis on independent work.
77. From the limited number of lessons seen, the teaching is well thought out and contains a range of practical activities, which involve pupils in the use of a wide range of geographical skills. Good use is made of questioning and requiring pupils to solve problems for themselves. The quality of the teaching enables Post 16 students to undertake comparative work on a range of cultures looking at festivals, holidays and music.
78. The recently reviewed schemes of work provide good support to the teaching and ensure pupils' achievements across the curriculum. The need to develop closer links between the geography curriculum and the school's residential activities have been identified and are being developed. Resources are satisfactory overall but there is a shortage of practical equipment which inhibits work on some areas of the curriculum. The previous report was generally positive in its judgements of geography and these standards have been maintained and in some aspects improved.

HISTORY

79. Pupils' achievements in history are good in both key stages. During Key Stage 3 pupils are making good progress in developing an understanding of the difference between the past and the present through activities which involve the comparison of photographs of themselves at different ages. By the end of Key Stage 3 pupils are aware of some major historical events, such as the world wars, and beginning develop an historical vocabulary. Key Stage 4 pupils are aware of differences between themselves and previous generations in areas such as clothes and food. The very good use of resource material, such as video and film, together with visits to museums, enables pupils to develop this awareness. This effective use of resources, combined with clear explanations, enables the pupils to apply their skills to studies of societies of which they have no direct experience, such as the Aztec culture. The very effective use of knowledge gained in other subjects, such as counting in Spanish or preparing an Aztec meal, enables the teacher to present these topics in a way that the pupils find relevant and stimulating.

Information and communication technology is used well to generate information, such as time lines; older pupils use the Internet to undertake research on topics such as the Aztecs. Work on the local community, such as the impact of the Second World War on Stockport, has helped them understand the war and the importance of history.

80. The teaching of history is good. Teaching takes careful account of individual needs and these are met through effective and well-focused support. Pupils show great interest in the subject and work together well. Practical work and discussion is undertaken with confidence and enthusiasm. Their behaviour is very good because of the excellent relations with the staff and the enthusiasm of the teaching. Pupils are challenged by the range of interesting tasks and their involvement in discussion and practical work. The recently introduced rolling programme of topics has clarified the teaching of history across the school and now ensures that all pupils have similar opportunities to develop their knowledge. The school's resources are satisfactory; very good use is made of the wider community through visits and the use of artefacts. The previous report was positive in its judgements of history and the school has maintained and built on these strengths.

INFORMATION COMMUNICATION TECHNOLOGY

81. Pupils are achieving good standards in their computer skills in Key Stages 3 and 4. Post 16 students make very good progress. Pupils are supported by teaching which is never less than of good quality. By the end of Key Stage 3, higher attainers progress from using picture symbols to words only when identifying the different parts of the computer. They use the start up and close down procedures on the computer and choose and print pictures from Clip Art. Pupils use the keyboard and mouse independently and word process individual words and short phrases accurately. Word processing skills are still developing by the end of Key Stage 3 and support is still needed for pupils to present longer pieces of text correctly. Higher attainers use the mouse proficiently to create pictures and insert pictures into text, for example, when making get well cards. By Year 11, higher attainers are using the Internet independently to search, download and print chosen pages. Post 16 students make significant progress in their word processing skills. They learn to select software from a menu, and enter text independently and accurately with correct spelling and use of capital letters. It is the very thorough monitoring of progress in these lessons, the careful explaining of errors, the high expectation that students will find their own solutions to problems which are the teaching skills especially contributing to the good progress made Post 16. The older students become quite competent in controlling a range of electrical equipment, for example, televisions, tape-recorders, digital cameras, photocopiers and overhead projectors. Progress in controlling computer models and simulations is less well developed because these skills are not yet promoted sufficiently.
82. Pupils with the most severe learning difficulties improve their communication skills by making good use of technological communication aids. This is an improvement since the last inspection when the use of such aids was reported as unsatisfactory. In Year 7, for example, pupils use switches to operate computer programmes, and to control equipment in the light and sound room. In Year 8 they use switches to make yes/no choices and with support they can move both hands across the keyboard. Pupils in Year 9 use touch screens to progress through computer programmes. They also use on/off switches. Pupils make good progress in communicating in Key Stage 3 by supplement these technological aids to communication with pictures and symbols. In Key Stage 4 pupils use cheek and other switches to communicate and to operate computer programmes.
83. The quality of teaching is good overall in Key Stage 3 with some being very good.

Particular strengths are in the encouragement given to pupils to find their own solutions and to show initiative. Pupils want to learn and are not afraid to try out new routines because their relationships with the staff are so secure. This is seen best in Year 8 where the range of learning needs is very wide but all achieve some success in accessing the keyboard. The quality of teaching in the Post 16 classes is very high. Teaching here encourages students to think, ask questions, and self evaluate in order to problem solve. In this way students are consolidating their prior knowledge and skill and learning new procedures. They learn, for example, cursor/delete routines and understand the double click routine to bring up the egg timer when loading software. No Key Stage 4 teaching of information and communication technology was observed in this inspection but other inspection evidence indicates that pupils are given good opportunity to learn how to use e-mail and the Internet.

84. Although there was not extensive use of computers in lessons to support learning across the curriculum during the inspection week, there is evidence that provision for information and communication technology and progress in the subject have improved since the last inspection. Following a programme of in-service education, most staff are now more skilled in the use of computers. Developments in information and communication technology rightly continue to be a priority in the school development plan. At this stage in the development of the subject, pupils make better progress using computers to communicate and handle information than using models or simulations on screen. They do however recognise that control is part of many everyday pieces of equipment. Pupils are now using the computer room at least weekly to develop their computer skills.

MODERN FOREIGN LANGUAGES

[French at Key Stage3, Spanish at Key Stage 4]

85. Achievements in modern foreign languages vary. Achievements in Key Stage 3 are satisfactory but in Key Stage 4 they are very good. Within Key Stage 3 pupils are beginning to understand and gain an awareness that France is a different country and people speak a different language. Pupils are familiar with greetings, for example, Year 8 pupils greet each other during registration each week with the words "Bonjour". Pupils in Year 7 are beginning to recognise different words. One or two of the higher attainers are able to use the French for door and window. Pupils in Key Stage 4 have achieved considerably more within the short time they have been studying Spanish. They are familiar with greetings, putting two or three words together to say hello to each other and ask each other how they are. They also are able to understand the concept of new vocabulary and the need to remember vocabulary; during a lesson seen the majority were able to repeat and remember the names in Spanish of four items of clothing.
86. The quality of teaching and learning is satisfactory at Key Stage 3 and very good at Key Stage 4. In Key Stage 3 strengths include the quality of the relationships between the teacher and the pupils which successfully encourages pupils to try to say new words and engage in activities that help them to remember new vocabulary. A few of the more able pupils recognise words displayed and match them to pictures. However, weaknesses in the teaching include the limited resources used to reinforce the language. In addition although a French registration session seen presented positive experiences, these were brief and did not develop skills in a systematic way. Pupils were willing to learn but found it difficult in the short teaching time available to remember words from the previous week. However, the quality of teaching at Key Stage 4 is very good. As a result pupils' learning is at a high level. The teacher generates an enthusiasm for the subject which is epitomised by the approach of pupils to the lesson. They are all willing to take part and are very keen to be able to say Spanish words. Their pleasure at being successful in speaking in Spanish or recognising the word for an item of clothing is very apparent. The teacher makes very good use of actual items of clothing to reinforce the learning. In

addition the very positive relationships between the teacher, the support assistant and the pupils enhances the learning atmosphere within the classroom.

87. Records show that the subject has been successfully taught in the previous year. Parents have commented on how successful their children have been using the language whilst on holiday in Spain. The whole experience for pupils of being made aware of different languages is a very positive one and clearly shows the importance of offering pupils these types of learning experiences.

MUSIC

88. Pupils' achievements at the end of Key Stages 3 and 4 are very good. Lessons are very well planned and pupils are involved in an exciting range of activities that are well matched to their needs. Pupils listen carefully to the teacher and watch attentively. They recognise and respond appropriately to the teacher's hand signals; they stop and start playing on cue. With support from staff, pupils accurately follow a pattern of beats made by the teacher. Higher attaining pupils are given very good opportunities to take the lead during the lesson and they confidently create simple patterns for the others to copy. The teacher has very high expectations of their learning and behaviour and pupils respond well by behaving in a mature and sensible way. Pupils are confident to perform in front of others because they are given very good opportunities to practise what they are going to do. Four pupils confidently create different four beat patterns for others to copy, they play the rhythms and wait for the others to echo what they have done. Pupils effectively maintain a beat using castanets to make the clip clop of horses' hooves during a cowboy song. They understand the difference between loud and soft, fading the sound away at the end of the song. The teacher very effectively builds these individual parts into a short composition, which is effectively echoed by the others. Very good use of questioning helps pupils to listen carefully. The teacher plays a series of four beat rhythms and asks pupils if they are 'always the same' higher attaining pupils can say that the patterns are different. Pupils are asked to copy different rhythms made by the teacher. They concentrate very hard and recognise when changes are made copying them accurately. At the end of the activity pupils clap themselves spontaneously, recognising that they have done well.
89. The subject co-ordinator and the music teacher work effectively together to develop learning opportunities, which enable pupils to make very good progress. During the inspection teaching was very good overall and one excellent lesson was seen. Good relationships between the music teacher and pupils and very effective support from teachers and support assistants ensure that all pupils are actively involved in learning. In lessons as soon as the music starts pupils at Key Stage 3 begin to clap. The majority maintain a steady clapping rhythm during the song 'Another one bites the dust' and pupils with good verbal skills sing enthusiastically. Other pupils know and join in confidently with the chorus and pupils with more complex needs are effectively supported to join in by clapping. The teacher uses resources very well and pupils are given good opportunities to play tuned and un-tuned percussion such as drums, tambourines and bells. The pace of the lesson is brisk and pupils' attention is maintained throughout, resources are given out quickly and clear instructions enable pupils to participate effectively because they know what they are going to do.
90. At Key Stage 4 excellent use of the microphone and the echo facility on the amplifier enables pupils with more complex needs to contribute effectively to the lesson. When they explore 'moods' pupils clearly enjoy the soft sounds they make and the effects created by the echo and some enjoy making loud noises with their voices and with musical instruments. Pupils' attention and concentration is very good and they respond positively to the experiences they have. The teachers' very good understanding of individual needs is reflected in the way pupils are given time to respond and in the way

their contributions are valued and built upon. Teachers and support staff are very aware of pupils' individual needs and during the song 'Bring it all back' staff place pupils' hands on the tambourine or drum so that they can experience the vibrations. Pupils demonstrate that they have very definite likes and dislikes through their body posture and facial expression. For example, when the music for 'Aga do do' is played one pupil spontaneously starts clapping and clearly enjoys the song, laughing at the chorus.

91. The curriculum is very good and pupils' learning is enhanced by opportunities to work with visiting musicians. Teachers effectively use simple songs throughout the day, for example, during the good morning session and to help cue pupils into different activities such as lunchtime. Pupils also have good opportunities to take part in a school production.

PHYSICAL EDUCATION

92. Pupils achieve very well in physical education lessons. They achieve success in a wide range of activities. These include swimming, dance, gymnastics, and striking games such as badminton. During the week of inspection those pupils seen swimming were able to show genuine progress in their ability to propel themselves in the water. The more competent swim showing a variety of techniques both on their front and back. The least able pupils gained confidence in the water and were keen to learn new ways of enjoying themselves. In dance, pupils react well to different types of music and instructions to try different types of movements. All are able to participate and try to react in different ways to music. The more able twist, turn, jump and balance, whereas the pupils with least physical ability are still able to join in activities and achieve success in different ways. In undertaking striking games pupils have a number of opportunities. For example, during the inspection Post 16 pupils were seen playing badminton. The more able are making progress, particularly in moving around the court to strike the shuttle. The least able are still gaining appropriate awareness of how to swing a racquet in order to be able to hit the shuttle. In this lesson a pupil with severe physical difficulties was successfully able to propel balls along a shute with the aim of knocking over skittles.
93. Records show that pupils have been able to achieve in a wide range of activities. These include outdoor education where pupils have been successful in orienteering and have taken part in canoeing and walking whilst on residential experiences. In football the school team has taken part in special school competitions, recently coming third. In addition an individual pupil is playing for the authority special schools' football team.
94. The quality of the teaching of physical education is very good. A key feature is the planning which ensures all pupils are able to take part no matter what their physical difficulties. Appropriately all teachers change into suitable clothes and footwear for physical education lessons. This enhances the awareness pupils have of the importance of hygiene when taking part in physical activities. Praise is very effectively used to encourage pupils to take part. This was so in all lessons, particularly in swimming where praise effectively encouraged pupils to try quite difficult and in certain cases, frightening movements. Planning is effective in ensuring that pupils have to undertake tasks for themselves. This was the case in badminton where the pupils were given clear instructions of how to set up the net to prepare for the lesson. In dance very appropriate movements are expected and the choice of music is very effective in giving pupils the opportunity to react in a wide range of ways.
95. The subject is very well co-ordinated and has a good scheme of work. Good use is made of support assistants who effectively enable all pupils to take part. For example, in a Key Stage 3 dance lesson, where there are a lot of adults available, all staff are effectively deployed to ensure pupils can participate fully throughout the lessons. The subject is a strength of the school and pupils are given very appropriate opportunities to

take part and experience a wide range of activities.

RELIGIOUS EDUCATION

96. It is difficult to judge achievements and progress in religious education. Teachers' termly assessments rarely provide a clear judgement about what each pupil has achieved. Assessments are generally descriptive of what the class has experienced in lessons and during visits, to local churches, for example, and describe the pupil's attitude and response to these experiences. In Key Stage 3 pupils learn some of the Bible stories from the Old Testament. They know about Noah's ark, and the story of Joseph and his coat of many colours. They know the story of the first Christmas and have some knowledge of Jewish, Hindu and Sikh festivals. In a Key Stage 4 lesson observed, pupils recall the names of characters from the story of Noah and the names of animals entering the ark. They appreciate the idea of 'being generous' and apply this learning to their discussions about Mothers' day. Teaching is successful in promoting discussion and improving communication skills because the quality of relationships is so very good.
97. The teaching of religious education is supported by use of a good range of books and materials, as reported at the last inspection, but the stock has had to be supplemented by contributions from the staff. The use of videos, artefacts and visits to sites of interest are effective in promoting and re-inforcing learning. Pupils have sung in a local church service and are reported to be respectful and aware of appropriate behaviour in church. In Key Stage 4 pupils do experience a variety of religious festivals, and they visit a synagogue. Activities are helping pupils to know some aspects of Christianity, for example, why Jesus was a 'special baby'. They are beginning to have some knowledge of religious symbolism, of light and candles, for example. Overall, however, the gains in knowledge of religions and what it means, for example, to be a Christian, are rather limited.
98. Religious education is co-ordinated with a genuine interest in religion, an ability to enthuse pupils and a secure knowledge of the local syllabus. The co-ordinator is aware of the sensitive nature of the subject and is working towards a consistent approach to the teaching of religious education across the school. Although not required to do so, the religious education curriculum follows the locally agreed syllabus. The policy for religious education has improved since the last inspection but there remains a lack clarity about the content of the religious education curriculum for each of Years 7 to 11. There is no formal timetabling of religious education Post 16. Although, there have been some improvements in the provision for religious education since the last inspection, more work needs to be done to help pupils learn more about religion, its importance in peoples' lives and to help pupils develop more fully their own values and beliefs.

POST 16

99. The provision for students over sixteen is very good. It has been improved considerably since the previous inspection. The leadership and management of the provision is very good and senior staff have been well supported by staff who teach within it.
100. Students' achievements are very good; by the time they leave school the majority have achieved modules of work that are accredited either by the school or by an external body. In performing arts very good organisation, careful and detailed planning and exciting activities encouraged students to settle quickly to their work on Romeo and Juliet. Good use of questioning by the teacher helps them to share their understanding. They know that the author of the play was Shakespeare and can explain the theme of the story with good understanding of the key elements and main characters. Very good use is made of resources such as a picture of the 'Rialto Bridge' to enhance students' understanding of

the context for the play. In food technology students handle kitchen utensils well and demonstrate a very good understanding of basic food hygiene and kitchen safety. Good teaching enables them to be independent and high expectations encourage them to take responsibility for the jobs they are allocated. The teacher uses praise well to identify when students had done something well or achieved a new skill. During a lesson seen there was a good emphasis on extending students' communication skills; questions such as 'what do you want me to do' enabled students to sequence their thoughts and give effective instructions to the teacher, for example, when they wanted help to light the oven.

101. The extended education department provides a curriculum and social opportunities that appropriately reflect the age and the needs of students. Clear aims have been established for the three-year Post 16 course and these are appropriately focused on preparing students for adult life. The school effectively meets its aims through the curriculum modules it provides. Learning is accredited by the school and through external, national accreditation. During the last year, students follow a very good leavers' programme through which links are established with future college placements.
102. Careers education and guidance is very good and effectively supports students to make educational and vocational choices. When they transfer into the extended education department students have already been involved in a well-structured careers education programme throughout their time at Key Stages 3 and 4. This learning is effectively developed further through the three year rolling programme of careers education. Because of this focused and progressive learning, students develop the knowledge, attitudes and skills they need for transition to the next stage of education or work.
103. Students have very good opportunities for work experience. These are provided either in the school where students are responsible for the maintenance of the school grounds or in the local community at shops, nursing homes or nursery schools. During a work experience placement in the school students clearly understood what they had to do. With support one student got a bucket of water, soap and cleaning cloths ready and others got out the mats so that they could wash them down. The teacher effectively monitored what students were doing and used their mistakes to reinforce learning. The teacher's comment helped one student to notice that too many mats had been put out and good questioning ensured that they understood that there would not be enough room to work if this many mats were out at one time.
104. Good opportunities are provided for pupils to think and make decisions. During a lesson about citizenship students clearly understood the basic principles of voting and taking a ballot. The teacher provided a good opportunity for students to take part in a role-play situation to reinforce their understanding. During a ballot to find out which of two drinks were the most popular students took their roles very seriously. The teacher's questions during the group discussion enabled students to develop their understanding further by sharing what they knew and developing their ideas further using the contributions made by others. During an information and communication technology session very good use was made of photographs taken during last week's lesson. This helped students to explain what they were doing and to recap on what they had learned. Students followed verbal and written instructions very well switching on the computer, logging onto the system and selecting the appropriate software. They accurately typed the titles for their photographs and the teacher effectively monitored what they were doing, extending and reinforcing learning when appropriate. When they had finished students printed their work, closed down the programme and selected another.
105. The school acknowledges that there is a need to develop additional age appropriate social opportunities for students by providing a common room for social activities at break

and lunchtimes. However, the severe restrictions imposed by the accommodation, greatly reduce the school's ability to provide this.