

INSPECTION REPORT

Greenvale School

Forest Hill

LEA area: Lewisham

Unique reference number: 100765

Headteacher: Peter Munro

Reporting inspector: Ian Naylor
20906

Dates of inspection: 14-18 February 2000

Inspection number: 189858

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	11-19
Gender of pupils:	Mixed
School address:	Greenvale School 69,Perry Rise Forest Hill London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Kwasniewski
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Naylor	Registered inspector	Art	What sort of school is it?
		Physical education	How high are standards? a) The school's results and achievements.
		Personal and social education	How well are pupils taught?
		Post 16	What the school should do to improve further?
Christine Haggerty	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work with parents
			Integration
Graham Todd	Team inspector	Science	How well is the school led?
		Information technology	Staffing, accommodation and resources
		Design and technology	
		Special educational needs	
		Equal opportunities	
John Baker	Team inspector	Mathematics	How good are the curricular and other opportunities offered to the school?
		Geography	
		History	
		Music	
Gill Lawson	Team inspector	English	Assessment
		Modern foreign languages	Spiritual, moral, social, cultural development
		Religious education	
		English as an additional language	

The inspection contractor was:

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Inspection Quality Division
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7-10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11-12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	12-13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	13-15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15-16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16-17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19-21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22-33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenvale is a mixed special school for 58 boys and girls of secondary age who have severe or profound and multiple learning difficulties and a Statement of Special Educational Need. Two-thirds of pupils are from white ethnic background with the rest from ethnic minority groups. Attainment on entry is extremely low and half of pupils come from backgrounds where there is social disadvantage. A quarter of the pupils require additional support for English because it is not their first language

HOW GOOD THE SCHOOL IS

This is a good school with very good leadership and management. This creates the right climate for effective teaching and contributes to good standards of achievement and very good behaviour. There is very good value for money.

What the school does well

- Very good personal and social development of pupils.
- Achievement is good and pupils make good progress over a period of time.
- Teaching is consistently of a very high quality.
- Very good integration of pupils into mainstream classes.
- Very good leadership and management by head teacher and senior staff.
- Excellent team work between staff and high quality of assistance given by learning support staff.
- Very good climate for learning and good learning opportunities that are relevant and realistic.
- Very good consideration for pupils' welfare and safety.
- Effective links with parents.
- Music teaching is outstanding.

What could be improved

- ICT is not taught often enough and does not offer effective support across the subjects.
- There is insufficient support given to numeracy across the curriculum.
- There is an inefficient use of time for curriculum groups with SLD pupils.
- Homework strategy does not yet sufficiently enhance pupils' learning or progress
- Facilities for science and design and technology (resistant material) are unsatisfactory and severely restrict teaching and the full coverage of National Curriculum programmes of study.

. *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

Since the previous inspection in June 1996, the overall achievement and progress of pupils has been improved so that it is now good or better in most subjects. There has been good development of the curriculum with revised schemes of work. The Literacy Hour has been introduced and adapted to the needs of secondary age pupils. Baseline assessment is now in place and there is accreditation for pupils at Key Stage 4 and Post 16. There have been strong developments in integration. A number of pupils are on split placements and many others have inclusion work in mainstream schools. There is an integrated After School club and pupils have weekly access to a business centre at a local secondary school. Information and communications technology is a weaker area that the school has not yet fully addressed. However, resources have improved significantly since the last inspection and the Internet and digital camera are providing some exciting new learning opportunities for pupils. The school is good at evaluating its own strengths and weaknesses and has a very good capacity for further improvement

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

Pupils' achievement and progress is good overall across the school. Achievement and progress are excellent in music. They are good in English overall, with good progress over time in speaking and listening skills and reading. Writing is less successful but nevertheless satisfactory overall. Achievement and progress are good in mathematics, science, religious education, art, physical education and French. In design and technology achievement is good at Post 16 and satisfactory at Key Stages 3 and 4. Achievement and progress are satisfactory overall in history and geography. In information technology achievement and progress are unsatisfactory at each key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and participate in lessons and activities willingly and with enthusiasm.
Behaviour, in and out of classrooms	High standard of behaviour in lessons, around the school and when in the local community.
Personal development and relationships	Excellent. Students make very positive relationships with one another and staff. They grow in confidence and self-esteem and become more independent, and well prepared for moving on to college or day care. PMLD pupils develop greater awareness of self and others.
Attendance	Satisfactory. Some pupils' attendance is affected by medical factors.

The school has maintained the very high standard of pupils' attitudes, behaviour and personal development since the last report. Parents report that their children are very happy at school. Pupils have very good attitudes to learning and to the school environment. They are generally good-natured, co-operative and try their hardest showing interest in their work and are able to concentrate for appropriate lengths of time. Many pupils form constructive relationships and establish mature attitudes to their work by the time they leave school. The school has a warm, caring, and friendly atmosphere where effort is encouraged and achievement is recognised.

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.

One third of teaching is very good or excellent and two-thirds is good. Teaching is consistently of a very high quality and very good overall. Teachers and support staff work very effectively together with very high expectations of performance and behaviour and this leads to good management of pupils. Planning is good and the range of activities offered is very relevant, which together with good knowledge of pupils' abilities and needs creates a good climate for pupils' learning. Relatively weaker areas include the inconsistent use of information technology in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities, including very good integration and extra-curricular activities. Information technology is weak and is an area to be developed; science and design technology is not as well promoted as the other subjects.
Provision for pupils with English as an additional language	Good. Additional teaching and adult support is provided and this has a positive impact upon pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a very good personal and social development programme, which includes opportunities for integration with mainstream schools and colleges, work experience and community links. Spiritual, moral, social, and cultural development are all very good.
How well the school cares for its pupils	Very good. Child protection procedures are in place. There are very good procedures for welfare, health and safety; with good assessment of pupils' achievement, and very high standards of care given to pupils.

There are very effective links with parents to provide information and support for their child's progress, but parents' involvement with work provided for pupils to do at home has only recently started in response to parental requests.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, senior staff and governors together provide very good leadership. A range of improvements has been made that have had considerable impact on the quality of teaching and learning
How well the appropriate authority fulfils its responsibilities	Governors support the head teacher and staff very well and have good procedures in place to carry out their duties effectively. They have a clear understanding of their part in providing effective leadership and management. They meet their statutory responsibilities very well.

The school's evaluation of its performance	The school has a very good capacity for understanding its own strengths and weaknesses, and taking appropriate action.
The strategic use of resources	<p>All funds from whatever source are sensibly spent and help to promote the well-being and achievement of pupils. The school has good systems for ensuring best value in purchasing and contracts.</p> <p>Staffing levels are good with staff well deployed.</p> <p>There is a great lack of space for the number and type of pupils' learning needs. Accommodation is unsatisfactory, particularly for science and design- technology facilities. There are good resources for learning.</p>

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School is well led. • Achievement and progress are good. • School keeps parents very well informed- all get very good information. • School is a very welcoming place. • Parents are very well represented on the governing body. • New parents to school receive a lot of help. • Staff are very understanding and helpful. • Home-school books are used well. • Support group held by psychologists is an opportunity for parents to share concerns. 	<ul style="list-style-type: none"> • Accommodation. • Homework.

Inspectors agree with most of the views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. *The characteristics of the pupils for whom the school caters make it inappropriate to judge attainments against age-related national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about achievement, progress and references to attainment take account of information contained in pupils' statements and in annual reviews.*
2. By age nineteen, many pupils have gained success in national accreditation in the Oxford and Cambridge/ Royal Society of Arts (OCR) National Skills Profile Results in communication and numeracy skills. This is greatly improved position to the previous report. It confirms that overall achievement and progress by pupils by the time they leave school is good.
3. Analysis of pupils' work, annual reviews, reports, individual education plans and information from lesson observations show that pupils' achievement is good overall across the school. Achievement and progress are excellent in music. Achievement is good in English overall, with good progress over time in speaking and listening skills and reading. Pupils' complex needs and limited use of information technology mean that writing is less successful but nevertheless satisfactory overall. Achievement and progress are good in mathematics, science, religious education, art, physical education and French. In design and technology achievement is good at Post 16 and satisfactory at Key Stages 3 and 4. Achievement and progress are satisfactory overall in history and geography. In information technology achievement and progress are unsatisfactory at each key stage.
4. Progress in literacy skills is good and well supported across the subjects by teaching and by the introduction of the Literacy Hour. For example, achievement and progress in speaking and listening are good. Higher attaining pupils listen carefully, speak confidently and clearly and have a varied vocabulary. Pupils with profound and multiple learning difficulties (PMLD) and those with complex needs such as autism, develop good communication skills through the use of signing and the *intensive interaction* programme. Progress in reading is good and pupils enjoy books. In mathematics progress is good in basic arithmetic skills over time. Many pupils have good skills in handling money by the time they leave school. The adoption of the Numeracy Strategy is not yet complete and consequently there is less emphasis on numeracy across the subjects and progress in numeracy remains comparatively weaker than literacy. In science progress is good and pupils of all ages understand and use simple investigative methods to discover about the environment.
5. Progress in personal, social education and health education is good in lessons and very good overall when taking into account the generally very good and sometimes excellent progress made by pupils during integration, work experience and college placements and in many informal situations in school.
6. Pupils for whom English is not their first language (EAL) make good progress in their communication skills because they receive good additional staff support and, as a group, they perform as well as the other pupils.
7. Since the previous inspection there has been an improvement in overall achievement and in the progress of pupils over time. Inspectors judge that achievement and progress across the subjects would be even greater if there was better support given through information technology.

Pupils' attitudes, values and personal development

8. The school has maintained the very high standard of pupils' attitudes, behaviour and personal development since the last report. Pupils enjoy coming to school and parents confirm that their children are very happy at the school. Pupils have very good attitudes to learning and to the school environment. They are welcoming to visitors and the more able pupils are keen to show visitors where their classroom is, and to explain what their jobs are.
9. Pupils behave very well in lessons, around the school and when they are on visits outside of school. They are generally good-natured, co-operative and try their hardest, show interest in their work and are able to concentrate for appropriate lengths of time. There is a calm and pleasant atmosphere when pupils eat their lunch. Behaviour is very good and sometimes excellent. Understanding of what is acceptable and unacceptable behaviour is well established. Higher attaining pupils contribute to setting class rules in both the upper and lower school.
10. Many pupils form constructive relationships and establish mature attitudes to their work by the time they leave school. There are occasions when more able pupils will offer support to the less able without being prompted. Many pupils choose to sit in friendship groups during leisure time and when on visits. The school has a warm, caring, and friendly atmosphere where effort is encouraged and achievement is recognised.
11. Pupils' personal development is excellent. Pupils are happy to take responsibility and keen to use their initiative. In the upper school, class representatives at the school Forum nominate pupils for achievement awards at assemblies and explain the reason for the award. The school prefect system also promotes personal development and responsibility very well. Prefects take their responsibilities very seriously and wear their badges with great pride. Post sixteen students attending an adult centre, use the canteen where they select, order and pay for their food and drinks in the canteen. Pupils from each class undertake various duties during the day, such as taking the register to the office, giving out drinks and taking messages. These duties are closely matched to age and ability and pupils' maturity. Pupils fund-raise for various charities and at Christmas pupils organise a mini-fete, organise games, cook and sell cakes. Links with local school and education centres are having a very positive effect on pupils' personal development.
12. The attendance of pupils is satisfactory. Authorised absence is due to medical reasons and there is a very low unauthorised absence figure.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. One third of teaching is very good or excellent and two-thirds is good. Teaching is consistently of a very high quality and therefore very good overall. The quality of teaching overall has been sustained from the previous inspection. In English, music, physical education, personal and social education, French, and history there has been further improvement since the previous inspection whilst the rest have remained constant. Teaching is very effective because it strongly supports pupils' learning and achievement.
14. Teachers have good and sometimes very good planning for their lessons. Very careful thought is given to making activities and tasks suitable for the individual, and using information from individual education plans very effectively. There is very good attention to preparation and organisation, and good use is made of resources. Teachers generally have good subject knowledge and use this to complement their extensive experience and detailed knowledge of pupils' needs to make lessons interesting, relevant and stimulating. Good use is made of questioning to develop pupils' ideas and thinking, and to check their understanding and recall. Good management and control of behaviour is the product of the very good use of praise, encouragement and high expectations of the performance, effort and involvement of pupils. Relationships with pupils are very good and staff are very good role models to pupils. Good use is made of records and assessment to inform lesson planning, and frequent use is made of pupils' self-evaluation.
15. In music, for example, all the above qualities combine to provide outstanding teaching, but above all it is good fun and gets an excellent response from pupils. In English, teaching that challenges pupils with exciting activities that are carefully matched to their needs is very

effective in increasing learning.

16. There is very good teamwork between all staff. For example, in French, teaching is very good because the relationships between staff themselves and that with pupils helps to give them the confidence to speak in French. Learning support assistants are well trained and very experienced. They work very effectively with the teachers and have clearly defined roles. Learning support assistants sign well and provide very effective support for pupils with profound and multiple learning difficulties. They make a very significant contribution to teaching, and to the good progress and achievement of pupils, especially in personal and social skills. The school values their work. Collaboration by school staff with other professionals such as physiotherapists, instructors and sports coaches is most effective and ensures high quality teaching and significantly extends the range of expertise available to pupils. This was seen particularly in physical education, for example, in the lessons at the local football club, where the expertise of specialists is used to good advantage by teachers to extend the learning opportunities offered to pupils.
17. Pupils with profound and multiple learning difficulties are well taught. They receive challenging work and make good progress. All teachers address the needs of PMLD pupils very effectively in lessons. Teachers make good use of literacy across the subjects, especially with pupils' speaking and listening skills. Numeracy is not nearly so well promoted across the subjects. Pupils with English as an Additional Language are taught well across the school and the additional staffing provided by central government funding is used effectively to give extra support to individual pupils as required. Homework is not yet used consistently across the school to support pupils' learning. Although recently there has been a move to address this situation and to give higher attaining pupils the benefit of a more structured approach to the use of homework, further development of homework is required. This would be in line with parents' wishes. There is an inconsistent use of information technology in many subjects which means that learning opportunities are lost. For example, there is not enough use of computer programs to help pupils with their skills in communication.

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

18. The school provides well for the wide range of needs, attainment and background of the pupils and students. The curriculum overall is broad and balanced, meets statutory requirements and successfully includes the teaching of religious education. All pupils and students have full access to all aspects of the curriculum, according to their own special educational needs. This includes both sex and drugs education, which are part of personal, social and health education lessons (PSHE). The curriculum for pupils and students with profound and multiple learning difficulties is especially good.
19. Time allocated on the timetable to all key stages and at Post-16 for most subjects is satisfactory with the exception of information technology which is taught generically and consequently does not get a consistent amount of timetable space. A rather complicated timetable system is followed for subjects other than English and mathematics. These sessions, called 'curriculum groups' are held on four afternoons and take up just over a third of the teaching week. They are largely effective, especially for pupils with more complex and profound learning difficulties. They embrace a topic or theme approach to subjects such as art, music and PSHE, science, and design and technology. The length of the afternoon sessions for higher attaining pupils are too long and there is some difficulty in teachers maintaining the pace and challenge of lessons for them. Shorter sessions would allow more subjects to be taught separately and increase effectiveness. The distinction between the syllabus and delivery for science and that for design and technology is not clear and there is a danger that sections of the programmes of study for each subject may not be covered.
20. Communication and literacy skills across the whole of the school are very good. Makaton signing and the use of symbols in most lessons to aid and reinforce the development of communication, speaking and listening and literacy skills is very effective. The 'Literacy Hour' is also being successfully used as a framework for teaching communication skills on one morning each week, although all pupils are of secondary age.

21. Opportunities for pupils and students to improve their number skills across the curriculum, however, are limited. The school is evaluating how best to adapt the National Numeracy Strategy for the teaching of number skills to secondary age pupils. This is an area of future development recognised by senior managers in the school development plan.
22. The school provides a wide range of excellent additional activities beyond the normal school timetable. These include strong links with a local professional football club that enriches and extends the school's provision for physical education. A weekly contribution by a professional popular musical group ('Heart 'n Soul',) funded by the BBC Children in Need, helps to extend and broaden the arts curriculum for pupils and students. There is a highly successful monthly after-school club called *New Futures*. A joint schools project provides work experience opportunities for students at Post16. A number of students attend a weekly after-school young women's group in conjunction with students from other special schools. These additional activities are all of high quality and considerably enhance the school's curriculum.
23. Students in Key Stage 4 and Post 16 are provided, where appropriate, with careers education and guidance and are offered a wide range of work placement opportunities in centres such as a local primary, secondary school, a large retail store and a theatre centre. Pupils also have work related opportunities within the school to extend their personal development. These include working in the snack-bar mini-enterprise, and the *World of Work* module for students with more profound learning difficulties. All pupils and students have individual careers interviews with a careers officer from the local authority or, as an alternative, follow a life-skills programme as appropriate to their needs. Parents are fully involved in decisions regarding work placements. Overall the quality of careers related education is very good.
24. There are effective links with local schools and colleges and with the local community. For example, ten Key Stage 3 pupils make a weekly visit to a local primary school for social integration, but this also provides the pupils with further curriculum opportunities in art, religious education, music, physical education and information technology. A small number of higher attaining pupils are integrated into mainstream schools for a variety of part-time placements on a regular basis. Between fifteen and twenty students on accredited college courses each year have work placements at Greenvale School, providing strong links with the local college, and a group of students from the school attends a business centre, supported by students from a local mainstream secondary school.
25. Planning to meet the needs of a range of abilities is now very much better than it was in the previous report. The curriculum for PMLD pupils and those with complex needs, such as autism or attention deficit hyperactivity disorder, is very good. Pupils integrate with other classes and come together in curriculum groups for subjects, such as science and design and technology. However, information and communication technology is not used enough; for example, concept keyboards switches and touch screens were rarely seen being used during the inspection. (A)
26. Since the previous report, the school has sustained its very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is fostered in a learning environment of respect and regard for the whole school community. Pupils' achievements are celebrated and they are taught to value those of others. Their self-esteem is promoted when they receive certificates and awards at whole-school assemblies. Assemblies also promote good moral and social standards. There are many references to Christianity and the Bible, particularly in religious education, but also in many other lessons. There are many occasions for pupils to gain a real understanding of other people's lives and beliefs through taking part in well-planned visits to places of worship.
27. Moral development is reflected in the very good relationships in the school. There are frequent opportunities in lessons, for pupils to consider moral issues. Pupils are encouraged to distinguish right from wrong and to be sensitive to others in the school's daily routines. They are taught to understand the consequences of actions and are encouraged to value each other and respect property. Older pupils set a good example to younger ones and more able pupils help and support those less able. They do this very well. Pupils are paired with mainstream peers for their work experience, spending one week in school getting to know one another and a second week in the work placement. This is highly successful and a sign of very good social development. Staff have high expectations of pupils' social behaviour on visits.

28. Cultural development is fostered by very close links with the local community. Pupils visit museums, theatres and take part in dance and music workshops. The ethnic mix represented in the school is well used to develop an awareness of other cultures. The school welcomes musicians, dance companies, actors and artists on a regular basis.
29. The integration and inclusion of pupils in mainstream school is very good and has a significant effect on pupils' progress, and on their personal development. Pupils enjoy their visits to other mainstream schools, adult education centres, colleges and leisure centres. During these visits, pupils take a full part in subjects and make good progress in physical education and design and technology. However, in some academic lessons such as English, progress is more limited because the work is not well matched to their needs. The transfer of information between schools about pupils' behaviour is not always recorded in pupils' files.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The very high standard of care provided by staff continues to be a great success of the school and retains the same quality as in the previous inspection. Parents report that the staff are helpful and understanding. Staff know pupils' abilities well and use this knowledge to provide a high quality of care in all aspects of school life. Parents and pupils are provided with very good quality advice on the next stage of education. The school makes regular contact with outside agencies to ensure appropriate support is available to pupils and that parents are kept well informed. This includes multi-disciplinary meetings held each term to discuss pupils' needs. There are good procedures in place for child protection and these meet legal requirements. All members of staff regularly receive child protection awareness training. Health and safety procedures are very good. The school premises officer regularly makes risk assessments of the school premises in his capacity as a school governor. There are sufficient numbers of staff to ensure very good supervision and they are very committed to pupils' safety. Very good procedures for medical emergencies are in place with trained staff to give first aid, and daily visits by the school nurse.
31. Procedures for monitoring and promoting attendance are good. Those for monitoring and promoting good behaviour are very good. There is a sound policy that is implemented consistently across the school by all staff. Regular contact is made and members of staff work in conjunction with parents about their child's behaviour. Pupils with particularly challenging behaviour are closely monitored and all incidents are carefully recorded. There is detailed advice in each classroom for supply teachers on managing the behaviour of each pupil. Teachers have regular tutor-time to give pupils one-to-one support when they discuss behaviour or any concerns a pupil may have. In discussion inspectors established that pupils think this time is very important. The school does not have a policy on restraint. Senior managers have identified the training needs for staff on restraint.
32. There has been considerable improvement since the last inspection in devising systematic and more accurate procedures, to assess and monitor pupils' attainment and progress and these are now good. Academic progress and personal development are monitored by the progress pupils make towards the targets on their individual education plans (IEPs), and these are regularly reviewed. IEPs are of good quality; they focus on English, mathematics and personal and social development. The targets in these plans are good, written specifically to meet the individual needs of pupils. They are appropriate, specific and measurable. They are reviewed regularly and parents are fully involved in this process. Teachers use assessment of pupils' progress and achievement well to plan the next steps in learning. Systems for the assessment of pupils' achievement are good. These include baseline assessment on entry and National Curriculum teacher assessment at 14.
33. Post 16 students receive accreditation through the National Skills Profile in communication and numeracy. Work is marked and regularly reviewed by staff with the pupil. This process encourages pupils to evaluate their own efforts and allows the school to provide effective academic support. Post 16 students use their personal file as the basis for their National Record of Achievement. Governors check these and help pupils to make sure they are complete. The school reassesses pupils, against their baseline assessment, at the end of each key stage, to track progress over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Parents regard the school as a good school and are generally very satisfied with what the school provides and achieves. Parents report they are provided with very good quality information on the next phase of their child's education. Inspectors agree. The quality of information supplied to parents on pupils' progress and attainment is very good. Parents are provided with pupils' annual academic reports from school and the reports from all professionals and agencies involved in their child's care before the annual review takes place. This allows parents to know in advance what recommendations have been made and enables them to make informed contributions to the process of setting targets in the individual education plans. Parents report that targets set, in their view, are realistic. The presentation and format of pupils' annual reports are generally very good.
35. There are regular class newsletters and school newsletters sent out each term, which include information on what is happening in the school. Regular teacher-parent consultations and good use of the home-school contact book provides parents with additional information. However for pupils who have little or no speech, parents would like more information on a daily basis in pupils' contact books. The school is appropriately planning to increase the use of contact books in response to parental requests. Parents are well represented on the governing body and some parent governors have attended staff development days.
36. The school has very recently introduced a homework policy in response to parental requests, and has invited all parents to become more involved in their child's learning. Parents do not always take advantage of the opportunities that the school offers. Attendance of parents was low when the school recently organised an information evening for parents. Parents give sound support to the Greenvale School Association and help with fund-raising activities. There are many instances where the school and parents work together to bring about improvements in pupils' behaviour. The school offers very good guidance and help on the behaviour management of children through a parent support group led by psychologists.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The leadership and management by the head teacher and key members of staff are very good and this has been maintained since the previous inspection. The school has made good progress in addressing the issues for action, which were identified in the last inspection report. The school continues to provide very good value for money.
38. There is a clear sense of direction and purpose in the school and the head teacher plays a key role in this respect. The head teacher has a positive influence upon the work of the school and is fully aware of the quality of planning, teaching and learning in each class. He works closely and very effectively with the deputy head teacher who provides strong support. Both have a strong impact upon the quality of teamwork in the school. There is a large well-organised senior management team with clearly defined roles and responsibilities. A strong feature of management is the way staff work harmoniously together.
39. The role of the governing body in the overall management of the school is good. There is a good committee structure with sub-committees for finance, personnel, premises, curriculum and discipline. Governors are fully involved in approving policy documents and keep detailed minutes of meetings. They receive good quality information from the head teacher and they meet all statutory requirements. Governors set challenging targets for the head teacher and deputy which are complementary and cover areas of management such as finance, the curriculum and monitoring. Although some governors undertake focused visits, their role in monitoring the curriculum is not well developed.
40. The school development plan (SDP) is very good. It has targets, success criteria, and identifies levels of spending. It is subjected to rigorous monitoring and evaluation by the senior management team and governing body. Subject co-ordinators lead their subjects well and are very committed to raising standards. They ensure that all staff are appropriately consulted.

They do not have responsibility for monitoring teaching, but this is well established and done effectively by the head teacher and deputy in conjunction with a local authority officer. This monitoring has led to decisions about the groupings of some pupils with the formation of curriculum groups by ability for certain lessons, which has improved the overall quality of the curriculum.

41. The head teacher and governors manage the budget well and there is a clear link between the budget they set and the priorities outlined in the school development plan. A regular check is maintained on school finances and appropriate safeguards are in place. The recommendations made in the last local authority auditor's report have been fully implemented. A significant proportion of the school budget was not spent last year, but this was due to a payroll error that has now been rectified. The school administrative officer manages the budget very well on a day-to-day basis. She receives good support from the bursar, who visits once each month to reconcile the accounts. The grants allocated for school improvement, ethnic minority pupils and the National Grid for Learning have been well used. The governors apply the principle of best value to all their spending decisions; for example, they obtained several estimates before purchasing the new telephone system and computers. They have evaluated recent staff appointments very carefully to ensure that there are a sufficient number of support staff at key times in the school day.
42. There are sufficient numbers of experienced and qualified staff to match the demands of the curriculum. All teachers have job descriptions with performance targets that are negotiated with the governing body. Staff expertise and competence has been raised by good staff development provision as part of school improvement planning that utilises good use of funding. There is good induction for new staff and regular professional reviews conducted by the head and deputy for all teachers. A good range of well-organised staff meetings means that good support is given to curriculum initiatives to enable staff to share information about pupils' needs and achievements. All teaching staff have visited local mainstream schools to observe the 'Literacy Hour' in a primary class setting and have consequently adapted the framework to take into account the wide range of learning difficulties of pupils.
43. The premises are unsatisfactory in many ways for the current pupil population and teaching space would be very severely restricted if pupil numbers were at their maximum. In particular there are no facilities for science, or design technology with resistant materials and this restricts curriculum provision. There is not enough space for storage of wheelchairs and other equipment for pupils with profound and multiple needs. However, all available space is used to best advantage and some creative alterations to existing areas has given space for a visitors room, better offices, and a staff resource base. The school uses the local community facilities very well to augment accommodation; for example, by the use of the local leisure centre swimming pool. The premises are well maintained and kept very clean by the premises officer and cleaning staff.
44. Resources are very good in history and music; good in English, art, physical education, geography, religious education, and personal and social education. They are satisfactory in the remaining subjects. Teachers now benefit from having resources centrally organised by a recently appointed resources support assistant who has revolutionised the access by staff to the resources they require.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to sustain the improvements that have been made and to address weaknesses, the senior management team together with the governors should consider the following for inclusion in their action plan:

- *ICT is not taught often enough and does not offer effective support across the subjects.*

Continue to build on the recent developments to provide a more extensive and rigorous approach to the teaching of information technology, with more staff training, and in particular, extend the use of information technology in supporting pupils' communication difficulties.

(Paragraphs 17,25)

- *There is insufficient support given to numeracy across the curriculum.*

Make a more systematic approach to the way numeracy is supported in the subjects.
(Paragraphs 17,21,54)

- *There is an inefficient use of time for curriculum groups with SLD pupils.*

Reduce the length of curriculum group sessions, particularly those for higher attaining pupils. (Paragraph 18)

- *Homework strategy does not yet sufficiently enhance pupils' learning or progress.*

Build further on the recent changes in homework strategy to increase the amount of homework in English and mathematics and extend it to other areas of the curriculum, especially for higher attaining pupils.
(Paragraph 17)

- *Facilities for science and design and technology (resistant materials) are unsatisfactory and severely restrict teaching and the full coverage of National Curriculum programmes of study.*

Provide separate facilities for science and design and technology (resistant materials) and ensure there is full coverage of National Curriculum programmes of study in each subject.
(Paragraph 19, 43)

Other weaknesses referred to in the paragraphs:

The governors' role in monitoring the curriculum should be increased. (Paragraph 39)

There is no policy for restraint (Circular 10/98) (Paragraph 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	132

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	68	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	58
Number of full-time pupils eligible for free school meals	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%	Unauthorised absence	%
School data	10	School data	0.18

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

The characteristics of the pupils for whom the school caters make it inappropriate to judge attainments against age-related national expectations or averages.

SAT's Key Stage 3

No pupils achieving Level 3 or above in any subject.

Teacher Assessment shows that the percentage of pupils achieving Level 1 and 2 in any subject has declined since 1997. Majority of pupils at Working Towards Level 1.

OCR National Skills Profile Results 1999 (cohort of 22)

Communication 12 students achieved First Grade;
8 students achieved Second Grade
Numeracy 4 students achieved First Grade
2 students achieved Second Grade

LCCI Pre-Vocational Access Course 1997-98

Social Number Units 1,2 and 3
Measure Unit 4

10 students entered
5 students passed 3 units
3 students passed 2 units
1 student passed 1 unit
1 student passed 0 units.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	6
Black – other	2
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	10.4
Number of pupils per qualified teacher	5.5
Average class size	9.6

Education support staff: Y7 – Y13

Total number of education support staff	18
Total aggregate hours worked per week	443

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	740486
Total expenditure	768253
Expenditure per pupil	12195
Balance brought forward from previous year	72913
Balance carried forward to next year	45146

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	58
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	53	37	5	5	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	10	35	35	15	5
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	60	40	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	40	55	0	0	5
The school works closely with parents.	47	53	0	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	60	30	5	5	0
The school provides an interesting range of activities outside lessons.	30	40	15	0	15

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

ENGLISH

45. During Key Stages 3, 4 and Post 16 achievement and progress in English are good. Although many pupils enter the school with limited communication skills, by nineteen they listen carefully and use speech clearly and pertinently. Pupils with more complex difficulties, and those with profound and multiple learning difficulties (PMLD), develop a range of responses to make themselves understood. They show preferences and understanding of what is said to them. Through patient, resourceful teaching and planning, most pupils acquire and develop reading skills. They learn to make marks on paper in the correct direction and develop initial skills in writing. Higher attaining pupils learn to write neatly and accurately with increasingly limited amounts of adult support.
46. During Key Stage 3, achievement and progress in speaking and listening are good. Higher attaining pupils listen carefully and respond appropriately in a variety of situations. Many pupils are confident, speak clearly and some use a varied vocabulary. They answer questions and join in discussion, generally using short sentences. Some need to be prompted by their teachers' questions and reply with single words. Generally, pupils listen well to each other, show interest and make sensible contributions. Higher attaining pupils have a clear understanding of the conventions of discussion and listen intently and reply appropriately. A few pupils' understanding lags behind their speech but the painstaking, practical teaching approaches to this difficulty are beginning to show success. Pupils with PMLD and complex learning difficulties learn to take turns and develop their responses successfully through the teachers' use of a one-to-one communication system, *intensive interaction*.
47. Achievement and progress in reading are good. Higher attaining pupils read familiar age appropriate but simple books, with enthusiasm and some accuracy. They enjoy shared reading and whole class sessions with 'Big Books'. They can identify the title and author, select patterns, and are beginning to develop skills in prediction, and reading for information. Higher attaining pupils have a good understanding of what they read, and demonstrate this by filling in missing words in worksheets related to particular books. All pupils enjoy books and respond with excitement to favourite stories. PMLD pupils show their delight by smiles, laughter, gestures and increased eye contact when a story from a favourite book is read to them. They handle the animals, puppets and 'props' connected with the story and show enjoyment with accompanying songs and music. They make deliberate choices and indicate their favourite parts of the story. Many pupils have sound word recognition skills and choose words to put into simple sentences, which they read accurately. Lower attaining pupils recognise the names and sounds of the alphabet, and can match words in the story, to words on cards. Achievement and progress in writing skills are good. Higher attaining pupils complete simple sentences with support. They try hard to write accurately with the correct punctuation. They record new words in their word dictionaries and are beginning to move towards more independent writing. With some support, they can retell and write accounts of events or stories in their own words. Many pupils over-write or copy the sentences they dictate to adults, but some are becoming increasingly confident in writing single words independently.
48. During Key Stage 4 and at Post 16, pupils continue to make good progress and achieve well. They listen to each other with interest and work well together in pairs and groups. Higher attaining pupils explain clearly what they are doing, and give reasons for it. For example, pupils explain a game they have made to help them remember their timetable. Pupils with more complex difficulties, respond to the routines in teaching with increased and more appropriate speech or non-verbal communication, and calmer behaviour patterns. Many higher attaining pupils recognise familiar words and read a broader range of texts, including newspapers and magazines. Some accurately relate the story of their book or an event in a newspaper. They show a simple understanding of the main events and characters. They can predict story endings sensibly and confidently discuss the books they have read.

49. Pupils have good skills in pencil control and letter formation. With some support, higher attaining pupils begin to write for a range of purposes in sequences of sentences, which are organised and clear. They draft and redraft their work and they pay great attention to the presentation of work. They are more aware of the audience they write for, and some begin to write simple factual accounts, for example, the report of a football match. A few pupils have a capacity for creative and enthusiastic response to literature, and respond thoughtfully and sensitively to poetry. This learning has been well supported by new curriculum planning, particularly the inclusion of work about significant authors, and also by the accredited courses pupils are now following at 16 and 19.
50. Pupils' attitudes to work are very positive. They enjoy English and are highly motivated by the exciting and resourceful teaching in the department. In most lessons they are keen to answer questions, settle to work very quickly and persevere with work which is quite hard. Higher attaining pupils listen to each other carefully, take turns and are proud of their work. Pupils develop a genuine interest in books and enjoy sharing them with adults. They particularly enjoy the lunchtime reading club, run by the school in conjunction with Millwall Football Club who provide mentors to run the club and guide pupils' reading. Pupils value each other and the work that is displayed and they are proud of their successes. Relationships are very good. Higher attaining pupils work well on their own or in small groups. Pupils with PMLD and those with more complex needs respond well in lessons with signs, eye movements or gestures. Some successfully use augmentative aids to communication. Pupils with more complex learning needs, learn to be independent through lessons that use a total communication approach (such as signs, symbols, objects and speech) and by expert teaching methods and organisation. These pupils try hard to be co-operative, work hard and generally function well.
51. Teaching is never less than good and in one lesson in nine, it is very good. In the best lessons a high but realistic level of challenge, together with exciting activities that match individual needs, ensures that all pupils are strongly motivated, eager to achieve and make good progress. Teachers keep very detailed records of pupils' progress to ensure that pupils' needs are being met. Their preparation and organisation is very good with clear learning objectives, which matches what pupils know and understand. Teachers work closely with skilful learning support assistants and relationships between all staff and pupils are very good. Teachers know their subject and their pupils well and have good experience in working with pupils with complex needs. They go to great lengths to adapt material and resources to ensure implementation of the National Literacy Strategy and the National Curriculum programmes of study. This is very good practice. Management of the pupils is consistently good and unobtrusive which cuts short any challenging behaviour.
52. Since the last inspection, the school has worked hard to maintain and extend its good provision in English. Teachers have successfully introduced the National Literacy Strategy that has been carefully planned and adapted for secondary age pupils. They have introduced accredited courses at Key Stage 4, together with careful assessment and target setting, and the extension and development of literature within the school. These changes have improved the range of curricular experiences for pupils and have had a positive impact on their learning and progress. The co-ordinator gives good educational direction, and manages the department effectively with energy and enthusiasm. She is clear about the strengths in the department, areas for development and has worked hard to establish a whole-school approach. She plans collaboratively with colleagues to ensure all the groups of pupils' needs are met and developments are carefully evaluated and monitored.
53. Pupils use their English skills well in other areas of the curriculum. For example, in personal and social education signing and the use of symbols is used effectively to aid communication. In religious education pupils learn the vocabulary associated with the subject. Pupils read and write out recipes for Muslim sweets. They are encouraged to listen attentively and follow instructions in most subjects, and they do this particularly well in physical education and French. Many lessons include a reading and writing task and teachers are aware of pupils' literacy targets in their individual action plans and reinforce learning in these areas. Little use is made of information technology to support learning.

MATHEMATICS

54. Achievement and progress over time in mathematics across both key stages and at Post-16

are good, with very good progress at times in Key Stage 3. There have been significant developments in the subject since the last inspection in the quality of teaching and learning. Where progress was satisfactory to good before, it is now good or very good. Similarly the quality of teaching and learning is now consistently good, which is a clear improvement. However, more emphasis needs to be placed on developing and practising the key skills of number across the whole curriculum. (B)

55. By the end of Key Stage 3, pupils with PMLD eye-point to indicate that they are attending to an activity, look at shapes and with help place shapes in a container and retrieve them. They enjoy listening to rhymes and counting songs and are beginning to match pieces in a jigsaw puzzle. Higher attaining pupils are beginning to count to 10 and beyond. Pupils recognise numbers 1 to 10, tell the time to the hour with help and sort simple two-dimensional shapes, such as squares and triangles. Higher attaining pupils are beginning to measure length in centimetres; some can add hundreds, tens and units and multiply by 8 using a calculator to check their answers.
56. By the end of Key Stage 4, pupils with more complex needs, with help, select and sort objects by colour and to recognise coins. Higher attaining students are estimating lengths of over 5 metres and checking their estimates using a metre rule, and discussing their findings with each other and with the teacher. They use a calculator to add numbers to 100 and use money in practical situations such as in running the school tuck shop and on trips to local shops. Higher attaining students at Post-16 can tell the time to half-past the hour, and can make approximate estimations of size and distance. They consolidate previous skills in handling money and take part in shopping expeditions in the locality.
57. The quality of teaching throughout the school is good overall and some lessons are very good. Teachers plan their lessons thoroughly by setting out the objectives and activities clearly from the National Curriculum 'Small Steps' and Baseline Assessment targets, the Key Stage 1 Programmes of Study and the National Skills Profile (NSP) in Numeracy Skills. Teachers set detailed individual mathematics targets that are regularly updated. They have a very good knowledge of the individual pupils and work effectively as a team with learning support staff. Classroom displays, such as birthday lists, days of the week, calendars, clocks and information about the tuck shop, support teaching and learning effectively. Although information and communication technology (ICT) is identified in pupils' individual education plans, there was no evidence of computers being used to support pupils' learning in mathematics in the lessons seen.
58. The overall management of the subject across the school is sound. The school's policy and scheme of work provides a satisfactory framework for teaching mathematics throughout the school with suitable reference to the National Numeracy Strategy (NNS), to the priority that should be placed on problem-solving and thinking skills and the use of information technology. The emphasis on life-skills is appropriate and pupils and students are given good opportunities to practise the key skills of counting, telling the time and using money in practical, real-life situations. Using and consolidating these key skills, however, across the whole curriculum is less secure, and more emphasis needs to be placed on developing this area of provision, especially on extending pupils' and students' number skills. In addition to a satisfactory range of mathematics equipment in each class base, the school has central resources which teachers can draw on, with specific materials to support the teaching of measurement, shape and telling the time. Resources for pupils and students with PMLD, are particularly good.

SCIENCE

59. Achievement and progress of the majority of pupils at Key Stage 3, Key Stage 4 and Post 16 are good when measured against their prior understanding and knowledge of science. Pupils' work in science is consistent with their performance in English and mathematics and there is no significant difference between the performance of boys and girls.
60. At Key Stage 3, pupils studying life processes and living creatures collect mini-beasts, such as snails, worms, wood-lice and spiders from the school grounds. They learn more about the environment in which these creatures live and discover more about the features of each, after close examination with magnifying glasses and a microscope. Pupils with profound and

multiple learning difficulties enjoy a lesson about sound. They have the opportunity to use un-tuned percussion instruments such as tambourines and shakers they have made in design and technology. Their senses are stimulated when musical instruments, such as the clarinet, flute and piano, are played to them.

61. At Key Stage 4 pupils with complex needs such as autism and attention deficit hyperactivity disorder, study kitchen chemistry. They work hard to develop their communication skills by matching everyday objects such as a plate, knife and fork to symbols.
62. Post 16 pupils with PMLD study how materials can change when heated and make choices between cold orange and hot soup. They enjoy feeling and smelling different types of foods and recognise the different textures of foods such as pasta and butter. Investigations are carefully and systematically carried out and any small gains in knowledge are carefully recorded by the teachers who assess pupils' levels of understanding; for example, the ability of higher attaining pupils to recognise and name different creatures and the environment in which they live.
63. The quality of teaching is good overall; it is very good in half the lessons and good in the others. The best lessons are characterised by teachers' planning which contains clear learning objectives based on pupils' prior knowledge and understanding. Teachers have high expectations of what pupils can achieve and use questioning well to determine pupils' understanding. Tasks match individual needs and are challenging. Teachers and learning support assistants manage pupils' behaviour well. Pupils with challenging behaviour are sensitively and effectively dealt with enabling lessons to continue without undue disruption. Teachers are very conscious of safety and take all necessary precautions when carrying out investigations. Information and communication technology is a relative weakness and is not used enough to extend and enhance pupils' scientific experiences.
64. Learning is good and well promoted by good teaching. Pupils enjoy science and have very good attitudes towards work. They respond enthusiastically and co-operate well together. Higher attaining pupils display a genuine interest and curiosity in science. They ask questions and begin to realise that first-hand evidence gathered through investigation may cause them to change their minds.
65. The subject is well managed by the science co-ordinator and the school is constantly reviewing and improving the curriculum. Pupils are taught in ability groups for science and design and technology because of the close links between both subjects. This arrangement works well for pupils with profound and learning difficulties and they have a good sensory curriculum. However, it is not as effective for other ability groups and the balance of time allocated to each subject varies considerably. Since the previous inspection there has been sustained good quality teaching and pupils' achievement has remained high. Assessment, which was a weakness at the last inspection, has improved considerably and is now good. Teachers are now assessing pupils' levels of understanding; for example, their ability to explain how living things grow. There is no science laboratory; this limits pupils' opportunities for experimental science when all lessons are taught in classrooms. The school makes good use of the sensory gardens and uses visits to local places of scientific interest to enhance pupils' learning.

ART

66. Achievement is good at each key stage. Pupils make good progress over time. Pupils successfully take part in a range of activities under the heading of Creative Arts, which includes basic skills in art, as well as the wider appreciation of the arts.
67. The position of the subject in promoting good pupils' achievement and progress through good teaching has been sustained since the previous inspection.
68. By the end of Key Stage 4 and at Post 16, higher attaining pupils can name primary colours and say what happens when they are mixed. They understand 'lighter ' and 'darker' when used in conjunction with shades of colour. Pupils accurately use this information to identify shades of colour in classroom objects and in pupils' clothing. They know which colours are 'warm' and which are 'cool'. In a creative arts session lower attaining pupils experience a winter scene

through music and physical responses. They recognise cold air from a fan and react with facial expressions. They hear and recognise the sound of rain on a tape and respond to the symbol for 'rain' on a card. They smell a pinecone and by gesture and eye contact make choices about their likes and dislikes. Pupils listen to a story with evident enjoyment. Learning by pupils is good. Several recall what they have done in a previous lesson. They understand the routine of the art room, concentrate well on the task and successfully work in a group as required. Pupils have good relationships with one another and staff. Attitudes and behaviour are very good.

69. Teaching is good. It is well planned, prepared and organised for the different ability levels in each class or group. Learning support assistants are used well to give pupils individual help and there is good teamwork with teachers. Very good subject knowledge together with in-depth understanding of pupils' abilities makes teaching very positive and contributes to pupils' learning. Good use is made of praise and encouragement to sustain the good management of pupils. Assessment and recording are used well, and there is very good use of self-assessment by pupils. Very good support is given in the subject to pupils' speaking and listening skills. Cultural development of pupils is enhanced by the study of work by famous world artists.
70. There has been a long-term absence by the subject co-ordinator and some of the momentum in the management of the subject has been lost, but the scheme of work is of good quality and this has helped to sustain the subject in the meantime. Good use is made of art to support other subjects.

DESIGN AND TECHNOLOGY

71. The achievement and progress of the majority of pupils are satisfactory at Key Stage 3 and Key Stage 4 and good at Post 16. Pupils' skills improve as they move through the school and by the time they leave they have a better knowledge and understanding of the design process. Some higher attaining pupils make very good progress in developing specific vocabulary, working independently and helping others. This is a distinct improvement since the last report.
72. In food technology pupils at Key Stage 3 discuss the process of making cheese and onion sandwiches. They understand the rules of hygiene and put on their aprons and wash their hands without being reminded to do so. They select items of cutlery and the ingredients they require. Pupils at Key Stage 4 prepare pizzas and learn about healthy eating. They choose from several toppings such as peppers, cheese, tomatoes and spring onions. Their skills of cutting, chopping and grating are mostly good but lower attaining pupils are more reliant upon adults for help. Post 16 students evaluate a tabletop game, which has rules to help pupils in the school to learn about the timetable. In an excellent lesson observed at a local adult education centre, students are working on a design for a stained glass window. They make a template and then select and cut different coloured glass prior to leading.
73. Pupils find this work is very challenging. Learning is good. Pupils are enthusiastic, listen carefully to their teachers and most concentrate well for relatively long periods of time. They know what they have to do to succeed in the task set for them. The attitude, response and behaviour of the pupils are very good. The majority enjoy making models and working with food and they collaborate well together.
74. The quality of teaching is good overall. It is excellent in a quarter of lessons and good in all others. In the best lessons teachers' planning is very good and builds successfully on pupils' prior knowledge and understanding and learning objectives are clearly defined which helps to develop the concept of design and to teach new skills. Clear instructions, probing questioning, good demonstrations and very good management means effective use is made of time. All staff ensure that pupils wear appropriate protective clothing and are careful to observe safety guidelines when using tools. In food technology lessons, rules of hygiene are well taught. The recording and assessment of skills and small gains in knowledge is good. Learning support assistants are very well trained and have clearly defined roles. They provide very effective support and teach small groups of pupils successfully.
75. The co-ordinator for science also co-ordinates design and technology. The planning is too

fragmented with aspects of technology being taught through science, art and personal and social development. This was a criticism at the time of the last inspection and still remains an issue. The school is reflecting on this approach and on the balance of time allocated to science and design and technology when pupils are taught in curriculum groups. The school has not given sufficient thought to the use of information and communication technology in the design process. There is satisfactory specialist accommodation for food technology. However, opportunities for using resistant materials, such as wood and plastics are limited by not having workshop facilities.

HUMANITIES (HISTORY AND GEOGRAPHY)

76. At present the humanities curriculum (history and geography) is taught separately in Key Stage 3 and 4 and as combined humanities units of work at Post-16.
77. Only one history lesson and no teaching in geography were available to be observed during the week of the inspection due to the way the timetable is organised. Judgements are therefore based on scrutiny of teachers' planning documents and analysis of pupils' work it is evident that achievement and progress in history and geography is satisfactory over time at each key stage, taking into account the prior attainment of pupils. Teaching and learning have improved dramatically since the last report,
78. During Key Stages 3 and 4 pupils examine toys and games from the past and compare them with toys such as computer games from the present and make comparisons. They share information about themselves and their families, look at different forms of transport over the years and study different television programmes from the past and the present. They listen to stories about London and study life in Roman times. Photographs of their own trips to the local shops are used to stimulate discussion about the difference between 'old' and 'new' ways of shopping, such as a corner shop in Victorian times and a large supermarket of today.
79. At Post-16 students follow integrated humanities projects on the media, communication, entertainment and leisure, focusing on the postal system, music, television and film from an historical as well as a geographical perspective. Students are encouraged, as appropriate, to take part in investigations and to report their findings.
80. The one history lesson seen at Key Stage 3 had very good teaching. Lesson planning across both key stages and at Post-16 is very detailed, setting out the activities and the specific learning outcomes, ensuring that pupils and students progress well in their learning. From an analysis of pupils' work in geography, learning is at least satisfactory or better in this subject. Pupils and students really enjoy their humanities lessons, carefully completing where appropriate their worksheets, which often include symbols above the words to help with their understanding of the text. Visits to shops, museums, and to London provide rich experiences for the pupils and help consolidate learning. Pupils' communication skills, including their literacy skills where appropriate, and skills in using information and communication technology are satisfactorily identified in the humanities planning documents.
81. The subjects are very well managed. There are extremely well prepared policies and schemes of work in both history and geography, which enable effective teaching and learning to take place. Both schemes of work have been extensively updated recently to take into account the particular needs of pupils who have complex needs or who have PMLD. Staff have undertaken recent in-service training in the humanities. Resources in the humanities are good, and the learning resources support assistant is in the process of further improving sets of artefacts and books.

INFORMATION TECHNOLOGY

82. Information and communication technology was only seen being used on a few occasions during the inspection. Discussion with the co-ordinator and the analysis of pupils' work and teachers' planning shows that achievement and progress by the substantial majority of pupils at all key stages is unsatisfactory. Whilst television, video and tape recordings are well used,

the main weaknesses are the limited use of peripheral devices for communicating, such as concept keyboards, touch screens, writing with symbols and different types of switches.

83. Information and communication technology is a subject that is being rapidly developed in the school. Money allocated from the National Grid for Learning has enabled the school to purchase more computers and establish a network, with all machines being connected to the Internet. There is good evidence of progress in using digital cameras to record pupils' achievements and there are examples of the Internet being used for research. At Key Stage 3 in an English lesson, pupils use the computer to reinforce their understanding of different letters and initial sounds. Pupils' mouse skills are much better than their keyboard skills. In a lesson for pupils with complex needs a bubble machine and fibre optics are used effectively to stimulate the pupils' senses. The pupils learned that touching a switch would bring about a response.
84. Pupils enjoy using computers, their behaviour is good and they can be trusted to use the computers sensibly.
85. The quality of teaching in the small number of lessons observed during the inspection was good. Staff are confident in using word processing programs and CD-ROMs but the school acknowledges that there are training needs for staff in data handling, control, modelling and monitoring. Writing with symbols, use of switches and the sensory room, have also been identified as weak areas.
86. Satisfactory schemes of work have recently been introduced but the use of assessment, which was identified as a weakness at the last inspection, is not well developed and pupils' skills are not being effectively assessed. Little has yet been done by senior managers to monitor and evaluate teaching and pupils achievements in the subject.
87. Examples of computers being used were observed in English to reinforce learning and in history to obtain information from the Internet. These are isolated examples and the school is fully aware of the need to use its resources more effectively to establish information and communication technology as an integral part of the school's curriculum. **(A)** Resources have improved significantly since the last inspection and the Internet and digital camera are providing some exciting new learning opportunities for pupils. The money received from the National Grid for Learning has been well spent.

MODERN FOREIGN LANGUAGES

French

88. Pupils achieve well in French, and make good progress. They begin the course with no knowledge of French and are self-conscious in speaking. Good teaching ensures that before long pupils are able to say phrases and words, in a different language, to a partner. Pupils gain a sense of achievement and are highly motivated to succeed. They broaden their vocabulary and increase the accuracy of their pronunciation.
89. During Key Stages 3 and 4, higher attaining pupils can repeat French words that are familiar to them, such as numbers and colours. They listen carefully to one another and their teacher, and follow instructions successfully. Some pupils can answer a limited range of questions in French. They begin to build up a vocabulary of French words and short phrases, which they read correctly, taking care with pronunciation. They are able to speak some familiar, well-rehearsed phrases with more confidence. For example, they respond to questions about the weather with "Il fait chaud" and "Il fait du soleil" or "Il fait froid".
90. At Post 16, students build on previous learning and combine phrases together into longer sentences. They study a variety of topics and are able to select and speak relevant sentences based on their interests and use these in conversation. For example, with minimum of support, higher attaining pupils introduce themselves in French, clearly and confidently. They say which sport they enjoy most. Pupils practise with a partner and confidently try out their French in front of the class. They enjoy French songs and games and steadily build up their vocabulary. They have an increasing repertoire of phrases, which they can recall with minimal prompting,

and are developing a sense of the French culture.

91. Teachers and learning support assistants use a multi-sensory approach very effectively with pupils with PMLD to enable them to experience the French language and culture alongside their peers.
92. Pupils enjoy French lessons and learning is good. They are curious about France and its culture and are enthusiastic and stay on task. They listen carefully and persevere in their attempts to pronounce words correctly. They work sensibly together, with higher attaining pupils often helping their partners. Pupils with PMLD show their interest and increased responses through deliberate choices, vocalisation, gesture and extended eye contact. They enjoy joining in French conversation by using switches to play pre-recorded phrases.
93. Teaching is consistently good. Teaching expertise is effective and teachers work well with learning support assistants who have sufficient language skills to engage pupils successfully in speaking and listening tasks. Teachers plan lessons well with clear learning objectives and use resources effectively, particularly with pupils with more complex needs and those with PMLD. The very good relationships between staff and pupils enable pupils to participate confidently, and persevere with their efforts. French is spoken for an appropriate proportion of the lesson and teachers are consistent in requiring and encouraging pupils to use and understand it. There has been good improvement since the last inspection. French is now taught each week, to each age group including Post 16 students. Long-term planning has been developed to ensure pupils build on their learning and make progress.
94. Leadership of the subject is good. Schemes of work include a broader coverage of the programmes of study than at the previous inspection. However, assessment procedures need to be developed. The co-ordinator has had good, recent in-service training and has successfully disseminated this to other members of staff.

MUSIC

95. Achievement in music across the key stages and Post-16 is extremely high, taking into account the wide range of learning difficulties of pupils. In listening, appraising and in performing (singing) pupils make excellent progress over time. By the end of Key Stage 3 higher attaining pupils can sing a range of folk and contemporary song. They can play a selection of percussion instruments, including a side drum, tambourines and shakers, and tap or beat a simple rhythm in common time. Pupils with PMLD listen to the singing, respond individually to their names in the 'Hello' sessions and, with help, beat a simple rhythmic pattern on the base xylophone and other percussion instruments. Higher attaining pupils can recognise familiar tunes just by hearing an introductory bar of music in 'Name that tune' games.
96. By the time pupils and students leave school, higher attaining pupils use a drum machine effectively to accompany a song. They practise phrasing a melodic line, and sing softly or loudly to reflect the mood of a song. Singing at times is a very intense experience for pupils. Pupils listen to a wide range of music, including classical music such as *The Four Seasons*, by Vivaldi. Higher attaining pupils identify the sound of violins and cellos, and in contemporary music, the sound of the guitar is easily identified by most pupils.
97. Teaching is excellent in half the lessons and in the rest it is very good. Teachers have a very good understanding of the music curriculum and perform extremely well on the electric guitar and, in one lesson, on the piano to support pupils' and students' learning. All staff, including support staff, effectively use Makaton signing to augment and reinforce communication, enabling all pupils to have full access to what is being taught. Teachers' planning is linked directly to the scheme of work and is very good, with clear learning objectives, based on the wide-ranging needs of the pupils and students; teaching is always brisk and good fun, with ample opportunities for listening and appraising and composing (improvising) and performing. The attitudes and behaviour of pupils and students in music lessons, including those with complex needs, as a consequence is exemplary and their learning is very good indeed.
98. A satisfactory policy and scheme of work is in place. Music is taught as part of 'Creative Arts'

where the musical needs of individual pupils and students are very effectively met in ability groups. Music is also frequently included in other curriculum areas as well. For example, in a history lesson the teacher used the CD player to enable the pupils to listen to contemporary music, and in contrast she sat at the piano and played part of a beautiful piano sonata which people would have heard a long time ago. This greatly enhances pupils' learning in history and in music. Music is a focus for the term in the integration arrangements the school has with a local primary school. There are very strong links with a music theatre charity, *'Heart 'n Soul'*, which regularly supports a group of pupils and students in the performing arts, culminating last year in a performance by pupils at a local theatre. Music therapy is also a successful feature of the school's music provision, and a number of pupils, individually or in small groups, explore a range of emotions, feelings and behaviour in a therapeutic atmosphere, supporting their social and emotional development.

99. There is a very good range of pitched and un-pitched musical instruments, including instruments to support multi-cultural awareness. Other resources include a drum machine, electronic keyboards and guitar and amplification equipment and these effectively support teaching and learning throughout the school. Information and communication technology features in many of the lessons observed, and pupils' and students' communication and social skills are very effectively supported in music lessons.
100. Pupils' and students' spiritual, social and cultural development is very strongly promoted by music, and music continues to be a real strength of the school's curricular provision.

PHYSICAL EDUCATION

101. Achievement by pupils is consistently good at each key stage. Pupils make good progress over time at each key stage in relation to their abilities. They take part in a broad range of learning opportunities in which the experience success and which promote physical fitness, greater physical mobility, self-esteem and self-confidence. This is a significant improvement since the previous inspection.
102. By age 14, non- ambulant pupils take part in a wheel-chair dance, respond and enjoy the rhythm of the music. They successfully achieve the targets set for individual exercises using standing frames, floor wedges, and other exercises that are related to their physiotherapy. Pupils swim at a local leisure centre, and know how to use public facilities sensibly. They develop their confidence in the water, use floatation aids on their front and back and practise strokes. Several can duck their heads into the water and increase their general awareness of water safety. Some pupils can swim several metres independently.
103. At age 19, higher attaining pupils successfully take part in the skills-coaching sessions for volleyball at a local football club under the supervision of professional coaches. They hit a ball against a wall accurately and understand the basic rules of the game. In a physical education lesson in the school hall pupils understand the importance of warm-up exercises for hands, arms, upper and lower body and carry them out successfully. They perform aerobics activities using a step keeping time with the music. Pupils play a game of 'statues' and understand and follow the rules. A pupil with attention deficit hyperactivity disorder successfully meets his target of working with a group for several minutes.
104. Pupils respond well and there is consistently very good learning. They have good listening skills and follow instructions successfully. Pupils know what is expected of them and what they have to do to succeed. They sustain effort and concentration for long periods of time. They take part in self- evaluation of what they have achieved and know when they have attained particularly targets set for them. Behaviour and relationships are predominantly very good. Pupils co-operate with one another and adults very well, sometimes working in a group or team.
105. Teaching is very good overall. Sometimes teaching is excellent, particularly when school staff work in conjunction with other professionals such as physiotherapist, swimming instructors, and professional sports coaches. Very good subject expertise, planning, preparation and very good communication with pupils are other principle factors in making teaching so effective. The challenging behaviour of a few pupils is managed very well.

106. The subject is well managed by senior staff despite the long-term sickness absence of the co-ordinator and has maintained a satisfactory position since the previous report. Very good use is made of local sport and leisure facilities to augment the paucity of suitable accommodation in school. Residential visits provide some pupils with opportunities for outdoor adventurous activities, although this is a part of the curriculum that could be further developed.

RELIGIOUS EDUCATION

107. Pupils achieve well and make good progress in religious education at each stage.
108. By the end of Key Stage 3, pupils know and have some understanding of Christian beliefs and learn about other major world religions. Most pupils can recall the festival of Christmas and they understand the importance of the birth of Jesus. They compare the feast of Eid with Christmas, and have a growing recognition of the similarities and differences in the customs. They understand that during the period of Ramadan, Muslims do not eat at certain times, and they can show on special pictorial clocks the times of fasting. They know Eid follows Ramadan and is a special day for Muslims. Most pupils know that Muslims worship in a mosque, and they handle artefacts associated with Islamic traditions with great respect and fascination. Pupils can relate some of the rules and customs of the Islamic faith to general rules followed by Christians, and school rules that they follow. Pupils' books, records and displays of their work show good awareness of other cultures and faiths. Pupils remembered the special foods that Christians have at Christmas and were looking forward to making special sweets that Muslims eat on festive occasions. They were fascinated by the foods considered unclean by some religions and by the ideas of going without food at certain times. Pupils with PMLD enjoy the activities presented and make good responses by smiles, gestures or signs.
109. By the end of Key Stage 4 and at Post 16, pupils are familiar with local places of Christian worship. They also understand that there are other strong cultures and religious beliefs represented in the school. Pupils have a developing recognition of the importance of tolerance and understanding of others people's faiths and values. They learn *Rules for Living* based on the Ten Commandments and relate these to their everyday lives. For example, they looked at 'false idols', in relation to today's devotion to money, in such events as the use and value of lottery tickets. Pupils also learn about the basic needs of life when they consider the features of a happy home, as part of their topic on homelessness and their work with the charity *Crisis*. Pupils with PMLD and those with complex learning needs, select favourite objects from home from their own '*special things box*', which is specific to religious education, and show by vocalisation, extended eye contact or gesture, increased responses and levels of understanding.
110. Pupils respond well to religious education because they enjoy the activities that teachers provide and learning is good. They listen particularly intently to the stories and are keen to ask questions and show their prior learning. They handle artefacts with curiosity and respect. They are eager to wear the Islamic robes and head coverings, and use the prayer mat and prayer beads to get the feeling of another faith. Older pupils maintain good levels of concentration, remain interested and work purposefully.
111. Teaching is consistently good. Teachers have good subject knowledge and use a series of themes to deliver effective lessons. They know their pupils' learning needs very well and work effectively with learning support assistants to ensure all these needs are met. Teachers improve pupils' learning very effectively by setting clear learning goals, which they communicate well to pupils and pupils know what they have to do succeed. They prepare lessons well, with interesting activities that motivate pupils and make them think. They use questions effectively to help pupils relate their everyday experiences to the lessons. Teachers make good use of visits to places of worship and places of religious interest and these captivate the pupils and make the subject alive and relevant to pupils. For example, following a trip to India last summer, teachers mounted a display of photographs and artefacts showing their pilgrimage to temples, and holy places. Pupils were delighted to recognise their teachers in the display and recalled this display, when looking at a book about Islam. Relationships are very good and teachers manage behaviour very well.

112. There has been good improvement in the subject since the last inspection mainly due to the effective management of the co-ordinator. She has successfully developed a scheme of work, which follows the locally Agreed Syllabus. This long-term planning has been revised and simplified recently, and disseminated carefully to the staff. It is now clear, detailed and comprehensive, and there are effective systems to evaluate and monitor the progress and provision for pupils.
113. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.

PERSONAL SOCIAL AND HEALTH EDUCATION

114. Pupils' achievement and progress in personal and social education lessons is good overall by age 19. There are examples of very good and occasionally excellent achievement and progress. Pupils make significant progress over time in their social skills and independence, and by the time they leave school they are very well prepared for the next stage in their education.
115. Higher attaining pupils make good progress in lessons about careers. They join in discussions and know that the world of work or college is very different from school. They understand the steps they have to take to enable them make the successful transition to further education or adult centre placement. In a lesson on 'citizenship' higher attaining pupils increasing their understanding of the differences between people, and know what is appropriate and inappropriate behaviour in certain situations.
116. Pupils take part very successfully in the school Forum. They know that they have to bring the ideas of other pupils to the meetings and reach agreement on what they should recommend to the rest of the pupils in the school. They make choices, and know how to compromise. Pupils have good awareness of the needs of others. Representatives from each class at the Forum accept the responsibility for their role very well and understand what they have to do and that the process involves in reaching consensus about decisions; for example when choosing the daily newspaper that is delivered to school for pupils to read. They successfully report back the outcomes of discussions in the Forum to their peers in the classroom, and further discussion take place. Excellent progress in social relationships is achieved, and pupils grow in self-esteem and confidence.
117. Lower attaining pupils achieve well and make good progress over time in their basic life and social skills. They explore different areas of living in a house. In the bathroom they experience skills of hand washing and know the difference between dry and wet towels. They can make their preferences known through gesture, eye contact and use symbols to make choices.
118. Pupils learn very successfully. They have good recall of work done in previous lessons, understand the routines of lessons, show interest, know what they have to do and are well motivated to succeed at given tasks. Behaviour and attitudes are very good.
119. Teaching is good overall. Good planning, preparation and organisation mean that lessons hold pupils' interest and are well matched to their abilities. Very good teamwork with learning support assistants ensures that individual education targets for pupils are carefully set by staff and well met by pupils. There is careful recording and assessment of pupils' progress and regular inclusion of self-assessment by pupils.
120. The subject is well managed with a good scheme of work. Good provision is included for sex and drugs education. There are good resources. Speaking and listening skills are very well promoted. Good support is given to pupils' social and moral development.