

INSPECTION REPORT

JACK TIZARD SCHOOL

Fulham, London

LEA area: Hammersmith and Fulham

Unique reference number: 100381

Headteacher: Terry Baker

Reporting inspector: Rita Kirkwood
10421

Dates of inspection: 15th – 18th May 2000

Inspection number: 189862

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:	Foundation Special
Age range of pupils:	2 to 19
Gender of pupils:	Mixed
School address:	Finlay Street Fulham London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Francine Bates
Date of previous inspection:	3 rd June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rita Kirkwood	Registered inspector	Art, English as an additional language	What sort of school is it? How well is the school led and managed?
Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development? How well does the school care for its pupils or students? How well does the school work in partnership with parents?
Kathy Hooper	Team inspector	Information Technology, Design and technology	How good are the curricular and other opportunities offered to pupils or students?
Gill Carter	Team inspector	Geography, English	How well are pupils or students taught?
Christine Richardson	Team inspector	Science, Physical education, History Special educational needs Post-16 provision	
Linda Redford	Team inspector	Religious education, Modern foreign language, Equal opportunities	
Mary Henderson	Team inspector	Mathematics, Music	The school's results and achievements

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Jack Tizard School is a foundation special day school for girls and boys aged two to nineteen. The school is situated in Fulham on a compact site in an old two storey building. Part of the site is shared with community-based project for adults with disabilities. At the time of the inspection there were seventy five pupils on the school roll, including one pupil under five years old. Thirty nine pupils are eligible for free school meals, which is above average for this type of school. Thirty one pupils have English as an additional language. All pupils have statements of special educational need. Forty four pupils have severe learning difficulties and thirty one have profound and multiple learning difficulties. There is an increasing number of younger pupils with complex additional needs, including autism. Approximately half the pupils are from Hammersmith and Fulham, the others coming from surrounding London boroughs.

HOW GOOD THE SCHOOL IS

The school provides a good level of teaching and care for its pupils. Most pupils make good progress in developing literacy skills and satisfactory progress in numeracy. The school makes very good provision for pupils' social, moral, spiritual and cultural development and good provision for pupils' support, guidance and welfare. The school has a positive ethos and provides good value for money.

What the school does well

- The school's provision for social, moral, spiritual and cultural development and the welfare of pupils is very good.
- Pupils have a good attitude to learning, behave well and have good relationships with each other and with staff.
- Teaching is good overall and the achievement of pupils at Key Stages 2 and 3 is good.
- The procedures for monitoring behaviour and assessing achievement and progress are good.
- The school is effectively led by the headteacher. Whole school targets for pupil achievement have been met.
- Resources are efficiently used and the commitment to improve is very high.

What could be improved

- Pupils' achievement in information technology, design and technology across the school, and in mathematics and French at Key Stage 4.
- The teaching and use of information technology, both as a subject and to support learning across the curriculum.
- The expertise of teachers and support staff in working with pupils with autism and profound and multiple learning difficulties.
- The use of homework.

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

The school has many more strengths than weaknesses. The areas for improvement will form the basis of the action plan prepared by the governing board.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection, which was in June 1996. Overall pupils now make satisfactory progress and good progress at Key Stages 2 and 3. Teachers' planning is better and there is greater challenge for the more able pupils. However, the timetable has not been adequately addressed, to ensure all pupils spend sufficient time on each subject in the curriculum. The ratio of staff to pupils has increased, which has had a positive impact on pupils' learning. The grouping of pupils by ability in Key Stage 3 enables pupils to make good progress. Teaching has improved and is now good. Some staff lack sufficient expertise in working with pupils with autism and with profound and multiple learning difficulties, but the achievement for most pupils with complex difficulties is satisfactory and this represents an improvement since the last inspection. Systems for assessing achievement and progress are much more rigorous than at the time of the last inspection and have a positive impact on pupils' learning. Resources are now good overall, although they are unsatisfactory in design technology and French. Provision for pupils' spiritual development is good and religious education is taught across the school. There has been insufficient curriculum development in

mathematics at Key Stage 4 and in design technology. The governing board supports the headteacher and assists with financial planning, but has not developed a monitoring role. The condition of the accommodation has been greatly improved since the last inspection and much of the building is bright and well equipped. The lack of a specialist science room, which was a key issue in the last inspection, does not disadvantage pupils and is not a priority for development.

STANDARDS

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

Progress in:	by age 11	by age 16	by age 19
speaking and listening	C	B	B
Reading	C	B	B
Writing	C	B	B
Mathematics	C	D	C
personal, social and health education	B	B	B
other personal targets set at annual reviews or in IEPs*	C	C	C

Key	
very good	A
Good	B
Satisfactory	C
Unsatisfactory	D
Poor	E

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

The standards of work seen are appropriate to the level of ability of the pupils. Achievement overall is satisfactory, with good achievement in Key Stages 2 and 3. Pupils' learning is good in English, science and physical education. Overall achievement is unsatisfactory in mathematics and French in Key Stage 4 and in information technology and design technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude to their work and are keen to attend school.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good. Pupils play well together at break-times. They are keen to help staff and carry out tasks responsibly.
Personal development and relationships	The personal development of pupils is good and relationships between pupils and with staff are good.
Attendance	The level of attendance is satisfactory.

TEACHING AND LEARNING

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

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

Teaching seen during the inspection was good or better in over a half the lessons and very good or excellent in one in seven lessons. The teaching of English, mathematics, science, art, French and physical education is good. Teaching of music at Key Stage 2 is very good. Teachers plan well, make good use of multi-sensory stimuli and generally have high expectations of pupils. Teaching is particularly successful in Key Stage 3, when pupils are organised into ability groupings, which enables pupils of all abilities to achieve well. Some staff lack the expertise to meet the needs of pupils with autism or profound and multiple learning disabilities, which reduces the progress these pupils make. Most subjects contribute well to the development of pupils' communication skills and the implementation of the National Literacy Strategy has improved the learning of pupils across the school. The National Numeracy Strategy has recently been introduced and is starting to have a positive impact on learning. Numeracy is well promoted across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory, but there is an over-emphasis on personal and social skills, which does not allow time for the range of experiences required by the National Curriculum.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils with English as an additional language and pupils make satisfactory progress, although the school receives no specific allocation of ethnic minorities achievement grant funding.
Provision for pupils' personal, spiritual, moral, social and cultural development	The school provides very well for pupils' personal, social, spiritual, moral and cultural development.
How well the school cares for its pupils	The steps taken to ensure pupils' welfare, health and safety are very good. Staff know pupils well, recognise their needs and provide good support and guidance.

The school works well with parents and keeps them informed about school activities, their children's progress and any matters of concern. The curriculum for older pupils and students is enhanced by a nationally accredited modular pre-vocational course.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. Staff work closely together to develop the curriculum and meet the targets identified in the school development plan. Not all subjects have co-ordinators.
How well the appropriate authority fulfils its responsibilities	The governing board is supportive of the school and fulfils its statutory duties. The governing body plays a more active role in planning and financial control, than at the time of the last inspection, but the monitoring role has not been fully developed.
The school's evaluation of its performance	Procedures for monitoring pupils' academic progress and personal development are good. Progress towards the priorities identified in the school development plan is regularly evaluated.
The strategic use of	The school is very effective in linking the use of resources to strategic

resources	planning.
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Financial procedures are very good and financial planning supports the educational priorities identified in the school's development plan. The school has achieved the whole school targets for pupil achievement set for the previous year. The school is very effective in obtaining the best value from its resources, including grants given for specific purposes. Teachers have sufficient knowledge and expertise to match the demands of the curriculum. The ratio of staff to pupils has increased since the last inspection and has a positive impact on pupils' learning. Accommodation is adequate and the programme of redecoration and refurbishment in the last two years has greatly improved the internal environment. Resources have been improved and are now good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Help for children to develop in maturity and become responsible • Good behaviour • Information for parents • Response to parents' concerns • Good leadership and management 	<ul style="list-style-type: none"> • The provision of homework • The use of home/school liaison books for older pupils • Liaison regarding health related appointments

The school nurse arranges health-related appointments for pupils, including an annual meeting with the doctor for all parents. Parents are invited to attend these appointments. Otherwise, the views of parents were supported by the inspection team during the inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although pupils attain standards below national expectations, their standards in relation to their own ability are satisfactory and they make steady progress. Achievements are satisfactory overall and at Key Stages 2 and 3, achievements are good. Achievement for most pupils with complex difficulties is satisfactory and this represents an improvement since the last inspection. The achievement of those pupils whose second language is English matches those of other pupils in the school and they participate fully in lessons. The achievements of boys and girls are similar.
2. Pupils make satisfactory progress in the targets set in their individual education plans. Systems for assessing achievement and progress are much more rigorous than at the time of the last inspection and are followed by the majority of teachers. This is having a positive effect on standards pupils achieve. Pupils with profound and multiple learning difficulties make satisfactory progress in communication, for example, in indicating by eye movements or smiling when they want to experience movements to simulate the waves in a Key Stage 1 drama lesson. Older pupils show progress in working with, and listening to others in music lessons, for example, when re-enacting 'Peter and the Wolf'.
3. There was only one pupil under-five on the school roll at the time of the inspection, so it is inappropriate to comment on achievement and progress. Lessons are appropriately planned to address the Early Learning Goals. A baseline test has been carried out and individual targets set in discussion with parents and other professionals. Pupils' progress is monitored regularly and targets are reviewed accordingly each half-term. Home visiting and contact with parents is a significant feature in supporting progress.
4. At the time of the last inspection pupils' learning was satisfactory or better in three-quarters of lessons seen. This has improved, with pupils' learning being at least satisfactory in nearly all lessons seen. At Key Stage 2, progress is good in English, mathematics, science and religious education and very good in music. At Key Stage 3 progress is good in English, mathematics, science, history, geography and physical education. At Key Stage 4, progress is good in English, science and history. At Post-16, progress is good in English. In some subjects achievements and progress are not satisfactory. These are mathematics at Key Stage 4, information technology at Key Stages 1, 2 and 3 and design and technology at Key Stages 3 and 4. The limited curriculum is a factor in the unsatisfactory progress in these areas. In addition, the insufficient use of information technology within other subject areas in the primary classes hinders progress as skills are practised in isolation. Older pupils and students make satisfactory progress in a modular programme of study for the Award Scheme Development and Accreditation Network.
5. Pupils' achievements in English are good, including those for whom English is an additional language. Communication skills are developed well in all aspects of work. Pupils are encouraged to make choices and extend their vocabulary and sentence structure at levels in line with their abilities. In Key Stage 1 pupils develop their listening skills and increase their ability to sit in a group. By the end of Key Stage 2 some pupils recognise letters and write or overwrite a few simple words. They enjoy stories and remember the sequence of events. In Key Stage 3 some pupils improve their writing skills and complete printed worksheets produced with a symbol programme to aid reading. In Key Stage 4 and Post-16 pupils and students work on modules for external accreditation, completing their worksheets with growing confidence. Some Post-16 students understand what newspapers contain and the importance of reading signs in the community.
6. Pupils' achievements in mathematics are satisfactory overall. In Key Stage 1 pupils make satisfactory progress. They recognise different shapes and some count up to five. In Key Stage 2 the achievement of pupils is good. They make good progress in measurement and use addition and subtraction. In Key Stage 3 achievement continues to be good. They carry out practical investigations and use the computer to record results. In Key Stage 4 achievement is unsatisfactory, as addition skills are not further developed and the work set is not sufficiently challenging for more able pupils to make satisfactory progress. In Post-16, achievement in mathematics is satisfactory. The higher attaining students apply mathematics to everyday life, by correctly selecting the money to buy items from a shop. Lower attaining students make good progress in number recognition activities. The National Numeracy Strategy has

recently been introduced and the increased emphasis on counting activities is beginning to have a positive effect on achievement.

7. Achievements in science are good at Key Stages 2, 3 and 4 and satisfactory at Key Stage 1. Secondary pupils build well on the basic knowledge and understanding gained in the primary department and pupils with profound and complex difficulties benefit from the sensory experiences planned for them
8. Achievements in personal, social and health education are good for all pupils. This is mainly because of the consistent approach of staff both in and out of lessons, which results in the development of appropriate social behaviour and good relationships. The introduction of work related courses and the emphasis on life-skills for the Key Stage 4 pupils and Post-16 students prepares them for the next stage of life.
9. The school is beginning to make good use of performance data to monitor progress. It is in the second year of using 'P' scales for this purpose and the school has recorded encouraging progress. All pupils have been assessed, using a commercially available scheme for baseline assessment. The results compare favourably with national standards. The whole school targets for pupil achievement were met last year.

Pupils' attitudes, values and personal development

10. Pupils are keen to attend the school and play a full part in its life. They have a good attitude to their work. Pupils listen intently to the instructions of their teachers and are keen to succeed in the tasks given. They respond well where there is a visual stimulus. For example, several worms in a Key Stage 3 science lesson motivated the pupils to concentrate on what the teacher was saying. In a few lessons a small number of pupils do not have a good attitude to their work and this is distracting to other pupils. These incidents are generally well dealt with.
11. The behaviour of the pupils, in class and around the school, is good. Many pupils have challenging behaviours, but this is usually handled well. Individual behaviour management plans are in place for those pupils who need them. Parents are happy with the standard of behaviour achieved in the school. The absence of aggressive behaviour, including bullying, sexism and racism, is very good. There were no exclusions in the last year and this is similar to previous years.
12. Relationships, between pupils and with adults, are very good. Pupils respect the feelings, values and beliefs of others and show concern when other pupils have problems. They work together well in class and play well together at break-times. Adults assure pupils of recognition, attention and appreciation. The school believes in resolving problems relating to pupils through co-operation rather than conflict. The different racial groups are well integrated into the life of the school. The personal development of the pupils is good. The school provides a safe and supportive environment in which pupils are often keen to take responsibility for tasks around the school. They run errands, such as taking registers to the office and helping in the tuck shop. Pupils assist in the work experience café and a few go out on work placements. They show initiative by carrying out tasks in class without being asked and bringing concern about others to the staff. Some of the more able pupils help some of the pupils with multiple disabilities both in class and around the school.
13. Attendance in the last school year was slightly below the national average. However, the level of unauthorised absences was much lower than the national average. Overall, the level of attendance is satisfactory. The main reason for absence is ill health and medical conditions. There is no truancy and very few extended holidays in term time.
14. At the last inspection it was reported that pupils had good attitudes to their learning and the personal development and relationships in the school were good. This is still the case.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Overall teaching is good. In over half the lessons seen teaching was good or better, and in nearly all other lessons teaching was satisfactory. Occasionally there was unsatisfactory teaching. Teaching in Key Stage 1 is satisfactory and good in the other key stages. The quality of teaching has improved since the last inspection. Teachers have good subject knowledge and make good use of ongoing assessment in their planning. They generally manage pupils well and make good use of learning resources. The support staff are well deployed and generally make a valuable contribution to the learning of the pupils. The increase in the number of pupils with autism in Key Stage 1 presents staff with a significant challenge. These pupils take a long time to settle into school routines, because of their special educational needs, which has an impact on their learning at this early stage. The school has developed a policy on homework that relates only to mathematics. This is not yet consistently applied throughout the school.
16. Learning of pupils is satisfactory overall, with good learning at Key Stages 2 and 3. Factors that enable pupils to learn well include careful planning, small stepped programmes, very good use of multi-sensory stimuli, work that is designed to match precisely the learning needs of all pupils and high expectations and challenge. On several occasions in Key Stages 2 and 3, for example, teachers shared a book with pupils. They enlivened the telling of the story by using a range of stimuli to enrich their reading aloud, often using soft toys to imitate the characters. They created special sound effects to represent different incidents and emphasised the rhythm of the words by beating on a drum and using questioning sensitively to meet the needs of individuals. These strategies ensured the attention of all pupils and helped them identify with the story. Pupils were then able to increase their understanding and vocabulary and benefit from regular repetition and their enjoyment.
17. In the Post-16 department, students responded well to the challenge of being required to travel by public transport to a café and buy their own drinks. They had been preparing their programme of work over several weeks and were so motivated about their outing that they all remembered their money and bus passes as well as the number of the bus they were to take. In this case, the teacher had prepared and planned meticulously for this day, and the final outcome was very successful because of the careful preparation and the use of consolidation and repetition.
18. The previous inspection reported that the lack of specialist language support for pupils for whom English was an additional language had an impact on their learning. There is still no specialist support for these pupils, but despite this, these pupils make satisfactory progress.
19. In many lessons, teachers plan for every individual, modifying tasks for each pupil, so that they can join in at their own level. For example, in a writing task in Key Stage 3, pupils responded to their worksheet printed in symbols in different ways. One pupil wrote independently, another joined dots to produce the answer and yet another copied neatly independently. Pupils who are unable to write, produce responses such as eye-pointing or gestures, while working closely with support assistants, who frequently act as supportive, effective and enthusiastic members of the class team. However, pupils with more complex and profound learning difficulties are not always sufficiently included in the lessons and activities across the school. In some lessons they spend too long under the supervision of the support staff and do not have a fair share of the teachers' time.
20. Teachers' work is enhanced by the expertise of visiting professionals. An example is the speech and language therapist, who works in classrooms with teachers and models good practice in the teaching of communication in classroom sessions. This results in an increase in pupils' learning and teachers' expertise at the same time.
21. There are far more strengths than weaknesses in teaching and most weaknesses have already been identified by the school as needing further attention. In a few lessons, the needs of pupils with additional special needs are not adequately met. In such lessons, pupils with profound and multiple disabilities are sometimes left with no attention for long periods and are denied learning opportunities as a result. In some lessons, pupils with autistic spectrum disorders disrupt the learning of the rest of the group and fail to make progress themselves. Teachers lack training in dealing with pupils with autism, but the school

recognises this deficit and is addressing the issue as an urgent priority. Although most teachers use signing to enhance pupils' understanding, it is not consistently used by all staff, so learning opportunities for pupils are sometimes missed.

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

22. The curriculum is satisfactory and includes all subjects in the National Curriculum and religious education. The curriculum is based on the Desirable Learning Outcomes for the youngest pupils and there is an appropriate emphasis on the development of literacy and numeracy across the school. A small steps programme is used to help pupils access the National Curriculum when they have made sufficient progress. The curriculum for Key Stage 4 pupils and Post-16 students is enhanced by a nationally accredited modular pre-vocational course. However, there are weaknesses in the amount of time spent on some subjects. There are no whole school guidelines for the curriculum in terms of times and coverage does not ensure that pupils have the range of experiences required by the National Curriculum. Although teachers' planning is well related to pupils' individual education plans, there are limited schemes of work to guide teachers' planning. There is an over-emphasis on personal and social education at the expense of other curricular experiences. This limits pupils' progress over time and was an issue raised in the previous inspection report.
23. Across the school, particularly in Key Stages 1, 2 and 3, too little time is devoted to information technology. At Key Stages 3 and 4, the curriculum is limited by the narrow range of activities in design and technology and the limited access for pupils to a modern foreign languages. In Key Stage 4, there are limited experiences of mathematics. Statutory requirements are not met for design and technology, information technology and modern foreign languages. The links between the small step curriculum and level one of the National Curriculum are not well established and this limits the progress for some higher attaining pupils. The school is aware that there are weaknesses in the curriculum. Information technology, personal and social education and design and technology all appear as priorities on the school's development plan.
24. The National Literacy Strategy has been successfully introduced and literacy is reinforced across the school. The National Numeracy Strategy has also been introduced in Key Stages 1, 2 and 3 and supports pupils' progress well. On occasions, the curriculum for pupils with autism and profound and multiple learning difficulties is limited. This is because the strategies used by teachers do not enable these pupils to be fully included in activities. The school makes no additional provision for pupils who have English as an additional language, but the school's approach to communication is effective for all pupils.
25. The school has sound policies in place for sex education and drugs education. The arrangements for a work-related curriculum remain strong. There is a good careers programme and pupils have valuable experiences of the world of work. Opportunities for extra-curricular activities are limited but good provision is made for worthwhile experiences at lunch-time. For example, pupils have the opportunity to role play running a shop during breaks. The school has productive relationships with local colleges, employers and mainstream schools. Pupils have the opportunity to have homework in mathematics in Key Stage 4, but this is dependent on parental support.
26. Provision for pupils' spiritual, moral, social and cultural development is very good. There has been considerable improvement in the school's provision for spiritual development. Good class, department and whole school assemblies are held each week. Teachers are aware of opportunities for developing pupils' spiritual awareness throughout the whole curriculum and some are beginning to record the experiences systematically.
27. Provision for pupils' moral development is very good. There are shared moral codes within the school which are very well reinforced by all staff within lessons, in assemblies and during break and lunch-time. Pupils respond well to the staff's coherent approach.
28. Provision for pupils' social development is very good. Great emphasis is placed on this aspect of pupils' development by staff. Relationships between staff and between staff and pupils are very warm and

supportive. Pupils make good progress in attaining the social targets set for them in their individual education plans. In Key Stage 4 and Post-16, personal and social skills are systematically taught as part of their accredited vocational course. Much of their work is focused on developing pupils' independence skills in preparation for leaving school. A number of opportunities are given to pupils to develop independence further down the school. For example, a Year 4 pupil was encouraged to take the register back to the office and Year 6 pupils helped to make samosas and clear away at the end of the lesson.

29. Provision for pupils' cultural development is also very effective. Staff are well aware of the range of cultures represented within the school. They use opportunities very well to reinforce and extend pupils' understanding and acceptance of the benefit of a multicultural society. Assemblies are used to celebrate the festivals observed by the world's major faiths. The school has a good range of resources that reflect a multicultural society. The school makes efforts to employ support staff from cultures represented by the pupils. A good range of visits to museums, galleries and other places of interest enrich the curriculum. Dance and drama are taught and there are visiting artists and performances.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The steps taken to ensure the pupils' welfare, health and safety are very good. Teachers know the pupils well, recognise their needs and give them good support and guidance.
31. The school has an appropriate health and safety policy. Regular health and safety inspections are completed by the headteacher, the site manager and the teacher with responsibility for health and safety. Fire drills are carried out each term and all the moveable equipment is checked annually. The school nurse is in attendance during the day and carries out a wide variety of roles for the pupils. The school doctor sees pupils as required and there is an annual dental inspection for pupils. The toilet facilities have been improved and provide a greater degree of privacy.
32. The school has an appropriate child protection policy. The headteacher is responsible for its implementation and has received the necessary training. Staff have received appropriate training and are aware of the procedures to adopt if they have any concerns.
33. There is an appropriate behaviour policy and a suitable range of rewards and sanctions are used to encourage good behaviour. Some pupils have behaviour management programmes. There is a physical intervention policy that gives teachers guidelines to follow if the need arises. The school has a bullying policy but no incidents have been recorded. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good overall.
34. The personal development of the pupils is monitored by class teachers and other adults in the school. It is reported to parents each term and in annual reports. Targets are set for improvements, although the standard of target setting is variable across the school. Any special moments of personal development displayed by a pupil are recorded, to establish an ongoing picture of their progress. The school's procedures for monitoring and supporting the pupils' personal development are good.
35. Pupils travel to and from school in local authority transport and escorts inform the secretary who has arrived each day. Registers are taken at the beginning of the day and during the afternoon but in a few cases insufficient care is taken in the afternoon to ensure all pupils are marked present or absent. If there are any concerns about attendance the teacher concerned contacts the parents and makes home visits, if necessary. The educational social worker monitors the registers annually. The school's procedures for monitoring and improving attendance are satisfactory overall.
36. At the last inspection it was reported that the school provided good support for its pupils and a safe and secure environment. This is still the case.
37. Since the last inspection, the school has undertaken a review of its system for assessing, recording and reporting on pupils' progress. This priority is appropriately reflected in the school's development plan and ably led by the co-ordinator who has continued to evaluate the implementation of the new system. These new arrangements are known and understood by all staff and, although they are very recent, they are beginning to have a positive impact on teachers' planning and pupils' learning. The headteacher is actively involved in monitoring these procedures and reviews all termly individual plans, targets and evaluations before they are sent out to parents.

38. Baseline assessment is now in place for all pupils. Pupils all have long term targets set in their individual education plan and short-term targets identified for the term. The best practice differentiates between these long and short-term targets and is specific to the particular needs of the pupil, as well as relating to the curriculum planning. Procedures for assessment are good overall and the use of the assessment information to guide curriculum planning is satisfactory across the curriculum with the exception of information technology, religious education and French. Good use of assessment information is made in English. Satisfactory use is made of it in mathematics, science, physical education and art. Procedures for reviewing pupils' statements of special educational needs and the progress they have made in achieving the targets set are satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are supportive of the school and the links between the school and parents have a positive impact on pupils' learning.
40. The quality of information provided for parents is good. Regular information letters are sent out and there is a termly newsletter. The home/school liaison books act as a useful line of communication between parents and the school, but these are less well used in the upper school for pupils with communication difficulties. Arrangements are made to translate communications if necessary. Pupils' annual reports are very detailed. They tell parents what their child knows, understands and can do. A copy of their children's targets is sent to parents at the beginning of each term. The targets are reviewed at the end of the term.
41. There is an annual opportunity for parents to discuss their child's progress with the class teacher. In addition, parents are invited to their children's annual reviews. Parents are also invited to the medicals and therapy interviews their child has. Some meetings are held for parents on curricular matters, such as mathematics homework. The last inspection report stated that the information provided to parents was good and this continues to be the case.
42. The school's links with parents are effective and parental involvement has a satisfactory impact on the work of the school. The contribution of parents to children's learning, at home and at school, is satisfactory. The last inspection report stated that parental involvement in the life of the school was limited but the evidence of this inspection is that parental involvement has improved. Parents are invited into school for special events such as book sales, the reading week, coffee mornings, the work experience café, Christmas productions and termly social events. A few parents help in school. One parent helps with swimming every week and another helps with the library. Parents also assist on trips. There is a home/school agreement, which nearly two thirds of parents have signed.
43. About one third of parents who responded to the parents' questionnaire were not happy with the homework provided. The school has a homework policy but this only relates to mathematics. The current provision of homework is unsatisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school is effectively led and well managed by the headteacher, who is well supported by the senior management team. There is a sense of purpose in the school, and staff work hard as a team to develop the curriculum and raise the achievement of pupils. The school has successfully achieved the whole school targets it set for last year. The industrious atmosphere and good relationships in the school have a positive effect on the behaviour and motivation of the pupils. Not all subjects have allocated co-ordinators, but those in place provide suitable support to colleagues on curriculum content and resources. The school's local authority link inspector and the headteacher regularly monitor teaching across the school. The heads of the primary, secondary and senior departments have started to monitor teaching in their department. Monitoring has had a positive impact on teachers' planning. Formal appraisal is not in place, but a good level of support and guidance is provided for teachers. Teachers and support staff have sufficient knowledge and expertise to match the demands of the curriculum.
45. The governing board is supportive and fulfils its statutory duties. Since the last inspection there has been an increase in the number of governors and a number of sub-committees have been established. However, governors are limited in the time they can give to the school and have not fully developed an active role in

monitoring the work of the school. There is now good financial monitoring and governors offer valuable support to the headteacher.

46. Financial procedures are very good and financial planning supports the educational priorities identified in the school's development plan. Much of the previous large budget surplus has been well used to improve the accommodation. The school is very effective in obtaining the best value from its resources, including grants given for specific purposes. Administration is efficient and procedures for monitoring expenditure are effective. The two year school development plan has clearly identified targets that are prioritised and against which progress is carefully evaluated.

47. Accommodation is adequate and the programme of redecoration and refurbishment in the last two years has greatly improved the internal environment. However, the building continues to present problems related to its suitability for pupils with an increasing complexity of special educational needs, particularly physical access for students with physical disabilities. Toilet areas are in the process of being improved and now offer a greater degree of privacy to pupils than at the time of the last inspection.

48. Resources have been improved and are now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Plan and monitor the curriculum, including the development of schemes of work, to ensure all pupils receive a full range of educational experiences;
(see paragraphs 22-23)

- Increase the expertise of both teachers and support staff in planning for and assessing the needs of pupils with autistic spectrum disorders and profound and multiple learning disabilities;
(see paragraph 21)

- Raise standards in information technology;
(see paragraphs 4, 79)

- Increase the use of homework across the school.
(see paragraph 15)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	43	38	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	75
Number of full-time pupils eligible for free school meals	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	9.52	School data	0.14

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	8
Black – other	4
Indian	2
Pakistani	3
Bangladeshi	3
Chinese	1
White	34
Any other minority ethnic group	10

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: YR – Y13**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	6.1
Average class size	7.5

Education support staff: YR – Y13

Total number of education support staff	26
Total aggregate hours worked per week	743

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	933,058
Total expenditure	979,701
Expenditure per pupil	11,526
Balance brought forward from previous year	82,065
Balance carried forward to next year	35,422

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

76

Number of questionnaires returned

39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	0	0	5
My child is making good progress in school.	46	31	8	5	8
Behaviour in the school is good.	46	38	8	0	8
My child gets the right amount of work to do at home.	26	28	23	8	10
The teaching is good.	62	18	8	0	10
I am kept well informed about how my child is getting on.	62	21	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	31	5	3	3
The school expects my child to work hard and achieve his or her best.	49	26	5	0	13
The school works closely with parents.	56	28	15	0	0
The school is well led and managed.	51	31	0	3	10
The school is helping my child become mature and responsible.	54	33	5	0	5
The school provides an interesting range of activities outside lessons.	54	21	5	3	15

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

ENGLISH

49. Pupils' achievements in English are good overall. When they first enter the school, many pupils have very limited communication skills, but they gradually sit and listen for extended periods of time, make yes and no responses, and indicate simple choices. In Key Stage 1 pupils' achievements are satisfactory. In Key Stage 2 achievements are good. Pupils become more articulate, begin to produce sentences of greater length and respond to stories with pleasure and enjoyment. By the end of Key Stage 2, a few are starting to recognise some words and letters and enjoy books. They know that print carries a message and they use picture cues to remind them of meaning, turning the pages appropriately. Pupils know the sequence of some stories and re-tell them simply, remembering key phrases like 'He hit him with his bommy-knocker'. A few pupils write or overwrite a few simple words.
50. In Key Stage 3, achievements are good. A few, higher attaining pupils, become keen readers, enjoying simple texts and wanting to explore more. Some pupils improve their writing skills, and many begin to use symbols to read worksheets and instructions. Oral communication develops and is often enhanced by signing. In Key Stage 4 and Post-16, pupils' achievements are good. They apply their writing skills when working on modules for the Award Scheme Development and Accreditation Network (ASDAN). Some pupils and students complete work sheets confidently and read and remember simple instructions. The National Literacy Strategy contributes to the continued development of older pupils and students' knowledge and understanding of books. Some Post-16 students achieve a good degree of verbal communication, begin to develop a clear idea of what newspapers contain and recognise the need to be able to read social signs such as bus destinations. Throughout the key stages, pupils with profound and multiple learning difficulties increase their skills in basic communication and make choices and indicate preferences. The progress of pupils with autism is slower, but they gradually develop an understanding of staff expectations. Since the last inspection, the implementation of the National Literacy Strategy has brought about an overall improvement in standards. This is because it has introduced pupils to a wider range of opportunities and offered updated training to staff.
51. The teaching of English is good. Pupils in Key Stage 1 have opportunities to develop their communication skills in an intensive one to one situation with a skilled adult. The telling of stories using multi-sensory stimuli is a strength throughout the school. Teachers enliven their delivery by using a range of carefully prepared resources such as laminated pictures or appropriate soft toys and special sound effects. They find ways to emphasise rhythm and repetition, and reinforce vocabulary by using objects of reference. Teachers help older pupils to develop reading skills by giving them an enlarged copy of the text. Pupils respond enthusiastically to these sessions and benefit from the repetition and consolidation they offer. In Key Stages 1 and 2, the skilled input of the speech and language therapist in helping pupils to develop communication strategies, supports teachers in their teaching. Teachers often use practical strategies successfully to help pupils develop their basic skills. An example was in a Key Stage 3 lesson, where the teacher used magnetic letters on a board to build up simple words. This enabled pupils to see and hear how words are constructed and how initial sounds are recorded. In nearly all lessons, teachers have developed reassuring routines, so that pupils come to know what is expected, for example, that they sit together to hear a story. They feel secure and confident in their lessons and make steady progress as a result. Unsatisfactory features of English lessons were the occasional lack of attention to pupils with profound difficulties, who were sometimes left too long on one task, and a lack of highly focused learning targets for pupils with autism. There is no regular homework, for example, by offering pupils books to read at home.
52. Resources in the subject are now good and have improved greatly since the last inspection. The school has a good resource bank of attractive class storybooks with appropriate multi-sensory artefacts. There is a very good stock of attractive readers, which now need to be more widely used. The library is an attractive place with a good range of fiction and non-fiction books. The good resources enhance pupils' learning.

53. In the absence of the subject co-ordinator, the subject is being managed by the headteacher, who checks planning and monitors teaching on a regular basis. Plans for the future include the development of a scheme of work, which will combine a developmental curriculum, the National Curriculum and the requirements of the ASDAN into a more manageable system.
54. Most subjects contribute well to pupils' language experience because of the attention that teachers pay to the skills of communication in their teaching. Nearly all lessons involve pupils in indicating preferences, making choices and showing understanding by asking and answering relevant questions. In history and geography pupils are given the opportunity to handle books, find out information from pictures and sometimes to complete written worksheets. In Key Stage 4 and Post-16, pupils consolidate the practical work they do for ASDAN by filling in their records and recording their experiences in written form. All these activities consolidate the work pupils do in English lessons and enhance their progress.

MATHEMATICS

55. Overall, achievements are satisfactory and most pupils make satisfactory progress. Pupil achievements are satisfactory in Key Stage 1 and good in Key Stages 2 and 3. However, in Key Stage 4, achievements are unsatisfactory. This is due mainly to the lack of a scheme of work and the uncertainty about areas that should be covered. Achievements of Post-16 students are satisfactory. The National Numeracy Strategy has recently been introduced and staff are developing their planning and teaching. There has been an improvement in standards since the last inspection. Mathematics is timetabled more regularly and there are better opportunities for practical investigations. Numeracy across the curriculum is well promoted by staff and opportunities for counting are always taken. This was seen frequently during greeting sessions at the beginning of the day and also in other subjects such as music and science.
56. Pupils in Key Stage 1 make satisfactory progress in recognising the difference between shapes, by drawing round them. More able pupils count up to 5 objects and most are making good progress in learning to sign numbers. Concepts of size and volume are introduced and pupils make sound progress during the key stage. In Key Stage 2 pupils make good progress in measurement, shape and numbers. They use addition and subtraction, although they cannot yet use these skills to solve problems. A few more able pupils develop an understanding of measurement on a linear scale, such as measuring liquids to a given mark in a jug. Within the whole group activity most pupils find two more, or two less than, a number between one and ten. Many pupils say what they do at different times of the day, showing awareness of time and the sequence of activities. More able pupils recognise the time on the hour. By the end of the key stage, some pupils identify and classify different coins.
57. Pupils in Key Stage 3 enjoy their lessons and concentrate well. They are confident in using mathematics and make good progress, with the most able pupils making very good progress. Pupils sort objects into sets, order and count them up to twenty. Pupils are grouped according to ability across Key Stage 3 and the most able pupils make very good progress in developing mathematical skills and vocabulary. They also work well on practical investigations. In one lesson observed, pupils calculated the outcomes of their survey of the pupils and staff pets. They entered the results on to the computer and displayed them in graphical form. In a lesson on three-dimensional shapes, pupils were fascinated by programmes based on the use of shapes and were keen to learn. They tried hard to remember new words and their meaning, for example a hexagon. Pupils make unsatisfactory progress in Key Stage 4. Work for the most able pupils is not challenging and addition skills do not build sufficiently on those learnt during the previous key stage. Pupils do not always concentrate well in mental work, such as 'one more than', which slows down their learning. By the end of the key stage, some pupils tell the time from an analogue clock. Pupils with profound and multiple learning difficulties make satisfactory progress, with support staff working very hard to help them develop their communication skills. More able pupils read, write and order numbers to fifty, and make sums of money up to 20p. Lower attaining pupils order numbers from one to ten and match symbols and shapes correctly to complete a sequence of numbers. Post-16 students have developed skills in applying mathematics to their everyday lives. They select the correct money to purchase a range of items from a shop and are good at estimating the value of money. Pupils with profound and multiple learning difficulties make good progress in number recognition activities and identifying colours. Older pupils are particularly interested in using computers and this enables them to develop very good concentration.
58. Teaching is good overall, and has enabled most pupils to make significant progress in learning. Teaching was good in over half the lessons seen and satisfactory in most other lessons seen. Teaching was most

effective when linked to fun activities. For example, in number songs where there is scope for active participation such as '10 fat sausages', Key Stage 2 pupils joined in lustily and with very good concentration as they anticipated their own turn. Staff have a very good knowledge of pupils' needs and their stage of development. Occasionally support staff are fully engaged in managing difficult behaviour, particularly of the pupils with autism. Pupils are encouraged to work independently, or with minimum adult support. Some support staff record assessments during whole group work at the beginning of a lesson. The planning of individual targets and activities is good up to the end of Key Stage 3.

59. There have been some useful developments in the subject since the last inspection, although these have not been applied equally for all pupils. This has led to the inconsistencies in pupils' achievements in mathematics. The subject co-ordinator has recently developed a scheme for mathematics homework across the school, which is available to all pupils whose parents opt for it. Some pupils benefit from the scheme, but not all. The setting of pupils by ability at Key Stage 3 enhances their learning, as it enables teachers to plan more effectively for groups of pupils. There has also been progress in ensuring that opportunities for learning mathematics have increased. All classes have a minimum of at least three half-hour sessions per week. However, this is not sufficient to implement fully the National Numeracy Strategy. There is still no whole school scheme of work. The absence of a scheme of work is particularly noticeable at Key Stage 4, and contributes to the unsatisfactory achievement in this key stage. There are some good assessment procedures but assessment information is not sufficiently used to ensure continuity and progression between key stages. Resources have improved and are now good.

SCIENCE

60. Achievements in science are good. In Key Stage 1 pupils' achievements are satisfactory and in Key Stages 2, 3 and 4 achievements are good. This is an improvement since the previous inspection and reflects developments in curriculum planning, which ensure knowledge and experience are extended. In Key Stage 1, pupils use play activities to gain an understanding of the properties of water as they anticipate big and small splashes and see which toys float or sink. The teacher's purposeful questions help pupils to understand that it is easier to squeeze water out of some materials than others. Pupils distinguish between different textures and materials, such as wood, metal, brick and plastic when they visit the park. As part of a topic on "forces", pupils explore a range of toys that move in different ways, pushing, pulling or controlling a car across the floor. Pupils bounce, kick, throw, catch and aim balls at a target in the soft playroom. They throw a ball to another member of the group and the teacher and this helps them improve their social interaction with others as well as their understanding of the words "push" and "pull".
61. In Key Stage 2, pupils know that some objects move down an incline or over a different surface better than others. Pupils with complex learning difficulties explore textures of materials by feeling and listening. They like shredded paper, "because you can do so much with it" and shiny paper "because it makes such interesting noises". Higher attaining pupils make simple electric circuits and construct a model van using high quality construction materials. They understand the terms battery, motor, switch, wire and energy or power and show great surprise and delight as the van they make moves across the table, when one of them presses the switch. In this respect science makes a positive contribution to spiritual development. Using symbols, pupils record the results of their science investigations into sinking and floating, magnetism and electricity. There is constant use of appropriate technical vocabulary in lessons and in written work and a good emphasis on pupils making predictions about what might happen. Teachers carefully record the degree of support needed to help pupils complete their work.
62. In Key Stage 3 the three groups of pupils carry out scientific tasks within the same topics, but matched well to the abilities of each group. Higher attaining pupils record their work themselves, with some support with spellings, or by independently completing worksheets containing symbols and writing. They learn to make circuits to test materials to see if they conduct electricity. They carry out experiments with soil as part of their work on conservation and the environment, and record the stages of the test well. Pupils make musical instruments and examine different sources of energy, including water wheels. Some pupils test materials to see which are opaque and which transparent, whilst others use the overhead projector to make shadow pictures of people. When investigating colour, pupils with profound and multiple learning difficulties show curiosity when they explore and experience a variety of colours. Some pupils use information gained from a video and some farm products to make predictions about what farm animals eat and produce, as part of their work on "Animals". A second group shows great interest in live worms wriggling from dry to wet paper as they construct a wormery. They improve their knowledge about the

habits of worms. Pupils with profound and multiple learning difficulties respond with smiles and outstretched hands when a dog is brought to their classroom. They follow its movement, brush it and show pleasure when it drinks in front of them. They enjoy their visit to the park, where they listen to the insects, birds and animals. These contrast well with sounds they hear in the tube station.

63. In Key Stage 4, achievements of pupils are good. Pupils show a very good understanding when they set up simple experiments about soil, following a visit to a garden centre. They observe carefully and record their findings about plants and growth. Pupils understand what an adequate diet consists of and how the digestive system works. They know that the heart pumps blood through the body and that they have arteries and veins. Pupils are aware of the changes that take place in food, for example when making toast. Pupils check and record the amount of water in a rain gauge, have knowledge of the purpose of wind vanes and socks and the main features of different weathers. Pupils are amazed at what magnets can do and understand that some objects are magnetic and others are not.
64. The teaching of science is good overall. Teachers' subject knowledge and their knowledge of pupils' needs is good and because of this they plan appropriate tasks for all pupils within a group. Teachers assess pupils' understanding of their work through observation and good questioning techniques. They intervene at appropriate times to give specific teaching points in order to increase the pupils' skills and understanding. Planning is good and links to other subjects are good. For example, in art when studying colour, in geography when listening or looking in the park for animals or materials, in physical education when using the adventure playground or soft play area for work on forces. Teachers have high expectations of pupils and work hard to keep them on task. They manage behaviour well, although occasionally learning is interrupted by a few pupils who are unable to focus on the activities and teachers have insufficient strategies to bring them successfully back to the task. A good range of quality resources, including the multi-sensory room, a PAT dog, and the local environment, are used to good effect. This maintains pupils' interest in science. Support staff are directed well and this give good support to pupils. All these factors have a positive effect on pupils' attitudes and their gains in learning.
65. The co-ordinator has developed a suitable curriculum and has improved resources within the school. No monitoring of teaching takes place, but teachers discuss pupils' work and lesson planning with the co-ordinator. There is no specialist area for science but the classrooms are adequate for the purpose and resources are readily available. Good use is made of other areas, for example, the soft playroom and multi-sensory room. Pupils in Key Stage 4 have some opportunity to set up experiments in a science room when they have sessions at a local secondary school during the year. A strength of the science curriculum is the use made of the sensory approach to enable pupils to explore and experiment through touch, sight, hearing and smell.

ART

66. Achievements in art are satisfactory. Younger pupils assist in assembling sock puppets, choosing face-parts and applying glue. Pupils in Key Stage 2 make postage stamps by using silhouettes. They reinforce their understanding of shapes, such as rectangles and successfully cut these out using pinking scissors. This activity links into their weekly story about 'Postman Pat' and enables pupils to work on their individual targets. In Key Stage 3 pupils work well together, planning and building up a mural of a safari scene. They develop their understanding of colour and their observational skills. They design their own smaller pictures and successfully paint the background, some pupils carefully distinguishing between sky and land. Pupils draw outline pictures onto polystyrene tiles and print them onto paper, with appropriate levels of support. Some pupils understand the process and quickly carry out the tasks set for them. Older pupils and students experiment with colour and plan and work well together. In the best lessons, pupils show pleasure in their own and each other's achievements. No lessons were seen in Key Stage 4 or Post-16, but displays and samples of pupils' and students' work show that achievement is satisfactory.
67. The teaching is good in Key Stages 2 and 3 and satisfactory in Key Stage 1. Teachers encourage pupils to evaluate their own work and suggest possible improvements, such as when painting a safari scene. In most lessons, skilful management results in all pupils being engaged in the activity for part of the time and the majority for the whole lesson. Teachers have high expectations and give clear explanations. Support

staff are well deployed and know the pupils well. They have a good rapport with pupils and are skilled at encouraging their participation. Occasionally there is limited opportunity to extend the activity.

68. The curriculum is considerably enhanced by outside workshops and visits to art galleries and exhibitions, such as the Ipousteguy exhibition at the Tate gallery. Pupils have individual targets in art that are evaluated and updated each term. Art makes a good contribution to pupils' social, moral, spiritual and cultural development.
69. Resources for art are good and have improved since the last inspection. The good management and leadership of the subject have been maintained.

DESIGN AND TECHNOLOGY

70. The achievement of pupils in design and technology is unsatisfactory. Pupils across all key stages have a narrow experience of the subject, because they have too few experiences of handling resistant materials, such as wood, plastic or fabric. By the end of Key Stage 2, pupils have a range of sensory experiences, for example, grasping and manipulating contrasting materials and tasting different kinds of food. Pupils' good attitudes to lessons using food enhance their achievements. They often become very excited about working with food and they persevere well. Higher attaining Key Stage 2 pupils were observed helping each other to peel vegetables. Pupils learn to become independent by being given specific tasks, such as helping with the drying up. They are extremely proud of their efforts. Pupils make sound progress in developing their manipulative skills. For example, they use a range of small equipment to prepare vegetables and mix food. They explore how toys work and experience the changes in materials. For example, they feel how flour changes when it is mixed with water. Higher attaining pupils identify familiar equipment used in the preparation of food and know how to use it. Some pupils use glue to make models, such as a scarecrow. By the end of Key Stage 4, pupils have a sound experience of handling food and make simple choices, such as between jam and a yeast spread. Older pupils are beginning to understand eating for health and are developing an understanding of hygiene. They experience how foods change during their preparation. For example, they see and feel liquid and set jelly. Older pupils are developing good social and personal skills through teamwork. Post-16 students develop their independence skills well, through the preparation and serving of simple meals. Lower attaining pupils have sound experiences of handling, tasting and smelling different foods.
71. Teaching is satisfactory overall. It was never less than satisfactory and in most lessons it was good. All teachers plan their lessons to meet the individual needs of pupils in relation to their targets. Teaching is particularly effective when good use is made of symbols and pictures to illustrate words and when learning is reinforced by the application of skills to other contexts. For example, pupils' understanding of fish was extended by preparing and tasting a range of different fish. Counting is reinforced in good lessons. Routines are established to reinforce appropriate behaviour. Those pupils who have the more regular experiences of working with food are the most confident. Teachers manage pupils well, and in good lessons, reluctant pupils are eventually involved in activities despite earlier protestations. Support staff are well deployed to support individual pupils and ensure that they make progress. When the speech and language therapist is involved in lessons, pupils make very good progress, because the high quality of communication helps them to understand more of what is happening. Aspects of lessons that limit pupils' learning include inconsistent signing, late beginnings and early endings to lessons. A major limiting factor is the lack of awareness by teachers of the requirements of the National Curriculum.
72. There is a recently appointed co-ordinator for food technology, but no co-ordinator for design and technology. The subject is on the school's development plan for this year and discussions have just begun. Accommodation for food technology is satisfactory, because there is a specialist food technology room. There is a specialist area for resistant materials, but this is not well used. Although resources are satisfactory for food technology, there are insufficient resources to teach design and technology. Since the last inspection, planning is better related to pupils' individual education plans. However, pupils' progress in acquiring knowledge, skills and an understanding of pliant and resistant materials is compromised by the lack of a whole school scheme of work. As in the last inspection, the subject is limited as there is a lack of emphasis on the designing aspect of the work. Improvement since the last inspection is therefore unsatisfactory.

GEOGRAPHY

73. Pupils' achievements in geography are satisfactory. They learn about other countries and about the effects of climate on human and animal habitats. There is a curriculum map that assists teachers in their planning. ASDAN modules on travel and transport reinforce pupils' knowledge of places in Key Stage 4 and Post-16. Two lessons were seen in Key Stage 3 and part of a lesson on travel and transport was seen in Post-16. Pupils in Key Stage 3 show sound understanding of hot and cold climates and what conditions are preferred by animals, such as penguins or snakes. They explain what clothes people might need to wear in various weather conditions. Some pupils identify Australia on a wall map. Post-16 students show a good understanding of the locality around the school and know what bus they had to take to get to their chosen café in Putney. They remember to bring money and bus passes, and some get themselves to Putney independently.
74. Teaching is good and includes the lively use of resources such as maps, photographs and books, and careful, cumulative planning. The subject has not had a high priority in recent years and there is currently no co-ordinator. The curriculum gives adequate coverage, but there are no whole school procedures for monitoring the progress of pupils.

HISTORY

75. During the inspection only one history lesson in Key Stage 3 was observed. However, a scrutiny of work, planning and photographs gives evidence of the curriculum and pupils' progress. In Key Stages 1 and 2 there is appropriate coverage through the curriculum linked to knowledge and understanding of the world and in Key Stage 3 there are clear links with National Curriculum programmes of study. In Key Stage 4 and Post-16, learning is reinforced through pre-vocational modules. Pupils' achievements are satisfactory and have been maintained since the last inspection.
76. Pupils in Key Stages 1 and 2 make steady progress and satisfactory gains in their awareness of past and present in relation to the passing of time. They have begun to develop a sense of order in things over time. For example, they discuss what happened yesterday or in a previous lesson. Higher attaining pupils contribute to the sequencing of planned events for the day on a simple time line, using symbols.
77. Achievements of pupils in Key Stage 3 are good. They refine their sense of chronology and enjoy their history topics. They look at old and new artefacts, such as toys of the past and present. When on a visit to Fulham Palace Museum, they have fun dressing up, cleaning and washing, as they explore the copper and tub used for washing in the Victorian era. Pupils visit the Imperial War Museum, as part of their study of World War II and develop a greater understanding of the blitz and air raids. Pupils see what school used to be like on a visit to the Ragged School Museum. When learning about the Tudors and Stuarts everyone shares in the interesting visits to the Houses of Parliament and Hampton Court Palace. Pupils are offered a wide range of historical experiences and their understanding benefits greatly from these. Pupils learn about Ancient Greece and compare buildings such as the Parthenon with modern buildings using photographs in holiday brochures. Their learning experiences are enriched by looking at books about Greece, paintings and writing and pupils make great efforts to cut out the Greek letters for their name. Lessons are well planned and good use is made of a wide range of interesting resources to stimulate the pupils' enthusiasm for the subject. Pupils in Key Stage 4 learn about the Stone Age and enthusiastically produce pictures by blowing ink on paper and drawing on slate, in the way that people used to record events in their lives.
78. Evidence from a scrutiny of pupils' work shows that teaching is satisfactory. There is currently no permanent co-ordinator. There are sufficient resources, including books and artefacts, for the topics covered and pupils' learning is greatly enhanced by the thoughtful range of interesting, relevant and enjoyable visits.

INFORMATION TECHNOLOGY

79. Achievements in information technology are unsatisfactory. By the end of Key Stage 2, pupils have had some experience in using switches to understand cause and effect. They have experience of computers to match colours and shapes. Higher attaining pupils have learned how to switch computers on and off, know how to exit a program and use a mouse to select a icon. However, pupils do not use computers sufficiently regularly to make satisfactory progress in their skills and understanding. By the end of Key Stage 4, the attainment of more able pupils is satisfactory. Some pupils have some experience of data-

handling, as they make graphs with support from adults. They have used programs that help them to practise counting and word recognition. Higher attaining pupils use a mouse or a touchscreen purposefully without support. With support, Post-16 students type sentences and use computers to re-draft their work. Higher attaining pupils begin to learn how to use the internet to find information, and have some experience of using a digital camera. Pupils with profound and multiple learning difficulties have insufficient access to switches to enable them to use computers. Pupils make best progress where they are taught skills in a relevant context, for example as part of the ASDAN course. Pupils' attitudes to learning are very good and have a positive effect on their learning. Some pupils show great excitement when working on computers and clearly relish the control they gain. They persevere very well, once they have learned that they have some control. They become increasingly motivated as their confidence develops. Other pupils are unmotivated because there is little relevance for them in the activities set, especially when they have been withdrawn from another lesson to use the computer. Some pupils with profound and multiple learning difficulties show little curiosity about computers.

80. Teaching is satisfactory and in one lesson seen it was very good. In this lesson, the activities were varied and well matched to the needs and abilities of the pupils. A range of appropriate switches was used and, as a consequence, pupils remained on task for a considerable length of time, and maintained their concentration. Other good features of lessons include teachers adopting a challenging but supportive role. Teachers reinforce pupils' social skills well by encouraging collaboration and negotiating successful outcomes. Effective teaching was observed where computer programs were used to reinforce and extend pupils' understanding, for example in mathematics. Records of progress are kept for older pupils as part of their accredited course, but not otherwise. Where teaching is less effective, the purpose of the activity is less clear as skills are practised in isolation. On some occasions, opportunities are missed across the curriculum for using information technology to extend and reinforce pupils' literacy and numeracy skills.
81. Since the last inspection, the number of computers has been improved and is now satisfactory. However, the school has only recently had its computers up-graded and increased. The school development plan acknowledges the need to develop teachers' skills and use information technology more in lessons. The two acting co-ordinators have made good progress in reviewing the school's policy, but there is no scheme of work and there has been insufficient staff training. The technician is effective in maintaining the hardware, developing software across the school and helping pupils to acquire appropriate skills. A small computer room has been established but this is cramped, especially when several pupils are in wheel chairs. As a result, it is not sufficiently well used. There is a significant lack of equipment such as switches, and peripherals such as adapted keyboards, to enable pupils with a range of disabilities to access the curriculum. There is no long-term development plan for the subject.

MODERN FOREIGN LANGUAGES

French

82. Achievements of pupils are satisfactory in Key Stage 3. Achievements of pupils in Key Stage 4 are unsatisfactory, as they do not have access to French. During the inspection, the one weekly lesson of French was seen. Pupils greet each other in French and name some colours and some foods. They are becoming increasingly aware that France has a different culture and language and their knowledge and understanding of this is gradually deepening.
83. The quality of the provision of French has not been maintained since the last inspection, when it was judged that pupils were making good progress and that forward planning was a strength. Pupils select, through guided choice, one of three or four activities to follow for one afternoon a week. Although there is a clear policy for French, there is no scheme of work or planning to guide the teachers who teach this option. Records of which pupils study French during each half-termly options programme are not rigorously kept. Hardly any evidence of previous lessons has been retained. Some of the pupils with more profound and complex needs are not offered places in the French options groups.
84. Neither of the two teachers who teach French has sufficient subject specialist knowledge, but this deficit is compensated for by the enthusiasm and skills employed during the lesson observed. The teacher and support staff made some use of the target language during the lesson, for example, in praising the pupils. The lesson was well planned and resources were well prepared and used, including the deployment of a French-speaking support assistant. The lesson built on the learning of colour and greetings from the previous week and there was a good review of learning at the end. The teacher created a calm learning

environment where all the pupils could experience some success. As a result, the pupils are keen to learn and demonstrate what they know. They are attentive and enthusiastic. They collaborate well and showed the ability to take turns during the game of boules.

85. Currently, there is no co-ordinator of French. The lack of subject management, scheme of work and procedures for assessment have a significant impact on the quality and range of the provision made. The school has a limited range of resources to support the teaching of French.

MUSIC

86. Achievements in music are very good by the end of Key Stage 2, where the class teacher is also a specialist music teacher. Achievements are satisfactory across other key stages and overall across the school. Across the key stages pupils make satisfactory progress, building well on their prior attainment. Pupils clearly enjoy responding to sounds and joining in with familiar songs. They take turns and use instruments well to create sounds. They enthusiastically join in with the familiar greeting and action songs and show an awareness of the 'beat'. Higher attaining pupils show more consistent awareness of sound and rhythm. All pupils make a positive attempt to start and stop to a musical stimulus and watch and listen to each other's performances. Pupils perform co-operatively as a group. They choose their own instruments and some volunteer to lead and conduct the whole group. Pupils link sounds, recognise and copy simple rhythm and identify fast and slow patterns.
87. Pupils show a positive response to musical stimuli, displaying pleasure, enjoyment and enthusiasm. They are very attentive, interested and eager to participate in lessons. Their behaviour is good and they co-operate well in small group activities. Instruments are handled carefully and pupils show varying levels of independence and understanding in selecting individual instruments. Support staff work very effectively together as a team. This contributes to the progress pupils make.
88. The quality of teaching is satisfactory and, in one lesson it was excellent. In this lesson, Key Stage 2 pupils listened to the opening three notes of 'Postman Pat' and the main sounds from the whole song, as a basis for their own composition. One pupil matched the coloured notation with the colour coding on a keyboard. All pupils selected and used instruments to imitate the instruments in the song. There was very good listening to each other and the performance of each pupil was recorded, to be used for assessment after the lesson. There is a very effective policy and scheme of work in place, which links the developmental curriculum with National Curriculum programmes. Lessons are usually well planned with clear, relevant musical objectives linked to the targets in pupils' individual plans. However, there is no whole school assessment to measure progress across key stages.
89. The subject offers a valuable experience for all pupils. It is given significant time in the timetable and there are identified cross-curricular links, for example in listening work using songs related to the topic being studied. Music strongly supports pupils' personal and social development and is developing into a strength of the school. The subject is very effectively led by the subject co-ordinator, who does not have the opportunity to monitor teaching of the subject or to teach other classes.
90. Resources for music are good. They are well used and organised. The new music room is a valuable addition to the school's resources and offers excellent opportunities for the further development of the subject.

PHYSICAL EDUCATION

91. The quality of teaching and learning is good overall and has been maintained since the previous inspection. Pupils' achievements are good, and particularly in swimming and tennis, they are improving.

Across all year groups and key stages, pupils make satisfactory and sometimes good progress in their understanding and acquisition of skills.

92. In Key Stage 1, pupils explore the soft play area, learning vocabulary such as “in, out, up and down” as they jump in the ball pool, climb out of it, go up the steps and down the slide. They throw a ball to another person or aim it into the ball pool, developing an awareness of themselves and others, taking calculated risks. In Key Stage 2, pupils extend their activities and understanding of language further, learning to take turns and follow instructions, which are given clearly. They work in pairs, pushing, pulling and rolling balls. Others bounce and kick balls as directed and walk along benches with confidence. Pupils join in a circle for a ring game to match actions to words in the song. The oldest pupils in Key Stage 2 develop their understanding of games, for example rounders, and improve their hand-eye co-ordination. With guidance, they strike the ball hard and run around the posts, enjoying the fact that they are beating the teacher back to base. A pupil with an electric wheelchair steered himself around the post with confidence and delight and another child in a wheelchair was pushed around enthusiastically by a support assistant. The pupils enjoy this energetic activity, in which everyone can participate. Pupils are aware that activities are preceded by a warm-up and increase their knowledge of their limbs in a well-planned series of exercises.
93. The primary department and pupils in Key Stage 3 go swimming each week. A few pupils swim. Some are very close to achieving basic strokes and are close to independence. Much of the confidence and achievement the pupils demonstrate is due to the high quality of the teaching they enjoy in the subject. In tennis pupils follow a very imaginative series of warm-up activities, which involve each pupil immediately. Pupils run with beanbags on racquets before exchanging these for a ball and learning to co-ordinate their actions so that they drop and hit a ball appropriately. The very good teaching of control gives pupils confidence in handling a racquet. In Key Stage 3, pupils join together in an enjoyable session of country dancing each week. Pupils in wheelchairs are included in this exciting activity and all pupils benefit from the carefully planned breaks between each dance, when pupils and adults cool down and prepare for the next dance. Pupils have learned the names of various steps and movements well.
94. Pupils in Key Stage 4 and Post-16 extend their ball skills and learn how to hold a racquet and hit the ball accurately. They know the importance of a “warm down” and the effects of exercise on their bodies. At lunch-times they enjoy the opportunity to play football and basketball.
95. Teaching is good overall and is never less than satisfactory. Teachers have good subject knowledge, and provide a level of challenge to all pupils that is consistently good. Pupils respond positively, make great physical efforts and show enthusiasm for the subject. The pupils’ keenness and the good teaching impact positively on learning in swimming and tennis. The staff use a wide range of strategies that are effective in developing pupils’ confidence and motivation to learn.
96. The co-ordinator is keen to provide a good curriculum in physical education for all pupils. The school values the support of the physiotherapists and occupational therapists. Staff work well together on pupils’ individual programmes. Resources are good and good use is made of off site facilities, such as the swimming pools and tennis courts. In spite of the time taken for travelling to the pools, this time is used well and road safety is practised meticulously when pupils go to the tennis courts. In view of the increasing number of pupils with complex learning difficulties, the school is aware of the need to look into the possibility of hydrotherapy for them.

RELIGIOUS EDUCATION

97. Throughout the key stages, achievements of pupils in religious education are satisfactory. Pupils are developing an understanding of the major world religions, as well as the principles of friendship and helpfulness. They are building an understanding and awareness of cultural differences and similarities across the religions. The higher attaining older students understand the different names of the places of worship of different religions. Younger pupils enjoy exploring the artefacts from these religions. In one class, pupils derived much enjoyment and understanding about Islamic culture, especially home life, by exploring and dressing up in clothes worn by people of this culture.
98. The school has made good progress since the last inspection where it was reported that there was no discrete religious education curriculum to extend the range of spiritual opportunities that pupils

experience. There is a clear policy that appropriately reflects both the school's aims and the locally agreed syllabus. The scheme of work provides teachers with a good structure and framework for their planning and supports them in developing their own subject specialist knowledge. The way in which the lessons are taught, along with the experiences offered at the assemblies and acts of collective worship, provide pupils with very good spiritual and cultural development.

99. Overall, teaching in religious education is satisfactory. It is sometimes good or very good and occasionally unsatisfactory. In Key Stage 2, there are clear aims for the lessons and good sensory experiences are planned. The teacher prepares the pupils for changes in activity and makes good use of support staff. As a result, the pupils co-operate well in lessons. Pupils are encouraged to help themselves dress and undress, thus improving their independence skills. In Key Stages 3 and 4, in those lessons where the teachers are secure in their subject knowledge and know the pupils well, a variety of strategies are used to manage the pupils' learning and behaviour. Pupils develop an understanding of the concept of helpfulness and knowledge about the world's major religions. Teaching is unsatisfactory when the teacher's subject specialist knowledge is not secure and the range of activities is insufficiently varied. Teaching in the Post-16 department is satisfactory. Teachers and the support staff create a calm and purposeful ethos for learning and their age-appropriate approach contributes well to the development of pupils' self-esteem. The skilful use of candles, music and incense provides very good opportunities for the students' spiritual development. The discussion of signs and symbols, in relation to the meaning of the cross to Christianity, deepens pupils' understanding. Teachers make good use of pupils' previous knowledge and understanding, for example, one student was able to tell the others in the group a great deal about Christianity.
100. Progress and achievement are enhanced by the good behaviour and positive attitudes to learning that are generally seen in all key stages. The nature of the subject is reflected in the good relationships that pupils have with staff. Pupils are generally attentive and keen to learn.
101. The co-ordinator provides good leadership of the subject. As yet, monitoring of the quality of the provision is informal and is not effective in raising standards. There is some on-going assessment on a day-to-day basis but there are no assessment procedures to support planning and monitor progress.
102. There are very positive links between the religious education curriculum and the assemblies and acts of collective worship. Pupils' enthusiasm and positive attitudes and willingness to participate are a direct result of the quality of the leadership and teaching in these lessons and during assemblies and acts of collective worship. The school has a good range of artefacts to support the teaching of the planned curriculum. These artefacts are generally well used.