

INSPECTION REPORT

DOUBLETREES SCHOOL

St. Blazey, Par, Cornwall

LEA area: Cornwall

Unique reference number: 112085

Headteacher: Carol McCarthy

Reporting inspector: Sue Etheridge
8810

Dates of inspection: 3rd – 7th July 2000

Inspection number: 190535

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Special

School category: Community special

Age range of pupils: 2 - 19

Gender of pupils: Mixed

School address: St. Blazey
Par
Cornwall

Postcode: PL24 2OS

Telephone number: 01726 812757

Fax number: 01726 812896

Appropriate authority: The Governing Body

Name of chair of governors: Mr. I. Rendell

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Etheridge	<i>Registered inspector</i>	Science; Modern Foreign Language.	Standards of achievement; Teaching and learning; Leadership and management.
Gill Hoggard	<i>Lay inspector</i>		Attitudes, behaviour and personal development; Partnership with parents.
Mick Carolan	<i>Team Inspector</i>	Geography; History; Religious education.	
Sue Flockton	<i>Team inspector</i>	Under fives; English; Music.	Curricular and other opportunities.
Andreas Markides	<i>Team inspector</i>	Mathematics; Physical education; Equal opportunities.	Residential provision.
Nick Smith	<i>Team Inspector</i>	Art; Design and technology; Information technology; Special educational needs.	Care for pupils and students

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Doubletrees is a mixed, community special school providing for 104 pupils aged from two to 19. There are 89 full-time pupils, two dual-registered pupils, and some part-time pupils in the nursery. Ninety-three pupils have statements of special educational need, and 11 are being assessed. All the pupils are white, and numbers eligible for free school meals are below average. There is a hostel, administered by the headteacher and governors, but the school is not a residential one. Almost half of the pupils use the residential facility at some time during the school week. Since the school was last inspected there has been an increase in the number of pupils with autism, and of those with challenging behaviour. Within the hostel, separate provision for four pupils with autism has been established, and this provides care all year long.

HOW GOOD THE SCHOOL IS

Doubletrees is an improving school. There has been considerable improvement in leadership since the school was last inspected. Children under five and pupils over 16 achieve particularly well. Between these stages, pupils make satisfactory progress in most subjects. However, a small number of pupils with autism and challenging behaviour do not make enough progress. Teaching is good overall; for children under five, and pupils over 16, it is very good, but it is unsatisfactory for pupils at Key Stage 4. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The quality of teaching is good, and most pupils make satisfactory or good progress. Children under five and pupils over 16 make the best progress.
- Relationships are very good. Pupils' attitudes and behaviour are good.
- Provision for children under five and for pupils over 16 is very good. Careers education, work-related education, and arrangements to promote pupils' social development are very good. Strong partnerships with other schools and with colleges of further education enrich the curriculum.
- The school and the hostel provide well for pupils' care and welfare. Support for hearing-impaired pupils is excellent.
- There are positive relationships with parents.
- Leadership by the headteacher and senior management team is good. Day-to-day administrative support is very good.

WHAT COULD BE IMPROVED

- A small number of pupils with autism and challenging behaviour do not make enough progress. At Key Stage 4, teaching is unsatisfactory.
- Assessment is unsatisfactory overall.
- The accommodation is not fit for purpose and is poor. It narrows the curriculum and compromises pupils' health, well-being and social development.
- Staff do not have the necessary skills to provide for all groups of pupils in the school. Training for support staff is weak, and they are not always well deployed.
- Learning resources are unsatisfactory in science, design and technology, information technology, history, geography, art, music, physical education, religious education and modern foreign languages.
- Curriculum co-ordinators do not yet carry out all tasks that they should.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in 1996, there has been satisfactory improvement overall. Improvement has been good since a new headteacher was appointed two years ago. Teaching has improved dramatically, and the monitoring of teaching is well established and effective. The breadth, balance and planning of the curriculum have improved, although some imbalance remains. Monitoring of teachers' planning is carried out well. The organisation of pupils into classes is much improved, but assessment, recording and reporting remain weak at Key Stages 1, 2 and 3. There has been little improvement in provision for pupils' spiritual development. Arrangements for the arrival and departure of pupils are now safe. Transition planning is now carried out, and the appropriate professionals are involved. There is an improved school development plan that successfully drives development. The school's capacity for further improvement is good.

STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	Key <i>very good</i> A <i>good</i> B <i>satisfactory</i> C <i>unsatisfactory</i> D <i>poor</i> E
speaking and listening	B	B	C	A	
reading	B	B	C	A	
writing	B	B	C	A	
mathematics	A	B	C	B	
personal, social and health education	B	B	C	B	
other personal targets set at annual reviews or in IEPs*	B	B	C	B	

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

The setting of whole school targets is at an early stage of development. Children under five and pupils over 16 make the best progress. At Key Stages 1, 2 and 3, pupils make good progress in English, mathematics, design and technology, history, geography, physical education, and personal and social education. Progress is unsatisfactory in information technology throughout the school. There are a few pupils with autism and challenging behaviour who make too little progress because staff do not have the skills to engage them in tasks.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to work and learning, and they enjoy school.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in class and around school; they are courteous and polite to staff and visitors. A few pupils with challenging behaviour disrupt lessons.
Personal development and relationships	Relationships are very good. Pupils are keen to take opportunities for responsibility and to develop their personal independence.
Attendance	Satisfactory. Unauthorised absence is low. However, lessons do not always start and finish on time.

TEACHING AND LEARNING

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

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

Teaching is good overall. Of the 96 lessons observed, 22 (23 per cent) were satisfactory, 40 were good (42 per cent), and 25 (26 per cent) were very good or better. Eight lessons (8.3 per cent) were unsatisfactory. At Key Stage 4, teaching is unsatisfactory; only six lessons were graded, and two of these were unsatisfactory. On the whole, teaching of English and science is good; teaching of mathematics is very good. Teaching of information technology and religious education are satisfactory. The key skill of communication is taught fairly well, although temporary teachers do not have signing skills. Literacy skills are well developed across the curriculum. However, the promotion of numeracy skills and the use of information technology across the curriculum are both unsatisfactory. Teachers and support staff have good relationships with most pupils, but not all staff have the skills needed to successfully engage pupils with autism and challenging behaviour. Teachers do not all deploy support staff effectively, or involve them enough in planning and recording.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for children under five and pupils over 16; satisfactory across the key stages. Careers, work-related education and accreditation for pupils of all abilities are strengths. There are weaknesses in balance, and planning needs further development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social development is very good; arrangements to encourage moral development are good. Provision to develop cultural awareness is satisfactory, but the school does not provide enough opportunities for spiritual development.
How well the school cares for its pupils	Generally good care is provided. Risk assessments are not carried out as widely as they should be. Assessment of attainment is unsatisfactory, and this weakens the effectiveness of monitoring of progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, senior management team, and the head of care provide good leadership. The roles of subject co-ordinators are underdeveloped, but there is a clear strategy to improve this.
How well the appropriate authority fulfils its responsibilities	Satisfactory. Governors are supportive; their inspection visits to the school have resulted in positive changes. They are limited in their ability to shape the school's future by the lack of strategic direction from the local education authority.
The school's evaluation of its performance	Monitoring of teaching is well established and has helped to improve the quality of teaching. The school development plan identifies most of the school's weaknesses.
The strategic use of resources	Most learning resources are not well managed. Teaching staff are deployed well, but support staff are not used as effectively as they might be. The accommodation is used well, and the school has done what it can to improve the internal environment. Residential provision is not used as efficiently as it might be; this is outside the school's control.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy school. • Parents feel comfortable approaching the school with questions or with a problem. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework provided. • Better information about how pupils are getting on. • Closer work with parents. • Higher expectations of pupils. • Less disruption from pupils with challenging behaviour. • More speech therapy.

Inspectors support parents' largely positive views of the school. In relation to parents' concerns, inspectors find that there is inconsistent practice in the setting of homework, and the school has no homework policy. Pupils' progress reports do not contain enough information on pupils' attainment and progress, and they do not meet requirements because they do not give attendance statistics or report on all subjects. Home-school books are limited in the scope of information sent to parents, and this occasionally restricts teachers' ability to work with parents. Some staff do not have high enough expectations of pupils with autism and challenging behaviour, who occasionally disrupt lessons. A new speech therapist has recently been appointed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1. The characteristics of the pupils for whom the school caters make it inappropriate to judge the standards they achieve against age-related expectations or averages. In this report, therefore, judgements about achievement take account of information contained in pupils' annual reviews and their progress towards the targets set for them. The report also gives examples of what pupils know, understand and do.*
2. In general, pupils achieve well. Children under five and pupils over 16 make the best progress. Pupils at Key Stages 1, 2 and 3 make good progress.
3. Progress at Key Stage 4 is satisfactory. There are two classes containing pupils from Key Stage 4. During the inspection, pupils from only one of these classes were present. Although teaching was unsatisfactory in this class, evidence from the work scrutiny shows that progress is satisfactory for most pupils at Key Stage 4.
4. Across the key stages there are a few pupils with autism and challenging behaviour who do not make enough progress, and pupils from five to 16 make insufficient progress in information technology.
5. Whole school target setting to improve standards of achievement is at too early a stage of development to have had an impact on standards. However, improvements in the curriculum and teaching are having a strong impact on standards, which have risen since the last inspection.
6. Children under five make good progress in personal and social development. They soon settle in the nursery, become familiar with daily routines, start to make choices, and become more independent. Progress in language and literacy is good. Language is reinforced well throughout the day, so pupils soon acquire understanding of new vocabulary. They listen, and respond with words and gestures. Some learn letters and recognise their own names. Children make very good progress in mathematical learning, as there is a rich variety of activities to support mathematical understanding. They learn to count, to differentiate between 'long' and 'short', and to recognise shapes, and even fractions, such as 'half' a sandwich. Progress in knowledge and understanding of the world is very good. Children observe, and record by drawing, and they learn vocabulary associated with each topic. Progress is promoted well by children's exploration of the environment and by detailed planning. Creative development is good. Children work in different media and make choices, between materials and colours for example. They work with increasing independence. They enjoy music, and begin to appreciate differences such as 'slow' and 'fast'. Children make good progress in physical development. Outdoor activities help them to develop jumping, running and sliding skills, while classroom activities encourage finer movements such as cutting and sticking. The children are confident in the swimming pool, and some use arm bands.

7. Pupils make good progress in English at Key Stages 1, 2 and 3, and satisfactory progress at Key Stage 4. Across the school, pupils with communication difficulties make satisfactory progress in the skill of communication, though it is limited by the inadequate signing skills of temporary teachers.

8. For other pupils, progress in speaking and listening is good. Younger pupils listen and begin to respond, to their names for example. They enjoy well known stories and poems, and show their understanding by answering questions. By 11, pupils respond to instructions and have a wider vocabulary. Lower attaining pupils communicate by using signs and symbols.

9. Most pupils enjoy books from an early age. For example, the youngest pupils show an interest in books, and some soon know about 'titles' and 'authors'. Pupils learn letter sounds, and by the time they reach Year 6, higher attainers have developed the skills to read some unfamiliar words. By 14, pupils are familiar with a range of literature, including poems and plays. Older pupils make good progress in applying their reading skills within social contexts. They also work towards externally recognised accreditation. Writing skills develop well. Younger pupils develop the necessary skills for writing, and by the age of seven many can copy-write. Some write in sentences by the time they are 11, and older pupils use word processors.

10. In mathematics, standards of achievement are good at Key Stages 1, 2 and 3, and satisfactory at Key Stage 4. Pupils steadily extend their counting skills, and their understanding of shape, space and measurement. By seven, some count to 20 and recognise simple shapes. By 11, higher attaining pupils understand addition and subtraction, and some begin to distinguish between two-dimensional and three-dimensional shapes. Pupils acquire mathematical vocabulary well. By 14, some recognise coins up to £1, and some can describe the properties of two-dimensional shapes, such as the number of sides in a triangle. At Key Stage 4 and Post 16, pupils follow accredited courses to develop their social competence in numeracy. For example, most recognise scales, and higher attaining pupils can weigh accurately in grams and kilograms.

11. At the key stages, pupils make good progress in design and technology, history, geography, and physical education. In design and technology, progress is promoted well by the quality of planning. Progress is satisfactory in art, religious education, and music. Although music plays an important part in the wider curriculum, there are weaknesses in planning and assessment, both of which limit pupils' progress.

12. Progress in information technology is satisfactory at the key stages. Assessment is weak and computers are not used sufficiently in other subjects of the curriculum, so pupils do not have enough opportunities to use the skills they acquire. profound and multiple learning difficulties pupils operate equipment by using switches, and some are beginning to use a mouse, for example to select colour on a screen. Other pupils become aware of switches, and by the time they are seven they are operating simple devices. Most are able to use a mouse by the time they are 11, and by 14 many can switch on a computer and find a file. The most able older pupils find information using a package such as Encarta. By 16, higher attaining pupils word process, whilst others use a computer to produce writing with symbols. Pupils over 16 use computers to find out about the world of work.

13. No judgement could be made on standards of achievement in French and German, because no lessons were timetabled during the inspection week, and records and reports gave no information on standards or progress in these subjects.

14. Across the key stages, a small number of pupils with autism and challenging behaviour do not make enough progress. This is because they are not engaged sufficiently during lessons. There are no withdrawal rooms attached to classes, so when the pupils become distressed and disrupt lessons staff cannot take them where they can be calmed or stimulated. Some staff also lack the skills to engage these pupils, and have low expectations of what the pupils might achieve.

Pupils' attitudes, values and personal development

15. In general, pupils show good attitudes to work and behave well around school, although there is a significant minority of pupils who exhibit challenging behaviour and are not engaged for short periods during lessons. For the majority, attitudes are good. For example, younger pupils in a numeracy lesson worked hard and remained focused, and during circle time in the nursery class, children participated well. Year 9 pupils in a numeracy session showed very good behaviour and attitudes to work, and were very willing to contribute. Pupils with profound and multiple difficulties always co-operate well with the adults who support them. For example, they showed enjoyment during a music lesson, when they smiled or vocalised. It is notable that many pupils respond very well to the structured and closely-focused nature of literacy and numeracy lessons. They are sometimes able to work collaboratively, and older pupils showed very good co-operation in a physical education lesson. Pupils in Year 3 and 4 responded very well and hugged each other in a religious education lesson when they explored emotions in a big book about the family and babies. However, a minority of pupils with challenging behaviour occasionally disrupt their own learning and that of their classmates; they sometimes make other pupils anxious or distressed. The inspection findings confirm parents' concerns about this.

16. Many pupils are courteous and trustworthy, holding doors open for each other and visitors, carrying items for the teacher, saying please, or requesting politely in their own way. They show respect for property and resources, such as the playground equipment and art materials. There is little evidence of oppressive behaviour or bullying. Older and younger pupils and both genders mix well both inside and outside the classroom. Pupils often show respect for each other, and they sometimes applaud one another's contributions. In a personal, social and health education lesson about Halloween, pupils took turns with the camera. In the hostel, teenage boys and girls showed sensible, respectful relationships while getting up and dressed ready for school. Older teenage boys treated their young female tutor at the further education college with equal respect. Pupils sometimes form constructive relationships, often at the upper end of the school. For example the further education class worked well in the horticultural area in planting up pots and containers. Although many pupils are not able to interact directly when engaged on a task, they frequently work side by side in pairs or small groups in an amicable manner. There are good relationships between those with different levels of disability. For example, members of one class helped out with

wheelchairs and hoists for those with profound and multiple difficulties, and helped to bring them into assembly. Relationships at all levels in the school between staff and pupils are easy and informal yet remain respectful. However, there is a small minority of pupils who find it difficult to interact socially and sometimes behave in a way that is socially inappropriate.

17. Pupils respond well to the opportunities offered for personal development and for using their initiative. The hostel contributes significantly to this. For example, pupils make choices about where to sit for breakfast and what cereals to have. The further education classes make their own lunches and have the chance to make themselves hot drinks at the hostel in the evenings. In school, even young children can take messages and the register to the office; older ones help with weeding and window cleaning. One Year 6 pupil has a regular lunchtime job stacking chairs. Those who are able contribute to their regular reviews of progress.

18. Attendance is satisfactory at 89.77 per cent; unauthorised absence is at 0.26 per cent, which is better than the national figure for similar schools. There is some lack of punctuality and time slippage during the school day but this is often outside pupils' direct control. There were no exclusions in the last year. The school has successfully maintained the high standards of behaviour found at the last inspection, despite having admitted more pupils who have challenging behaviour.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good overall, and has improved dramatically since the school was last inspected. At that time, teaching was satisfactory or better in only 78 per cent of lessons and good in 22 per cent. Now it is satisfactory or better in 91 per cent of lessons, and good or better in 68 per cent. Of the 96 lessons observed, 22 (23 per cent) were satisfactory, 40 were good (42 per cent), and 25 (26 per cent) were very good or better. Eight lessons (8.3 per cent) were unsatisfactory.

20. Teaching is best in the nursery and at Post 16, where there is a high proportion of good and very good teaching and where no unsatisfactory teaching was seen. At Key Stages 1, 2 and 3, teaching is good, but at Key Stage 4 teaching is unsatisfactory. During the inspection, there was only one class where pupils at this key stage were present. Six lessons were graded, and two of these were unsatisfactory.

21. Teaching of children under five is characterised by very good relationships, encouragement of independence, and good use of language in day-to-day interactions with children. The teaching of personal and social development, language and literacy, mathematics, and knowledge and understanding of the world are very good. Teaching of creative development and physical development are good.

22. In general, a significant strength of the teaching is the good relationships that exist between pupils and staff. Staff know the pupils well, and for most of the time there is mutual respect and a harmonious atmosphere which is conducive to learning.

23. In the classes of Post 16 pupils there is a distinctly adult atmosphere. Teamwork between teachers and support staff is well developed in some classes, but not in others, and

this has a detrimental effect on the amount of work produced by some pupils. For example, in one lesson seen at Key Stage 3, staff were not deployed to support specific pupils, some of whom were passive observers for considerable periods of time and therefore made no progress in the task provided. The teacher was busy managing an unco-operative pupil, so the situation went unnoticed.

24. In English, teaching is good at each key stage except Key Stage 4, where it is satisfactory. The use of the literacy framework has given a structure to lessons that is successful in keeping pupils interested. A weakness of English teaching is the inconsistent use of assessment sheets, which means that lesson plans do not always take account of previous learning. Permanent staff usually sign well enough to promote pupils' understanding, but temporary teachers have too few signing skills. Staff listen to what pupils have to say, and they also use a variety of strategies to encourage pupils to listen. There is good use of symbols and text to promote understanding of the written word. Some pupils word process their writing, but there is too little use of information technology (IT) as a learning tool. Literacy skills are reinforced well in other subjects.

25. In mathematics, teaching is very good at Key Stages 2 and 3, good at Key Stage 1, and satisfactory at Key Stage 4. There is good use of practical and sensory approaches to help pupils understand mathematical concepts and acquire skills, such as weighing. Numeracy skills are not reinforced sufficiently in other subjects of the curriculum, apart from science, physical education and design and technology.

26. Teaching of information technology varies, but is satisfactory overall. Planning is weak as lesson plans do not take into account pupils' individual needs. There are not enough computers, and those available are not sufficiently used as an aid to learning, or to reinforce information technology skills, and this results in pupils having few opportunities to reinforce their information technology skills. However, teachers of pupils with profound and multiple learning difficulties make sound use of computers to develop pupils' communication skills.

27. Teaching of science is good overall. It is best at Key Stage 1, and satisfactory at Key Stage 4. Teachers have satisfactory subject expertise, and there is some good questioning of pupils to encourage them to think and predict outcomes. Teachers try to make their lessons practical, but are limited by the school's accommodation and resources. They supplement these with resources brought in by staff. In a lesson at Key Stage 4, a good range of musical instruments was used, most of which were provided by staff. These really appealed to pupils, who were keen to try producing sounds on them.

28. The teaching of art is satisfactory, although there is good practice in promoting an awareness of different cultures. Teaching of design and technology is good. In this subject, planning and recording are good, and shortcomings in teaching centre on the weak implementation of plans, and the lack of signing by staff. Geography teaching is good, and lessons are well prepared. Some very effective management of pupils with challenging behaviour was seen in a geography lesson at Key Stage 3. Only one history lesson could be observed, because of the modular curriculum. In this lesson, teaching was good. Good use was made of music, movement, drama and sensory approaches to enable pupils to 'experience' the past, and this was effective in developing their understanding of times gone by. Music teaching is satisfactory; planning does not address pupils' individual needs but the subject makes a good contribution to pupils' cultural development. Teaching of physical education is good. In this subject, planning does take account of individual abilities. In

lessons, there is a good pace, enthusiasm, and high expectations, which all spur pupils on to work hard physically. Teaching of religious education is satisfactory overall. Planning is based on the locally Agreed Syllabus, but artefacts are limited, and so pupils do not have concrete experiences to help develop their understanding. The subject's potential to contribute to the development of pupils' spiritual awareness is not exploited enough.

29. The majority of pupils with autism are taught effectively alongside their peers. Some teachers have a calm, firm approach that works well. There is also some effective use of highly structured approaches, and areas of low stimulation, or places where pupils feel particularly secure. However, a small number of pupils with autism and challenging behaviour are not well taught, and they make insufficient progress as a result. One of the limiting factors is outside the school's control, and that is the lack of withdrawal rooms in which pupils can be taught, or calmed, without disrupting classes. The other is a lack of specific skills in managing such pupils. Although there has been quite extensive training for staff in teaching pupils with autism, these specific skills remain underdeveloped, particularly at Key Stages 3 and 4, and also amongst temporary teachers, on whom the school relies during a period of staffing difficulties. In addition, some staff have low expectations of these pupils, and accept too easily the barriers to learning that autism presents. As a result, these pupils spend too long outside a classroom environment, in the corridors or grounds of the school. Their behaviour is contained, but they are not stimulated to learn.

30. At Key Stage 4, teaching lacks urgency and enthusiasm, and some lessons fizzle out or finish early. Teamwork between the teacher and the support staff is underdeveloped, and the skills of support staff are not used as effectively as they might be. Methods are not always successful in engaging pupils in activities. For example, in a lesson on personal and social development, pupils sat and watched the teacher pack a lunch box for 30 minutes. During this time they were not productive at all, and were not able to acquire any self-help skills. On other occasions, no attempt was made to engage pupils who were not participating in tasks that other pupils were carrying out. There were, on the other hand, occasions when considerable coaxing was tried, with some success.

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

31. Since the last inspection, the school has made good progress in developing the curriculum. For children under five, and students over 16, the curriculum is very good. A broad and balanced range of experiences prepares both groups well for the next stage. At the key stages, pupils have a satisfactory range of learning opportunities, which meet statutory requirements and give pupils a broad experience of all the subjects of the National Curriculum as well as personal and social education and religious education. The school is ready to implement the new National Curriculum from September 2000. However, there is some variation in the time allocated to different subjects across the school, and no clear rationale for this.

32. The curriculum for the under fives, which is based on the areas of learning for pupils at the foundation stage, is very good, as is that for students over 16. The latter includes a range of accredited courses, for pupils of all abilities, together with work-related education and good preparation for further education or day centre provision.

33. Across the key stages, teachers base their termly planning on the programmes of study in the National Curriculum, and on the syllabuses for accredited courses towards which pupils begin to work in Key Stage 4. At Key Stages 1 and 2, English and mathematics are based on the National Literacy and National Numeracy Strategies, and the National Literacy Strategy format has been extended to Key Stages 3 and 4. Although curriculum planning is satisfactory, more detail is needed to take account of the range of individual needs within classes. Religious education is based on the locally Agreed Syllabus and meets statutory requirements. There is no policy for homework, although pupils for whom it is appropriate take part in a home-school reading scheme.

34. Most pupils in the school have statements of special educational need, and the information from these is used to set targets in individual education plans. Planning for lessons is not always clearly linked to individual targets. The curriculum for pupils with profound and multiple learning difficulties is appropriately based on sensory experiences. There is careful planning of the curriculum for pupils who spend time in mainstream schools, to ensure that they have access to a full range of opportunities. There is an outline curriculum for pupils with autism and challenging behaviour which includes elements of the (Treatment and Education of Autistic and Related Communication Handicapped Children) TEACCH programme, but this is not sufficiently developed to meet the needs of all of these pupils.

35. The school has made satisfactory progress with implementing the National Literacy and National Numeracy Strategies. These are being well adapted to meet the needs of pupils. Literacy and language are well promoted across the curriculum, but opportunities for developing numeracy across the curriculum are sometimes missed.

36. The school provides satisfactory opportunities to enrich the curriculum. A range of visits has given support to pupils' learning in different areas of the curriculum. For example, pupils have visited the fishing harbour at Mevagissey, the Butterfly farm, various National Trust sites such as Lanhydrock House, the fire station, museums, and places of worship. They have made use of the local area with visits to villages, towns, and the seaside. Pupils who are in residence in the hostel during the week are offered a variety of extra-curricular activities. These include activities such as drama, music and movement, country walks and picnics, swimming, riding, and bowling. Pupils over 16 attend the local Gateway club. Within the hostel pupils have opportunities to read or to play alone or with others. Day pupils in the school have limited opportunities for extra-curricular activities because of the difficulties with transport, although on special occasions arrangements are made for them to travel home later in the day. Pupils have taken part in residential trips such as camping at Portpean outdoor centre.

37. Provision for personal, social and health education (PSHE) is satisfactory. There is a policy for personal, social and health education within the curriculum, and a programme which includes sex education and drugs awareness, though these are not sufficiently developed. In some classes, circle time is included within personal, social and health education, and this provides a valuable opportunity for pupils to develop skills in listening and turn taking.

38. Provision for careers and vocational education is very good. Pupils at Key Stage 4 and Post 16 have a good programme of careers education. There are close links with the local careers officer, who visits the school on a regular basis to work with individuals and groups of pupils. She also attends annual and transition reviews for pupils. The co-ordinator of the

upper school works closely with pupils, parents and the careers adviser in arranging post-school placements. During the final term at school, pupils who are transferring to local colleges have the opportunity of participating in transition courses. Where appropriate, pupils over 16 undertake work experience. This may be initially in the school setting, and then moving out to opportunities such as garden centres, stables and supermarkets. Pupils are well prepared for this experience, and their work is monitored by the teacher and a learning support assistant. Further development of the curriculum in this area is being undertaken, for pupils with profound and multiple learning difficulties.

39. The school has good links with the community, and these contribute to pupils' learning. Many of the curriculum-related visits for pupils are within the local area. Visitors from the community are also involved in talking to pupils about aspects of their work, for example the coastguard, the community policeman, the vicar, and various medical personnel. Community groups such as the Women's Guild have provided various items of equipment for the school.

40. Links with partner institutions are very good. There are close links with several primary schools which pupils are attending as part of their integration programmes. The primary schools are very supportive of these pupils. There are links with local colleges in Truro and St Austell for pupils Post 16. Pupils in this age group have the opportunity of participating in a creative arts programme at St Austell College. There are transition courses at both St Austell and Truro Colleges which provide very good preparation for pupils transferring to college courses when they leave school. There are also close links with day centres which some pupils will attend on leaving school. The plans for integration and for college sessions are made by the co-ordinators of the lower and upper schools. The processes of integration and transition are well supported by a learning support assistant whose role this is, and who visits schools and colleges regularly and liaises between staff in those settings and staff at Doubletrees.

41. The provision for pupils' personal development is generally good across the school. However, spiritual development is unsatisfactory, a situation that has not improved since the last inspection. Spiritual awareness is not planned for in any systematic way across the curriculum. Although some teachers use events to promote reflection, awe and wonder, and an awareness of the values and beliefs of others, the majority do not do so. Religious education is primarily concerned with transmitting knowledge and does not offer the chance for reflection, and there is no opportunity for collective worship. Although regular assemblies are held, they have no spiritual dimension.

42. Moral development is good. The school works hard to put its aims into practice and there are frequent unobtrusive reminders by staff of the proper way to behave. For example, Key Stage 3 pupils were reminded of right and wrong behaviour in physical education in the hall. Staff provide good and consistent role models. 'Praise assemblies' reward and celebrate good progress and achievement, whether academic or social. The commercial personal, social and health education curriculum that has recently been adopted is promising, though there are some inconsistencies in the way it is actually taught. All pupils have targets set for them in this area in their individual education plans, which are regularly monitored.

43. Social development is very good. The large number of adults in school interact with pupils in a mature and friendly way. Targets on individual education plans often relate to interaction with others. There are visits and residential trips which help to develop social

skills, particularly in the early years department, and the hostel makes a good contribution to developing social skills. Pupils are encouraged to work with others, and the integration visits, to local primary schools and to St Austell College and day centres, also play a big part in this.

44. Cultural development is satisfactory. Pupils are exposed to some music and art from other cultures, such as Africa, and there are black dolls in the nursery. Key Stage 3 pupils have done a series of visits and projects about the local fishing industry in Mevagissey, and the school has been visited by local figures such as a fireman, vicar and community policeman. Popular culture is sampled through activities such as the celebration of the nativity at Christmas, country and western music used in class, and music and drama productions such as Annie, Oliver and Grease. In religious education, pupils learn about the customs and celebrations associated with world religions. However, cultural development is not systematically planned for across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The progress of children under five and pupils over 16 is well supported by assessment procedures. Baseline assessment and information from professionals who have supported children before their entry to school are both used effectively to plan an appropriate curriculum.

46. Good record keeping in the nursery helps to monitor progress, and assessment information is used well to plan the next steps. Assessment procedures are also good at Post 16. Here, the structure imposed by externally accredited courses and good recording by staff both ensure that achievements are recognised and that pupils have opportunities to revisit areas where they require further reinforcement. At Key Stage 4, developing accreditation also helps to provide a structure, and assessment is satisfactory.

47. Assessment of achievement at Key Stages 1, 2 and 3 is unsatisfactory overall. It is satisfactory in English but unsatisfactory in all other subjects, because there is very limited identification of what pupils know, understand and do, and no means of ensuring that pupils are able to revisit areas that need further work. Assessment is not sufficiently identified as an integral part of planning. For example, for a term's work in science, some pupils will have only one learning outcome identified. In some classes all pupils will have the same learning outcomes identified, despite there being differences in their abilities. For most subjects, individual education plans are the only records for teachers to use when planning the next steps in learning, and this is unsatisfactory. Assessment records developed in English provide a good model for further developments. There has not been enough co-ordination or monitoring of whole school developments in assessment until recently, which has resulted in inconsistencies in practice.

48. Individual education plans (IEPs) are used by all staff as working documents; they are referred to and used in most lessons. The Individual Education Plans set clear targets for pupils, and they link well to annual reviews and to pupils' statements. Annual reviews are very well organised and carried out. Where pupils are able to take part in annual reviews, they do, and this helps them to develop an understanding of their own learning. However,

monitoring of pupils' progress through the review system is limited in its effectiveness by the quality of assessment information available. Review reports include information and advice from a wide range of specialists. These include speech and language therapists, physiotherapists, and audiologists.

49. Support for hearing-impaired pupils is outstanding. Assessment of their needs is used well to inform target setting in individual education plans. There is excellent monitoring of the 21 pupils with hearing impairment. They receive highly effective classroom support, which helps to promote progress, particularly intelligibility of speech. Very well qualified staff liaise with other professionals in the school to ensure that the needs of these pupils are met.

50. Provision for child protection is good. All staff are aware of the correct procedures and know the named person. The school nurse is on duty at all times, together with very good supporting staff, and there are sufficient staff qualified in first aid. The nurse provides excellent support and guidance on many topics. She visits families and cares for her charges well.

51. The school has a very good health and safety policy. There is a specially appointed governor to oversee these matters, and regular checks are made to ensure safety in and around school, especially in minibuses based on site. These procedures are very good as far as they go. However they are not carried out for lessons for pupils with challenging behaviour, for lessons not supervised by specialist teachers in workshops, and for any visits made off site using school transport.

52. The checks referred to above are designed to ensure that the personal, physical and medical needs of the pupils are planned for. Good supervision is on hand at lunch and break times, and arrivals and departures are safe. The school behaviour policy works well, to the extent that there was very little oppressive behaviour noted during the inspection. The school has satisfactory systems for promoting good behaviour, and supporting pupils with behavioural difficulties. Procedures for monitoring and improving attendance are good. All staff use their personal knowledge of pupils and students well to provide support and guidance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are very positive overall. They are highly appreciative of the care and support offered to their children and also of the progress they make. They find the school friendly, approachable, and responsive to their concerns; they particularly praise the fact that they receive the Individual Education Plans.

54. Some concern was expressed about the increased number of children with challenging behaviour and the possible effect on their own children. The inspection findings confirm that their concern is justified. Parents feel that speech therapy has been insufficient; in fact there has been a shortage of staff but a new appointment has been made recently. A number of parents were concerned about inadequate homework, and inspection findings confirm that it has been set inconsistently as a means of promoting progress. There is a need for a coherent homework policy.

55. There is a good range of information available to parents. The prospectus and governors' annual reports are both lively and informative, but lack certain statutory items. The prospectus omits information on key stage assessments and destinations of school leavers. The governors' annual report does not give information on staff development, school security, or assessment results. Annual reviews serve also as annual reports. These are best for children under five and pupils over 16. At the key stages, reports contain too little information on pupils' attainment and progress in most foundation subjects, and they do not meet requirements, because they omit statistics on attendance, and do not have reports on the full range of subjects that pupils learn. For example, they frequently omit to report on a modern foreign language.

56. There is a home-school agreement which was produced in consultation with parents, and also lively, regular newsletters. Home-school books are somewhat limited in scope by the fact that they report only positive events, which means that disruptive behaviour cannot be fully reported to parents or carers except by a separate letter. In one case, this has hampered a teacher in enlisting the support of parents when dealing with one pupil's occasional lack of co-operation in school.

57. There are several effective links between parents and the school. Induction procedures for the early years are good, including a home visit and close links with parents, who are encouraged to remain with their children initially. Liaison between home and school is very good for those pupils who are hearing-impaired. The school nurse visits the families of children who are absent for long periods because they are ill. Homework varies in effectiveness: it is generally good for younger pupils, as Key Stage 1 and 2 children take home reading books and parents fill in record books. However, hostel staff do not do this when the child stays in residence. During the inspection, pupils in a design and technology class took home 'telephones' made of string and tin cans. They were to try out and report back on their use of these. Annual reviews are well attended by all relevant professionals as well as parents. The Friends of Doubletrees run a variety of fund raising events, and the newly formed parents' group is providing support, with the help of able and committed parent governors. It is also providing the much-needed social contact that is lacking because most of the pupils come to school on transport.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. When the school was last inspected, there were serious weaknesses in leadership and management. There has been considerable improvement since the present headteacher was appointed two years ago. She leads with energy and enthusiasm, and since her appointment has established a clear focus on teaching and learning and has led work on curriculum development. There has been a dramatic improvement in the quality of teaching since the last inspection. Improvement in the curriculum has been sufficient to support pupils' progress, although further work is needed. The headteacher has been well supported by senior managers, who work well together as a mutually supporting team. They have led effectively by example, and have also supported colleagues in implementing change. Despite staffing difficulties, morale has improved, and there is a shared commitment to further improvement.

59. Improvement in teaching is largely the result of rigorous monitoring that has been established by the present headteacher. Effective feedback is given to teachers, and they are well supported in improving their practice. Expectations of teachers are now greater, and most have risen well to the new challenges presented. Openness and good relationships between staff support improvement.

60. There are co-ordinators for all subjects, although the information technology co-ordinator is temporarily filling the position whilst an appointment is made. At present, the roles of most co-ordinators are at an early stage of development, although there is a clear strategy to improve this, formally set out in the school development plan. Co-ordinators are not yet sufficiently involved in monitoring and evaluation of their subjects to identify targets for development. None observe classroom teaching of their subjects, although there has been some helpful external monitoring of teaching of literacy and numeracy by local education authority advisers. Management of the whole curriculum is satisfactory. The support and development that have taken place have had a positive impact, but the lack of guidance on how much time to allocate to subjects on class timetables has led to some imbalance in the curriculum.

61. Between them, the headteacher and governors have a good understanding of the school's strengths and weaknesses, and set suitable targets in the development plan. This plan is well constructed and it supports improvement. However, whilst there is clear identification of present development needs, there is a lack of clarity about the school's future role in the county's overall provision for pupils with special educational needs, and this limits longer term planning. At present, the headteacher and senior management team are the only staff named within the plan as responsible for implementing change, and few targets have a subject focus.

62. Governors are a skilled group, who provide good support and have a growing role as critical friends to the school. Several of them are fairly new to governance and are at the stage of raising their awareness. There is a well established programme of governor inspections of the school's provision, and written reports to the governing body identify strengths and weaknesses observed. Some positive changes have been made as a result. The governors' annual report to parents is a lively, well presented document, with contributions from classes in the school, but there is no information on school security, professional development undertaken by staff, or assessment results for Key Stages 1 and 2 as required.

63. Staffing is satisfactory. There are sufficient teachers, and numbers of support staff are good. However, support staff are not used consistently well across all classes. There is some good practice, where teachers involve support staff in planning, for example. Some difficulties are not of the school's making; in one instance a pupil with autism, who is in residential care, is accompanied by a variety of support assistants each week, which makes joint planning almost impossible. When school-based support assistants take their breaks during lessons there is a significant reduction in the adult-child ratio. Staffing difficulties, caused by teachers on long term sick leave, have meant that temporary teachers have been employed. In general, they lack the specialist skills needed to teach the range of pupils, particularly those with communication difficulties and challenging behaviour.

64. There is a suitable range of general and curriculum based staff development for teachers. However, the identification of training needs for support assistants, and the match of their training to the needs of the most challenging pupils, is a weakness. In the best

practice seen there is close team work between teacher and support staff, such as that observed in the nursery and in those classes where there is the most effective management of pupils with challenging behaviour. In other instances, support staff are not sufficiently involved in planning.

65. The school's accommodation is poor. It is not fit for the full age range or the types of special educational needs of the pupils. The large sensory room and the swimming pool are strengths, but there are no specialist facilities for information technology, art, or science. This narrows the curriculum that can be provided, particularly for secondary pupils. The design and technology room is small and dark. The main hall, which is used for physical education, is set on two levels and not suitable for physical education activities that require space for movement. There are no changing rooms or showers, so it is difficult to encourage healthy practice following exercise.

66. The hall is not large enough for use as a dining hall, so pupils eat in the hostel at lunchtime. As the hostel is not accessible to pupils in wheelchairs, pupils with profound and multiple learning difficulties (PMLD) have to remain in their classrooms for lunch. This deprives them of one of the few opportunities they might have to socialise with pupils of their own age, as they are taught in mixed age classes. In one of the classes used at lunchtime, an area of the carpet is wet to the touch and the smell of damp is overpowering. This is an unacceptable environment for teaching, learning and feeding. Classrooms for pupils with profound and multiple learning difficulties have no tracking fitted, which would assist staff in lifting pupils in and out of wheelchairs.

67. Classrooms do not have suitable, small withdrawal areas for the teaching of pupils with the most challenging behaviour. This means that these pupils have to be retained in classes where they sometimes disrupt the learning of other pupils, or they have to be withdrawn. In practice, unless an area like the sensory room is available, pupils have nowhere to go except the corridors and grounds, where it is not possible to engage them in a suitable range of activities.

68. The staffroom is too small to accommodate even half of the staff, and there are not enough toilets for female members of staff. There is an acute lack of storage space, and although a resource area has been created this is not large enough, and it is one end of the school, making access for staff at the other end less convenient.

69. The kitchen adjacent to the Post 16 provision is well used, but it is too small for class groups; during a lesson for profound and multiple learning difficulties pupils it was noted that they could not be positioned in their wheelchairs so that they could see changes that occurred when ingredients were being heated. Classrooms and corridors are generally well set out with good display. The site staff have made effective efforts to create a welcoming front entrance with seating and trellis. Strategic direction from the local authority is required if the governors are to match the accommodation to the needs of the pupils admitted.

70. Resources for learning are unsatisfactory, except in mathematics and English. The library provision is weak. Although the curriculum has developed well, the resource implications have not been sufficiently considered. Some co-ordinators have audited

resources, but there is not always a good match between the list compiled and actual resources. Some resources are kept centrally in the resource room, while others are tucked away in teachers' cupboards where they are less accessible. There is no system for checking items in and out of the resources room.

71. School developments are supported satisfactorily by financial planning, though the process is relatively underdeveloped. The current school development plan was put together two years ago by the headteacher and senior management team in order to quickly address the obvious priorities, such as improving the curriculum and, to a lesser extent, upgrading the accommodation. The need for urgency meant that co-ordinators and governors were not fully involved, but as the co-ordinators' role is developed they should take more of a strategic role in producing, costing and monitoring initiatives for school development. The current situation with regard to learning resources is unsatisfactory, as they are largely inadequate to teach the wider curriculum that has developed.

72. The school is fully aware of the recent underspend and has taken steps to reduce it from last year's 8 per cent to 2 per cent this year, by spending on some smaller building works. However, the school is sensibly awaiting the Local Education Authority's strategic plan before committing larger sums to accommodation. Specific grants are used appropriately. For example, GEST money has been committed to improving staff training. However, the school does not yet have a way of analysing training targets against need and thus the monitoring of value for money is still rudimentary

73. There are some inefficiencies in the deployment of support staff, and also in the use of the hostel. For example, at the moment there are spaces available in the hostel and a child who should be admitted, but no decision can be taken because of a lack of clarity about which service will fund this.

74. Although competitive quotes are obtained for practical expenditure such as building work, it is largely the senior management team that makes decisions on expenditure. The governing body monitors expenditure against budget headings on a monthly basis and has a good knowledge of the current state of funds. The private school fund run by the Friends of Doubletrees is held and audited separately as required. Day-to-day financial management and administration are handled very efficiently by the two office staff, who are fully conversant with information technology. The system is backed up regularly and paper copies held of all important documentation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The headteacher, governors and staff should:

- Improve the teaching of pupils with autism and challenging behaviour and the teaching of pupils at Key Stage 4.
(Paragraphs: 14, 29, 30)
- Improve assessment, particularly at Key Stages 1, 2 and 3, by:
(Paragraph: 47)
 - * securing whole-school co-ordination and monitoring of assessment;
 - * identifying assessment opportunities in curriculum planning;
 - * developing recording systems that allow assessment information to be used to plan the next steps.
- As a matter of urgency, liaise with the local education authority to clarify the school's future role and address the weaknesses in accommodation that are mentioned in the report.
(Paragraphs: 61, 65, 66, 67, 68, 69)
- Improve staffing by:
(Paragraphs: 23, 24, 63)
 - * ensuring that all staff have the skills necessary to teach the range of pupils' special educational needs;
 - * developing a means of identifying the training needs of support staff;
 - * ensuring that support staff are well deployed.
- Improve learning resources for science, information technology, design and technology, art, geography, history, music, physical education, religious education and modern foreign languages.
(Paragraphs: 70, 115, 121, 127, 137, 143, 145, 150, 165)
- Ensure that co-ordinators' roles are extended as planned, and particularly in relation to:
(Paragraphs: 25, 26, 34, 41, 47, 60, 70, 71)
 - * improving curriculum planning ;
 - * resource management;
 - * identifying opportunities for the use of information technology to support learning, the development of numeracy skills, and the development of spiritual awareness in their subjects;
 - * planning for pupils with autism and challenging behaviour;
 - * ensuring that all subjects have suitable time allocations on timetables;
 - * monitoring of teaching.

- The following minor points should be included in the action plan:
(*Paragraphs 54, 56, 51, 73, 55*)
 - * Development of a policy on homework;
 - * Ensuring that home-school books communicate to parents all information that might support pupils' learning;
 - * Extend the practice of risk assessment to cover all outings, and pupils with challenging behaviour;
 - * Liaise with the local education authority to reduce inefficiencies in the use of the hostel;
 - * Ensure that statutory requirements are met in relation to pupils' progress reports to parents, the prospectus, and the governors annual report to parents.

RESIDENTIAL HOSTEL

76. The school provides residential facilities for 49 pupils, or just over 47 per cent of the school population. Since the last inspection a residential unit was created within the hostel and at present it caters for four pupils with autism for 52 weeks a year. The hostel is well staffed with a head of care, 21 house parents and 6 domestic staff including the cook and his assistant. It was fully inspected in February 1997 by the Cornwall County Council Social Services and Cornwall and Isles of Scilly Health Authority. They made 17 major recommendations for improvement and most of them have been met satisfactorily by the school.

77. The head of care provides good leadership. Care within the residential facilities of the school is good. Since the last inspection, training of staff has improved and it is an on-going process. Arrangements for the induction, supervision and professional development of staff are good. Child protection issues are well met and a named person is in place. Care staff appreciate the complexity of difficulties faced by the pupils and are aware of the effects of these difficulties on the pupils' educational and personal development. Residential opportunities are good overall. Pupils are provided with a wide variety of activities, such as swimming, picnics, personal fitness, music, watching television, and relaxing. These activities are well organised and supervised but sometimes they are too closely controlled, and this restricts personal choice. Music is sometimes too loud for long periods of time, and this can eventually have a detrimental effect on pupils' hearing. Pupils are well fed. The food is of good quality, well cooked, and served in clean and civilised surroundings. This has a positive impact on the social and personal development of the pupils. Residential accommodation is satisfactory and considerable effort has been made to surround the pupils with a comfortable and homely environment. Bedrooms are roomy and quiet, and bedtime routines are sensitively followed. However, several deficiencies remain. Toilet screen facilities are unsatisfactory, the fire exit in the ball pool is not marked, and some of the soft furnishings do not meet fire regulations. The wheelchair access to the hostel is still unsatisfactory. Overall, residential provision is good, making a valuable contribution to the personal development of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	26	41.7	23	8.3	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	104
Number of full-time pupils eligible for free school meals	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	9.97

Unauthorised absence

	%
School data	0.26

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

Attainment at Key Stages 1, 2 and 3

Assessment results are not published because there were fewer than 10 pupils at each key stage.

Attainment at Post 16

National Skills Profile

Second Grade

2 pupils claimed one Communication module each

First Grade - Numbers of pupils claiming modules

	One module	Two modules	Three modules	Four modules	Five modules
Communication Skills	1	5	0	1	1
Information Technology	5	2	1	2	0
Number Skills	3	0	3	2	1
Personal Skills	4	2	1	1	0
Numeracy	2	1	0	0	0

Introductory Grade – Numbers of pupils claiming modules

	One module	Two modules
Communication Skills	4	0
Information Technology	2	2
World of Work	0	4
Leisure	3	0

National Proficiency Tests Council

5 pupils eligible – Number of modules claimed

	Level A	Level B
Horticulture	9	1
Independent Living Skills	8	0
Information Technology	1	0
Numeracy	2	4
Workshop Practice	4	0
Literacy	1	6

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	0

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:

Y1 – Y14

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	7
Average class size	7.7

Education support staff:

Y1 – Y14

Total number of education support staff	36
Total aggregate hours worked per week	1040

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	920356.00
Total expenditure	948331.00
Expenditure per pupil	9677.00
Balance brought forward from previous year	101552.00
Balance carried forward to next year	73577.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	60	35	2	0	4
Behaviour in the school is good.	53	37	2	0	8
My child gets the right amount of work to do at home.	37	37	11	8	8
The teaching is good.	83	13	2	2	0
I am kept well informed about how my child is getting on.	75	17	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	2	0	2
The school expects my child to work hard and achieve his or her best.	67	25	6	0	2
The school works closely with parents.	69	25	6	0	0
The school is well led and managed.	76	20	2	0	2
The school is helping my child become mature and responsible.	60	33	2	0	2
The school provides an interesting range of activities outside lessons.	67	16	4	2	10

Other issues raised by parents

Some parents were dissatisfied with the level of speech therapy provision.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. At the time of the last inspection, the curriculum for under fives was described as giving a satisfactory basis for children's learning at Key Stage 1, with children being given good opportunities to develop in all areas. Teaching was frequently good. The school has built on this sound basis, and the provision for children under five in the nursery class is now very good, and is a strength. Because of the time of year at which the inspection took place, there were no children under five in the reception class. Children in the nursery attend part time, with the younger ones – mainly two and three year olds - attending in the mornings, and the remainder in the afternoons. Some attend each day, while the very young ones attend only two sessions a week; the number of sessions is increased as children settle into the nursery. The needs of pupils in the nursery cover a range of severe learning difficulties, profound and multiple learning difficulties, and autism. Many of the children have had the benefit of involvement in the Portage scheme prior to attending school. During their time in the nursery the majority of children make good progress in relation to their individual needs.

79. Children make good progress in **personal and social development**. The good ethos of the nursery provides them with a sense of security. The classroom is very attractive, and provides a stimulating and safe environment. Children respond well to their surroundings and grow in confidence. They begin to develop an understanding of the structure of the school day, which is reinforced at the beginning of each session as activities are named and pictures put on a board. Where possible, children make comments and observations, and sometimes ask or answer questions. Children are learning to settle well and to take part in individual and group activities. They are developing concentration and some are able to stay on task for ten minutes at a time. Children are encouraged to make choices, for example at tuck time and play time, and this helps them move them towards appropriate levels of independence. Relationships with adults are very good and children respond well to their encouragement. The teaching of personal and social development is very good. All adults are good role models and children are encouraged to do as much for themselves as possible. Staff praise and encourage children, and positive attitudes are consistently reinforced.

80. Children make good progress in **language and literacy**. They are given good opportunities to develop communication skills through most of the activities in the nursery. Children are beginning to listen well to adults and to respond by word or gesture. Throughout all activities, language and communication are reinforced; for example, while children are engaged in creative work, the nursery nurse talks to them, focusing their attention, and signing where appropriate.

81. As children arrive at school they are greeted, and photographs are used to prompt talk about who is in school. At tuck time, the children are encouraged to say or sign 'please', and to indicate which drink they would like. At play times, adults are continually developing the children's language as they involve and praise them. Some children are beginning to learn letters. For example, one pupil was able to spell her name to be written on her painting. Lower attaining children begin to recognise their own names and place them next to their photographs. Some are beginning to make marks on paper as a pre writing skill. Children

listen to stories and become more involved in these as confidence develops. Teaching of language and literacy is very good, with well-planned experiences across the curriculum. The environment supports language development, with a book corner where children are encouraged to engage with books and with words displayed that are linked to topics.

82. Children are making very good progress in acquiring early **mathematical** skills. Teaching is very good, and lessons are well planned to give many different activities to reinforce concepts such as number, shape, and capacity. There are many maths activities throughout the day, for example sequencing the day's activities. Children learn about simple symmetry when they look at butterflies. They learn to match pictures and compare the lengths of worms, learning about long and short. When they watch and take part in sandwich making they are encouraged to count, and to develop vocabulary such as 'a half'. They learn about shape, as sandwiches are cut into squares, circles, and rectangles. More able children count to five as they roll and catch a ball. In the context of a topic on growth, they measure one another with bricks and learn about tallest and shortest. When looking at houses, they learn about numbers and about the shapes of windows and doors.

83. **Knowledge and understanding of the world** is developed through a variety of practical experiences, linked to topics, for example to *Bees, wasps and mini beasts*. Children make very good progress in this area of learning. They are encouraged to observe their environment, by looking at the weather, for example. Children have their faces painted as wasps, and then are shown faces in the mirror, and introduced to such terms as 'light' and 'reflection'. They look at snails and draw and paint the patterns and spirals they make. They have been involved in observing and constructing a wormery. Evidence from displays and photographs shows that the children have looked at houses and gardens in the area, and created their own garden. They have talked about what makes plants grow. They have considered the weather and have explored colours, light, and dark. Teaching in this area is very good, with plans linked to other aspects of the curriculum, and learning supported by exploration of the environment.

84. Progress in **creative development** is good. Children make good use of a wide range of opportunities to work creatively in different media. They use paint, pencil, crayon and different types of modelling material, and they experiment with texture, shape and space. Lessons observed and work displayed show a good variety of experiences. For example, children were making a collage of yellow and black materials, linked to the theme of bees. They were enabled to choose the textures they liked and to stick these on to paper. Other children were using black and yellow paints. The children make collages from natural materials, and from materials with different textures. They also make prints of fruits and use these for matching activities. Activities are supervised but children are also encouraged to make choices and work independently as much as possible. Children join enthusiastically in music and begin to listen to music and to learn about 'slow' and 'fast'. Singing is used on a number of occasions throughout the day, for instance at the start and finish of the sessions, when children sing the good morning and goodbye songs. Teaching is good, with clear learning objectives which focus on the development of skills. Staff value children's work, and great care is taken with its presentation and display.

85. Children are making good progress in **physical development** and are developing gross and fine motor skills at levels appropriate to their abilities. Some children are tracking lights and objects in the multi-sensory room; others reach out to hold a ball or press a switch. Fine motor skills are developed through activities such as cutting and sticking, or playing with

construction toys. Outside play gives opportunities for children to throw, jump, crawl, slide and climb as appropriate to their physical abilities. Children are developing confidence in the use of the swimming pool, with the most confident using arm bands, sliding into the pool and putting their faces into the water. There are well-established routines and the children enjoy these sessions. Information from the physiotherapist about children's individual needs is well used by the nursery nurse as she works with children in turn. Teaching is good, with children encouraged to take part at appropriate levels in all activities.

86. Overall, the teaching of the under fives is very good and ensures that children receive a good start to their education. The quality of teaching has a very positive impact on children's learning. The early years co-ordinator and nursery nurse both have a good knowledge of the needs of young children and plan very carefully and effectively to ensure that all areas of learning are covered. The nursery nurse teaches the under fives, and she works closely with the learning support assistants to provide a good range of opportunities for learning. Effective assessment procedures are in place, starting from baseline assessment and the information received from the Portage workers. Children's development is closely monitored. All have Individual Education Plans with very specific targets, which are regularly reviewed. Assessment/observation sheets are available in the classroom and are completed as children make significant gains, and the information is used to review the Individual education plans. Very good use is made of the local area to enhance children's learning, with visits to the countryside, the beach, the town, a church, and various shops.

ENGLISH

87. Progress in English is at least satisfactory in all key stages. For pupils at Key Stages 1, 2 and 3 it is good. For pupils at Key Stage 4, and those with profound and multiple learning difficulties, progress is satisfactory.

88. The school has made good improvements overall since the last inspection. Improvement has been made in the development of the curriculum, which now incorporates the National Literacy Strategy and is also more clearly linked to the National Curriculum programmes of study. Teaching was judged to be at least satisfactory in all lessons seen, whereas at the last inspection a significant number of lessons were unsatisfactory.

89. Pupils' skills in speaking and listening, supported appropriately by the use of signs and symbols, are developing well throughout the school. Many pupils enter the school with little or no communication. Pupils are encouraged to listen carefully, and younger pupils respond well to sounds and to their own names, especially where these are reinforced with photographs. Pupils in the lower part of the school are generally able to listen attentively while teachers read stories, and they begin to follow sequences of pictures. Some stories and poems, which are well known and which have been enjoyed, are greeted with enthusiasm, and pupils attempt to join in with parts that they know. For example, in one class, pupils were excited about a re-reading of *Rumble in the Jungle* and responded orally or with gestures. Where possible, they answer questions about the stories, again using word or gesture, their responses showing that they have listened carefully to the reading. Most pupils understand some basic Makaton signs.

90. By the age of 11, most pupils are able to respond appropriately in the classroom and in social contexts. They begin to apply these skills in a range of situations, for example, in speaking to visitors. Most can respond to instructions given to the class. The vocabulary of pupils is extended as they are encouraged to incorporate new words in their speech. Lower attaining pupils and some of those on the autistic spectrum continue to communicate using signs and symbols, and show enjoyment of learning thorough songs and movement.

91. Pupils with profound and multiple learning difficulties respond to their names, to stories and to a variety of sounds. They begin to use single switches to listen to messages. Most permanent teachers and support staff make effective use of signing, but temporary teachers do not have sufficient skills to develop pupils' communication. Older and higher attaining pupils make use of a good range of vocabulary in talking about books they are reading as a class, and develop confidence in speaking. They begin to show their competence in answering questions in different subjects. Some are able to use whole sentence responses, while lower attaining pupils and some with profound and multiple learning difficulties indicate their meaning by speech or gesture. They listen to messages and respond by pointing, to pictures of themselves, for example. Some pupils begin to match pictures and objects to words.

92. Younger pupils develop pre reading skills, looking at picture books, and listening to and enjoying stories and poems. Most know where to start reading a book, and some know about titles and authors. They recognise that some stories contain a lot of repetition, and join in when these are being read. They begin to recognise initial letter sounds, so that they can match words by these sounds. By Year 6, more able pupils develop a variety of word attack skills. For example, they use pictures, the story line, and phonic skills to decode new words. They are able to predict what might happen next. They understand the concept of rhyme and can match and write rhyming words. Some show good comprehension of what they read and begin to read for information about other subjects. Lower attaining pupils continue to match symbols to pictures, for example in learning the names of different garments. They are able to complete sequences, using symbols. By the age of 14, pupils have been introduced to a range of literature, and many show that they have understood the outlines of stories and plays; for example, several pupils in Year 7 showed good recall of some aspects of *Macbeth*. Most are able to follow the sequence of a story and show some understanding of its content; for example in the teacher's reading of *Six Dinner Sid* most of the pupils recognised the humour of the book. Pupils with profound and multiple learning difficulties responded well to the reading of *The Sound Collector* as this was reinforced with objects which they could hear and touch.

93. Younger pupils develop pre-writing skills, such as tracking objects and following patterns. By the age of seven, many are able to copy over or underneath writing. By the end of Year 6, some pupils are able to write in sentences or short paragraphs. They put their work on the word processor. By the age of 14, some pupils are able to complete work sheets based on phonic work. Pupils in Key Stage 4 continue to develop writing and pre writing skills, with some still at the stage of copying over words and letters, but with others being able to write paragraphs independently. Lower attaining pupils use software to produce text with symbols.

94. The National Literacy Strategy is being well developed to meet the needs of the pupils, and the format has now been introduced at all key stages. Pupils enjoy reading together using big books. The format of a whole class session, followed by individual work and rounded off

with a plenary session, is proving a good structure to support the learning of many pupils. Some flexibility over the length of English lessons is in place for pupils with profound and multiple learning difficulties. The development of oral skills is well supported across the curriculum, and there are many examples of pupils using their skills in different subjects. For example, in a geography lesson, pupils in Key Stage 2 described the main features of a town, while pupils over 16 engaged in a discussion about the types of activity they would like to take part in when they leave school. Teachers take as many opportunities as possible to encourage these skills in all areas of the curriculum, in registration and at playtimes.

95. Teaching is good overall. Out of 15 lessons seen, four were very good, seven were good, and four were satisfactory. For pupils over 16 teaching is very good, while for pupils at Key Stage 4 and those with profound and multiple learning difficulties it is satisfactory.

96. The best lessons are well planned with clear objectives that link appropriately to pupils' individual targets. Key vocabulary is identified and explained, which extends pupils' communication, speaking and writing skills. Teachers successfully use a variety of strategies to encourage careful listening, and they, in turn, listen carefully to pupils and respond to all attempts at communication. Most staff know pupils very well and can understand and respond to non-verbal communications from them. Interesting presentations and explanations engage pupils' interest and attention. Consistent management of behaviour, linked to high expectations, helps pupils to concentrate on their work and to make progress. Good relationships with pupils encourage them to make an effort with their work. Pupils respond well to questions which are well targeted to ensure that all are involved, and many concentrate for a good length of time because they are interested in the work. Praise and encouragement are used to good effect, and they also motivate pupils and help them to stay on task. Less progress is made when teachers do not plan in detail and do not provide work that is appropriate to the individual needs of the pupils. In these lessons, the management of behaviour is inconsistent, and attempts to engage pupils with challenging behaviours are lacking or are unsuccessful.

97. The English co-ordinator has worked very hard to introduce the National Literacy Strategy, and gives good support to teachers in advising on planning and in monitoring planning and teaching. She has also provided training for staff on various aspects of the English curriculum. Assessment is also being developed, with evaluation of each pupil's response to the lessons. The value of the assessments is at present variable, as teachers are not consistent in the use they make of the assessment sheets. This lack of consistency also means that lesson plans do not always follow from previous learning. A satisfactory range of resources for English has been accumulated, with the development of reading schemes and the acquisition of a good range of 'big books' for the literacy hour. The school uses the local library service to provide many of the library books available, but there is still an insufficient range of fiction and non-fiction, and the siting of the library in a corridor does not encourage pupils to use it fully.

MATHEMATICS

98. Standards of achievement in mathematics are good at Key Stages 1, 2 and 3, and satisfactory at Key Stage 4. Pupils over 16 make good progress. Most of the pupils with additional communication and physical needs make good progress, and their achievements are also good.

99. By seven, higher attaining pupils recognise numerals and count correctly up to 20 with some help. They can sort objects by colour and shape, and follow simple sequences, matching objects to pictures. They are introduced to simple addition and subtraction and a few understand the meaning of 'one more', 'add one', 'take away one'. They recognise simple shapes such as a triangle, a square and a circle, using these shapes to make pictures. A good example of this was observed with Year 2 pupils, who made a picture of a rocket by using squares and triangles. Lower achieving pupils begin to match pictures to objects, attempt to build small towers by using plastic bricks, and handle objects of different shapes. All pupils take part in songs, rhymes and number games involving counting, simple addition and subtraction. Pupils are given a wide variety of opportunities to develop a firm foundation in pre-number work and concept formation. Their progress over time is good.

100. Throughout Key Stage 2, pupils maintain their good progress. By age 11, higher attaining pupils can count up to ten with confidence. They understand the concept of addition and subtraction and recognise their respective symbols. They are able to add and take away one from numbers up to nine. Some of them refer to simple two-dimensional shapes by name and begin to recognise three-dimensional shapes. Lower attaining pupils associate number and object with some success and can count up to five with help. All pupils are introduced to measurement of weight, length and time. A few understand the meaning of comparative mathematical language such as 'taller' and 'shorter', 'heavier' and 'lighter' and a few of them are beginning to recognise the 'o'clock' time.

101. By 14, pupils are given good opportunities to measure weight and distance using standard units, but none is yet able to carry out correct measurements in these areas. There is good improvement in mathematical vocabulary, with most understanding the meaning of 'one more', 'one less', 'add them together', and 'how many left'. However, most of them still find difficulty in differentiating between 'heavier' and 'lighter', 'taller' and 'shorter'. Pupils' ability to count shows sound improvement. Most can count up to ten correctly, some with help, and can associate numerals with objects. One student in Year 7, with additional hearing difficulties, showed pleasure and pride in his achievement in counting on and back in ones up to 39. Pupils are introduced to money and are given good opportunities to develop monetary concepts. Higher attaining pupils recognise some of the coins up to £1, but have not yet developed the concept of equivalence. Their knowledge of both two-dimensional and three-dimensional shapes is increasing. For example, a few pupils in Years 8 and 9 are able to describe accurately some of the properties of two-dimensional shapes such as the number of sides and angles of a triangle and a square, and can recognise and name cylinders and pyramids.

102. During Key Stage 4 and further education most of the pupils follow accredited courses in mathematics, primarily based on the National Skills Profile and Accreditation for Life and Living. Pupils over 16 with profound and multiple learning difficulties are beginning to understand the concept of *long* and *short*, but at present most of them cannot make correct differentiation. Most of the students in Year 11 recognise the scales and know their function,

but only higher attainers can measure in kilograms and grams with some degree of accuracy. Most of them understand the meaning of *a bit more* and *too much*, but find difficulty with 'heavier than', and 'lighter than'. Lower attaining pupils are handling objects and trying to sort them according to shape and colour, but have not yet developed the concept of number.

103. Most pupils are interested in mathematics, settle down quickly, and get on with their lessons in a business-like manner. They are willing to learn, listen carefully to instructions, and co-operate well both with teachers and with one another. In some classes, however, there are serious, frequent and prolonged interruptions by highly disturbed pupils, and these disrupt the learning and progress of their classmates. Teachers are sometimes faced with the difficulty of either allowing pupils with challenging behaviour to remain in classrooms and disturb other pupils, or of deploying a member of the support staff to accompany a disruptive pupil out of the room, as there are no withdrawal areas for such occasions.

104. Overall, the teaching of mathematics is very good; of the 17 lessons seen, one was excellent, eight were very good, five were good, two were satisfactory, and one was unsatisfactory. The quality of teaching is very good at Key Stages 2, 3 and in further education. It is good at Key Stage 1 and satisfactory at Key Stage 4. This is a good improvement since the last report. Teachers have a secure knowledge of the subject, and they know their pupils very well. Most encourage active participation in lessons, welcoming pupils' contributions. They present challenging tasks in small incremental steps, building on pupils' prior knowledge and understanding. They use practical, directed activities which capture the interest and involvement of the students. A good example of this was observed with Year 11 students. In baking scones, they measured the ingredients, used the relevant mathematical vocabulary extensively, mixed the ingredients, moulded the scones, timed the baking, and tasted the end result. There was a clear beginning and a clear ending to the lesson and in between an activity which kept the students focused and interested. The students were given an excellent opportunity to use all their senses, and this approach to teaching had a powerful effect upon learning. Teachers and classroom assistants work together satisfactorily, giving good individual and small group support, and contributing significantly to the pupils' learning and progress.

105. Some teachers reinforce the pupils' numeracy skills in lessons in other subjects. For example, pupils count and measure in physical education, science and in design and technology. However, there is little similar practice in other subjects, and the use of numeracy across the curriculum is unsatisfactory. The school has not yet developed the use of computers to support the teaching and learning of mathematics.

106. The curriculum in mathematics is satisfactory throughout the school, and is broad, balanced and relevant. The recent implementation of the National Numeracy Strategy (NNS) and training of staff at Key Stages 1 and 2 are having a positive impact on planning and teaching. At Key Stage 4 and Post 16, assessment is linked to external accreditation, and is satisfactory. However, at Key Stages 1, 2 and 3, assessment is not sufficiently well developed, and the school formally acknowledges this in its development plan.

107. Co-ordination of the subject is at an early stage of development. There have been good improvements in some areas, but the policy document in mathematics does not contain information on the NNS, and there is insufficient monitoring of teaching. The use of computers in the teaching of mathematics has been neglected and numeracy is not widely

reinforced across the curriculum. Learning resources are, on the whole, adequate and well used. External advice and support from the local education authority has been used to good effect. For example, there has been external evaluation of the implementation of the NNS, and the co-ordinator has drawn up a subject development plan as a result.

SCIENCE

108. Standards of achievement are good at Key Stage 1, where teaching is best, and satisfactory at Key Stages 2, 3 and 4. At all key stages, weaknesses in assessment limit the progress that pupils make. At the planning stage, most teachers identify too few learning outcomes for each unit of work, and many record too little information about what pupils know, understand and do. Teachers do not always identify different learning outcomes for pupils of different abilities. Teachers do not all record in sufficient detail, either. In one class at Key Stage 4 there are no dates on individual education plans, and too little information is recorded about what pupils achieve, or about the preferences and responses of pupils with more complex difficulties. These weaknesses in planning and assessment make it difficult to build on pupils' attainments, and limit the progress that pupils make. The curriculum is fairly broad and is balanced, but the lack of a specialist science room restricts the range of investigations that secondary pupils can carry out safely. The result is that pupils make better progress in their knowledge and understanding of science than they do in developing investigative skills.

109. At the start of Key Stage 1, pupils build on the good knowledge and understanding they have gained in the nursery class. They extend their understanding of living things. For example, by the time they are seven, higher attaining pupils understand that warmth, water, light and food are necessary for plants to grow. Some label parts of a sunflower and, with help, are able to make a simple record showing how a sunflower grows. Lower attaining pupils plant seeds and help to look after them. All pupils begin to see the differences between living and non-living things. Pupils make satisfactory progress in understanding about materials and their properties. By the time they are eleven, higher attaining pupils have investigated the conditions that cause rusting, for example. They are able to construct a table to show the results of their investigation. Lower attaining pupils explore different materials, for example by handling natural and man-made substances, or cooking rice and noticing that it becomes soft.

110. By the time pupils reach 14, they have further developed their understanding of physical processes. Higher attaining pupils understand the terms associated with forces, recognise that magnets attract and repel, and know that mirrors can be used, in a periscope, to see around corners. Lower attaining pupils notice the differences between hot and cold when they explore jellies, ice-cream, soup and drinks. By 16, all pupils have some of their scientific achievements externally accredited. For example, they work towards accreditation in horticulture. This helps to give their learning relevance, but higher attaining pupils would be capable of achieving more specifically scientific accreditation as well. Pupils learn about properties of wood and paper. They find out about how paper is made; a few name the stages in the process and make paper with some assistance. They also learn about diet, fitness and exercise.

111. Teaching is good overall; it is best at Key Stage 1, and satisfactory at Key Stage 4. Altogether, nine science lessons were seen. Teaching was very good in one lesson at Key Stage 1, good in four lessons, satisfactory in three, and unsatisfactory in one lesson at Key Stage 2. Teachers have good knowledge of the subject, and most know the pupils well and have sufficient expertise in the range of their special needs. However, there are some weaknesses where temporary teachers do not have enough signing skills to ensure that all pupils understand what they are communicating. Also, some teachers have too few skills in managing pupils with autism and challenging behaviour.

112. In science, teachers reinforce literacy and numeracy skills well. For instance, pupils at Key Stage 2 counted the legs on a spider in one lesson, and at Key Stage 3 the teacher made flash cards of key scientific words used during the lesson, and stuck these on the wall for pupils to see and read. Teachers' expectations are high at Key Stage 1. Here, pupils are really encouraged to observe, think and explain what they see. In one successful lesson, the teacher's skilful questioning enabled a higher attaining pupil to explain why a tissue sinks when it is placed in water.

113. Pupils are managed well in most lessons at Key Stages 1 and 3, but at Key Stages 2 and 4 lessons are not always well organised. Occasionally, teachers lack leadership in deploying support staff to ensure that pupils are involved, although these staff do show initiative as far as they can. This means that a few pupils achieve little during the lessons. A strength of the teaching of science to pupils with profound and multiple learning difficulties is the use of well annotated and dated photographs to record their experiences and responses. When teachers choose practical activities as a means of developing understanding, lessons are usually successful. One such lesson was seen at Key Stage 4, where pupils listened to the sounds made by a wide variety of different instruments brought into school by staff. Similarly, at Key Stage 1, pupils investigated floating and sinking objects, and at Key Stage 2 an investigation into magnetic and non-magnetic substances captured pupils' interest. Teachers encourage pupils to recognise the magic and wonder of science, which motivates them and sparks their interest, and also helps to develop spiritual awareness.

114. In the one unsatisfactory lesson seen, the teacher spent too long talking to pupils, and did not give them the time they needed to make a response to questions. Pupils became bored as they could not become involved or experience success.

115. Since the school was last inspected there has been satisfactory improvement in science. There is now sufficient time allocated for the subject at Key Stages 3 and 4, schemes of work have been developed, and pupils now make satisfactory, or better, progress. Opportunities for some accreditation exist. However, learning resources are unsatisfactory, particularly for older pupils, and resources not well managed. The written audit does not match the existing resources and there is not enough space for science resources in the resource area. There is no system for booking resources out or checking them back in. Teachers have resources tucked away in cupboards that are not easily accessible. There is now one co-ordinator, instead of four, but co-ordination remains at an early stage of development. At present, there is no monitoring of science teaching. Weaknesses in assessment result in unsatisfactory reports to parents, which give little information on pupils' attainment and progress.

ART

116. Very few art lessons could be seen during the inspection period. Analysis of pupils' work and displays around the school show that provision and standards of achievement are satisfactory overall throughout the school.

117. Key Stage 1 pupils work in both two and three dimensions. They produce good quality 'wiggly lines', and can paint already assembled outlines of cars. They respond to music with differing mediums, and the least able are beginning to accept and grasp paintbrushes. All have experience of collage work. Pupils in Key Stage 2 are able to tell staff about their previous work on marbling, and they make prints with leaves and blocks. Some of their more interesting work is in cross-curricular projects on fishing; they are able to put fish to a multitude of artistic uses. Those with profound and multiple learning difficulties point to choices and select materials. Those with challenging behaviour make good achievements in classes where a more structured approach is adopted.

118. By the time they are 14, pupils can take wax rubbings of leaves and trees. They enjoy their art. The sensory needs of pupils are well met; pupils experience printing with their fingers, hands and faces; they choose materials. Higher attainers can use scissors unaided, and very good support staff enable the rest to cut and paint. The pupils understand that a range of materials may be used to produce good artistic effects. Displays show that they have experienced the work of many artists, such as Monet and Gauguin. By 16, pupils are aware of Egyptian art; they produce pictures, and plan, draw and evaluate their work. The cross-curricular influence of art is evident in pupils' work on Africa throughout the school.

119. Teaching in art is satisfactory. Two out of the three lessons seen were good, and one was unsatisfactory. The good teaching occurs when activities are relevant and basic skills are reinforced, and when assessment through questioning is ongoing and there is successful management of behaviour. Teachers' planning is satisfactory; there are no individual education plan targets for art but recording of daily achievement is satisfactory. Where there is unsatisfactory teaching, teachers do not follow plans, do not set suitable activities, and pay little heed to pupils' individual needs. The management of challenging behaviour is unsatisfactory in some lessons where the teacher is unused to it, or has not had training in behaviour management.

120. There are good working relationships between staff and pupils, and pupils with complex needs respond well. Displays are well looked after. Pupils and students are encouraged to develop their practical skills, including fine motor skills such as glueing and cutting. Because most teachers work at appropriate levels, pupils and students make satisfactory progress in art throughout the school. Art makes a sound contribution to personal development through extending the pupils' creative skills. It makes a sound contribution to numeracy through spatial awareness, and to literacy through speaking, listening and writing.

121. The co-ordinator is very well qualified in art and special education. She is aware of the shortcomings in assessment and monitoring, and has a very good knowledge and understanding of art and the pupils' needs. There are no opportunities for these skills to be cascaded across the school, as the role of co-ordinator is underdeveloped. Planning is short

term only; plans are designed to cover one term. Accommodation for art is unsatisfactory, as there is no specialist room, and insufficient storage space. Resources are also unsatisfactory, and this restricts the range of experiences that can be provided. There is no monitoring of art teaching, or any subject development plan.

DESIGN AND TECHNOLOGY

122. Standards of achievement in design and technology are good. Pupils throughout the school show good gains in designing and in acquiring practical skills. Where progress in lessons is good it is as a result of well-planned and stimulating teaching. For example, pupils at Key Stage 1 and Key Stage 2 produce good displays on length and shape; they can demonstrate where the axle will be on fire engines; some make wheeled models and can describe their model in very simple terms. Lower attainers know that firemen wear hats and that fire engines are red. The highest attainers are able to use scissors and recognise differences in colour. All involved enjoy the lessons, and extend their understanding of technology in everyday life.

123. By the time that they are 14, pupils are developing good skills. They are able to drill holes in order to make string telephones; they understand the need for tight string to ensure vibration. They are happy to take their models home. Pupils with more profound difficulties are able to choose colours from two. The more able but challenging pupils understand the need for care in cutting, can explain different types of puppets and make 'wonderful' models of witches. By 16, pupils are developing workshop skills; they understand safety issues and make good boxes. There are very good displays of their work. Pupils over 16 make good progress, particularly in understanding the place of technology at work. They have many experiences in workshops and gardens. Their food technology skills are good, especially in the field of fast foods.

124. Pupils and students are keen to learn, and enjoy their lessons. Pupils gradually develop better concentration, and are given suitable amounts of individual help by support staff, who enable all pupils to take part in designing and making tasks. Good opportunities are provided for the acquisition of new skills in making toys, printing with many techniques and awareness of tools. Safety is always suitable emphasised in the successful lessons.

125. There were few opportunities to observe the subject being taught at Key Stages 1 or 2 but from the evidence of the pupils' work and the teachers' planning, teaching is good. For pupils aged between 11 and 16, teaching is good. The plans produced by the co-ordinator and the teachers are good; lessons are unsatisfactory when teachers stray from the plan. There are also weaknesses when staff do not sign enough to support pupils' understanding, and when teachers do not have secure behaviour management skills. Teachers' planning is good for older pupils; it includes evaluation, and much work has been undertaken to ensure that the subject is clear and logical and supports the development of skills and knowledge. Planning is good, and there is a system of recording in place. Assessment is sound where it is linked to external accreditation, such as workshop practice modules at Key Stage 4 and Post 16. However, the co-ordinator recognises that there is further work to be done in assessment at Key Stages 1, 2 and 3.

126. Design and technology is not taught as a discrete subject for students aged 16-19 but there are many opportunities planned which enable the students to build on their skills and knowledge. For example, pupils have worked on projects about fast foods and their preparation. They experiment efficiently. They also work well and safely when preparing food in their own kitchen. Their achievements are well recorded on photographs and in records of achievement.

127. The school does not have any specialist design and technology room. There is a workshop which has been modified by staff, but this is unsatisfactory. Teachers work in their classrooms, which have to be used for many purposes. This situation is unsatisfactory and unhelpful. Specialist equipment has to be stored and relocated for use. Small tools and general resources are unsatisfactory; they are used very effectively, but are insufficient. When new equipment is purchased good decisions are made to ensure that the needs of the pupils are met. Computers are used in a limited way. They are best used by pupils with complex needs, who access the curriculum through switches.

128. The school has paid good attention to the last inspection report. Design and technology is well managed by the co-ordinator, who is well qualified and aware of the needs of staff. Training has taken place, and schemes of work are now good. Pupils now make good progress in the subject. The co-ordinator's role ensures continuity of the development of the subject where new skills have yet to be developed. The school policy has been reviewed and revised. The appointment of a technician is a significant asset. However, the co-ordinator's role in monitoring and evaluation of teaching and the curriculum remains underdeveloped.

GEOGRAPHY

129. Standards of achievement in geography are good overall. One very good lesson was seen in Key Stage 3 with a very challenging group of pupils. Pupils in Key Stage 1 learn to identify weather symbols, such as cloud and rain, sun and warmth; they learn to go to the post box and can identify themselves in photo records in various locations. By the end of Key Stage 2, higher attaining pupils can read from symbol records about the wind, and some have drawn and made a compass in a cross-curricular project. They are beginning to understand terms for different newspapers, for example 'area', 'county' and 'national'.

130. By the end of Key Stage 3, higher attaining pupils recognise the shape of Africa and try to estimate the size of the highest trees, while others are able to paint big leaves and begin to make patterns to represent the jungle. By the end of Key Stage 4 and in the Post 16 group some of the most profoundly disabled are using the senses to interact with plants and are responding with their eyes, with smiles, and with sounds, to show their enthusiasm.

131. Teaching is good overall. In the six lessons observed the quality of teaching ranged from satisfactory to very good. One lesson was satisfactory, four good, and one very good. In the best teaching the teacher was skilled in holding the concentration of the most challenging pupils, the preparation contributed significantly to the smooth running of the lesson, and the knowledge of the pupils' individual needs aided classroom management. In the satisfactory lesson teaching promoted sound progress, but the teacher missed opportunities to reinforce geographical terms, and did not incorporate reading into the lesson, although this would have been a natural extension of the discussion that took place.

132. Assessment is as yet not in place. The co-ordinator monitors lesson planning across the school, but is not able to observe lessons. The range of display around the school supports knowledge and understanding in geography, with photos of recent local and residential visits, and other cultures in evidence.

HISTORY

133. It was possible to see only one history lesson during the inspection. In this lesson the pupils made good progress. Judgements about pupils' achievements were informed by looking at a range of pupils' work, teachers' planning, records, and wall displays.

134. Standards of achievement are satisfactory. In Key Stage 1, pupils are able to indicate which houses are old and which are new, and they are enabled to identify themselves as babies and to appreciate that people change as they age. Higher attainers know the sequence of events during the day, and they help with the time line at the beginning of the day. Key Stage 2 pupils enjoy the study of local history. Higher attainers can identify a boat and a fish and make good use of prompt sheets showing ropes, shells and lobster pots. One pupil was able to explain that fish are sent to be made into fish fingers.

135. Pupils in Key Stage 3 are able to explore aspects of World War II through movement and music, responding to wartime sound effects and the music of 633 squadron, and touching different plane shapes. Both listening and attention skills are developed through this multi-sensory approach. At the end of Key Stage 3 the more able participated in drama sessions based on evacuee children. Pupils in Key Stage 4 have developed their ability to identify castles, and have studied the way of life of the Eskimo.

136. Good use is made of visits to areas of historical interest in the local community and there is imaginative use of costume and music. Assessment is based upon observation and is as yet insufficiently developed. At present, the co-ordinator's role is not sufficiently developed, and there is no time allocated for observing colleagues teaching.

137. There has been satisfactory improvement in humanities since the school was last inspected. There is now sufficient time allocated to these subjects on the timetable, planning has been developed, and pupils now make good progress in geography and history. However, resources of both subjects remain unsatisfactory, as these have not kept pace with planning.

INFORMATION TECHNOLOGY

138. Pupils' achievements in information technology throughout the school are satisfactory. The present co-ordinator has been in post for a very short time. In that time he has begun to address some of the difficulties raised in the previous inspection.

139. By the time that they are seven, pupils are aware of switches, and higher attainers can use a simple switch. By the time they are 11, higher attaining pupils are able to use the mouse, with support such as hand holding. By the time they are 14, pupils are introduced to word processing, and higher attaining pupils can switch on the machine and find a file, with some prompting. Those with challenging behaviour and complex needs have access to

technology via the sensory room. In a small group one higher attaining pupil is able to use Encarta to find out about Africa. By 16, pupils with higher attainments are able to extend their keyboard skills and use software systems to produce and improve their written work, by inserting art in text, for example. In one mixed age group, the pupils who are 16 eye-point and touch the screen. Students aged 16 to 19 maintain a lively interest in the subject; they continue to point and touch, and try hard to use head switches. The most able students are beginning to evaluate their work when looking for sources of information about finding employment.

140. Pupils with profound and multiple learning difficulties make satisfactory progress. They learn to use simple switches, to produce music, for example. Older pupils operate disco lights this way. They then track the lights as they appear on the walls and ceiling of darkened room. Some are beginning to operate a mouse, to select a colour on the screen, for instance. Then they colour by drawing their finger across the screen. They develop an understanding of cause and effect when they are supported to print their work out.

141. Teaching is satisfactory overall. Of the five lessons seen, two were good, two were satisfactory and one was unsatisfactory. Features of good teaching include giving the pupils opportunities for independence, clear communication supported by signing, good expertise on the part of the teacher, plans that are closely linked to individual targets, and good questioning to assess pupils' understanding. These features mean that pupils work on their own as much as possible, on tasks that build on their prior achievements, and teachers intervene to help or support them when necessary. Teaching is unsatisfactory where teachers are wary of challenging behaviour and do not plan in depth to meet the needs of all in the class. As a result, some pupils are not occupied, others cannot do tasks, or tasks are too easy and individuals lose interest. For example, in word-processing, tasks do not match the aptitudes of all pupils; when tasks are too difficult pupils need individual help, and when that is not available they lose interest. When pupils have to wait to use a computer, this also limits the progress they can make in a lesson. A general weakness of teaching is the insufficient use of information technology as a tool for learning in other subjects. However, it is used well to encourage the key skill of communication for pupils with profound and multiple learning difficulties.

142. The curriculum for information technology is satisfactory, with a scheme of work in place. However, assessment is unsatisfactory at Key Stages 1, 2 and 3. Teachers identify only limited learning outcomes, and recording is weak. At Key Stage 4 and Post 16, where pupils work towards externally accredited modules, assessment is satisfactory. Recent developments from the National Grid for Learning and the Internet are not yet fully available. The position of co-ordinator has been advertised, and the temporary co-ordinator is addressing these important issues. For example, he has carried out an audit and asked staff to define their needs in information technology. It is too soon to see any improvement. There is still no specialist room for the subject, and computers are being wheeled around. There is a satisfactory number of switches and specialist sensory equipment and rooms. Had the current co-ordinator not been appointed, the NGfL grant would have been lost. The whole of the approach to information technology is under review, with training a priority.

143. Resources are unsatisfactory, and there are many gaps in provision. A report from a technician indicates that computers have been badly looked after, causing system problems. The training of staff and good maintenance are priorities for development.

MODERN FOREIGN LANGUAGES

144. Basic German and French are taught to pupils at Key Stages 3 and 4. The policy makes it clear that the main emphasis is on teaching pupils about the cultures and customs of these two European countries, rather than language development. Both languages are taught in a modular way, and no teaching took place during the inspection. Hence, no judgement on teaching could be made. There is outline planning available, referenced to the National Curriculum, and this has been developed since the school was last inspected. As assessment is unsatisfactory, with very little evidence of attainment available, no judgement on progress could be made. However, modular teaching is unlikely to promote progress in language acquisition for pupils with severe learning difficulties.

145. Although the school has a native German speaker, most teachers are non-specialist class teachers. Resources are rudimentary, and insufficient to support non-specialist teachers in their task. The subject's contribution to cultural development is weakened by the lack of visits to France and Germany. The co-ordinator has recently taken on the role, and co-ordination is at an early stage of development.

MUSIC

146. Pupils' achievement in music is satisfactory at Key Stages 1, 2 and 3. This judgement is based on limited lesson observations, together with photographic evidence and pupils' records. These indicate that pupils make satisfactory and sometimes good progress. Music is not timetabled for pupils in Years 10 and 11, but those in the post-16 class take part in a creative arts programme at the local college, which includes music. Music plays an important part in the wider curriculum. It is played as pupils arrive at the school, and in the under fives and Key Stages 1 and 2 classes many aspects of the curriculum are accompanied by music. For example, pupils sing good morning and goodbye songs. Action rhymes are used to help pupils to develop pre-reading and number skills, and many respond to these with enjoyment. Music is often played to provide an atmosphere conducive to work, and in the multi-sensory room it is used effectively to help focus pupils' attention

147. By the age of seven, pupils are able to interact with musical instruments by banging a drum, for example. They enjoy making sounds, and the more able pupils play a wide range of untuned percussion instruments and are able to maintain a steady beat when listening to music. Lower attaining pupils listen to pre-recorded music, and practise making signs appropriate to the content. By age 11, pupils are able to listen to a range of music from other cultures and accompany this on appropriate instruments.

148. Pupils' experience of the music curriculum is limited in Key Stage 3 by the fact that the subject is part of a carousel with modern foreign languages. However, pupils with profound and multiple learning difficulties listen to a variety of sounds, such as whistles and brass bands, and respond with smiles and gestures. Some attempt to blow whistles and use shakers. More able pupils listen to different pieces of music and are beginning to state their likes and dislikes. They are beginning to clap rhythms and to transfer this to untuned percussion instruments. Some are beginning to learn songs and join in singing these. They begin to learn about composition as they develop patterns of beats on instruments, and are encouraged to listen carefully to each other's efforts.

149. Overall, teaching of music is satisfactory. Use is made of a variety of instruments, both untuned percussion and instruments from other parts of the world such as Africa and the Caribbean. Pupils are helped to discuss the sounds which the instruments produce, and pupils' knowledge is extended as the teacher demonstrates the different sounds which an instrument can make. Pupils receive encouragement and praise for their efforts, respond by trying hard, and take great pleasure in success. There is careful planning of activities for lessons, but teachers do not always link the plans to pupils' individual needs, with the result that in many groups all pupils have the same targets for music on their individual education plans. This places some limitations on progress.

150. At the time of the inspection, there was no music co-ordinator. Since then, a satisfactory scheme of work has been developed. There are no clear systems for recording and assessing pupils' progress. There is an imbalance in the amount of time which different classes have for music. There is a good number of untuned percussion instruments and some instruments from other continents but, overall, the range of instruments is limited. There is a supply of CDs of a variety of music, but this requires further development. Overall, resources for music are unsatisfactory. There is no dedicated music room, which means that resources are not immediately available to staff and pupils, and have to be moved from room to room.

151. Outside lessons, pupils have good opportunities for music through participation in a variety of music workshops. For example, a recent autoharp workshop provided whole school and class sessions. There have been visits from orchestral groups and choirs, and the theme of African music was introduced by a workshop on African instruments. The school is a member of the Cornwall Dance Agency and, as part of this, pupils have been to a local mainstream school to take part in a creative arts project, combining music and dance. Each year, there are two productions at the school which involve the use of music. At Christmas, there is a concert in which each class makes a presentation as part of an overall theme. In the summer, there is a production based on a well known musical. At the time of the inspection, rehearsals for this were taking place. These opportunities provide a good extension of pupils' experiences and understanding of music in a variety of contexts.

PHYSICAL EDUCATION

152. Pupils' achievements in physical education throughout the school are good. The pupils make good progress both in the lessons and over time. Most of them work consistently to their full potential.

153. By age seven, pupils listen carefully to instructions, take turns, and pay particular attention to safety factors. They explore different ways of moving within their personal potential, and a few have developed the appropriate vocabulary to describe their activities. They take part in games of a co-operative nature, and most can perform a sequence of movements involving rolling, climbing, stopping, crawling and running.

154. By age 11, most of the pupils show good progress in following instructions. They crawl, balance, jump, turn and move in different directions within their abilities, and begin to participate in team games of a competitive nature, involving throwing, rolling, bouncing and passing a ball. A good example of this was observed with Year 3 and Year 4 pupils during swimming. They all took turns to throw a ball through a hoop in the hydrotherapy pool, with

each pupil's endeavours being applauded by the other pupils. All pupils enjoy swimming. Higher attaining pupils can swim unaided for 5 yards. Most of them float with some help, and lower attainers exercise by splashing with both feet and hands.

155. By age 14, most of the pupils improve their physical dexterity and can throw and pass a ball with accuracy. They follow several instructions in sequence, and some of them are able to evaluate their abilities and express their likes and dislikes. Higher attaining pupils show skills in running, jumping and passing a ball which compare favourably with those of their peers in mainstream education. Pupils with additional physical difficulties enjoy swimming, and one of them can swim for one to two yards with little help. All the others require some assistance to float, and exercise by moving their feet and hands.

156. Pupils in Key Stage 4 and post-16 are given good opportunities to exercise and improve their physical skills by using a variety of modern equipment in a fitness suite at the local college. They have their individual programs, which are closely monitored by college staff. Most of the students are able to use cycles, treadmills, rowers and other stretching, lifting and pushing equipment with confidence, and their achievements and progress over time are good.

157. By the time they leave school, most of the students participate in several games and sports such as Unihoc, football, netball, basketball, and athletics, including running, jumping, throwing the soft ball, and wheelchair racing for those eligible. They competed in the Cornish Youth Games and recently won 58 medals in Cornwall's Special Olympics. Furthermore, they visit places of interest where they are introduced to a wide selection of other leisure activities, such as archery, sailing and canoeing.

158. All pupils in the school enjoy their lessons in physical education. Most of them work hard with interest and concentration and want to please. They listen carefully to instructions, co-operate well with their teachers and with one another, and try their best. They remain focused for the duration of their lessons and their purposeful endeavours are highly appreciated by both staff and peers.

159. Teaching and learning throughout the school are consistently good. Both long term and short term planning are satisfactory and make reference to the individual abilities of the pupils. Lessons are planned to develop skills in small and inter-connected incremental steps. This aids and consolidates learning by providing pupils with achievable goals, thus encouraging effort by reinforcing success. Lessons are presented in an enthusiastic manner, and teaching and support staff have high expectations. The pace of the lessons is appropriate, giving pupils time to reflect and produce their best efforts to accomplish the tasks set for them. All pupils are given a variety of opportunities to learn and consolidate new skills.

160. The subject is managed and co-ordinated satisfactorily. The curriculum is broad and balanced, and it is enriched by a wide selection of outside activities. The co-ordinator has a sound knowledge of the subject, with a clear view of future needs, but has very little time to monitor teaching and planning. Assessment is not yet sufficiently developed, and this is formally recognised in the school development plan. The policy document has been updated recently and provides a sound base for future developments.

161. Learning resources are unsatisfactory and poorly stored, with most of them needing replacement. In-school accommodation for the subject is poor. The hall, where most of the lessons in physical education take place, is too small. It is the main thoroughfare of the

school, and its two-level floor is unsuitable for physical education. Doors open into the hall and are a safety hazard. Outside facilities in the playground and playing field are satisfactory and are well used for a variety of physical activities.

162. There have been some improvements since the last inspection. Achievement and progress are better; schemes of work are in place, and the policy document has been updated.

RELIGIOUS EDUCATION

163. Standards of achievement in religious education are satisfactory at each key stage. Pupils in Key Stage 1 are developing a clear identification of self and other members of their family. They learn about the role of a vicar, and the special clothes worn for Christian ceremonies, such as a Christening. Circle time is well used to develop group cohesiveness and the sense of celebration for occasions, such as the birth of another addition to their family. During Key Stage 2 pupils become familiar with stories from the Bible. In one lesson seen, pupils reviewed the story of Joseph's journey into Egypt, and related this to a journey they themselves had made. Higher attainers were able to draw a picture of themselves to go into a model minibus, to recall their journey to the beach. Within this group everyone was helped to sign 'God'.

164. During Key Stage 3 pupils are introduced to stories from other religions, and they compare these with stories from the Bible. For example, they hear the story of Buddha helping a swan, and the story of the *Good Samaritan*. They are able to identify pictures of people who help us, such as the lifeboat service. They begin to name people who help us at home and in school. By the end of Key Stage 4, pupils have developed an understanding of the main world religions. In general, pupils make better progress in knowledge and understanding of religion than in developing their response to the subject, so its potential to promote pupils' spirituality is not sufficiently tapped.

165. Teaching is satisfactory overall. Of the five lessons seen, two were very good, one was good, one was satisfactory and one unsatisfactory. Where teaching was very good it was linked to imaginative approaches supported by good planning, and effective deployment of support assistants, together with sound understanding of the specific needs of the most challenging pupil. Where teaching was unsatisfactory it was poorly planned, time was taken up by end of the day routines, and there was too little focus on religious education. Pupils across the school have access to the local churches, and the planning is appropriately based on the Cornwall Agreed Syllabus. The artefacts are limited but a start has been made on building up references to other faiths and cultures, though as yet the library resources are limited for this subject. The co-ordinator is enthusiastic and appreciates the advice of the local education authority adviser.

166. Provision for the subject has improved since the school was last inspected, when the requirement to teach religious education was not met. There is now time allocated across the school for the subject, and planning has been developed. There are good cross-curricular links with environmental studies in Key Stage 3 and with personal, social and health education in Key Stage 1. However, assessment remains unsatisfactory. There is too little identification of what pupils will learn, or how outcomes will differ for pupils of different abilities. Record keeping is weak. At present the co-ordinator is unable to observe teaching across the school, and co-ordination is at an early stage of development.