

# INSPECTION REPORT

## **GOSBERTON HOUSE SCHOOL**

Gosberton, Spalding, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120749

Headteacher: Mr M R Allen

Reporting inspector: Alan Lemon  
20165

Dates of inspection: 27.03.00 – 31.03.00

Inspection number: 190918

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:         | 3 - 11   |
| Gender of pupils:            | Mixed  |
| School address:              | 11 Westhorpe Road<br>Gosberton<br>Spalding<br>Lincolnshire |
| Postcode:                    | PE11 4EW   |
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| Appropriate authority:       | The Governing Body   |
| Name of chair of governors:  | Reverend Keith Tomlin                                      |
| Date of previous inspection: | 9 – 13 December 1996                                       |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members  |                      | Subject responsibilities                  | Aspect responsibilities  |
|---------------|----------------------|---|--|
| Alan Lemon    | Registered inspector | Art                                       | What sort of school is it?   |
|               |                      | Religious education                       | How high are standards?<br>a) The school's results and achievements              |
|               |                      | Early years                               | How well are pupils taught?  |
|               |                      |   | How well is the school led and managed?  |
|               |                      |   | What should the school do to improve further?                                    |
| Gillian Smith | Lay inspector        | Equal opportunities                       | How high are standards?<br>b) Pupils' attitudes, values and personal development |
|               |                      |   | How well does the school care for its pupils?                                    |
|               |                      |   | How well does the school work in partnership with parents?                       |
| Roy Lund      | Team inspector       | Science                                   | How good are the curricular and other opportunities offered to pupils?           |
|               |                      | Information and communications technology |  |
|               |                      | Design and technology                     |  |
| Ian Naylor    | Team inspector       | English                                   |  |
|               |                      | Geography                                 |  |
|               |                      | History                                   |  |
|               |                      | Personal, social and health education     |  |
| Hartley Heard | Team inspector       | Mathematics                               |  |
|               |                      | Music                                     |  |
|               |                      | Physical education                        |  |

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Gosberton House School is a special school for a total of 86 boys and girls aged between 3 and 11 years. Currently, 72 pupils attend the school including 8 children in the foundation stage 4 who attend part-time. These children are being formally assessed with regard to a Statement of Special Educational Needs. All other pupils have a Statement of Special Educational needs, mainly for moderate learning difficulties. However, 26 pupils have autistic spectrum disorders. A few have sensory impairments or other additional needs. The proportion of pupils eligible for free school meals has dropped to 20 per cent. The great majority of pupils are white. Most pupils' attainments when they first attend the school are well below the level expected for their age because of their special educational needs. Some autistic pupils attain near to an age appropriate level. The school is striving to be a centre of excellence for autism. It provides support to autistic pupils attending mainstream schools and it returns any of its own pupils who would benefit from attending a mainstream school.

### **HOW GOOD THE SCHOOL IS**

Gosberton House School is a very good school. Leadership and management are very effective. Pupils are achieving well and have very positive attitudes to the school. Teaching is very good. The whole school works extremely effectively to ensure pupils achieve their best academically and develop as independent, well-rounded individuals. Consequently, the school is providing good value for money.

#### **What the school does well**

- Very good leadership and management permeate the school.
- Teaches very effectively; teaches English very well and makes very good use of team-teaching.
- Extends the achievements of higher attaining pupils in literacy and numeracy well.
- Encourages pupils to have very good attitudes and behaviour
- Helps pupils to be independent, caring and friendly individuals.
- Provides a very good start for children in the foundation stage through very good teaching and support
- Includes autistic pupils in the life of the school; whenever possible returns pupils to mainstream schools; develops and maintains good professional links with other schools and colleagues.

#### **What could be improved**

- In all subjects except English, mathematics and science the assessment of the gains in learning made by all pupils.
- The implementation of a policy aimed at educating pupils about the misuse of drugs.
- The opportunities in Key Stage 2 for extended creative writing as well as opportunities for pupils to independently use the library.
- The arrangements for accommodating information and communications technology equipment.
- The range of out-door play equipment for the foundation stage children.
- The deployments of classroom staff to ensure large groups of pupils have an adequate number of adults to support them.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection of the school was in December 1996. The school has improved well since. The three issues for action concerning school development planning, curriculum planning, and monitoring teaching time have been addressed successfully. Leadership and management across the school, in particular the management of subjects, has improved. Nearly everywhere teaching is more effective. Team-teaching has led to increased co-operation and planning between teachers. The use of the literacy and numeracy strategies has improved English and mathematics teaching. In particular, higher attaining pupils in Key Stage 2 are benefiting from extra literacy and numeracy. Pupils' achievements have been raised, for example in English, science, design and technology, and information and communications technology. Pupils' attitudes and behaviour are now even more

positive. There has been good improvement in the opportunities for pupils' personal development and the support for autistic pupils. Resources for learning across the curriculum are much better. The library has more books.

## 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 | Key            |   |
|--|----------|-----------|----------------|---|
| Speaking and listening                                   | A        | A         | very good      | A |
| Reading  | B        | A         | good           | B |
| Writing  | B        | A         | satisfactory   | C |
| Mathematics  | B        | B         | unsatisfactory | D |
| Personal, social and health education                    | A        | A         | poor           | E |
| Other personal targets set at annual reviews or in IEPs* | B        | B         |                |   |

Pupils are achieving very well. Their work in English is very good; the progress in literacy and the communication skills of autistic pupils is very good. Higher attaining pupils, by the end of Key Stage 2, read a broad range of books and plan their writing well. Other pupils recognise initial letter sounds and simple words. Mathematical achievements are good. All pupils have skills in mental calculation. They recognise numbers and can count, solving problems using money. Higher attaining pupils work with fractions and decimals. In science, pupils achieve well by recording the growth of plants from seed. By the end of Key Stage 2 they know about electricity and magnetism. Achievements are very good in history, geography, religious education and personal and social education. Pupils know about the Roman settlement in Lincoln. They know stories from the Bible and from other major religions. Pupils have many of the basic skills they need to look after themselves. In physical education, pupils swim and play team games well. All pupils are achieving well using computers. In art they draw from observation and paint. Pupils enjoy singing and performing music; higher attaining pupils play the recorder. Autistic pupils in particular are progressing well against their targets for personal and social development.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils' attitudes are even better than when the school was last inspected. Their attitudes are very good. Pupils have a strong sense of purpose and are keen to do their best.   |
| Behaviour, in and out of classrooms    | Pupils' behaviour has improved further and is now very good. Pupils are not excluded from school and there is no evidence of bullying.   |
| Personal development and relationships | Personal development is very good. Pupils readily support the school by taking on many responsibilities, especially for helping others. Increasingly, they look after themselves and treat others with politeness and respect. |
| Attendance                             | Attendance is satisfactory. Pupils are punctual and if they are absent it is for a good reason.  |



School is of importance to pupils and they enjoy attending. Pupils use their time well to achieve academically and develop personally. Some pupils who are uncooperative because of their special educational needs learn quickly to behave acceptably. Over time their behaviour improves.

Pupils make very good progress in their personal development. This year, six were able to cope with returning to mainstream schools. From the very youngest upwards pupils act with increasing independence for their personal care and organisation. Relationships are very good.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 | aged 5-11 |
|----------------------|--------------|-----------|
| Lessons seen overall | Very good    | Very good |

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

All of the teaching observed was satisfactory or better. Fifty-four per cent of the teaching was very good or better. Teaching is very good in English, mathematics, science and personal, social, and health education. Lesson planning and teamwork are very good in English. In mathematics, there is a lively pace and lots of useful questioning. Teachers have improved their knowledge of science and use it to set high expectations. Personal, social and health education is planned well to foster pupils' moral and social development.

Pupils of all ages are being taught to communicate effectively in most areas of the curriculum. Literacy skills are being emphasised well in science, humanities and religious education. Pupils with little or no speech are being taught well to use augmentative means of communicating with specialist equipment or symbol systems.

Teachers plan their lessons very well based upon a very good knowledge of their subjects and the pupils' special educational needs. This leads to a very good quality of learning. Considerable thought is given to the best methods by which all pupils will learn. Teaching engages pupils and they respond with good levels of interest and concentration and are prepared to work independently. Their different levels of attainment are carefully considered. Support assistants are very well briefed on how they can help pupils learn. Pupils are managed very well and very high expectations are maintained. Pupils' productivity is good as a consequence and those with additional special educational needs are able to learn very well.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The curriculum provided for children at the foundation stage is very good. The breadth and balance of the curriculum at Key Stages 1 and 2 is good. The curriculum is planned well and provides all pupils with stimulating and interesting things to do. The provision for pupils' special educational needs is very good. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school addresses pupils' personal development very well. There is a very high expectation that pupils will be as independent as possible and many opportunities are found for pupils to look after themselves. The opportunities for spiritual, moral, social and cultural development are very good.                   |
| How well the school cares for its pupils  | Very good teamwork ensures pupils are safeguarded and that their personal welfare is promoted effectively. There is very good liaison and collaborative work between teachers and visiting professionals. Not all of what pupils are attaining in lessons is being effectively  |

|  |           |
|--|-----------|
|  | assessed. |
|--|-----------|

The school works well in partnership with parents. They are welcomed by the school and kept well involved in their children's education. There are good links with local schools that support the opportunity for pupils to return to mainstream schools when ready.

The provision for autistic pupils is very good. The strategies for teaching literacy are very effective, while the strategies for numeracy, more recently introduced, are good. Information and communications technology is used well throughout most of the school. The range of extra-curricular activities is good.

There are very good opportunities for pupils' spiritual development. In lessons they are encouraged to express their ideas and feelings. Their work is celebrated in assemblies and in excellent displays. Pupils are developing well their appreciation of the diversity of British culture.

Teachers and all the staff know pupils very well. They are able to make good assessments of pupils' general progress. But in the National Curriculum foundation subjects, assessment is unsatisfactory.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well directed at all levels. The success of all pupils is held firmly at the forefront of its work. There is a very clear vision of where the school is headed and the high standards it wants to achieve.        |
| How well the appropriate authority fulfils its responsibilities  | The governing body plays a satisfactory part in understanding the work of the school and deciding how it should develop. It conducts its business in an efficient and responsible manner and fulfils its statutory responsibilities. |
| The school's evaluation of its performance                       | The school evaluates itself well, particularly teaching and the curriculum. Consequently, it has made significant improvements in these two areas.   |
| The strategic use of resources                                   | Good use is made of all the school's resources. Spending is targeted well and is firmly linked to the school's development plan.   |

There are a good number of teachers, well qualified for the curriculum and the range of pupils' special educational needs. There is also a good number of trained, experienced and committed lesson support assistants providing indispensable help to teachers and pupils.

Leadership and management responsibilities are delegated well. Staff are able to work very well as a team. The school plans well for the use of all of its financial resources and, seeking best value, takes reasonable steps to ensure money goes as far as possible. The school's accommodation is good. The siting of computers in corridors is unsatisfactory. Learning resources are good and the displays of pupils' work are excellent.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"><li>• The effective way the school is managed.</li><li>• The very good teaching and high expectations.</li><li>• The good progress pupils make particularly in becoming independent.</li><li>• Being made to feel welcome by the school and knowing concerns will be listened to and dealt with sympathetically.</li></ul> |   |

All of the parents returning questionnaires and attending the parents' meeting strongly support the school. They have a firm and well-formed view that Gosberton House School is a very good school, an opinion that inspectors agree with. Their views on the quality of teaching and pupils' progress have been confirmed by inspection findings.

## **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 attainment against age related national expectations. The report judges how well pupils are achieving taking into account their special educational needs and gives examples of what they know, understand and can do at the end of each key stage.
2. All pupils' accomplishments in their lessons and over time are good. Pupils with autism get the help to surmount their difficulties and are consequently making very good progress academically and against the targets set for their personal and social development. Children in the foundation stage, enrolled in the assessment class, are achieving very well. Pupils' achievements are also very good in English, humanities, personal, social and health education and, by the end of Key Stage 2, in art and religious education. In most of the remaining areas of the curriculum, pupils' achievements are good. The curriculum is presented to all pupils in a stimulating and interesting way that enables them to achieve well against the targets set within their individual education plans. All pupils' achievements are satisfactory in physical education by the end of Key Stage 1 because teachers' expertise is not as strong as at Key Stage 2 where pupils achieve well.
3. Children in the foundation stage are making very good progress in personal development because of the high expectations their teacher sets. They learn quickly to look after themselves and to attend to their own personal care, which is a source of their growing self-confidence. By age 5 most are likely to be managing as well as all children. Children's speaking and listening skills are promoted very effectively and they rapidly move from early vocalisation to saying words and speaking in sentences. They learn as fast to read, recognising common words like theirs and others names or the days of the week. They order days correctly and understand terms such as larger and smaller. A few higher attaining children count up to 10 and recognise all the numerals from 1 to 10. By age 5 these children should be near to what is expected in speaking and listening and recognising numbers.
4. Pupils are making very good progress in English and acquiring literacy. Autistic pupils are making very good progress developing their skills to communicate, largely because of the care taken by teachers to involve them effectively in learning. By the end of Key Stage 1, all pupils have very good listening skills. Being very attentive to the stories read to them they gain an understanding of what is happening and they explain this in simple words. These skills develop well also through stories in religious education. All pupils read stories aloud following the teacher. Higher attaining pupils read words and simple sentences independently. All pupils make good progress consolidating early writing skills like forming letter shapes accurately. Most pupils, by the end of Key Stage 2, have a more detailed recall of the stories they have heard, using simple sentences to relate their events. Higher attaining pupils read stories and information for themselves provided the text is simple. Lower attaining pupils make initial letter sounds and recognise basic words. They struggle to write but progress well through constant practice to form letters legibly. Higher attaining pupils write independently, producing simple but planned work and sometimes present it in word-processed form.
5. Pupils' achievements are good in finding out about and using information and communications technology. By the end of Key Stage 1, they select programs using the mouse to point to their choices. Most follow literacy and numeracy programs responding correctly with keyboard instructions. Some pupils type using simple word-processing operations. By the end of Key Stage 2 pupils operate computers independently, opening and working through programs. In word processing they input text and can change the font style. They can program commands for a robotic toy to control its movement and some pupils, with help, use the Internet to locate information.
6. All pupils are making good progress consolidating the skills to do mental calculations. By the end of Key Stage 1, higher attaining pupils add and subtract with numbers to the value of ten

and count up to 20. They recognise a circle, triangle and rectangle and know some of their properties such as straight or curved edges. Lower attaining pupils are not wholly secure in counting to 10 and only with help identify colours and shapes correctly. Higher attaining pupils count, for example, using steps of 4, 8 and 10 up to a value of 100 by the end of Key Stage 2. They calculate money and will convert simple fractions to decimals. These pupils know about prism and hemispherical shapes. They make charts and tables to display mathematical information and they read the data in graphs. Lower attaining pupils count with coins and add up in steps of 10 to reach 100. They read the time and make simple graphs.

7. In science, by the end of Key Stage 1, pupils name some parts of the body and know the conditions that allow seeds to grow. Their scientific knowledge and skills are well-extended by the end of Key Stage 2, when they experiment to show that plants need light. Lower attaining pupils distinguish between living and non-living things and name parts of plants such as leaf and flower.
8. Pupils are achieving very well in personal, social and health education. Opportunities permeate the work of the school. Pupils rapidly acquire independence and very good social skills, taking turns and sensitively considering the needs of others. Autistic pupils integrate well with others, making decisions and communicating their choices clearly. Pupils know about healthy diets and how to prepare food.
9. In art pupils work imaginatively creating effects with colour and texture. They control their use of pencils and brushes to make a range of marks and lines. By the end of Key Stage 2, pupils are exploiting the characteristics of many art materials in drawing and painting to good effect. They observe plants closely and draw the details they see using techniques to show light and shade. Pupils use scissors and glue in design and technology to cut out and assemble different components. They choose, measure and combine ingredients for making cakes. By the end of Key Stage 2, their cutting to line has improved greatly and their knowledge of materials and designing has progressed very well. They make models of Roman buildings as part of a history topic, which helps them to understand when Romans were in Britain, and know about their lifestyle such as what they wore and ate. In music, by the end of Key Stage 1, pupils co-ordinate their singing and hand-clapping. They play percussion instruments in rhythm to music. By the end of Key Stage 2, the higher attaining pupils play recorders with good pitch and tempo to a piano accompaniment. Higher attaining pupils join in confidently with others in games, dance and gymnastics, by the end of Key Stage 1. They are also confident in the water and swim with skill. Lower attaining pupils lack confidence in team games and swimming because they are not physically as well co-ordinated. By the end of Key Stage 2, their co-ordination is better and, with the help of the more expert physical education teaching, they join with others in simple games. Higher attaining pupils move well and use space in dance. They sequence their running, jumping, landing and rolling well.

### **Pupils' attitudes, values and personal development**

10. As reported by the previous inspection, pupils enjoy the time they spend at school and they are interested in the work provided. Previously described as good, their attitudes have continued to improve over the last three years and they are now very good. Pupils arrive with a sense of purpose about the day ahead and are keen to do their best. Although some autistic pupils find it hard to relate to other people, they are nearly always polite to those around them and tolerate the presence of strangers well. Other pupils are very friendly and curious about visitors, clustering around them during break or lunchtime, happily striking up conversations and asking sensible questions. Relationships are very good and, as far as they are able, pupils consider the impact of their actions upon others. Pupils are attentive listeners and try hard to remember not to interrupt each other.
11. Pupils' behaviour was described as good by the previous inspection. Over the intervening years, it has improved further and is now very good. It has been many years since it was necessary to exclude anyone and there is no evidence of bullying. Overall, pupils behave very well and this is especially evident during the very interactive assemblies. Pupils listen carefully to what is said and sing with great enthusiasm. They do their very best to answer any questions and are delighted to demonstrate newly acquired skills, such as being able to bounce

a ball. During lessons, pupils spontaneously clap each other's achievements, offer help and share resources well.

12. Pupils' personal development is good overall and they willingly accept responsibility for various tasks during the school day. For example, older pupils are pleased to act as 'table heads' during lunchtime. Under supervision, they serve the food to the other pupils seated at their particular table and clear away afterwards. In general, pupils use their knives and forks well and offer help to others who find it difficult to cut up their food. Pupils wait patiently for others to finish and help to calm friends who may start to become restless. Other tasks such as distributing registers and returning them to the office encourage pupils to use their initiative and to extend their personal experience. The school enjoys good links with other schools and has recently returned a number of pupils to mainstream education.
13. Attendance is satisfactory overall and the level of authorised and unauthorised absence is very similar to that found in other schools. When pupils are absent, it is usually because they have been ill or have had to attend a medical appointment. Pupils are mostly brought to school by taxi or minibus and they arrive at school in good time for the start of the school day. Lessons start and end promptly and time keeping during the day is good.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. The quality of teaching is very good at all key stages. All of the teaching observed was satisfactory or better. Fifty-four per cent of the teaching was very good or better. All teachers share the strengths found in teaching, which are very many. Therefore, in lessons generally all pupils are learning very effectively and making very good progress.
15. What accounts for the very good teaching is that lessons almost invariably are very well planned. Effective planning emerges from the teachers' firm grasp of the subjects they are dealing with. In English, teachers use great skill in presenting literacy work. Children in the foundation stage have basic reading skills constantly reinforced by, for example, reading their own and others names and the days of the week. The eldest pupils' imaginative writing is developed effectively by a well-structured story writing approach although there are not enough of these opportunities for their creative writing. In mathematics, teachers are using the numeracy strategy well to plan, guiding them to make very good use of resources, which helps pupils enjoy mathematics. In science, teachers have improved their subject knowledge through training and this is now being felt in how they plan very effectively interesting and stimulating work. High levels of expertise are evident in nearly all the subjects taught which, to a significant extent, reflects how well each is managed by the subject co-ordinators.
16. Equally important to the quality of teachers' planning is their very good knowledge of pupils' special educational needs. Lesson support assistants and the visiting professionals helping pupils during lessons share this. In particular, meeting the needs of autistic pupils is very well informed and skilful. These pupils are exceptionally well managed so that they learn to hold their attention, sustain efforts and work co-operatively in a routine way. Teachers show great adeptness in organising a variety of teaching approaches and these are used creatively so that each pupil learns very effectively. For example, whole classes are often divided into smaller groups to do work during lessons that best reflects the pupils' different attainments. In addition, work is carefully thought out to be interesting and challenging. In science, pupils are enthused by their practical enquiries such as following the growth of plants from seeds. They are given aromatic flowering plants in art to observe and draw. Pupils enjoy the variety of practical work with musical instruments. They act out roles of Roman people in history lessons and understand what it was like to wear a toga and eat Roman food. Lively storytelling brings a fascinating Hindu story to life in a Year 6 religious education lesson.
17. Paramount among the ways that pupils learn best is the clear talking done by teachers in every lesson. They choose their words very carefully to be clearly understood and they make sure their communications are being received. Firm sympathetic management of, particularly autistic, pupils keep them solidly on-task and this also ensures the very high academic expectations built into lessons are consistently maintained. Teachers question and encourage pupils to explain what they know and lessons move forward in a well-paced manner based securely on pupils understanding what they have to do. As a consequence, learning is a clear

and logical process that pupils can engage in with interest and confidence.

18. A very high level of collaboration is achieved between teachers in their team-teaching approach and equally between teachers and their lesson support assistants. Lesson support assistants are very well briefed and their expertise is used to very good effect. They, for example, take charge of small group reading or number activities during lessons helping effectively pupils achieve their learning objectives. Also, in art lessons support assistants explained and demonstrated drawing skills very well and pupils learned to use line and tone to improve their work. Very occasionally, because there are not enough adults with pupils, the productive pace and quality of pupils learning does not achieve the usual very high standard.

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

19. The quality and range of learning opportunities offered within the school are good overall and relate well to the National Curriculum. Provision for religious education is good and follows the locally Agreed Syllabus. The curriculum is comprehensive and well planned at all levels and in all subjects. It is presented to all pupils in a stimulating and interesting way that enables them to make good progress against the targets set within their individual education plans. The curriculum offered to pupils with autism is very good and fully integrated into the school's overall curriculum. The curriculum at Key Stage 2 builds upon the curriculum offered in Key Stage 1 and provides good opportunities for the pupils to develop their communication skills, become more independent and to gain in knowledge, skills and understanding. The strengths of individual teachers are used well to support all aspects of curriculum development and the way in which the teachers co-operate together in developing schemes of work is outstanding. The curriculum is socially inclusive and ensures that all pupils have equality of access and opportunities in all areas.
20. Basic communication skills and numeracy skills are taught very effectively through all subjects within the curriculum and through the National Literacy Strategy and National Numeracy Strategy. Short-term "booster classes" are used very effectively for small groups of pupils, to enable them to acquire basic numeracy and literacy skills more quickly and hence access the rest of the curriculum more effectively. The school enables pupils with particular needs to access the curriculum through the use of closed circuit television, talkers and through access devices for information and communications technology. The use of information and communications technology across the curriculum is good.
21. Extra-curricular activity is restricted by the transport arrangements for pupils at the end of the school day. The school does seek to broaden the curriculum and enrich pupils' learning opportunities. Year 6 pupils, for example, stay in North Wales and cover a wide variety of curriculum areas by exploring the coast and streams, making pottery, visiting the Llechwedd slate mine and Harlech Castle. The school also participates in a five-a-side football tournament and won last year. These activities greatly benefit pupils and demonstrate the staff's strong commitment to the pupils' academic, personal and social development.
22. The school makes very good use of the local community to reinforce the curriculum. Pupils of all ages are involved in shopping for ingredients for food technology. Pupils in Year 1 visited the railway station as part of their work in geography. Pupils in Years 3, 4 and 5 develop an understanding of how machines work by visiting displays at local centres.
23. Pupils in Year 6 have studied Witham-on-the-Hill as part of their geography project and have been to Lincoln as part of their work in history. Years 5 and 6 are reinforcing their numeracy at a local Bowling Alley. All pupils are involved in the local fair and the Church's flower festival and they go swimming at the Spalding pool every week. All the pupils enjoy the regular visits by the Bitesize Theatre Company. Once a year, the pupils' social skills are greatly enhanced by a "Fun Day" for parents, carers and families. As a result of these experiences, the pupils, including some of those with autism, are used to meeting people and many of them can talk to visitors with great confidence and maturity.

24. The school provides good opportunities for pupils to learn about the world of work, through these visits within the community and also through visits of "people who help us", for example a police officer and a fire fighter.
25. The school has very good links with other schools in the area through its liaison over the transfer of pupils in both directions. It also has good links through the outreach offered by the deputy head teacher and through the training that it provides for colleagues in other schools. Some members of staff have good links for sharing information about curriculum development with mainstream colleagues.
26. The school takes great care to familiarise parents and carers about its work with preliminary visits and placements in order to make them feel at home and more confident. Good support and information is provided for mainstream schools prior to a pupil's reintegration or when a pupil moves into secondary provision. The staff support this integration process carefully to ensure that pupils transfer smoothly into and out of the school.
27. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, has improved since the previous inspection and is now very good. The daily acts of collective worship make a significant contribution to pupils' spiritual awareness and these occasions are lively and thoroughly enjoyable. They are highly interactive and the majority of pupils are actively involved. Pupils are encouraged to take part in the action songs and, by responding to the issues raised by the theme of the day, to use the spoken language they have learned. Everyone is actively involved and the quality of the pupils' singing brings an uplifting sense of joy to these occasions. Pupils are also provided with regular opportunities to reflect upon the needs of others and to celebrate each other's achievements. The newly developed wildlife area is most attractive and provides a useful learning resource as well as providing a peaceful place where pupils can observe the changing seasons and experience the marvels of Nature.
28. Great importance is placed on pupils' moral development and the difference between right and wrong is constantly emphasised. Pupils are urged to consider the impact of their actions on others and a positive approach is obvious throughout the school. All members of staff have consistently high expectations and pupils are constantly encouraged to be considerate and fair. Staff provide consistently good examples of how to behave and the impact of their attitudes is reflected in the co-operative and tolerant behaviour shown by the majority of pupils.
29. The development of social skills is given high priority in the school and is demonstrated by the relaxed and friendly manner in which visitors are received. Pupils are encouraged to consider the needs of their classmates and to wait their turn. According to their ability, pupils are given various responsibilities during the school day and they respond very sensibly. For example, older pupils may be asked to act as table leaders during lunchtime and pupils of all ages return the class registers to the office. Older pupils also undertake a residential trip to North Wales and this provides a wealth of opportunities whereby pupils learn to live within a group and to become more independent.
30. Pupils' understanding of their own culture is effectively promoted through a range of activities. These include attending local events such as the annual Spalding Flower Show and visiting places of interest in Lincoln and North Wales. Pupils also visit Sikh and Hindu temples in Peterborough and celebrate festivals of other faiths such as the Sikh and Muslim festivals of spring.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. The previous inspection found that this school looks after its pupils well and this continues to be the case. Very good teamwork between all members of staff ensures that pupils' personal welfare is effectively promoted. Classroom staff know the pupils very well and pupils feel safe and valued. Everyone has very high expectations of what the pupils should be able to achieve and this helps to ensure that pupils of all ages do well and make good progress.



32. Procedures for monitoring and promoting pupils' personal development are good and the school has developed a sound format for Individual Education Plans. Autistic pupils have good personal and social targets, which are reviewed each term. Sometimes targets are too imprecise to be measured, and so teachers cannot gauge whether a pupil is on track to achieve the target within a reasonable length of time. As a result, neither staff nor pupils are always clear whether the anticipated gains in learning have been made and what these achievements are.
33. There is very good liaison between class teachers and the speech and language therapists. They work together in order to identify and meet the communication needs of each individual pupil and the chosen aspect then forms a specific learning focus for a period of time. For example, they will plan activities together in order to ensure that pupils are constantly exposed to words such as 'on', 'in', 'behind' and this tight focus ensures that pupils make good progress.
34. The procedures for assessing pupils' attainment and progress are unsatisfactory. The procedures are very good in mathematics, good in English and satisfactory in science. In all other subjects they are unsatisfactory because systematic procedures for assessment have not been developed. Informal assessment works effectively because teachers know pupils very well and they plan appropriate work from day to day. However, the process of assessment is insufficiently organised to be able to provide information on what pupils know, understand and can do and what the targets should be for the next period of time in many subjects. The teachers are collecting samples of pupils' work to demonstrate what they know, understand and can do, but these are not annotated in a way that enables the achievement of the individual pupils to be monitored effectively.
35. Arrangements for child protection are secure and members of staff record any matters of concern. Routine health and safety checks are also in place.
36. Procedures for monitoring and promoting good behaviour are very effective. High quality behaviour management programmes have been designed for individual pupils and they are carefully and consistently followed. Members of staff have very high expectations and will not compromise in their quest for considerate and thoughtful behaviour. Behaviour books are used for particular pupils and these are used to very good effect. Close liaison with parents helps to ensure that everyone is kept well informed and any incidents are noted and promptly responded to.
37. Procedures for monitoring attendance are very good. Close liaison with escorts and regular use of the home/school diaries usually ensure that the school is kept well informed. The school actively follows up any unexplained absences and parents are regularly reminded of the importance of regular attendance.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38. The previous inspection reported that this school works closely with parents and this continues to be the case.
39. Almost all the pupils travel to and from school using local authority transport. Their parents do not, therefore, have direct daily contact with class teachers and administrative staff. The school overcomes these difficulties by providing home/school books for pupils who have communication difficulties and escorts also help to keep the school informed of reasons behind absence.
40. Parents are most supportive of the work of the school and there are no areas of particular concern. Although there is no parent teacher association, there is a support group for the parents of autistic pupils and parents provide good support for the social or fund raising events that are organised. Parents indicate that, when they do come into school, they are made to feel most welcome and that their children like coming to school. Those who completed the pre-inspection questionnaire and those who attended the pre-inspection meeting are particularly impressed with the way in which the school is managed and feel that the quality of teaching is exceptionally high. They confirm that their children are making good progress and that they are being helped to become much more independent.
41. Although there are some minor omissions from the school prospectus and the governors' annual report, parents receive good quality information overall. Each term, parents are provided with a 'theme outline' information sheet that lets them know what will be studied. Parents are fully involved in the annual review process and play a full part when new targets are being set. Annual reports provide lots of interesting information concerning the work that has been covered in English, mathematics and science and provide parents with a good idea of what their children know, understand and can do. There is, however, less detail about the other subjects of the curriculum and no indication of the level at which their child is working. Pupils' targets for the future are not always clear.
42. The close partnership between home and school has a positive impact upon the standards that pupils achieve and the progress they make.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The leadership of the headteacher, the senior management team and the subject co-ordinators is very good. Their leadership permeates the whole school with a very clear sense of purpose and one that is pinpointed sharply on the success and welfare of pupils. All staff are intent on achieving high standards in terms of their own professional performance as well as in what pupils produce. This creates a powerful ethos that gives rise to pupils acquiring very good attitudes towards the school, a committed interest in learning and the earnestness to be independent. These values are enshrined well in the school's aims and are met throughout the school very effectively. The headteacher and senior staff are firmly fixed on having a very good school. Every shortcoming reported in the previous inspection was located and addressed in this pursuit. The headteacher is closely involved in the everyday life of the school, knowing his staff and pupils well. The senior staff have understood and engaged constructively with national and local initiatives in the provision for special educational needs. The National Literacy Strategy was introduced very well and the use made of the numeracy strategy is good. The interaction and relationships with other local schools has continued to grow enabling, when possible, pupils to return to mainstream schools and the sharing of expertise in providing for pupils' special educational needs. It is the school's aim to be a centre of excellence for educating autistic pupils and, since the last inspection, has moved considerably nearer to being a leader in providing for autistic pupils using a fully integrated approach. New demands such as managing the increasing level of challenging behaviour shown by pupils have been dealt with very effectively.
44. All staff have a very clear knowledge of their responsibilities and how these dovetail with the work of others. The layers of communication throughout the school make teamwork good. All

teachers co-ordinate the provision for a subject and manage this role very well. The effectiveness of management in all subject areas has resulted in boosting the quality of curriculum planning and the monitoring of teaching. While oversight is continual, the two-yearly cycle of subject monitoring and evaluation gives each co-ordinator the time to make a full and more intensive audit of the strengths and weaknesses in their subjects. This contributes to identifying areas of priority for inclusion in the school development planning process.

45. Spending has been wisely targeted and is effectively linked to priorities in the school development plan, which is updated each year. The strength of this plan is the simple monitoring and evaluation processes for each target. These are clear, specific, realistic and linked to a named person or committee of the governing body. The head teacher provides regular, very clear information to governors, often with a number of possible options that have been calculated carefully by him. Governors use these options to evaluate the best ways to make improvement. The local authority has supported the school well in its agenda for improvement and change, particularly in bidding for central funds to support the increased provision for autistic pupils through the New Deal for Schools initiative. The schools' administrative officer efficiently deals with the administration of the school's budget. A recent internal audit by the local education authority found satisfactory office and financial procedures in place and the few recommendations made for minor improvement have already been put in hand. The school provides good value for money through procedures that reflect best value principles.
46. The governors meet statutory requirements and are fulfilling their role and supporting the school in a satisfactory manner. They have constituted themselves effectively to conduct their business in an efficient and responsible manner. They act in circumspect and astute ways when making major decisions on the school's development. The governors are not directly active in the work of the school to be in a firm position to know for themselves what its strengths and weaknesses are.
47. The school is well supplied in all areas with teaching staff who are well qualified to meet the needs of the curriculum. A quarter of them have joined the school in the last two years so there is a good blend of continuity and experience with newer and younger teachers. A longer serving teacher acts as mentor for newly qualified colleagues and the headteacher oversees the induction of those new to the school. The team-teaching system provides additional support for all teachers and helps provide consistency when any staff are absent. The deputy headteacher manages the appraisal system, which is used alongside the priorities set by the school development plan to provide a focus for staff in-service training and development. Pupils and teachers are well supported by a good number of skilled and committed learning support assistants. There are a few times during the week when there are not enough learning support assistants available.
48. The school's accommodation is good. Classrooms throughout the school are of good size and are mostly light, airy and cheerful. The school generally is tidy, clean, free of litter and well maintained. Extensive wall displays throughout do much to brighten the school and to celebrate pupils' work and achievements such as the recent production of 'Cats' and the football team's triumph in a competition in Leicester. There is a central resources room that is very well organised and fully used. Storage spaces for science and design technology are inadequate. The school hall is used with imaginative flexibility for assemblies, lunches, physical education lessons, musical teaching and events and other activities. There are separate libraries for younger and older pupils, both sited in corridors in the middle of the teaching areas and with some limited comfortable seating. While such arrangements do not provide a quiet area for individual reading, they do make the good range of reading readily accessible to pupils. During the week of the inspection, these facilities were seen to be well used on both a planned and a spontaneous basis. The space for outdoor play and games are adequate and the recently created nature trail is an excellent facility for learning and recreation. The siting of computers along a busy corridor is unsatisfactory. Although this makes more of them accessible to pupils for casual use, it seriously impedes the teaching and learning of information and communications technology skills in a whole class or large group.
49. The range and quality of teaching and learning resources have been improved and are now at

least good in most subjects, notably English, art, design technology, music and information technology. The minibus is well used for off-site visits that add to the richness of curricular and cultural learning opportunities. The provision of outdoor play equipment for the foundation stage children is inadequate.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To continue improving standards the governors and senior management need to:

- (1) provide systematic procedures for all teachers to use regularly for assessing what all pupils know, understand and can do in each of the foundation subjects of the National Curriculum, religious education and personal, social and health education. (paragraphs:- 34, 82, 86, 92, 97, 101, 105, 109, 113.)

### **In addition the school should consider:**

- Writing and implementing a policy to educate pupils' awareness of drugs misuse. Paragraphs:- 113.
- Improving the accommodation for information and communications technology. Paragraphs:- 48, 98.
- Improving the outdoor play equipment for children in the foundation stage. Paragraphs:- 49, 54.
- Creating opportunities for extended creative writing for pupils in Key Stage 2. Paragraphs:- 65.
- Reviewing the deployment classroom staff to ensure that large groups of pupils most particularly have an adequate level of adult support. Paragraphs:- 11, 47.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 61 |
| Number of discussions with staff, governors, other adults and pupils | 25 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 8         | 46        | 36   | 10           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                               | No of pupils |
|---|--------------|
| Number of pupils on the school's roll                     | 72           |
| Number of full-time pupils eligible for free school meals | 15           |

| 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 | 2            |
| Pupils who left the school other than at the usual time of leaving           | 9            |

### Attendance

| Authorised absence | %   |
|--------------------|-----|
| School data        | 5.5 |

| Unauthorised absence | %   |
|----------------------|-----|
| School data          | 1.5 |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 1            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 70           |
| Any other minority ethnic group | 1            |

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 12 |
| Number of pupils per qualified teacher   | 6  |
| Average class size                       | 10 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 12  |
| Total aggregate hours worked per week   | 210 |

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

|                |      |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

|  | £      |
|--|--------|
| Total income                               | 521781 |
| Total expenditure                          | 513123 |
| Expenditure per pupil                      | 6258   |
| Balance brought forward from previous year | 35720  |
| Balance carried forward to next year       | 44378  |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 78 |
| Number of questionnaires returned | 55 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 75             | 24            | 0                | 0                 | 2          |
| My child is making good progress in school.  | 78             | 16            | 0                | 2                 | 4          |
| Behaviour in the school is good.   | 69             | 24            | 0                | 0                 | 7          |
| My child gets the right amount of work to do at home.                              | 55             | 36            | 2                | 2                 | 5          |
| The teaching is good.  | 87             | 7             | 0                | 0                 | 5          |
| I am kept well informed about how my child is getting on.                          | 62             | 27            | 7                | 2                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 82             | 11            | 4                | 2                 | 2          |
| The school expects my child to work hard and achieve his or her best.              | 82             | 15            | 2                | 0                 | 2          |
| The school works closely with parents.   | 58             | 31            | 5                | 4                 | 2          |
| The school is well led and managed.  | 82             | 13            | 2                | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 78             | 16            | 0                | 0                 | 5          |
| The school provides an interesting range of activities outside lessons.            | 47             | 22            | 7                | 0                 | 24         |

### Summary of parents' and carers' responses

The very large majority of parents and carers returning questionnaires and attending the meeting express very positive views on the success of the school. They feel closely involved with the work the school is doing for their children. Most are especially happy that their children like the school so much and make good progress. In particular, several are very positive about how quickly and well their children have progressed personally and socially. Nearly all parents and carers responding are very happy with the teaching their children receive. This coincides with the inspectors' judgement that teaching throughout the school is very good. The large majority says they are kept informed well and feel they can approach the school easily with concerns or suggestions. One set of parents, for example, wrote they would strongly recommend Gosberton House School to any parent of a child with special educational needs. Several identify the hard work of the headteacher in making the school successful and the large majority judge the school is effectively led and managed, which agrees with what inspectors found.

## **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**

50. Children in the foundation stage are achieving very well and making very good progress in all areas of their development. In personal development, children are rapidly becoming more independent. They routinely look after themselves, for example, hanging up their coats in the morning and sorting their books and belongings for the day ahead. Children know there is a daily schedule and understand to follow it. They take increasing charge of their personal care and have the knowledge and skills to look after themselves without the need of adult support. There are consistently high expectations set for all children that lead to them managing by themselves. A blind child manages her independence very well. She moves around the classroom alone and when it is her turn, she takes the class register back to the school office. Children have moved on very well in acquiring social skills. They know each other's names and when directed greet each other. In physical education activities, they spontaneously applaud each other for doing well. The higher attaining children co-operate in work and play while all children take turns and share toys.
51. All children are making very good headway on their literacy and language skills. They regularly read the pictorial timetable and sort word cards containing days of the week or their own names. The blind child recognises Braille signs placed throughout the classroom. The higher attaining children arrange the letters of their names correctly. Children have good listening skills; they sit up straight and stay still while the teacher is talking or when there is singing or stories being read. Lower attaining children who arrived with little or no vocabulary have quickly learned 5 or more words. All children understand the basic relationships of objects such as larger or smaller and below or above. In physical education they walk 'on' the bench and stand 'in' the hoop. Two children, working at the computer, use a 'tracker ball' switch to choose large and small items on the screen. All children recite the days of the week and sort objects, for example, selecting and fitting together jigsaw pieces or construction kits. Higher attaining children are sequencing objects and counting 1 to 4. Some count up to 10 and recognise the numerals for 1 to 10. In physical activities, pupils' move together as a group starting and stopping when instructed. Most can pedal and steer tricycles.
52. There has been a good improvement in the provision for children at the foundation stage since the last inspection. There was a lot that was good then that is now very good. Teaching, in particular, has gone from being satisfactory to very good and, consequently, children's progress is now very good.
53. The quality of teaching and learning is very good. The very high expectations that permeate the children's formal and informal activity are maintained with great consistency by all the adults including the visiting specialists. This leads to very good quality learning taking place. The teacher and lesson support assistants are an excellent team with a sharp focus on the learning objectives informing children's work and play. These are very well assessed and a close track is kept on how each child is making progress. Activities are planned and carried out in very well prepared and organised ways. All of the basic skills children require are thoroughly planned for and very effectively taught. The teachers' and other adults' communication is received very clearly by the children. The teacher, for example, gives a very good explanation and demonstration of the movements in physical education and they are well understood. This results in children thoroughly enjoying learning the in and out; over and under movements as well as acquiring the vocabulary being emphasised. Daily routines and the schedule of work are well structured and explained carefully so children fully understand them and can meet the high expectations being set. Children's challenging behaviour is very effectively managed with considerable consistency using a calm and firm approach. Lessons are seldom seriously disrupted and can proceed at a good pace and much productivity.
54. The teacher in charge of the foundation stage provision has led its improvement very effectively. There is very effective teamwork and this includes the very good contributions made by visiting professionals supporting children with sensory impairments or speech and



language needs. The procedures for assessment are very good, particularly in diagnosing the special educational needs of children. The gains in their development are measured and recorded effectively and provide a secure basis for decisions on the children's future educational provision. There are many good resources to support children's development although outdoor equipment is not developed adequately.

## **ENGLISH**

55. Although pupils' attainment is low when they are admitted, they quickly make progress in most areas. Learning is good during Key Stage 1 and continues to improve so that by the end of Key Stage 2 it is very good. Achievement and progress in English is very good overall at each key stage. In particular, those pupils with autism make very good progress in their communication skills.
56. At Key Stage 1, pupils make very good progress during the Literacy Hour and in other lessons in their speaking and listening skills. They show very good listening to the teacher reading from a big book story during whole class sessions and answer questions showing they understand what is happening to the characters in the story. Many pupils speak in simple sentences. They listen to and follow simple instructions. They know to wait whilst another finishing speaking before asking or replying. Lower attaining pupils, in particular show good progress.
57. In reading all pupils are making good progress in the early stage of reading. They read along with the teacher from the big book stories. They follow and understand the story using picture clues and know that the words read from left to right. Higher attaining pupil read simple sentences. They recall events of a story and make sense of it using pictures, and they are able to express personal feelings about what they have read. Pupils recognize the names and colours of everyday objects, such as a blue car or a red bus. They read words in different contexts and build a list of sight words. Lower attaining pupils recognise some initial letters, for example, the letter 'a' and 'm' naming a range of animals and objects that begin with that letter.
58. Pupils make good progress in their handwriting. Lower attaining pupils show skills of hand and eye co-ordination to complete left-to-right threading of string through the cardboard letters of their name. Most have poor pencil control, but this is improving. Higher attaining pupils can write simple words using a teacher's model to copy under or over. A few can write whole words independently. Over time they make good improvement in forming letters.
59. At Key Stage 2, pupils continue to improve and make very good progress in their speaking and listening skills. During the whole class literacy sessions they demonstrate careful listening skills, recall stories, and remember, from the previous day, the events of a story. They give descriptions and answer questions using simple sentences. These skills are seen in other subjects where they promote pupils' understanding and help them to follow verbal instructions and carry them out accurately.
60. Pupils make very good progress in reading skills. Higher attaining pupils read words on cereal boxes in a lesson on social skills and recognise key words in a science lesson. In the literacy hour they make significant improvement in their shared reading with the teacher. Lower attaining pupils recognise some initial letter sounds and increase their knowledge of simple words. Pupils with autism, respond to the routines in teaching with increased and more appropriate speech or non-verbal communication, and calmer behaviour patterns. Many higher attaining pupils recognise familiar words and read a broader range of books, including fiction and non-fiction. Some relate accurately the story of their book and predict story endings, sensibly and confidently discussing the books they have read.
61. In writing, pupils' work in lessons and that over time, recorded in their workbooks and topic folders, shows a significant improvement, with very good progress. Higher attaining pupils can write simple sentences independently. They can plan their stories and know that they have to have a beginning middle and end, with characters and use the story plan to build their plot.

They use a word-wheel to make spellings and write sentences for their own nursery rhyme, or write a 'Headline' for a newspaper report. Most can write in sentences, often with joined writing, using spelling lists. A few use information and communications technology to word-process sentences. Many lower attaining pupils struggle to improve their writing skills and letters are still poorly formed, but there is some improvement. They use felt tip pens on whiteboard to practice letter shapes. Their work shows good progress over time.

62. Good cross curricular skills in reading, writing and spelling are evident in topic and work books for other subjects, particularly mathematics, science, history and geography.
63. Pupils' learning is good and is often very good at Key Stage 2. It is very well promoted by very good teaching. At both key stages pupils are highly motivated and sustain effort. There is good building of skills and pupils complete tasks set remaining focussed on what they have to do. They know that practice helps them to improve and they persevere well. Pupils with autism interact very successfully with other pupils and with adults. Many pupils think carefully about what they have done and know what they have to do to improve. They complete homework tasks successfully and have good recall of previous learning. Many pupils develop a genuine interest in books and enjoy sharing them with adults.
64. Pupils' attitudes to work are very positive with behaviour that is consistently very good. In most lessons they are keen to answer questions and settle to work very quickly. Higher attaining pupils listen to each other carefully, take turns and are proud of their work.
65. Teaching is very good at each key stage and successfully establishes very good learning opportunities for pupils. There is consistently very good planning, organisation and teamwork between teachers and learning support assistants. Lessons have clear direction and the staff explains to pupils very carefully what is expected of them. This is seen at its best in the literacy hour where teachers follow the national guidelines very well, and show great skill in each of the activities, including, whole class teaching, group work and individual teaching. Lessons provide tasks that are very closely matched to pupils' abilities and aptitudes, particularly those pupils with autism. For example, a booster lesson in literacy had very good teaching of story writing by adapting the use of storyboards and planning to suit individual requirements. This provided a structure to support the imaginative and creative development of these pupils, an area they would normally find particularly difficult. Teachers use homework satisfactorily to extend learning and there is good recording and assessment of pupils' abilities. Staff have very good relationships with pupils and value and respect their efforts and work, use praise and encouragement and exercise firm but sensitive management of pupils. This is most effective in increasing pupils' self-confidence and willingness to participate and sustain interest in what they are asked to do. More could be done to provide extended and creative writing opportunities at Key Stage 2.
66. The subject is well led and managed by joint co-ordinators, one of whom acts in a supporting role. They have a good awareness of the strengths and weaknesses in planning and documentation, for example in the scheme of work, and have begun a revision in the light of the requirements for the Literacy Hour, which has recently been introduced most successfully. This, together with the much better quality of teaching and the use of homework, measure up to being very good improvements since the previous inspection. They have contributed significantly to raising pupils' achievement since then. Assessment and recording are good and link well to Individual Education Plans. Suitable targets are set for literacy in pupils' Individual Education Plans, and these are regularly reviewed. All of the staff are well qualified and constantly seek to improve their skills and knowledge through attending relevant training. Team teaching is particularly effective in providing additional support to pupils' learning and increasing their rate of progress. The communication needs of autistic pupils are well met through carefully structured sessions made possible by the teachers who have undertaken specific training

67. Very good use is made of the good resources. In particular the library has been successfully revitalised with new books, which is an improvement since the last inspection, although unfortunately it still has to be sited in the thoroughfares to other parts of the school. Generally satisfactory, but sometimes good, use is made of information and communications technology to support reading, writing and spelling. Very good support is given to the spiritual, moral and cultural development of pupils.

## **MATHEMATICS**

68. Pupils' are achieving well by the end of Key Stages 1 and 2. Pupils join the school mostly with low attainments in mathematics due to their range of significant and complex learning difficulties and over time they make good progress. The school has improved teaching mathematics considerably since the previous inspection and the quality of learning is now better. All pupils have an increased ability in mental calculations, a result of the effective use made of the National Numeracy Strategy and the importance the school has attached to training staff in teaching numeracy.
69. Many of the youngest pupils can identify the numbers and count items of fruit to 5 and recognise their basic colours and simple patterns. Some can count and write numbers to 10 and subtract from 10. By the end of Key Stage 1, the higher attaining pupils can order numbers to 20, add and subtract to at least 10 and use readily the concepts of more, less and fewer. They can sort shapes such as circle, triangle and rectangle correctly and identify whether shapes have curved or straight sides. They are able to transfer this knowledge easily to other situations, describing accurately the shapes of an inspector's clipboard and of pudding bowls, fishcakes and yoghurt pots at the lunch table. They are able to make simple measurements and understand longer and shorter. The lowest attaining pupils have difficulty with numbers to 10 and need considerable help to identify colours and basic shapes and to commit numbers to paper.
70. By the end of Key Stage 2, the higher attaining pupils can count to at least 100 in 3s, 4s, 5s, 8s and 10s and multiply and divide by 2, 5 and 10. They solve simple money problems, match fractions to decimals and measure and compare with kilometre, metre and centimetre. They describe and name two and three-dimensional shapes such as semicircle, prism and hemisphere; make and describe symmetrical patterns and collect, sort and predict information from charts, tables and pictograms. They are able to do some self-correction, try different strategies to solve problems, see when an answer is wrong and offer some explanation of the reasons. The lowest attaining pupils can use coins to 10p, add on 1 or 10 up to 100, name and describe most common two and three-dimensional shapes, read time to the hour and half-hour on analogue and digital clocks and read, understand and use simple block graphs and tables.
71. Teaching throughout the school is very good which helps pupils enjoy mathematics and make good acquisitions of knowledge, understanding and skills. Teachers plan their lessons well, especially in accordance with the National Numeracy Strategy. Their planning also reflects an extensive knowledge of their pupils and often the targets in their individual education plans. Very good use is made of most of the learning resources for mathematics. While the use of computers is satisfactory their full scope, particularly to encourage more independent learning, is not used by teachers. The very lively pace and the good variation of activity succeed in pupils finding and maintaining a good interest in learning. They work as groups profitably and older pupils work independently for short periods. Pupils are keen to contribute to lessons, and are prepared to try a problem without fear of making a mistake. Teachers use a lot of questioning to elicit from pupils what they have learnt and to check that understanding is complete. All staff seize every opportunity to reward pupils with praise and encouragement for their efforts, such as when one class received slices of apple, orange, plum or strawberry for successfully counting items of fruit. Other subject areas provide support for mathematics also, most obviously in science where pupils are involved in sequencing and measuring and in design and technology where pupils are weighing food products.
72. The relatively new co-ordinator is clear sighted and thoroughly focussed on the drive to improve standards. The school has planned to implement the National Numeracy Strategy by

September 2000, although most of the elements of it are already in place in every teaching session. Pupil achievement and progress are measured against clear nationally based criteria and pupils' individual education plans contain two numeracy targets for the term. Reports to parents are comprehensive but would benefit from being referenced to the assessment criteria being used by teachers. The co-ordinator creates some opportunities to monitor teaching but these are too infrequent. Consequently, shortcomings, such as the inconsistency in addressing pupils' numeracy targets and the limited use of computers, are too slow to be detected and dealt with. The team-teaching approach has clear benefits in providing mutual support for staff and ensuring greater consistency of teaching in the case of teacher absences. The school has improved the classroom resources for mathematics since the previous inspection. The co-ordinator has rightly put an emphasis on the need to obtain good materials that improve the competence and confidence of staff and so improve pupils' learning.

## **SCIENCE**

73. There has been a good improvement in science since the previous inspection. Pupils' achievement in science was satisfactory in the last report and it is now good overall at Key Stages 1 and 2 and very good for pupils with autism.
74. By the end of Key Stage 1, higher attaining pupils name parts of the human body and know how to keep healthy. They know about the kinds of materials used in building a house. Pupils know the difference between things that are living and the inanimate. They can grow seeds in different conditions and make simple records of the materials used. Pupils make records of what they did with them and on their observations of what happened. Lower attaining pupils need more help at predicting and recording. They know most of the parts of the human body and can push and pull simple wheeled vehicles to test forces.
75. By the end of Key Stage 2, higher attaining pupils know the conditions needed for plant growth and can set up an experiment to demonstrate that light is needed for growth. They test to see which materials let light through. Pupils know about different materials and understand they can change, for example, by heating. They know some materials conduct electricity and others that are attracted to magnets. Pupils have a curiosity about scientific enquiry and enthusiastically make predictions based on what they know and understand. They fill in their recording sheet unaided. Lower attaining pupils need support to formulate their predictions and recordings. They make simple predictions and record their findings using symbols. These pupils can distinguish between living and non-living things, know the different parts of plants and understand that seeds need certain conditions for growth.
76. Teaching was judged good in the previous inspection and it is now very good. Teachers, with the help of further training have developed a very good understanding of science. Their subject expertise is reflected in very good lesson plans, as is a detailed knowledge of pupils' needs. Lesson activities are always appropriate to pupils' needs and at the same time have very high expectations, for example, for learning and using scientific terms. There is a very good pace to lessons. Teachers promote the basic skills of communication and numeracy well through their skilful questioning and use of key words and by including measuring and weighing in practical work. They make good use of information and communications technology to search for information on the Internet and to enable pupils, who find difficulty writing to type their records. The teachers employ very good methods in lessons leading to very good quality learning. Activities are interesting and stimulating for pupils and there is always plenty to do. Pupils are keen to learn and they maintain their interest well as a consequence. A very good use of questioning enables pupils to recall what they have learned. The pupils work well together in practical activities and eventually some pupils are able to work on their own for some of the time. Teachers make very good use of lesson support assistants to help sustain pupils involvement and productivity. This leads to good behaviour and very good efforts being made by pupils in their learning. The atmosphere in most lessons is one of shared enjoyment between adults and pupils. Team-teaching is outstanding and enables all pupils, including those with severe autism, to take a full part in lessons. The assessment of what pupils are learning during lessons is satisfactory, benefiting from teachers' very good knowledge of pupils. Good use is made of photographs for recording the pupils' work. However, there is not sufficient attention to pupils' targets written in their individual education plans and to what

pupils should be told about what they have learned.

77. The subject is led very effectively by the subject co-ordinator by enabling the whole staff team to develop very appropriate schemes of work. The last report said that there was no monitoring of the pupils' progress or of teaching but the system now in place, stemming from the team-teaching approach, ensures consistency and continuity and promotes high standards of teaching. The accommodation is good overall but storage is cramped and there is no area for setting out materials and equipment, other than in the classroom. The adequacy of resources and their management by the co-ordinator are very good.

## **ART**

78. Pupils' achievements are satisfactory by the end of Key Stage 1. They make sound progress in the dexterity with which they use tools, for example, holding a pencil or paintbrush securely and controlling them for drawing and painting. Pupils apply paints in a variety of ways, for example, when exploring thick and thin lines or experimenting with the marks made with rollers and sponges. Their drawings include recognisable features such as the shapes of people and facial details like the eyes and mouth. Pupils look at objects carefully and represent the details of shape, texture and colour they see. Observational drawings of leaves show an understanding of their skeletal structure. Pupils are imaginative in making good effects with colour and texture when exploring different materials and processes.
79. By the end of Key Stage 2 pupils are achieving well. Pupils are able to adapt different art materials for drawing. When they use oil pastel crayons to make observational drawings of plants they exploit its soft characteristics to make a good range of marks that describe the details in leaves and stems. The higher attaining pupils spot variations in colour, tone and textures that they represent in their drawings. These investigations through drawing help pupils understand the structure of plants. Equally, their experiment blowing paint over a flat surface is a scientific investigation providing pupils with an understanding of forces. In pencil work, pupils use a variety of lines and tone to give form and depth to their work. Some pupils understand how perspective lines accentuate the sense of depth as well.
80. Art has improved well since the last inspection. The curriculum has been developed and overcomes the shortcomings found in the previous inspection. Art resources have been improved and they are now very well organised.
81. Teaching, observed only at Key Stage 2, is very good. Teachers and lesson support assistants possess a very good knowledge of art. They use this to provide clear explanations of the skills of observing and to demonstrate drawing techniques. They communicate with pupils very skilfully and ensure the key objectives for work have been understood well; for example, the different qualities of drawing pencils and the use of tone to show depth. A very high level of expectation is transmitted this way. Very good learning results; for example, pupils search for the information for their drawing in what they are seeing rather than relying on memory or imagination. Lessons are planned very well to focus on visual elements, such as line or colour and the activities challenge pupils to use their knowledge to solve visual problems. Pupils are drawn very effectively into concentrated efforts of skill and imagination to find ways to represent the arrangement of petals on a flower or how to show the structure of a pot plant. Pupils are managed very effectively to sustain their efforts and improve their work.
82. The leadership and management of the co-ordinator are very good. Teaching has been monitored thoroughly and this has led to there being a better focus on appropriate learning objectives in art lessons. However, there are no formal arrangements for assessing pupils' progress. The co-ordinator has led the development of an excellent display policy and this has resulted in very high quality displays of pupils' work in classrooms and around the school. They contribute tangible reinforcement of the school's aim for high academic standards and the celebration of pupils' achievements.

## **DESIGN AND TECHNOLOGY**

83. There has been a good improvement in design and technology since the last inspection. Pupils' progress was satisfactory then and now all pupils are achieving well by the end of Key Stages 1 and 2. Pupils with autism are making very good progress during both key stages.
84. By the end of Key Stage 1, the pupils select and use simple tools and materials. Higher attaining pupils cut pieces of coloured paper and attach these to plant pots. They design and make a seed packet, using scissors, paper, adhesive tape and glue. They make kites and bridges, using card, scissors and glue. In food technology, they select and mix ingredients for making cakes, with help. Lower attaining pupils cut and stick materials with help and need support to join in these exercises and to select and mix ingredients.
85. By the end of Key Stage 2, the pupils use a variety of materials, components and tools to make a series of artefacts, often in association with other subject areas. Higher attaining pupils make Roman shields and helmets from card and fabric. They make the components of a Roman town, for example, by making pillars from rolled card. Their making skills develop well over the key stage and cutting to lines is much more accurate than it was in Key Stage 1. The pupils also discuss the materials and tools they will need and specify these with sketches on a simple design sheet. They evaluate their finished products, through questioning and also on design sheets. In food technology, they select appropriate ingredients for sandwiches and make them. Lower attaining pupils undertake the same projects but need more help, for example, they will stick symbols onto the design sheets instead of drawing them and their choices for sandwich making are more restricted.
86. Teaching was good in the last report and remains good. Teachers' understanding of design and technology is good and this is reinforced by the very good team-teaching approach. It is very effective in enabling all pupils, including those with severe autism, to take a full part in lessons. The quality of learning is good because pupils' needs are addressed carefully through very good lesson planning. Teachers' knowledge of pupils and their planning lead to high expectations being made of them. They teach the basic skills of communication and numeracy by skilful questioning and through measuring in practical work. Teaching methods are good overall achieving a lively pace in lessons and provide pupils with plenty to do. This keeps them happily occupied, productive and well behaved. Some use is made of information and communications technology to enable those pupils, who find difficulty writing, to type their written work. The very good use of support staff and resources enables all pupils to join in and achieve well, especially pupils with autism. Pupils' ability to work on their own, in pairs and groups is good and improves as they move through the school. The use of assessment during lessons is satisfactory and gains from the teachers' very good knowledge of pupils. Good use is made of photographs for recording the pupils' work. However, there is not enough attention paid to the targets on pupils' individual education plans. As a result of this, assessment reports are too vague on pupils' gains in knowledge, understanding and skills.
87. The subject co-ordinator has been appointed recently but has already made good progress on raising standards by monitoring teaching. The management of the subject's resources is very good and their sufficiency is also very good. Classroom accommodation is good for design and technology but storage for materials and equipment is unsatisfactory.

## **HUMANITIES: HISTORY AND GEOGRAPHY**

88. Pupils achieve very well in relation to their abilities. During each key stage, pupils make very good progress. History and geography are studied on a rotational basis each half-term and there is a sound thematic approach. Lessons this term have been mostly in history and only one geography lesson was observed. Judgements for geography are therefore made using analysis of pupils' previous work, reports and their work displayed in the classroom and around the school.
89. During Key Stage 1, lower attaining pupils recognise pictures of a baby, child and an adult and know the difference. They know and understand 'then' and 'now' and begin to build a concept

of time. They investigate the areas around the school and have some understanding of old and new. Higher attaining pupils make a time-line showing important events in their lives. They show confidence in speaking about what they have done in history, during an excellent assembly led by their class.

90. During Key Stage 2, higher attaining Year 3 and 4 pupils have very good recall of a recent visit to the Roman sites in Lincoln where they took photographs of Roman buildings with a digital camera and made a record of their visit using a video camera. They use these images to help them in their written topic work, creating their own newspaper stories and choosing photographs they have taken as illustrations for it. Lower attaining pupils understand special occasions in their own lives, and choose their favourite activity for each day of the week.
91. In their topic on the Romans, Year 5 and 6 pupils can identify Italy and Rome on a map of the world, and recall the story of Romulus and Remus. They know that gladiators fought in Roman amphitheatres. They make models of Roman buildings, and know the sort of uniform worn by a Roman soldier. Pupils in Year 5, take part very successfully in role-play about Roman lifestyles and through this they know that Romans wore togas, ate bread, honey and grapes and that some Romans were very rich and had slaves. During their role-play they experience what it feels like to be a slave, serving their master with food and drink. Pupils in Year 6 make daily weather charts to record rainfall temperature and wind strength on the school playground. They use information and communications technology to research similar weather charts for other parts of the world, using the Internet. Pupils have a good understanding the different types of hot and cold climates, and can distinguish between the polar-regions and hot deserts on a map of the world.
92. Teaching is very good overall because lessons are well prepared with interesting activities that make pupils think and respond to the tasks that are set. Pupils know what they have to do to succeed and they often show keen interest in their work. Teachers have high expectations of pupils' participation and performance and provide very good learning opportunities. Consequently, pupils concentrate for significant periods of time and they behave well in lessons. Good use is made of residential trips, visits to museums and other places of historical interest. Teaching improves pupils learning very effectively so that it is very good. For example, an inspirational lesson uses role-play for pupils to experience what it is like wearing a toga and eating Roman food. There are many examples of good co-operation between pupils and with adults, particularly by pupils with autism. Pupils are engaged and challenged by the content of lessons, sustaining concentration for long periods. Good links with other subject are made, particularly with English. Pupils, for example, learn key words and make a written record of their historical and geographical research. Teachers make good use of artefacts to promote learning. A relative weakness in teaching is the limited opportunities for assessment.
93. Each subject is led well and the co-ordinators have introduced satisfactory schemes of work. There has been a distinct improvement in the planning and documentation to support both subjects since the previous inspection. Co-ordinators have satisfactory procedures for checking the quality and range of teaching in each subject across the school.

## **INFORMATION TECHNOLOGY**

94. No information was given about pupils' attainments and progress in the last inspection report but from a scrutiny of the pupils' work, teachers' records and other subject documents it is possible to say that there have been good improvements. The achievement of all pupils is good and very good for all autistic pupils.
95. By the end of Key Stage 1, higher attaining pupils, for example, log on to the computer and access a program independently. They use a mouse to select programs and they log off. Some pupils use simple word-processing and also programs to help sequence numbers in mathematics. Lower attaining pupils use access devices to practice sequencing or enter text. Pupils with communication difficulties use talkers and concept keyboards very effectively to join in the activities.

96. By the end of Key Stage 2, higher attaining pupils are experienced in a wide variety of control mechanisms, know how to switch on computers and a wide variety of electrical appliances, such as mobile telephones. They know the names of the parts of a computer and switch on, load and access programs. They enter text, change fonts and font sizes, delete, move text and print off, using a mouse or keyboard. Some pupils program a robotic toy to move in different directions on the floor. They use a variety of programs, including simple word-processing, to enable them to access other areas of the curriculum; for example, recording in science, producing a fair copy of a story in English and practising the sequencing of numbers in mathematics. With help, some pupils access the Internet to locate information for their projects on earthworms in science or the Romans in history. Lower attaining pupils log on and log off the computer and, with help, save their work. They use simple software to practice basic skills in numeracy and literacy with help. Pupils respond to a mobile telephone and switch off at the end of a call.
97. Teaching is very good. The teachers' knowledge and understanding of the subject is very good. Teachers have high expectations of the pupils, for example in the use of the correct technical language. The teachers are outstanding at using information and communications technology to enable pupils with autism to access the curriculum and by doing so increase their self-confidence. The teachers' use of questioning is very good and pupils clearly enjoy responding to questions and demonstrating their knowledge of what they have learned previously. There is a happy buzz of hardworking pupils thoroughly enjoying lessons and the quality of their learning is very good. The pupils demonstrate a high level of independence, confidence and co-operation when working on the computers and are taught to use them well to help research and recording in other subject areas. The team-teaching approach and the very good use of lesson support assistants enable all pupils to take a full part in lessons. There are clear routines for lessons with plenty to do and, consequently, the pupils' behaviour is very good and their interest is maintained well. The teachers' use of assessment is satisfactory and they use photographs well for recording the pupils' work. Assessment is not sufficiently structured and as a result reports are too vague about what the pupils have learned.
98. The subject is led very effectively by the subject co-ordinator. The arrangement of equipment in classrooms is good but the accommodation of information and communications technology is unsatisfactory overall. The subject has to be taught in two small corners on corridors, which are the main thoroughfares of the school. The resources are very good and managed very well by the subject co-ordinator.

## **MUSIC**

99. Pupils' achievements and progress in music are good throughout the school. At Key Stage 1, higher attaining pupils participate in singing and music making with confidence, enthusiasm and increasing accuracy. Most of them understand essential dynamics, such as loud and soft and respond appropriately to verbal or visual directions. They co-ordinate their singing and clapping to music and play percussion instruments correctly and to rhythm when accompanying music. They enjoy listening to a range of classical and more modern pieces and are beginning to talk about them. The lower attaining pupils often respond positively to music, sometimes with more animation than they do to speech. They participate in their favourite songs and try to play a variety of simple instruments but need help to clap and perform to any rhythm. At Key Stage 2, the most accomplished performers sing and play instruments, such as recorders, with good pitch and tempo to a piano accompaniment. They understand, use and talk about essential notation and musical language, such as "tempo" and "maracas", and compose their own simple tunes on other percussion instruments and create sounds to reflect mood and atmosphere. The lower attaining pupils use simple instruments, perform simple rhythms to accompany song and music and begin to understand sounds that reflect mood and atmosphere. Singing and music-making by the whole school, by groups and individuals are important elements in assemblies, concerts and shows. The school has maintained the high quality of music provision judged in the previous inspection.



100. Teaching throughout the school is very good. Teachers plan their lessons well using the scheme of work in a way appropriate to the attainments of pupils, whose needs they know well. Lessons proceed at a very brisk pace with a variety of practical activities to extend the range of pupils' understanding and performance. Teachers make full and imaginative use of the good range of musical resources and deploy their lesson support assistants effectively to enable lower attaining pupils to contribute to and benefit from lessons, so ensuring that the whole class derives learning and enjoyment. Pupils and staff alike enthusiastically embrace assemblies that rely on music and special musical events such as 'Cats'. Consequently, they are keen to participate in music-making but most are also willing to sit patiently and listen to recorded music or the teacher's directions. The quality of all pupils' learning is good. Pupils in a Key Stage 1 class learnt about dynamics while playing a fun 'tag' game and the whole school developed a sense of corporate rhythm while enjoying a session of rounds using their own words to Frère Jacques. Teachers seek every opportunity to praise and encourage pupils, whose confidence to attempt new learning is enhanced.
101. The music co-ordinator has a policy and scheme of work that provide a very good framework for the teaching in the school. While some assessment of pupils' progress is carried out by the co-ordinator informally, such as recording their performances, it is not systematic and is unsatisfactory in establishing what pupils know and can do. Pupils' achievements are not assessed against the National Curriculum criteria and, consequently, reports to parents on pupils' progress are too general. Monitoring of other staff teaching music occurs in the two-yearly cycle of subject review but is not regular enough to be satisfactory.

## **PHYSICAL EDUCATION**

102. The achievements of pupils are satisfactory by the end of Key Stage 1 and good at Key Stage 2. The most athletic pupils in Key Stage 1 show good physical co-ordination, as when they pass and catch a ball. They kick a ball with some accuracy and join in confidently with others in simple games, dance and gymnastics. They show confidence in the water and swim with skill. Lower attaining pupils follow simple rules and instructions and have some control of different sized balls. They find considerable difficulty co-ordinating their own movements, are reluctant to join with others in small team activities and lack confidence in the swimming pool.
103. By the end of Key Stage 2, higher attaining pupils have developed a range of skills in all areas. They apply their improving ball control in team games, such as football and basketball, with some scoring a basket from a standing position. They show good co-ordination of movement and awareness of space in dance sessions and put their more complex gymnastic skills to good use in linking a sequence of running, jumping, landing and rolling. They move and use apparatus, such as mats and benches, safely and can explain the importance of safety and warming up. Lower attaining pupils are still learning basic skills but are developing better co-ordination, such as balancing on one leg. They require help to join in with others in simple games, but use apparatus safely and know that they must warm up before an activity. The school has generally improved its provision for physical education since the last inspection, particularly in the teaching and learning at Key Stage 2.
104. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2 because teachers' expertise is better here. In Key Stage 2, lessons are planned well, taking account of the very different physical and learning abilities of the pupils. Teachers here are better at explaining and demonstrating. They make use of the full range of equipment in order to extend the learning of pupils of all abilities and to maintain a lively pace throughout the lesson while constantly assessing pupils' understanding and competence. Pupils are encouraged to approach lessons enthusiastically and are eager to work with the equipment whether individually, in pairs or in larger groups or teams. By the end of Key Stage 2, the quality of learning is good. All teachers are firm in insisting on good behaviour within the classroom, in order to ensure both learning and safety, and in reminding pupils of the need for safe practices when using potentially dangerous equipment. All teachers direct the lesson support assistants well in order to ensure that pupils are able to contribute to lessons and to learn from the activities.
105. The physical education co-ordinator has put in place a comprehensive policy and scheme of

work which ensures a full range of sports for all pupils by rotation through the year. There are increasing opportunities for sporting activities outside the school, such as a physical education session with a local mainstream school and matches against local and more distant schools. The co-ordinator monitors pupil activity and progress both personally and by using videotapes and has carried out some monitoring of teaching, although not regularly. The programme of gymnastics training for teachers is a good initiative. There is a formal process for assessing pupils' competence and progress in swimming according to clear criteria. A similar process needs to be developed in the other areas so that individual targets can be set, curricular planning can be adjusted accordingly and reports to parents can be made more precise and meaningful. The department should also ensure that statutory health and safety checks made at least annually are clearly documented.

## **RELIGIOUS EDUCATION**

106. Pupils are achieving well by the end of Key Stage 1. Pupils listen attentively to stories and respond to these relating their own experiences. They say if someone in the story is happy or sad and describe things that effect their feelings. Pupils understand that facial expressions say what a person might be feeling. They know that certain dates are special and mark festivals and celebrations. By the end of Key Stage 2 achievements are very good. Pupils have made good progress in acquiring knowledge of different religions and their festivals. They know some stories from the life of Jesus, the Nativity, for example, and that it includes Mary and Joseph. Pupils know they are Christians and that there are other major religions, such as Islam and Hinduism. They listen with care and interest to stories being read and recounted by the teacher. Pupils recall some figures from the Hindu story explaining the festival of Holi, such as Lord Krishna and Pralad. The higher attaining pupils, using their own words, write a page length on the story of Christmas. Pupils' handwriting and spelling are a very good quality but comprehension of the sequence of events is not secure.
107. Religious education was barely and insufficiently reported on in the previous inspection to make a judgement on the improvement in the subject since then.
108. Teaching is very good at both key stages. Teachers have considerable expertise in relating and reading stories so as to bring them to life for pupils and clearly communicate their contents. Questioning is an essential part of this and is used very effectively to involve all pupils and help them build their understanding. In this way Year 6 pupils learn a Hindu story very well retaining events, remembering names and distinguishing the good and bad intentions of the characters. Well-chosen resources lead to instances of very good learning, for example, the face board on which Year 2 pupils could experiment with expressions consolidated their growing awareness of facial expression and mood. Pupils' language and communications skills are supported very well by the teaching approaches. The content of lessons is transmitted to pupils with the appropriate respect and reverence. From it they learn the importance of valuing others' beliefs and customs.
109. The religious education curriculum is developed well to reflect the Locally Agreed Syllabus. There are no formal arrangements for assessing pupils' progress.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

110. There are good opportunities for learning in personal, social and health education across the whole curriculum at all key stages. In the few lessons available to be observed pupils' achievement and progress is very good. For example, during Key Stage 2, pupils in Years 3 and 4 consider healthy lifestyles and the importance of a balance diet. They learn how to make sandwiches and know which ingredients to use. In a lesson on the social use of language, autistic pupils learn skills of social integration, tolerance of peers, making and communicating choices. They make very good progress and know how to use verbal, non-verbal and body language as means to communication. They learn the importance of eye contact when speaking to someone, and make good progress in using this when the teacher asks them a question.
111. Scrutiny of work, displays of pupils' work, teachers' records and Individual Education Plans all

show good evidence of personal and social skills being learned at all key stages. There is a significant amount of informal learning that occurs during lessons, in registration, at break times and meal times; as well as during assemblies and in the playground. Pupils' work show they learn about feelings, what makes them happy or sad and how they can make friends.

112. Teaching is very good. It is planned very well across the curriculum and in the few discrete lessons. Personal, social and health education is taught very sensitively in the many general interactions with pupils across all the other subjects. Many opportunities to foster moral and social development are created.
113. There is no whole school scheme of work for personal, social and health education or procedures for assessment. While the wider opportunities for learning are nevertheless good, the important element of educating pupils' awareness of drugs misuse is missing. There are targets to develop a personal, social and health education curriculum in the current school development plan.