

INSPECTION REPORT

CAMBRIDGE PARK SCHOOL

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118152

Headteacher: Gillian Kendall

Reporting inspector: Michael McDowell
1405

Dates of inspection: 25th February - 1st March 2002

Inspection number: 191329

Full 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 to 16
Gender of pupils:	Mixed
School address:	Cambridge Road, Grimsby, North East Lincolnshire
Postcode:	DN34 5EB
Telephone number:	01472 230110
Fax number:	01472 230113
Appropriate authority:	The Governing Body
Name of chair of governors:	Gwen Simons
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1405	Michael McDowell	Registered inspector	Religious education, English as an additional language	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
8937	Howard Allen	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22178	Kate Robertson	Team inspector	Mathematics, information and communication technology	How good are the curricular and other opportunities offered to pupils?
27429	Margaret Smith	Team inspector	English, music, modern foreign language	
3055	Clive Tombs	Team inspector	Science, physical education	
17681	Roger Sharples	Team inspector	Geography, history, foundation curriculum	
7327	Tony Dunsbee	Team inspector	Art, design and technology, equal opportunity, special educational needs	

The inspection contractor was:

Penta International.
Upperton House,
The Avenue,
Eastbourne,
BN21 3YB

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33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cambridge Park is a day, community, special school for boys and girls aged three to sixteen, who have statements of special educational needs. Most have moderate learning difficulties but about a fifth have autistic spectrum disorder, and for some of these separate provision is made. There are also significant numbers with emotional and behavioural, or speech and language, difficulties. Thirty-nine girls and 108 boys are on roll, but, currently there are no children under five and only one pupil is of reception class age. Because of their special educational needs, pupils, of whom a significant number enter the school other than at the usual time, have attainments well below the average for their age. All pupils are white and from British families. A higher than average proportion of pupils is entitled to free school meals. The school is strongly committed to ensuring that its pupils are valued as individuals and given the best possible opportunities to develop their full potential. At the request of the local education authority, from time to time the school accepts individual pupils with very severe emotional difficulties. It works hard to include such pupils in the carefully structured provision it make for its other pupils, most of whom have quite different learning needs.

HOW GOOD THE SCHOOL IS

Cambridge Park is a highly effective school that meets the needs of its pupils very well. It provides them with teaching of exceptionally high quality and a broad range of learning opportunities. Pupils do very well in the great majority of cases, they make progress that is much better than expected and they leave the school with many, nationally accredited, certificates recognising their hard work and achievements. The head teacher provides excellent leadership and the school is very well managed. It provides very good value for money.

What the school does well

- Pupils make very good progress in literacy, numeracy, science, history and music.
- Very good teaching, using well- judged methods that suit the needs of pupils, leads them to achieve highly and make much greater progress than expected.
- It provides very good learning opportunities and pupils are strongly encouraged to learn by the outstanding and widespread use of a national awarding body to recognise their achievements through accreditation.
- Personal development is promoted very well and provision for social development is excellent.
- Relationships between pupils and the adults who teach and care for them are excellent.
- Provision for pupils with autistic spectrum disorder is very good for those aged three to seven and good overall.
- Pupils behave very well and have very positive attitudes to learning.
- The school cares for its pupils very well and takes effective measures to ensure their protection, health and safety.
- Procedures to assess what pupils know, understand and can do are very well developed and used effectively to ensure that teaching meets pupils' needs.
- Parents have a very good opinion of the school and praise the help it gives them in managing the needs of their children.
- The head teacher provides excellent leadership and she is very well supported by others with responsibilities within the school.

What could be improved

The provision made for pupils who have severe emotional and behavioural difficulties.

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

There has been very significant improvement since the last inspection in 1997. Much more of the pupils' work is now assessed and certificated by national awarding bodies, and, to enable learning needs to be better met, pupils are grouped by ability. In subjects where it was weak, such as geography, planning of what pupils are to be taught has been improved. The teaching of music has been enhanced and there have been improvements in the accommodation that have helped to enhance provision for music and for information and communications technology. The library has been extended and is more productively used. Policy and provision for personal social and health education have been reviewed and improved and pupils are now given more planned opportunities to develop their independence. To help ensure that improvement continues a self-evaluation scheme has been introduced and planned priorities for development are incorporated into a carefully costed plan for action.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets

Progress in:	by Year 6	by Year 11	Key	
speaking and listening	A	A	very good	A
reading	A	A	good	B
writing	A	A	satisfactory	C
mathematics	A	A	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

Achievement is significantly higher than expected; pupils make gains at an impressive rate. Literacy and numeracy skills improve significantly, as pupils move through the school, in response to very good provision. Pupils with more profound learning needs such as autistic spectrum disorder get off to a very good start and they continue to make sound progress over time. The school sets challenging targets for pupil achievement across the range of ability. Seven of the twelve pupils who left school at the age of sixteen attained grades in one or more General Certificate of Education examinations and all were awarded certificates of achievement in a range of subjects. This is a higher level of achievement than is usual in special schools of this type. Achievement in literacy, numeracy, science, history and music is very much better than expected and in other subjects progress is good. Pupils achieve well in their PSHE lessons that make a good contribution to pupils' personal development. Where these are clear and explicit, pupils make very good progress towards the targets set for them at reviews of their statements and in individual plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils enjoy coming to school; they feel that they are liked and cared for and that they are given the chance to achieve worthwhile things and develop their interests through the extensive extra curricular provision that is made
Behaviour, in and out of classrooms	Very good: There is a high standard of behaviour in lessons; pupils show interest in their work and try to do their best. Pupils also behave very well out of school as when, for example, they travel to the swimming baths. There has been one permanent exclusion in the past twelve months.
Personal development and relationships	Very good: The relationships between adults and pupils are excellent and are the foundation for the very good relationships that pupils have with one another. Pupils take on, increasingly, as they move through the school, responsibility for elements of their own learning and they make a strong contribution to the general well being by carrying out tasks within the classroom and around the school.
Attendance	Good: Pupils want to come to school and unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils:		Years 1 – 6	Years 7 – 11	
Quality of teaching		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.

Very good: The quality of teaching was excellent or very good in more than a third of lessons observed. Most of the rest were good and there was no unsatisfactory teaching. Teachers are well informed about their pupils. They use this understanding to plan lessons that enable pupils to make very good gains in knowledge and skills. Teachers make very good use of practical methods and activities because they know that learning in this manner strengthens pupils' understanding and recall. Time is fully used and lessons proceed at a good pace. It is expected that pupils will do their best. Those aged 12 to 16 are greatly helped to focus on what is to be learned by the widespread use, by teachers within all subjects, of a system that enables pupils to have each unit of their work assessed and accredited by a national examination board. As a result of the high quality teaching they receive, pupils learn very effectively. Within lessons they concentrate very well and work hard at the tasks they are given. The skills of literacy and numeracy are very well taught. Teachers in all subjects are keen to take all opportunities to reinforce reading, writing, spelling and the use of number. Pupils with particular communication problems, including those with hearing impairment would benefit from teaching that made more widespread use of signs and symbols. The routine use of sign and symbol throughout the school to augment oral and written communication would help to include all pupils in all aspects of learning and school life. Science is taught very well with plenty of opportunities being given for practical and investigative work. Pupils are encouraged to make use of their developing skills in using computers to extend their learning. This helps pupils to develop their independence as learners. Teaching in personal and social education is good overall. In most instances pupils are managed very well. The most frequent reason for lessons being satisfactory rather than good is the management of the behaviour of pupils with severe emotional and behavioural difficulties. The management of these pupils, does, on occasions, pose too great a

challenge for the school to meet from present resources. Pupils with autistic spectrum disorder are taught well and their needs are well understood and effectively met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: Pupils have a wide range of learning opportunities of high quality. The statutory requirements are fully met. Because the curriculum for the younger pupils is matched to their needs they establish good learning skills and go on in the secondary classes to achieve accreditation by national awarding bodies for their work in all subjects. The curriculum for pupils with autistic spectrum disorder is very good, however, the needs of pupils with severe emotional and behavioural difficulties cannot always be fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very Good: The school places an emphasis on personal development and provision for social development is excellent. . Pupils learn to respect the beliefs of others and why there is a need for rules to ensure that the school is a safe calm and pleasant place to be. They come to understand the difference between right and wrong.
How well the school cares for its pupils	Very good: There are very good procedures for child protection. Practices for ensuring the health and safety of pupils and staff are guided by a well thought out policy and consistently applied. Pupils are given very effective personal guidance and are kept constantly aware of the need to behave well and do their best. However, for a very small number of pupils with severe emotional and behavioural difficulties, this very good provision is insufficient. Assessment of what pupils know, understand and can do is rigorous and accurate and very well used by teachers in preparing their lessons. There are good procedures to monitor and improve attendance.

The school works closely with parents who are very appreciative of it and of the opportunities it provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good: The head teacher provides excellent leadership. She sees clearly the educational direction the school must take and what has to be done if it is to continue to develop as well as it has. Others who have leadership roles carry these out very well and the school is managed very effectively.
How well the appropriate authority fulfils its responsibilities	Good: Governors fulfil their statutory responsibilities, keep the school under review and play their part in setting priorities for development.
The school's evaluation of its performance	Very good: The school undertakes all necessary monitoring activities – pupils achievement and progress is carefully kept in sight and the performance of staff towards targets set for them is reviewed by set procedures. There is a well established performance management policy and the school uses the data it collects about pupils' performance to compare itself with other schools.
The strategic use of resources	Very good: Resources are used efficiently. Excellent use is made of new technology to aid administration and management. The school shows its commitment to the principles of best value by comparing its performance with schools of a similar kind and challenging itself to do better by setting targets for

	improvement. Accommodation is good, there are sufficient well trained staff to meet the needs of the pupils and resources are of good quality and sufficient quantity.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school works closely with them and they are comfortable in approaching it with problems or suggestions. • Their children enjoy coming to school and are offered a wide range of activities outside of lessons. • Teaching is good and a lot is expected of their children who are taught well. • Their children make good progress. 	<ul style="list-style-type: none"> • The amount of homework given. • The information they receive about their children's progress.

The inspector's findings support the parents' positive views of the school. There is a clear policy for giving homework, which is set if parents ask for it. Inspectors judged that it was given with sufficient frequency to support pupils in developing their skills and in preparing for their externally accredited tests. They judged this to be a correct arrangement in this type of special school. Information given to parents about their children's progress was found to be accurate, sufficiently frequent and helpful.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Achievement is very good. The majority of pupils make very good progress because their learning needs are very well understood and teaching is of high quality. This is a significant improvement since the last inspection when progress was satisfactory for most pupils. There are, on occasions, individual pupils for whom the school has been asked to make provision, who have severe emotional and behavioural difficulties. For these very few pupils, achievement is good when they engage in lessons, but, from time to time, their difficulties interfere with their progress. However, these pupils are so few that they do not affect the progress of the majority.

2. As they progress through the school, pupils' communication skills develop very well. Those with autistic spectrum disorder make a very good start in extending their desire and ability to communicate. They make good use of symbols and the Picture Exchange Communication System, (PECS). For other pupils, the skills of speaking and listening blossom. Interactive techniques are used to support the development of speech, such as the use of music and rhythm in lessons in oral English. Pupils respond to their teachers' skilful questioning. They listen carefully and answer clearly.

3. By the age of 11, most pupils are familiar with stories and retell them with verve. Those with autistic spectrum disorder continue to practice their communication skills and move forward at a satisfactory rate, though less rapidly than when they started at the school. This is because they are in a recently established class in which routines are less firmly established and management of the group is less assured.

4. By the time they are 14, many pupils speak confidently and, those with particular speech and language difficulties have made substantial improvement. Pupils preparing to leave the school at 16 are articulate and confidently hold conversations with visitors.

5. Across the age range, pupils make very good progress in reading. By the age of 7, most identify and name letters and a few read individual words and short passages. The use of symbols supports pupils in making sense of written language. There are clear gains over time and by age 11, pupils have progressed very well through the reading scheme that is used. They have good knowledge of books and make reading choices. At 14, pupils use dictionaries to check spellings and discover the meaning of words they do not know. Sixteen-year-olds read magazines and text from computer screen from choice, but only a small number regularly read books.

6. Progress in handwriting is very good and pupils achieve significantly better than is the case in many similar schools, as is evidenced by the high number of externally accredited awards obtained. Letter formation, spelling and the technique of drafting and re-drafting text are taught and this leads to improved presentation of work by pupils. They benefit so that by the time they are 16 they can deal with the practical demands of modern life, such as letter writing and form filling. Throughout their years in the secondary department, pupils undertake units of work that are assessed by a national examination board and certificates are awarded. In 2001, 86 percent of pupils leaving the school gained a Certificate of Achievement in English.

7. Pupils' achievement in mathematics is very good. Younger pupils benefit from teaching that enables them to extend their experience and use of mathematics through integrated topics. The National Numeracy Strategy is used effectively. Pupils with autistic

spectrum disorder learn about numbers through reciting rhymes and games that involve counting. Other pupils, by the time they are 7, have learned the value of coins and how to count. They do this partly through role play. By the time they are 11, pupils are confident and they accurately add and subtract numbers up to one hundred. They have learned to measure, to count on in fives and tens, and to recognise and name plane figures. They use their mathematical skills in surveys and present findings as simple graphs.

8. Progress continues at a very good rate in the secondary classes. By the time they are 14, pupils are confident in their use of mathematics. They recognise and name three-dimensional shapes, use both analogue and digital clocks and measure accurately in units appropriate to the size of the task. Development of understanding of mathematics and skill in using number continues so that by the age of 16, most pupils have gained several certificates for units of work that they have successfully completed. Half of the pupils leaving in 2001 gained a grade in the General Certificate Secondary Education, (GCSE).

9. Achievement in science is very good overall. By the time they are 7, pupils have developed an understanding of the importance of using their senses to observe familiar processes such as cooking. They note changes that come about through heat and mixing with water. By the age of 11, they have made very good progress and have made good use of simple investigations to learn about forces and motion and the link between cause and effect. From 11 to 14, knowledge and understanding increase. They are particularly well informed about life processes and they skilfully and safely carry out investigative procedures in the science room.

10. In 2001, those pupils who left the school at 16, did so with certificates for units of work in science and the majority were awarded certificates of achievement by a national examining board. A few higher attaining pupils gained a grade in the GCSE examination.

11. Pupils aged 5 to 7, many of whom have Autistic Spectrum Disorder, and all of whom are significantly behind others of their age in communication skills and learning capability, follow a curriculum that is based on the National Curriculum for the Foundation Stage. They are taught Knowledge and Understanding of the World, Creativity, Physical Education, and Personal, Social and Health Education, (PSHE). They make very good progress and achieve very well overall.

12. Achievement is good overall in art, and in design and technology, with pupils aged 14 to 16, achieving very well. Pupils who are due to leave school in 2002 are on course to achieve entry level certificates and, in some cases, grades in GCSE examinations. Pupils aged 11 to 14 achieve well in French and the quality of their work is recognised and certificated by an external examination board. Pupils who are aged 7 to 14 make very good progress in history. In music, where work continues until the age of 16, progress is also very good. Achievement is good in geography and in physical education. Information and communication technology, (ICT), is very well used to support pupils' learning overall and pupils throughout the school make good progress in using it. Religious education is firmly founded on the locally agreed syllabus and the requirements of the examination board in later stages. Pupils make good progress between the ages of 7 and 11, which accelerates in secondary classes where achievement is very good.

13. The school is very successful in enabling pupils to work purposefully for externally accredited certificates and awards. In 2001, pupils in the secondary classes amassed 2,547 units of accreditation between them and all achieved at least one unit for each subject. All those leaving the school gained at least four certificates of achievement accredited by a national examination board and two-thirds gained a grade in one or more subjects in GCSE examinations. This was a remarkable achievement.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are very good. They enjoy coming to school and are enthusiastic in their approach to learning. They show interest and curiosity, which is encouraged by very good teaching. They respond very well to the opportunities they are given to achieve worthwhile things and to develop their interests through the extensive extra-curricular provision made for them. They take care and show pride in their work and are encouraged to do so by teachers' effective review of their achievements and progress at the end of lessons. At the end of an art lesson with pupils aged 10, for example, the pupils were proud to tell each other the thinking behind their designs as the teacher praised their efforts for completing decorative mosaic patterns. Teachers and support staff alike are vigilant in dealing promptly with any lapse in the respect pupils show towards each other or their work.

15. Behaviour is very good in lessons with pupils actively showing interest in their work and trying their best to succeed. Effective lesson planning based on good knowledge of pupils' individual needs means, for example, that pupils aged 5 and 6 with autism concentrated well on the practical activity of threading a lace and using the right words to describe what they were doing. In a mathematics lesson with another class of the same age, the teacher's praise for the pupils' good efforts in counting along with the song 'Five Currant Buns' helped reinforce the importance of taking turns and ensure their behaviour was well managed. Lively introductions to new topics help to capture pupils' imagination and motivate them to be co-operative to achieve good results. This is evident, for example, in an art lesson with pupils aged 15 and 16. The teacher's display of masks made by another class and very good demonstration of how to make simple moulds of facial contours resulted in pupils volunteering eagerly and responsibly to begin work on this themselves. Pupils also behaved very well on trips out of school, such as when they travel to and from the swimming baths.

16. Relationships between adults in the school and pupils are excellent and soundly based on mutual respect. They provide a firm foundation for the very good relationships pupils have with one another. As a result, the school is an orderly community. Clear and effective anti-bullying and behaviour policies are expressed in very positive terms, based on all staff setting high expectations to encourage pupils' mature behaviour and effort. However, individual pupils with significant emotional and behavioural difficulties are not able to respond positively to these policies that work very well for everyone else.

17. As they move through the school, pupils take on increasing responsibility for aspects of their own learning. This is very well supported and extended, for example, by the school's approach to teaching pupils aged 11 to 16 being based on building up accredited units of work. Pupils also make a strong contribution to the general well being of the school by readily accepting and carrying out tasks in the classroom and around the school. For instance, at the beginning of a literacy lesson with pupils aged 9 and 10, a pupil voluntarily helped the teacher by cleaning the whiteboard and writing the date on the board. In a technology lesson, pupils aged 12 showed initiative in helping each other by collecting and passing round aprons to wear and distributing the basic materials needed to start a papier-mache construction.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is very good and because of this pupils make very good progress and they achieve very well. The teaching in more than a third of the lessons observed was excellent or very good. The teaching in most other lessons was good and there was no unsatisfactory teaching.

19. A significant factor in the success of the teaching is the careful matching of methods to the way they have identified that the pupils learn best. For example, pupils aged up to 7 are, because of their initially weak learning skills, taught in the manner of much younger children. Distinctions between "subjects" are significantly reduced and their work is based largely on topics and themes that help them to generalise what they learn. Much of what is taught to the younger pupils is presented as activities in which to engage and active participation is encouraged. They thrive on this approach, which strengthens their understanding and remembrance of what they had heard, seen and done.

20. Teachers build on this good start and well-planned lessons based on careful longer-term planning are taught. Pupils participate with enthusiasm in most cases and bring to their work much that they remember from past learning. Teachers use the time available to the full and this enables pupils to build up an impressive body of work in each subject. Because relationships between staff and pupils are excellent, there is usually a happy learning atmosphere in classrooms. Children are not afraid to ask for help when they need it and they often share what they know and understand with others when they are working in collaborative sessions.

21. Teaching in English is very good. There is a strong emphasis on speaking and listening throughout the age range and this promotes pupils' confidence as learners. Literacy skills are taught very well. Mathematics is taught well and pupils of all ages make good progress as a result. Science is taught very well. Pupils are given a strong foundation in investigative work.

22. The key skills of communication, literacy, numeracy, and use of information and communication technology are encouraged and developed in lessons in all subjects. In, for example, religious education lessons, significant words appropriate to the topic are clearly identified, defined and used in context. This strengthens pupils' vocabulary and spelling.

23. In art lessons, pupils extend their ICT skills when they make use of an interactive disk that explains the topic of animation. The helpful use of signs and symbols is a good practice to be found in some teaching across the age range but there is room for further planned and coherent development if the full potential of these aids to communication is to be realised. Pupils, particularly those with hearing impairment and speech and language difficulties, would greatly benefit from the routine use of sign and symbol.

24. The learning support assistants make a strong contribution to the success of the teaching. In many instances, they are fully familiar with the content of lessons and the learning goals of the pupils and so are very well placed to help them. They also have a vital role in helping to maintain the attention and concentration of pupils.

25. Teachers have very good knowledge of the requirements of the subjects that they teach. In the secondary classes, this is strengthened by the widespread use of the unit accreditation scheme. Through this, teachers plan and offer units of work within their subject and set criteria by which the pupils' responses and work should be judged. An external body examines the work and awards a certificate if the criteria are met. The use of unit accreditation has proved very successful in enabling teachers to motivate their pupils to try hard and do their best.

26. The management of classes is frequently very good and it is never unsatisfactory. There is good understanding of the need to seat pupils so as to limit distraction and provide a focus for attention. Pupils are taught how to be learners within a classroom by both direct instruction and by example. Teachers' questioning is effective in eliciting what pupils know and understand but it is also well used to promote further thought and to shape learning.

27. Resources are very well used. Particularly good use is made of ICT and the interactive whiteboards are an excellent resource that is used very skilfully to promote learning.

28. Individual pupils who have very severe emotional and behavioural difficulties occasionally present a challenge in the classroom that teachers find hard to meet. Well-tried techniques that are very effective in keeping order and encouraging most pupils to behave well are effective in some cases. In lessons where the teaching was satisfactory overall, the management of such behaviour was the shortcoming, although, even in these cases, some effective learning took place.

29. The teaching of pupils with autistic spectrum disorder in the two discrete classes for these children is good, overall. The teaching of the youngest pupils is very good. There is great understanding of their needs and of a range of strategies to meet these. Teaching is carefully planned and focuses on the development of communication and social awareness and competence within a framework based on that offered in the Foundation Stage for under-fives. There are many well-planned opportunities for pupils to learn by doing and by experiencing. As a result, pupils in the younger of the two Autistic Spectrum Disorder classes begin to make progress, show more intent to communicate and become more tolerant of the routine that school imposes on them. Those in the older autistic class are mostly taught well and individual needs are understood. However, while planning is thorough and detailed, on a few occasions the implementation of plans presents too great a challenge and some benefit is lost.

30. Teaching is of far higher quality than reported at the last inspection and has improved very well. As a consequence, pupils learn more effectively and achieve more and make swifter progress.

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

31. The quality and range of learning opportunities for all pupils is very good throughout the school. All statutory requirements to teach the National Curriculum and religious education are fully met. The school has been successful in developing and enriching the curriculum since the previous inspection and there has been a very good level of improvement. Pupils develop mature attitudes and values, which underpin their very good levels of social and academic learning. The curriculum for pupils with autistic spectrum disorder is very good. However, the needs of pupils with severe emotional and behavioural difficulties cannot always be fully met. All pupils have equal opportunities to follow the curriculum regardless of their differences or backgrounds.

32. The curriculum is very well planned and this ensures that a suitable amount of time is spent on each subject. Time is allocated appropriately to give priority to developing literacy and numeracy skills and have supported the drive for improved standards. Good policies and schemes of work are in place for all subjects. This is an improvement from the last inspection where there were some deficiencies in history. Planning enables the progressive and systematic development of knowledge and skills in each area of the curriculum. Teachers provide pupils with a good range of activities that are planned to be enjoyed and

challenge pupils to learn. A good programme of personal, social and health education is in place and provides for drugs awareness and sex education. Opportunities to take General Certificate in Secondary Education, (GCSE), and to gain a wide range of other qualifications such as Certificate of Achievement and Units of Accreditation are good and have improved significantly since the last inspection. There have been determined efforts to improve the range of opportunities, and accreditation for pupils aged 11 to 16 is now available.

33. As a result of the language and communication difficulties of many pupils up to the age of 7, teaching methods are based on a similar approach to that used normally for pupils under the age of 5 years. A number of subjects, for example, science, history, geography and art are planned and taught under the headings of "knowledge and understanding" and "creative development". A range of topics, such as 'shopping' and 'harvest' are used to give the areas of learning relevance. The staff jointly plan the content of the topics and are developing systems to ensure that all the subjects are covered. However, while there are links between the topics studied and the content prescribed for the National Curriculum at Key Stage 1, these are not made sufficiently explicit.

34. All pupils between the ages of 14 and 16, study English, mathematics, science, information and communication technology, (ICT), design and technology, (DT), French, art, physical education, (PE), religious education, (RE) and personal, social and health education, (PSHE). All pupils are involved in taking the Associated Schools Direct Accreditation Network, (ASDAN), Youth Award programme that includes elements of history and geography, careers and skills for life such as budgeting and applying for jobs. The provision for careers education and vocational education is good. The school works in close co-operation with the careers service, which gives good support through interviews and discussions with Year 10 and 11 pupils as well as resources, information and advice. Opportunities to experience the world of work are good. Work placements are selected with care and work experience diaries are completed as part of the process. College courses are appropriate to the needs of the pupils and follow the school's ASDAN accreditation units. Altogether this gives pupils a broad, balanced and relevant curriculum of very good quality.

35. The school provides very good opportunities for pupils to participate in an extensive range of activities, which successfully extend and enrich the curriculum. Since most pupils come to school on organised transport it is difficult for the school to arrange activities out of school hours. However, the school has made extensive arrangements with taxis and school buses to facilitate this very valuable element of the school's activities. A post of responsibility has been created to manage these opportunities. The co-ordinator is enthusiastic and well organised, keeping detailed records and ensuring that risk assessments are made when necessary. Activities are arranged in four-weekly blocks and sixteen clubs are run every half term. They include study support, creative activities, drama, dance, music, circus skills, pottery and sport. The clubs are run in conjunction with a youth club and are financed through National Lottery funding. Lunchtime clubs include music, computers and games such as pool, and sport. These activities appropriately support pupil's social and academic development. Each child receives a certificate for participating and a 'special achievement' award is given for each club. These awards and certificates are kept in pupils' records of achievement.

36. Visitors, including the 'police poet' and representatives from local businesses like 'Bluecrest', together with well-planned educational visits, such as to HMS Grimsby, support pupils' learning very well. A five-day residential trip is offered every year to senior pupils where activities including walking and caving promotes the development of their social and physical skills. An activity week means that pupils who do not participate in the residential experience have an opportunity to participate in a wide range of other activities.

37. The school's links with the local community are very good and make a valuable

contribution to learning. Local businesses support the work related curriculum, for instance, research using the Internet into 'Bluecrest' by Year 11 pupils. The school welcomes visits from organisations within the community such as the fire brigade and the electricity board. The school has links with local dentists, opticians and the school nurse, which support pupils' learning through a range of activities. A well-established link with the local youth club provides a valuable resource for the school. Places of historical and geographical interest are used very well to enrich those subjects in addition to local museums and churches.

38. The school has good relationships with partner institutions, which support curriculum opportunities for pupils. Links with the local colleges of further education are well established, as are those with employers and organisations who accept pupils on work experience. Teachers have developed useful links with local schools through for instance the lead teacher in mathematics, who advises the schools sharing expertise and ideas.

39. The opportunities for pupils' spiritual, moral, social and cultural development are very good, overall, and they are a strength of the school.

40. The school's provision for spiritual development is very good. It is fostered through social and moral development. Pupils often enter school with low self-esteem and confidence. The school nurtures them so that they develop a better self-image and an awareness of others and the environment. Through listening to music and reflection on what they have seen, heard and done, they learn to know more about the world. They learn about a variety of beliefs and are encouraged to relate them to their own experience. In some assemblies, for example, and religious education lessons, opportunities are used to focus on events and situations in other parts of the world. For instance, senior pupils learn about the differences between schools in Cuba and their own. They identify these while watching a video and discussing how their lives differ from those of Cuban children. Teachers work hard to foster the development of spiritual awareness in lessons, especially in religious education.

41. There is no doubt that pupils know right from wrong and the provision for moral development is very good. Pupils are encouraged to do the right thing by the praise and encouragement of staff. Throughout the school they are taught to help in practical ways, and take responsibility for jobs within the school. Most pupils are therefore respectful of their environment and of the efforts of others. Pupils respond very well to the teachers' high expectations of their behaviour and are encouraged to take responsibility for their own actions. Codes of conduct are in evidence throughout the school and pupils work very well together. Individual pupils with severe emotional difficulties, however, are not always susceptible to this approach and need support tailored to the special requirements to manage and improve their behaviour.

42. Provision for social development is excellent. Personal and social education is timetabled for all pupils in the school and ensures that time is regularly set aside for discussion and reflection on issues. Pupils think about the people who care about them and how these relationships make them happy. Pupils are taught effectively to listen to and value the ideas, thoughts and feelings of others, whilst not being afraid to express their own. Teachers create a wide variety of opportunities for pupils to show initiative and exercise responsibility. For example, pupils show visitors around the school, help younger pupils on trips, run the tuck shop and set up equipment in the hall whenever necessary. All staff provide very good role models fostering mutual trust and respect.

43. Pupils are actively involved in keeping the areas clean and litter free and in contributing to displays. There are good opportunities through day and residential visits to practise social skills and to learn about people from the past. Pupils help those less fortunate than themselves through a variety of charitable activities. They raise money for "Children in Need" and collect money by selling poppies for Remembrance Day. Senior pupils were

recently involved in a Youth Parliament organised by North Lincolnshire as part of a citizenship project. Pupils are encouraged to reflect upon their contribution to society by participating in recycling projects for which the school has won a number of awards. Through these activities pupils gain a greater sense of responsibility and pride in their school.

44. The school has no pupils from the Black and Asian communities. Nevertheless, understanding of the multicultural nature of our society is fostered very well. In lessons in subjects including religious education, history, geography, art, music and English, the products, ideas, beliefs and customs of other cultures are explained. An Indian dance troupe and a Chinese theatre have made visits. Pupils are taken to centres of interest, and theatres and churches are well used to promote understanding of their own culture. They are taught to appreciate the contribution and value of each individual.

45. The school makes good provision for pupils as outlined in their statements of special educational need. The school's specialist provision for primary-aged pupils with autism is very good at meeting the needs of pupils aged 5 to 7, who as a result achieve very well and significantly improve their social communication skills. The autistic provision for pupils who are aged 7 to 11 is still at an early stage of development and enables pupils to make at least satisfactory, and sometimes good, progress. The very good experience and expertise of the teacher-in-charge of autistic provision is also used well in outreach work with mainstream schools. In this way, the school contributes very effectively to the local development of inclusive approaches to meeting pupils' special educational needs.

46. In lessons seen where pupils have additional needs, such as autism or speech and language difficulties, teachers and support staff are aware of these and mostly deal with them well. However, some of these pupils are in need of augmented means of communication to improve their basic skills and help them make progress. The school is not yet equipped to fully meet the needs of individual pupils with very severe emotional and behavioural difficulties.

47. Every pupil has an individual education plan with targets for gaining key skills in literacy, numeracy and personal and social development. Progress towards meeting these targets is carefully recorded and reported to parents when statements are reviewed. Setting new targets for the next twelve months is also discussed and agreed with parents at the same time. For pupils in the specialist autistic provision, these targets are clearly set out and well related to individual needs. For other pupils, however, the way information is gathered and presented by teachers is inconsistent. For example, much of the subject detail provided is more appropriate to the annual report to parents on pupils' progress, than to the annual review. For this reason, the school should ensure the closer oversight and co-ordination by senior management of the review process, so that it can meet statutory requirements even more efficiently than it does now.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. A very high priority is given to the physical and emotional well being of pupils and this produces an excellent environment for effective learning. All teaching and support staff know the pupils very well and the strong caring and supportive school ethos allows teachers throughout the school to monitor pupils' personal development very effectively.

49. Very good procedures are in place for the monitoring and promotion of good behaviour and procedures for the elimination of oppressive behaviour are good. There are simple school rules that are understood by all pupils and these rules are applied consistently throughout the school. There are very good procedures in place in the dining hall that ensure pupils have opportunities to develop social skills and independence. For example some senior pupils take charge of a table and look after the needs of the younger children. The behaviour policy emphasises positive reinforcement as the preferred means of improving behaviour and this is supported by the awarding of stickers and the celebration of pupils' good behaviour in assemblies. Incidents of poor behaviour are well monitored and this enables the school to help pupils with more manageable emotional and behavioural difficulties to make good progress in improving their behaviour. There is a process of escalation that includes the involvement of members of the school's senior management team, the head teacher and parents where appropriate. The school's effectiveness in promoting and encouraging positive behaviour helps produce a very happy and orderly community and contributes very significantly to pupils' progress. Individual pupils with severe emotional and behavioural difficulties, respond well for much of their time, to the school's clear structures. However, the school lacks staff, expertise and resources to do more than contain these pupils.

50. There are very good procedures for child protection in place and there is very good practice for the promotion of the health, safety and well being of pupils. There are enough first aiders within the school and any incidents, including minor ones, are fully recorded and parents are notified, when appropriate. Buildings are in a safe and clean condition and the grounds very secure. Good procedures are in place to ensure all staff are able to raise any matters of concern with regard to safety. The head teacher, the caretaker, or a health and safety representative, quickly address any urgent issues.

51. Pupils feel confident they are able to discuss any problems they have with any adult in the school. Staff throughout the school are excellent role models treating pupils with respect and setting a good example of how to behave appropriately. Requirements for providing statements of special educational need are met, and the provision outlined in these statements is made. During the period of the inspection there were many examples of the school working well with partner agencies. There are very good relationships with the school doctor, nurse, education welfare officer, speech and language therapist, educational psychologist, youth worker and local police.

52. The school has good procedures for monitoring and improving attendance. Registers are marked both morning and afternoon and comply with legal requirements. During the period of the inspection few problems were seen with regard to school transport and there was a punctual start to the school day. The school follows up unexplained absences and will contact parents if pupils fail to arrive when expected. Opportunities are taken to ensure parents are reminded of the importance of good attendance in ensuring their children receive the best possible educational opportunities.

53. Since the period of the last inspection the school has successfully maintained high standards of care for all pupils. This view is supported by those who attended the parents' meeting prior to the inspection. Other parents, in their responses to the questionnaire, reported that their children like school, that the teachers work hard to ensure all pupils

achieve to the best of their ability and the that school helps children to become more mature and responsible.

54. The school has very good procedures for monitoring and supporting pupils' academic performance. Procedures for assessing pupils' attainment and progress are thorough and the information gained is very effectively used to guide planning throughout the school. Assessment of what pupils know, understand and can do is rigorous, accurate and very well used by teachers in preparing their lessons.

55. In addition to National Curriculum tests, the school makes very good use of a nationally applicable scale for assessing the performance of pupils who learn slowly - 'P' levels - to indicate pupil progress and achievement. All year groups have regular mathematics reading and spelling tests. For older pupils national awards and the Units of Accreditation indicate levels of achievement. Results are carefully analysed and used to set individual targets, keep track of pupils' progress, and highlight weaker areas of learning. These results are used to direct additional learning support, to modify planning and to motivate pupils to achieve their individual targets. They are also used in deciding which ability groups pupils will be taught in for mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school has very good links with parents. The school is conscious of the difficulties many parents have, given the special educational needs of their children and is sensitive to these. The recent creation of the position of a home/school link teacher with time allocated to home visits is an example of the importance the school gives to its partnership with the parents of the children in its care. Parents with autistic children at the school also benefit from the autistic outreach provision for the area that is provided by staff from the school. Good use is made of home school diaries for younger pupils and those older pupils who have more profound learning difficulties.

57. The school communicates very well with parents and provides many opportunities to keep them well informed and able to support their children's learning at home. The school prospectus and the annual governors' report to parents are both of a very high standard and provide useful information on the working of the school as well as including many contributions from staff and pupils of the school. School newsletters and letters home from individual teachers with information on such things as school trips keep parents informed of day-to-day activities.

58. A significant number of parents raised concerns about the information they received about their children's progress. However, inspection findings show the information given to parents was accurate, sufficiently frequent and helpful. The reports produced for statutory annual reviews are clear and they provide detailed information for all curriculum subjects, about pupils' achievements, the progress they have made and future targets. These reports help parents and they say that they are happy with the progress their children make at school. This was reported both at the parents' pre-inspection meeting with the Registered Inspector and in their responses to the parents' questionnaire.

59. A significant number of parents considered that there was insufficient homework set. The school's policy that homework is set if parents ask for it, does, however, have merit. It is clear that most pupils could not do homework without some help, and getting parents' prior commitment to give this help, is sensible. The inspection team was also mindful that a significant number of the very many extra curricular activities provided by the school have a positive educational value. For example, music club, ICT club and school trips all have a high educational content as well as a positive contribution to the pupils' personal development.

60. The previous inspection reported very good relationships existing between the school and parents and the information for parents was of very good quality. These had a very positive effect on pupils' learning. This latest inspection confirms the school has maintained the previous high standards and has made significant improvements, for example, the school now has a teacher with special responsibility for home/school links. Learning is significantly enhanced by these arrangements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The head teacher provides excellent leadership and she is very well supported by her deputy and others who have responsibilities within the curriculum or other aspects of the work of the school.

62. Since the last inspection, when her strong leadership was also commended, she has worked assiduously to ensure that the good standards that were then reported were improved. In this she has been extremely successful. She has a clear understanding of how the school should develop and the future role for which it is best fitted.

63. She enjoys the full confidence of her governors, and the staff acknowledge the support she has given them. They comment on her positive encouragement and how this has enabled them to develop their own interests and expertise.

64. A positive outcome of her leadership has been the broadening of the capacity of the school to meet a wide range of special educational needs. She has structures in place that enable it to work with others, including parents and professionals at other schools, to ensure that pupils within the community who need help and assurance, receive it. She realises that not all pupils with special educational needs can be helped by the school. It is not well placed to meet the needs of those with severe emotional and behavioural difficulties. The head teacher regularly discusses this matter with the local education authority but the issue has not yet been resolved.

65. Responsibilities are sensibly delegated but strong oversight and monitoring procedures ensure that central direction is not lost. The head teacher takes on the responsibility of special educational needs co-ordinator, (SENCO), herself. Recent changes in the Code of Practice for special educational needs, the great volume of work that surrounds the organisation of annual reviews, and the setting and monitoring of the quality of individual education plans, mean that this role is now of major proportions. As a result of pressure of work, there is some variation of the quality of target setting after reviews. To alleviate this difficulty and improve provision, the role of SENCO should be allocated to another staff member. The school is managed very well. There is a good school development plan that sets out areas for improvement, assigns responsibility for carrying out planned activities and names those whose task it is to oversee the plan and review its progress. It has proved useful in moving the school forward.

66. Monitoring of the school's achievements and progress is thorough. The school has a policy for performance management. Governors have set targets for the head teacher and her deputy and each teacher also has targets relating both to their own professional development and the performance of their pupils. Governors have also set overall school performance targets, based on historical performance that the school is well placed to reach. These constitute a satisfactory start to the target setting process.

67. Excellent use is made of information and communication technology in keeping the school under review and in day-to-day communication and administration.

68. The governors fulfil their statutory responsibilities. They play a part in setting its

priorities and they contribute to the budget-setting process. However, they act more to endorse the suggestions of the head teacher than to put forward their own. They make use of monthly statements of expenditure to ensure that the school's finances are within planned boundaries. They are aware of the strengths and weaknesses of the school's provision and share with the head teacher her vision of the educational direction it must take.

69. The school has made a good start in comparing its performance to that of similar schools in the region and nation-wide and to challenge itself to use its resources effectively to compete with or better the standards they attain. Until recently there was little information available on which valid comparisons could be based. In this it acknowledges the principle of best value.

70. In providing for its pupils, the school makes very good use of all its resources. It makes excellent use of ICT, particularly the interactive whiteboards that bring a new dimension to teaching.

71. The content of the governors' special educational needs policy meets current statutory requirements and commits the school to the principle of equality of access and opportunity for all pupils. However, it makes no reference to emotional and behavioural difficulties as a significant special educational need to be met within the school and the governors should review this. The head teacher and governors should also urgently review the omission of any reference to disability in the equal opportunities policy of the school. This does not comply with the Race Relations (Amended) Act (2000) and the Special Educational Needs and Disability Act (2001).

72. The school has sufficient qualified, experienced teachers to meet the demands of the curriculum and the needs of the pupils. The staffing of the school represents a good balance of subject expertise and knowledge of special educational needs to ensure effective provision. There is a generally good match between the qualifications and experience of teaching staff and their curriculum responsibilities. The school also has good support staff, who are well integrated into the life of the school and play a significant role in helping to extend pupils' learning opportunities. The school has a comprehensive training programme open to all staff and this is linked well to the school's performance management scheme. It enables many staff to develop additional skills in meeting aspects of the particular special educational needs reflected in the present pupil population. Good and supportive induction procedures are in place for all new staff.

73. The quality of the accommodation available to the school is good overall. The buildings are well maintained by premises staff and pupils in general show respect for their surroundings. External and internal access on site for those with additional physical needs has been carefully considered and is good. The main building has been imaginatively adapted since the last inspection to make more effective use of the variety of teaching areas available. In particular, there are very good teaching facilities for maths, science, music and information and communication technology. The school hall provides the only indoor area for physical education and remains unsatisfactory for this purpose because of the space and height constraints it places on pupils aged 11 to 16. Nevertheless, the adjoining changing and shower facilities for both boys and girls have recently been refurbished to a good standard. The outdoor hard play and grassed areas together provide satisfactory play and recreational space for the present number of pupils on roll.

74. Resources for teaching and learning are very good overall and this is a significant improvement since the last inspection. For example, there are very good resources available to develop pupils' learning in practical mathematics. In history and religious education, teachers make very effective use of artefacts to extend pupils' knowledge and understanding. Very good use is also made of information and communication technology as an additional

resource for learning in subjects such as religious education and geography. In the information and communication technology suite itself, pupils have access to a good number of computer workstations and a very good variety of relevant software. Resources for practical activities in subjects such as science and design and technology are good and the use of tools and equipment in specialist classrooms is well supervised by teachers to ensure pupils' health and safety. Since the last inspection, the secondary library has been refurbished and the stock of books available to pupils considerably improved, so that this area is now well used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to build on its many strengths and to ensure that it continues to improve, the governors and head teacher should:

Reach agreement with the local education authority about the nature and degree of special educational needs for which provision is to be made, because at present the school is not equipped to meet the needs of pupils with severe emotional and behavioural difficulties. The local education authority should revise its practice of placing such children at Cambridge Park, or alternatively, resource the school sufficiently to meet their needs without detriment to the education of others. **(Paragraph numbers 1, 16, 28, 31, 41, 46, 71, 144, 175)**

In addition to the issues above, the governors should consider the following more minor matters when drawing up their action plan in response to this inspection:

- They should take steps to improve the extent to which all pupils are included and better meet their needs by making greater use of a full range of signing and augmented communication strategies across the school. **(Paragraph 77)**
- They should continue to find more effective and explicit ways to describe the curriculum for pupils aged 5 to 7. **(Paragraph 33)**
- They should ensure greater consistency in the annual review process, appointing a special needs co-ordinator with this responsibility. **(Paragraph 65)**
- They should ensure that the equal opportunities and special educational needs policies are consistent with the Race Relations (Amended Act) 2000, and the Special Educational Needs and Disability Act (2001). **(Paragraph 71)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	31	45	11	0	0	0
Percentage	5	34	49	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	147
Number of full-time pupils known to be eligible for free school meals	71

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	15
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.42

Unauthorised absence

	%
School data	2.90

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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	147
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	15	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	15.9
Number of pupils per qualified teacher	9.1
Average class size	12

Education support staff: Y7 – Y11

Total number of education support staff	27
Total aggregate hours worked per week	787

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	916,672
Total expenditure	934,251
Expenditure per pupil	6,673
Balance brought forward from previous year	30,423
Balance carried forward to next year	12,844

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	1	1	2
My child is making good progress in school.	62	31	2	1	3
Behaviour in the school is good.	43	37	8	0	11
My child gets the right amount of work to do at home.	26	33	14	10	10
The teaching is good.	70	21	1	0	2
I am kept well informed about how my child is getting on.	67	21	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	1	0
The school expects my child to work hard and achieve his or her best.	76	19	2	1	2
The school works closely with parents.	62	27	4	2	2
The school is well led and managed.	71	23	2	1	2
The school is helping my child become mature and responsible.	68	24	1	3	3
The school provides an interesting range of activities outside lessons.	67	24	1	1	7

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

ENGLISH

76. Achievement in English is very good, as a result of high quality planning and teaching, based on meticulous assessment and recording of pupil progress. This is an impressive improvement on the previous inspection, when progress was judged to be satisfactory.

77. Pupils are encouraged to develop good speaking and listening skills, through the use of very appropriate, structured, teaching techniques. Many enter the school with delayed language development, or communication difficulties, and by the age of seven have made considerable gains. Seven-year-olds who came to school with little language, and difficulty relating to others, now listen to conversations around the table, and answer questions with three word phrases. The use of music, especially rhythm, encourages the development of speech patterns, and signing and symbol use provides opportunities for more effective communication, with trained support staff making a significant contribution. The school would benefit from extending this very good practice throughout the school.

78. Speaking and listening skills are promoted by good questioning especially in the literacy hour, and during group reading sessions. In an excellent literacy lesson pupils aged 8 were able to recall a story, anticipate, and predict events. Nine-year-olds discussed whether books were fiction or non-fiction, and were given time and opportunity to explain views and extend conversational skills. By the age of 11, the most able pupils carry on a conversation, listen and respond appropriately in class, retell a story, and ask and answer questions confidently. Pupils who entered school with severe language delay, making few verbal responses, have made sufficient progress to recount experiences in simple sentences, and in one case, learn and deliver three lines in the Christmas play. Pupils with Autistic Spectrum Disorder, (ASD), use PECS effectively to improve understanding and use of language. They make very good progress. They transfer to the ASD class for 7 to 11-year-olds where their progress is good.

79. By the age of 14, pupils initiate conversations with visitors, give extended explanations of events, or activities, and listen carefully to verbal instructions. Those with more severe language difficulties, learn to listen well, and have improved comprehension. They would benefit from some form of signing or symbol communication system to give them more security in interpreting or speaking. Older pupils learn group discussion and interactive skills, are able to use these techniques, and reach joint decisions. Some, who came to the school with little or no functional language, have made tremendous progress over time and are now confident communicators. By the age of sixteen the majority of school leavers are very articulate and well prepared for the next stage of further education or for the workplace.

80. Much of the success experienced by those pupils with speech and language difficulties, is due to the close co-operation of teachers and support assistants with the speech and language therapists. Very good use has been made of the limited time that these therapists have in the school. The training and advice provided by them has led to the setting up of the very effective Social Use of Language Programme, (SULP) groups, and individual therapy sessions, run by teaching assistants.

81. The introduction of "rap" with the Teaching Handwriting, Reading and Spelling System, (THRASS), programme has had a significant effect on the ability of pupils to link words together. The school should build on this, with the use of rhythm, to encourage good speech patterns.

82. Progress in reading is very good for all pupils because of the consistent use of a variety of teaching techniques. In addition to the shared reading in the literacy hour, pupils have group reading with those of similar ability, and individual reading to adults. The very effective use of the THRASS programme has raised confidence, and therefore levels of achievement.

83. By the age of 7, pupils can identify and name letters, enjoy sharing books with an adult, and listen attentively to stories and rhymes. The most able can read the days of the week and several key words; one can read all the Level 2 key words. Most pupils recognise words supported by symbols for the days of the week, the weather, and the timetable. Pupils are introduced to a range of texts including fiction, non-fiction and poetry.

84. By the age of 11, pupils are reading confidently at a level appropriate to their ability, and have made, and continue to make very good progress through the reading scheme. They have an understanding of the format of books and talk about cover, title, author, illustrator, contents, and index. They use the contents to decide whether a book is fiction or non-fiction.

85. Pupils aged 14 use a dictionary to check spellings. They read simple texts for information, from books and from the computer screen. The knowledge of phonemes, developed through the THRASS programme helps pupils to decipher unfamiliar words. Older pupils were introduced to Shakespeare through workshops on "Twelfth Night" given by a visiting theatre group. They study a wide range of texts as well as reading for information. A group of 16-year-olds said that, though they did not read books for pleasure, apart from two who had read "Harry Potter" and one who read romantic novels, they read magazines. These were as varied as their interests, from horses and pop music to motor vehicle maintenance.

86. Progress in writing, throughout the school is very good, much better than in most similar schools. Handwriting is well taught. There is good emphasis on pencil skills, the formation of letters, and presentation. The less able follow a pre-writing programme, and the more able, by the age of 7 they copy letters very well. One boy can copy write sentences.

87. Pupils use the THRASS wall charts for help with spelling and by the time they are 8, some are writing sentences of from three to six words. By the age of 11, higher attaining pupils are using capital letters and full stops and writing several sentences. Lower attaining pupils insert words into worksheets and copy-write sentences.

88. The written work of pupils aged 14 gives clear evidence of progress over time for all levels of ability. Pupils draft and redraft their writing, and take pride in presentation. Some of the work is word processed, some hand written with small well-formed script.

89. Pupils aged 16 say that they feel confident about filling in forms and writing letters to friends and family, and one girl had recently entered a letter writing competition.

90. Overall, teaching and learning are very good. The teaching in lessons observed ranged from satisfactory to excellent, with 10 of the 11 lessons where the teaching was good or better. There was no unsatisfactory teaching during the inspection. Pupils learn very well because teaching is consistent, and well suited to the needs of the pupils. Teachers know their pupils well, and also make good use of advice from the speech therapist when writing individual education plans, (IEPs). Teachers and support staff have excellent relationships with their pupils and this results in pupils having the confidence to learn. Ongoing assessment is very good and is used well in planning the next step. In the best lessons, support staff make an important contribution to pupils' learning, and to the management of pupils' behaviour. Occasionally support staff were not actively involved in the lesson, so opportunities to enhance learning were lost.

91. The school's implementation of its literacy strategy is very good. Literacy is very well promoted in English lessons, and across the curriculum.

92. The teaching of basic skills is very good mainly because of the very effective use of THRASS, which the pupils find motivating and enjoyable. It has made a very good contribution to speaking and listening, reading, writing, and spelling.

93. The curriculum is very good and covers all areas of the National Curriculum, at an appropriate level. All pupils have their achievements recognised by units of accreditation, leading to the Certificate of Education.

94. Leadership and management of the subject are very good with planning and teaching being monitored regularly. The Library is attractive, organised, well stocked, and well used by all pupils. Older pupils have free access at lunchtime. There is very good provision of resources, including information and communication technology, which is used very frequently and effectively.

MATHEMATICS

95. Pupils' achievements in mathematics are very good. Up to the age of 7, an integrated "topic" approach to mathematics is used. Pupils are grouped by ability for mathematics beyond the age of 7, except for those in the ASD classes. Ability grouping enables teachers to plan lessons with a sharper focus and pupils learn more effectively as a result. The National Numeracy Strategy is well established in the school and forms the basis of the mathematical experience for higher attaining pupils who are aged 7 to 11. Senior pupils study the syllabus of the Edexcel Certificate of Achievement and those who complete the course have the opportunity to take GCSE. Units of Accreditation validated by an examining board are designed by the mathematics co-ordinator enabling pupils to achieve in small steps boosting confidence and self-esteem. There has been very good improvement since the previous inspection.

96. By the age of 7, lower attaining pupils build on their knowledge of numbers in a topic on shopping. Role-play is used to reinforce activities in the classroom shop. They count out the correct amount in pennies for items they have decided to buy. A trip to Grimsby market enhances their experience. Pupils in the classes for pupils with Autistic Spectrum Disorder participate in number and rhyme activities. They make good progress, joining in the counting songs with gusto and a great deal of enthusiasm. They correctly identify large cardboard coins and are proud of their accomplishments.

97. By the age of 11, pupils confidently work with three digit numbers using addition and subtraction. They demonstrate in Units of Accreditation that they are able to tell the time to the nearest quarter and use coins to give change from a selection. In one lesson a very good range of practical activities was used to underpin pupils' learning, such as money dominoes, large coins, and computer programs. Higher attaining pupils count in fives and tens whilst adding up money. They give change correctly from larger amounts, such as £4, and they extend the use of number by investigating number patterns. They are beginning to understand the idea of measurement and name simple shapes and understand the meanings of "heaviest", "lightest", "tallest" and "shortest". Pupils are becoming more confident when solving harder addition and subtraction problems. Lower attaining pupils are able to use a range of tools, such as number lines and hundred squares to place numbers in a sequence. They understand the vocabulary of comparison and can write down numbers to 20 that are one more or one less. Pupils make simple surveys. They record their findings clearly on a tally chart showing this information on a simple bar graph. Pupils use calculators to solve problems.

98. By the age of 14, pupils build on their existing knowledge of number, shape and measurement. They identify three dimensional shapes and group cuboids, cones, cylinders and prisms according to their properties. The majority of pupils calculate the perimeters of two-dimensional shapes. Pupils' knowledge of time includes converting between the analogue and digital clocks and using their number skills to calculate the time difference between, for example, 9:30am and 9:50 am. Pupils use their knowledge of the rules of number to check answers involving three figure numbers. They round up and down to the nearest hundred, recognise odd and even numbers and calculate simple fractions of numbers and shapes. Lower attaining pupils build on their knowledge of measurement through a series of well-designed practical activities. They are challenged to measure the width of a room without equipment and develop a real understanding why standard measures are important.

99. By the age of 16, pupils have consolidated their learning and their achievements are recognised through national accreditation such as the Certificate of Achievement the Youth Award Scheme and GCSE. They calculate the passage of time shown on analogue clocks. They use negative numbers in practical situations such as measuring temperature. They construct and interpret graphs, diagrams and charts. Many pupils make use of thinking skills and strategies to solve practical problems. Higher attaining pupils construct triangles accurately using protractors while making nets of shapes such as a prism.

100. Pupils use their numeracy skills in many other subjects. For instance while studying the Brazilian rainforest in Geography, pupils' knowledge of data collection and graphs was enhanced. Charts and graphs were produced to show how Brazil compared in size to other countries and what the main areas of employment were. In a science lesson pupils checked their pulse rates and interpreted the graphs produced. Time lines are used in history, and there is counting in PE and music.

101. The teaching in mathematics is very good. Pupil's learning follows the same positive pattern. All teachers have secure knowledge for teaching mathematics, which gives them the confidence to use a range of practical methods so that pupils learn to think creatively. Teachers explain the work clearly and check out pupils understanding of the task so that they are well supported to succeed first time. There are high expectations from all teachers so that pupils are used to working hard and thinking for themselves in mathematics lessons, and they enjoy the challenge. In good and very good lessons, teachers' planning built effectively upon previous work, and during the lessons, graduated activities of increasing difficulty enabled pupils to surprise themselves at how much they could develop their skills. For instance in a Year 11 lesson where pupils' accurately measured and used a protractor to make three-dimensional shapes pupils were very proud of the finished products. In very good lessons, teachers challenged the pupils to really think for themselves and through skilful use of comments and questions helped pupils to come to their own conclusions.

102. The careful planning for all age groups includes work at a suitable pace depending on the attainment levels of the pupils. This has ensured steady improvement in the breadth of pupils' knowledge and the range of skills and methods they have to solve problems. The consistent use of correct vocabulary means that pupils can explain themselves well and so they are gaining a real breadth and security to their mathematical thinking. In mathematics lessons pupils use computer programs successfully to reinforce their learning of basic number, measurement or shape. The use of an interactive whiteboard for the teaching of mathematics has enhanced the presentation of topics and ICT has been integrated very well into teachers planning at all levels so that it is used to support and consolidate learning.

103. Because of the very good teaching and provision, pupils' attitudes to their lessons are invariably good and often very good. All pupils enjoy this subject and are keen to take part and

older pupils show high levels of concentration and perseverance. Their ability to collaborate means that often a difficult problem can be solved by sharing ideas and possible strategies. Work is always neatly presented so that pupils can refer back to their results and use them with accuracy.

104. Leadership and management in mathematics are very good. The subject co-ordinator is very knowledgeable and is dedicated to improving provision. There has been much improvement since the previous inspection. There is now good collaboration throughout the school and the quality of the planning is the foundation for the very good achievement in mathematics in the school. Teachers assess pupils against the key objectives for the Numeracy Strategy and make their own assessments against National Curriculum levels when pupils reach the age of 11. In the senior part of the school assessment is very good with regular testing recorded in such a way that it is easy to see the rate of achievement for each pupil. Units of accreditation show clearly what pupils know understand and can do. Assessment and tracking procedures are detailed and pupils have specific targets that identify weaknesses in their knowledge. This information is used at present as the basis to group pupils and to set group and whole school targets for mathematics. The subject leader is very supportive of his colleagues and monitoring of teaching is carried out on a regular basis.

105. Since the previous inspection pupils' levels of achievement have been raised and there is now a broader range of accreditation available for pupils from the age of 11. Teaching is more consistently of a high quality and resources are good.

SCIENCE

106. Provision for science is very good. Pupils achieve high standards and make very good progress overall. This is a result of teaching that is consistently very good and because teachers present and manage well, experimental and investigative work that captures pupils' interest and arouses their curiosity. This very good progress applies equally to boys and girls and to pupils with different special educational needs. It represents a significant improvement since the previous inspection when teaching and learning were judged to be good. A scrutiny of pupils' work, assessment records and accreditation confirms that pupils sustain this very good progress over time. Indeed accreditation in science has improved year on year.

107. Pupils up to the age of 7 are covering the science programme of study in a relevant and practical way and through a range of topics. For example, by using their senses to explore and recognise the similarities and differences between materials. They are beginning to understand and describe the way everyday material, such as water, changes when it is cooled or heated. They make good progress.

108. Pupils aged 7 to 11, make very good progress. This is as a result of teaching that is well planned and clearly introduced so that pupils know what to expect. Behaviour is particularly well managed so that learning is always focused. In a lesson on 'forces and motion' for example, the teacher used pupils to demonstrate the pulling and pushing actions of household equipment, such as a vacuum cleaner. The teacher was careful to involve everyone. He said "Come here and do a bit of sweeping!" This raised their self-esteem. Good questioning, for example, "What's he doing. Is he pushing or pulling?" ensured everyone attended and confirmed their understanding. The teacher used a local story to keep interest and generalise their knowledge. He told them about a group of Scunthorpe Steelworkers who 'pulled' a huge dinosaur hundreds of miles for charity. A video made by the National Railway Museum was shown to further reinforce learning. The classroom support assistant was used effectively recording pupils' contributions and then providing individual support to some pupils in filling in a worksheet. Pupils, who had the potential to be disruptive, were totally engaged. They readily volunteered answers and took pride in their work. By the

age of 11, higher attaining pupils use their knowledge and understanding to link cause and effect in simple explanations of physical phenomena, such as the speed and direction of a object changing because of the force applied to it. Lower attaining pupils describe the changes in movement of objects, which results from actions such as pulling and pushing.

109. Pupils aged 11 to 14, build on this firm basis and make very good progress because teaching is exciting and activities relevant. Practical work now takes place in the science laboratory where there are high expectations of health and safety. As a result pupils handle equipment with increasing skill, care and with awareness of safe working. Behaviour is mature and sensible. The teachers' very good subject knowledge and understanding of pupils' special educational needs means that he manages large groups with ease, confidence and good humour. Eleven-year-old pupils become familiar with the human respiratory system. Good opportunities are made to discuss the social and moral issue of smoking and its effects on the lungs. A model human torso is used effectively to help pupils understand how organs of the body fit and relate to one another and to reinforce scientific vocabulary such as the trachea and larynx. In Year 8 and 9 pupils learn how the heart functions and the various chambers and valves that make up the heart. The teacher powerfully reinforces learning by dissecting a sheep's heart, stopping from time to time to ask questions 'What if?' and 'Why is?' or to provide clear explanations of this tissue or that chamber. This confirms pupils' knowledge and understanding. The computer program 'First Sense' enables pupils to accurately measure and compare their pulse rates before and after exercise and this deepens their understanding. An interactive whiteboard is used effectively to present high quality diagrams and to help them complete relevant worksheets. Lower attaining pupils find it difficult to copy accurately from the board but are helped by CSAs. By the age of four¹⁴, higher attaining pupils in this age group use the appropriate scientific names for the major organs of the body system. Lower attaining pupils can locate the heart on the model human torso.

110. Pupils aged 14 to 16, continue to make very good progress because teaching is well planned prepared and the pace of lessons and commitment to learning is maintained. The classroom support assistant, working with the science teacher is very instrumental in the very good preparation of materials and equipment. Other classroom support assistants who accompany the classes are not always sufficiently involved in teachers' planning and are therefore less effective. The teachers capture pupils' interest and imagination because they relate science to everyday applications. Pupils are well motivated and attentive. They display scientific curiosity in asking and explaining what they think is happening. For example, pupils learn why and how a fire burns and the different methods and materials to put a fire out. They are reminded that a quarter of household fires, start with a chip pan fire and many anecdotal stories among the group confirm this fact. The teacher carries out an impressive demonstration, behind a Perspex screen, of what happens when you try to put out a fat fire with water. Another class in this age group work accurately and co-operatively in pairs to measure, record and predict the impact of a golf ball dropped from various heights into soft sand. Most pupils understand that the speed and weight of an object affects the damage caused on impact. They can relate this to a meteorite falling on the moon where there is no wind or rain so craters remain undisturbed. Higher attaining pupils who are aged 16, will take GCSE and obtain grades F-G. Lower attaining pupils will obtain the Certificate of Achievement at pass, merit or distinction grades.

111. Leadership and management of science are very good. A specialist leads the subject with enthusiasm and energy. There is a good scheme of work in place supported by very good assessment procedures and adequate curriculum time. Accommodation and resources are also very good. Resources are carefully stored, organised, and are used well to enhance learning. Information and communication technology is also effectively used to extend and consolidate pupils' learning - another significant improvement since the previous inspection. Setting by ability has been successful in providing more compatible teaching and

learning groups. Literacy skills are regularly reinforced and mathematical, ICT and graphical skills are used to manipulate displays and analyse scientific data. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged for example to express opinions on the moral dilemmas of some scientific developments, for example, organ transplants. They are becoming aware that scientific developments are a product of many cultures. The science department prides itself on the work its pupils do in collecting and recycling waste – cans plastic rings and foil. This makes pupils more aware of the social and environmental issue of what to do with rubbish, while raising money for good causes.

ART AND DESIGN

112. Achievement in art is good overall. Pupils aged 5 to 14 achieve well and make good progress because of the good quality of teaching they receive. The achievement and progress of pupils aged 15 and 16 are very good. Very good learning is the result of very good teaching and pupils benefit significantly from the specialist knowledge and expertise of the subject manager. For example, they show increasing self-confidence, skill and independence in organising and completing their work in a variety of media. These include pencil, watercolours, pastels, collage and textiles. Good quality artwork by pupils of all ages is on display throughout the school. The work in this subject shows good improvement since the last inspection.

113. The youngest pupils learn about colours, basic techniques of painting and making patterns. Good teaching encourages them to be creative in ways that also help them develop good hand-eye co-ordination. The teacher's good knowledge of pupils' individual needs also ensures they receive appropriate additional support to make progress. For example, in a good lesson seen with autistic pupils aged 6 and 7, the teacher uses picture symbols effectively to help a pupil choose different colours. The pupil then successfully creates a rainbow effect with the paintbrush and completes the picture with handprints. In the same lesson, a teaching assistant supports another pupil well in making a repeat pattern of dots and stripes. The pupil chooses one shape at a time carefully and practises good hand control in gluing the shapes on the paper.

114. Pupils aged 7 to 11 further develop their knowledge and understanding of the visual impact of colour and pattern, for example in three dimensions. In a good lesson seen with pupils aged 10, the teacher challenges them to design and make a distinctive pattern of mosaic tiles. They know the names of primary and secondary colours and use these correctly to guide their choice of tiles. When the teacher reviews their progress at the end of the lesson, pupils comment appreciatively on each other's efforts. They achieve a good variety of completed patterns and explain clearly the basis of their chosen designs.

115. Pupils aged 11 to 14 make further good progress because good teaching combines good subject knowledge with high expectations. As a result, pupils are responsive, well motivated to succeed and extend their learning. For example, in a lesson seen with pupils aged 13 and 14, the teacher uses a range of well selected resources imaginatively to introduce the topic of animation. These include a CD-ROM animation sequence pupils run and vary in turn on the computer.

116. Very good teaching results in very good learning by pupils aged 14 to 16 as they complete units of study leading to AQA Entry Level Certificates or to GCSE for higher attainers. Pupils who left the school last year achieved similar results. These opportunities contribute significantly to raising standards for older pupils, who are taught very effectively to become more independent learners. For example, they analyse the style of famous painters and adapt it for their own purposes. One pupil summarised the major influence on a striking set of his own paintings as follows: "I chose Jean Miro for my artist because of his use of

colour and dark strange shapes". Pupils' investigating and making skills are constantly extended by work in a wide range of media and materials. In a very good lesson seen with pupils aged 15 and 16, for instance, two pupils work largely unaided with textiles and fabric markers at different stages of completing highly decorative tabards. Pupils' working sketchbooks reveal increasing ability and confidence in drawing from direct observation of objects and buildings, using suitable variation of line and shading.

117. Art is very well managed by the subject manager. Detailed programmes of work set out clearly the topics pupils are expected to cover from year-to-year. This guidance is especially helpful as a framework for lesson planning for non-specialist teachers in the primary department. Teaching accommodation for art is satisfactory and appropriate for its purpose overall. In the secondary department, one classroom is designated as the base for teaching art. There is a good range of resources for two- and three-dimensional artwork and pupils use information and communication technology regularly and well as an additional resource to support their learning.

DESIGN AND TECHNOLOGY

118. There is little evidence by which to judge standards in design and technology for pupils aged 5 to 7, who, as is appropriate to their learning needs, follow a topic-based curriculum related to early learning goals. Much of what they make is taken home. Photographic evidence and teachers' records show that pupils develop their making skills and achieve well. Good teaching of pupils who are aged 7 to 16 ensures that their learning and progress are good overall and at times are very good. Teachers plan well, set achievable objectives and use methods and class organisation giving pupils full access to the tasks undertaken. There are increasing opportunities for older pupils' completed units of work to be accredited. For pupils aged 14 to 16, these can lead to AQA Entry Level Certificates or to GCSE for higher attainers. This approach raises standards of work significantly and motivates pupils well to become more independent learners. More pupils now achieve accreditation than before.

119. Technology and food technology are managed and taught separately. Pupils benefit greatly from the specialist knowledge and expertise of the subject managers. Good use of the specialist food technology room contributes positively to learning by providing well adapted teaching accommodation equipped to a good standard. Teaching here emphasises the importance of safety, hygiene and confidence in preparing nutritious snacks and meals. Work in the subject overall shows improvement since the last inspection.

120. Pupils aged 7 to 11 have good opportunities to learn to follow instructions in a logical sequence use simple tools correctly and complete tasks successfully and safely. This approach works well and has a positive impact on the understanding pupils gain. For example, in a good technology lesson seen with pupils aged 10 and 11, the teacher asked which one of two pairs of scissors offered is best for cutting and shaping thin wooden sticks. Under the teacher's careful supervision, several pupils tried both pairs. One eventually concluded that one pair cut better because the stronger blades had 'crocodile teeth' to grip the wood.

121. In food technology older pupils plan and prepare a variety of simple dishes. Good teaching results from carefully matching the task to pupils' abilities and needs and good lesson preparation to help them complete it. For example, in a good lesson seen with pupils aged 13 and 14, the teacher explained briskly but clearly how to prepare pastry for making jam tarts. The pupils were attentive and many worked semi-independently. With the teacher and teaching assistants supervising and supporting a few lower attaining pupils effectively, all pupils followed the recipe and achieved good results.

122. In another good lesson seen with pupils aged 15 and 16, the teacher repeatedly checked pupils' understanding by very effective questioning as they prepared scrambled eggs and baked beans on toast. For example, the teacher tested their ability to choose the appropriate utensils for the task and to set gas rings on the cooker to the right heat. The teacher knew that an autistic pupil has an aversion to the specified foods so worked with him individually. In this way the pupil practised relevant skills such as whisking with the rest of the class before being allowed to cook something of his own choice.

123. In technology, older pupils learn more effectively when the teacher directs their enthusiasm and interest appropriately to combine practical skills with increasing understanding of how things work. For example, in a very good lesson with pupils aged 12, the teacher introduced the task of harnessing air pressure to create movement. By following the teacher's very clear demonstrations, pupils predicted forward or upward motion as the consequence of inflating a balloon behind or below a cardboard cut-out. By the age of 16, pupils acquire the confidence and skills to complete most units of work by themselves to a good standard of finish and judge how successfully they have met the design brief.

124. Technology and food technology, are well managed by the subject managers. Detailed programmes of work set out clearly the topics pupils are expected to cover from year to year and pupils' progress is carefully recorded. There is good specialist teaching accommodation and a good range of appropriate resources, tools and equipment for both aspects of the subject. Pupils use information and communication technology regularly as an additional resource to support their learning, although this was not observed in lessons seen in food technology.

GEOGRAPHY

126. The provision for geography is good. Since the last inspection, there have been very good improvements in the subject. All pupils now make good progress because of the introduction and development of detailed schemes of work across all the classes, methods of recording pupil achievement and improved teaching for the 11 to 14-year-olds.

127. Pupils' achievement is good. For pupils up to the age of 7 years old geography is taught as topics based on the early learning goals for children who are aged 5 and under. Here the teachers' planning shows that through the different topics, such as 'Shopping' and 'Myself', the pupils develop early geographical skills, for example looking at pictures of shops and identifying what they sell and becoming aware of different areas in the school. They achieve well.

128. By the age of 11, pupils understand that to visit other countries such as Ireland or Peru, methods of travel, such as an aeroplane or a ship are required. They appreciate that it is faster to travel by air rather than by sea.

129. By the age of 14 years, pupils understand the influence that supermarkets have had on shopping trends and that most items can be purchased from one shop. When comparing 'old and 'new' photographs of a street in Grimsby they recognise architectural features, such as the shape of the roofs, that confirm the photographs were taken from the same place. Pupils show that they have learned to compare and contrast. They note that the delivery of groceries by errand boys on bicycles has a modern equivalent in shopping on The Internet.

130. The teaching is good and stimulates learning effectively. In a very good lesson for 13 and 14-year-old pupils, an interactive whiteboard was used to very good effect to introduce a new topic. The presentation held the pupils' attention and they concentrated very well for the length of the lesson. In a lesson for 10 and 11 year-olds, the pupils were fascinated by the travels of Barney Bear. The teacher encouraged them to use books and the Internet to research facts about Peru, which as well as the South of France, was one of the countries Barney Bear had visited. In all the lessons observed the teachers asked challenging questions which encouraged the pupils to give well-thought out and relevant answers.

131. The subject is well-led and managed. The enthusiastic and well-informed subject manager monitors the teaching of geography throughout the school and provides good support for the teachers when they commence a new topic. He is developing the use of the pupil profile documents. The need to record more effectively the development and experiences of pupils aged 5 to 7 is understood.

HISTORY

132. There is very good provision for history. Since the last inspection, there have been substantial improvements. The introduction of nationally recognised schemes of work, the emphasis of a practical approach in the lessons, such as the use of artefacts, and the introduction of pupil profiles have had a positive effect on the organisation and content of the curriculum across the age range.

133. Pupils' achievement is very good and by the time they are 14 years old, they have made good progress in their understanding of events, people and changes in the past. For pupils up to the age of 7, history is taught within topics related to the early learning goal called "Knowledge and understanding of the world". This is part of the foundation Stage for children aged 5 and under. Teachers' planning documents show that within the topics that are taught, such as 'Shopping' and 'Clothes' the pupils develop understanding of 'old', 'new' and 'yesterday'. In the topic on 'Myself', pupils create a simple timeline to show their daily routine. Timelines are used to good effect in later learning and a good example of the progress that pupils make by the time they reach the age of 14 is their awareness of the sequence of events in history. They know the difference between AD and BC and place events, such as the Romans in Britain and the Gunpowder plot in the correct sequential order on a timeline.

134. By the age of 11, pupils understand the significance of changes that have occurred in household items over the past hundred years, for example when comparing a wind-up gramophone, a manual carpet sweeper and a carpet beater with modern equipment. They realise that the use of electricity made household chores much easier.

135. By the age of 14, pupils know what the Bayeux Tapestry represents and who was involved in the Battle of Hastings. They talk about the features of a Roman house and are able to describe ways of finding historical information from books and the Internet.

136. Teaching is very good and there are some excellent lessons. This is a clear improvement since the last inspection when there was some unsatisfactory teaching.

137. When the teaching is very good, role-play and artefacts are used to bring the topic alive and to engage the pupils so that they learn very well. In a lesson about 1066 for pupils aged 11 to 14, the teacher used roll-play to tell the story of William and Harold. As a result, pupils' recall of what occurred at Hastings was much improved. Again, in a lesson for pupils aged 7 to 11, the teacher dressed up in a mop cap and apron and acted out a role as a grandmother and used artefacts, such as candle lanterns to motivate and interest the pupils. This approach was very successful in ensuring the pupils were totally involved in the lesson. Pupils show their learning by giving well-reasoned answers in response to the challenging questions set by the teacher.

138. One of the main reasons for the positive development of the subject is the enthusiasm of and high expectations set by the subject manager. A large amount of effort has been put into the production of a pupil profile, into the writing of units of accreditation and into organising relevant resources to support the teaching of the subject, including a review of the range of out of school visits. The manager is presently looking at ways to use the information on pupil achievement found in profile books to better inform the planning of future activities. Methods to record pupils' experiences in history are being developed and these are being linked more clearly to the National Curriculum programme of study for pupils aged 5 to 7.

INFORMATION AND COMMUNICATION TECHNOLOGY, (ICT)

139. Pupils' achievements in ICT are good. ICT is used very well to support and enhance learning across the curriculum. In all classes there are computers available for pupils, which are widely used across many subjects. Pupils benefit from the use of the computer suite, which is used regularly to enable them to develop a high level of confidence and skills.

140. By the age of 7, pupils who are more able, use the keyboard and mouse with a good understanding of how to control and make the best of the software. They use *Kid Pix* to draw self-portraits and trees, and increase their confidence when using the mouse to draw lines and change colours. They have experienced not just word processing and pictures but know how ICT can be used to control equipment. Higher attaining pupils use a mouse to select and move graphics. A topic on 'Shopping' is very well supported in the ICT suite when pupils are asked to move objects into a shop. Lower attaining pupils experiment with simple programs such as *Thinkin' Things*, to make things happen. With help pupils can use a floor based programmable robot to learn the basic principles of control technology. They understand why computers are helpful in everyday life. Pupils have access to the Internet and use CD-ROMs as sources of information.

141. By the age of 11, pupils extend their knowledge of control technology and send the robot on a journey with the help of some well thought out visual aids. They use CD-ROMs as part of a 'Keeping Healthy' topic and print out their work. They are beginning to use spreadsheets to compile data and can change colours in cells. Higher attaining pupils help those who are less able, demonstrating their growing skills. Most pupils can retrieve their own work and are learning to combine text and graphics effectively.

142. By the age of 14, pupils are learning how to produce a simple database. They know what is meant by 'data' and understand what a database can do. They practice putting data about themselves into a database and complete their task successfully. They use a spreadsheet, for instance, for work on farming and industry in Brazil. They are familiar with a variety of drawing and writing software, and produce work for different audiences.

143. By the age of 16, pupils build on their knowledge of spreadsheets and databases. They learn to interrogate the library database. Higher attaining pupils are able to talk about software they have used, and are able to experiment with programs independently. They can change fonts, insert text frames and graphics, cut and paste and save their work. Pupils produce posters advertising school events and incorporate interesting graphics with appropriate text as part of a Unit of Accreditation. They plan and create leaflets advertising stories for teenagers. More able pupils copy graphics from the Internet for use in their work. For instance, whilst completing a missing word exercise from the 'Bluecrest' website, one pupil copied a fish to insert into his answer sheet instead of drawing it himself. Sometimes the pupils' limitations in literacy skills prevent them reaching high levels with their ICT. For example, some cannot read the instructions that go with a program, and copy data inaccurately. Units of Accreditation are used well to assess learning. When they are 16, pupils are also working towards their ASDAN award in key skills. Achievement as measured by accredited outcomes is much improved, even on the recent past.

144. Good use is made of ICT to support learning in other subjects. For instance, Year 8 pupils explore the principles of animation and under supervision select and drag pictures into filmstrip squares to make up their own animation, varying speed settings. In science pupils measure the effect of exercise on heart rate using data logging and use the information to make comparisons. ICT supports work in literacy and numeracy very well. For instance, in addition to word processing pupils use *My First Dictionary* to locate words and in numeracy *RM Snapshot* is used extensively as an assessment tool as well as a variety of other programs to reinforce pupils mathematical understanding. The use of the interactive whiteboard is proving to be an invaluable aid for teaching. For instance, in a geography lesson it was used to present a unit of work on shopping in small shops and supermarkets, holding the interest of pupils and helping them understand the differences between the two.

145. The quality of teaching is good. Teaching assistants provide excellent support in ICT lessons, not just helping with instructions, but working with groups, questioning their results and promoting logical thinking. Support staff and teachers work well as a team. In the best lessons, teachers plan their time well, know what the pupils have already done and provide just the right level of challenge to keep the class motivated. They know the subject very well, ask questions skilfully and have high expectations. However, in a few lessons that were satisfactory overall, time was lost as pupils waited for their next assignment or inappropriate classroom management resulted in a few pupils becoming disruptive and affecting the learning opportunities of others.

146. Learning and progress are good overall because of the good teaching. In the best lessons, progress is very clear. Pupils learn new skills and are able to share their learning at the end of the lesson. In Years 10 to 11, ICT makes a very good contribution to preparing pupils for the world beyond school. They learn to research, for example, the Bluecrest website. Where learning is less good, this is due to pupils either finding the instructions on the screen difficult to read, or having to work with abstract programs without first having practical experiences.

147. All the pupils enjoy learning about computers. Behaviour is usually good and pupils treat equipment with respect. They listen to and follow instructions, discuss and explain what they are doing. They concentrate well and most show a high degree of persistence. By Year 11, they are confident computer users and can transfer what they have learned in one

program to a similar program.

148. The school has a good policy for ICT, clear planning and arrangements for staff training. The co-ordinator is knowledgeable, keen and enthusiastic. She shares her expertise generously with colleagues, supporting those who are less confident and providing training when necessary. The subject also benefits from the support of a technician. Planning is being developed from the QCA units of work adapted to suit the specific needs of the pupils. The separate ICT lessons relate well to topics from across the curriculum and skills are taught well using appropriate demonstration. There are opportunities for monitoring every term and as the co-ordinator is relatively new to teaching she is receiving training in order to enhance her observational skills. Assessment procedures for older pupils are based around examination targets. Assessment is currently being developed to indicate pupils' attainment and progress and also to inform future planning.

149. Developments in ICT have been good since the last inspection. Planning is now in place and there are a wide range of high quality resources to support teaching and learning. The range and quantity of equipment is very good, it is well maintained and enhances the range of teaching. There has been more staff training and this has had an impact.

MODERN FOREIGN LANGUAGES

French

150. Pupils achieve well in French as a result of the structured approach to teaching the language. French is taught once a week to pupils from 11 to 14, and to pupils aged 14 to 16, in a block during the summer term. Achievement is in line with that reported at the last inspection.

151. By the age of 12, pupils can count in French to twenty, in a group. The higher attainers count on their own. They learn to recognise words, spoken and written in French, to repeat, to translate and to begin to use phrases. They repeat the names of items of clothing, and understand a few instructions given in French, for example, "écoutez", "regardez", "encore". By the age of 14, pupils put the words they have learned into sentences, for example "Je porte une robe noire." By the age of 16, they read and write simple sentences, speak confidently, and are happy to read aloud. Pupils use an English/French dictionary independently to find words or check spelling. They learn basic grammar, such as putting the adjective after the noun, and the use of the apostrophe in "j'aime" and "Je n'aime pas."

152. Good examples of word-processed work were seen on display. Pupils answered the register in French in some classes, and French is used in home economics lessons.

153. Because teaching and learning are good, pupils gain, on average, ten units of accreditation. Planning, assessment and recording are done effectively. The well-planned and structured approach to teaching is very appropriate for these pupils. However, there is insufficient spontaneous use of French for greetings, instructions and comments to create a French atmosphere. The teacher, who is not a French specialist, has motivated the pupils successfully and they respond enthusiastically in lessons. Relationships are good, and expectations high, leading to good behaviour and a very good attitude to work.

154. French is well led and managed. The curriculum is good, covering speaking and listening, reading, writing, culture and tradition. Appropriate resources are mostly made by the teacher, including flash cards and a lotto game designed to improve and extend vocabulary.

MUSIC

155. Achievement in music is very good, and this is an improvement on the previous inspection when it was judged to be good. Teachers are knowledgeable and enthusiastic, and this results in good levels of interest and attention. Pupils now have their achievements recognised externally, and gain units of accreditation in music by the age of 16.

156. Music plays a large and important role in the education of pupils up to the age of 7. In addition to music lessons, enthusiastically taught by the music specialist, music is used to enhance teaching across the curriculum. Pupils learn the names and sounds of instruments, experience producing different rhythms, listen to music, and enjoy singing and playing percussion instruments.

157. By the age of 11, pupils learn how sound is made on percussion instruments, what the instruments are made of, and how to vary the sound, by changing the method of striking. They can identify a range of instruments, including tambourine, cymbal, and shaker, and use them to accompany a song. Some pupils find it difficult to hold a rhythm, but all improved during their lessons. The pupils enjoy singing, even when speech problems make this difficult, and will sing alone, into a microphone.

158. By the age of 14, pupils have made very good progress in their knowledge and understanding of music. Several of them are having individual instrumental lessons and, as a result, make good contribution to the lessons. For example pupils learning to play the trumpet help to demonstrate the difference between brass and woodwind instruments, by showing and producing notes on the mouthpiece. Pupils listened sufficiently carefully to a piece of music, to indicate when the sequence of notes representing the cuckoo occurs. They learned the names of those notes and can play them on a range of instruments, such as keyboards and chime bars. Pupils build on their knowledge and understanding of music and by the age of sixteen, have developed a range of practical skills. They work towards accreditation, learning to operate a disco machine, to place microphones correctly to pick up sound, and to make a recording, using stop, play, rewind, and record. Pupils perform, and are assessed on their skill with words, rhythm and tune. They work well in pairs, performing, and recording each other's performance. Independence skills and initiative are promoted well in music, and pupils respond in a very mature way.

159. Teaching is very good throughout the school, because teaching techniques are varied to meet the wide-ranging needs and abilities of pupils. Ongoing assessment ensures that planning is very good, and individual targets are appropriate. Pupils develop very good self-esteem as their achievements are celebrated, and there is an atmosphere of mutual respect in music lessons. The music specialist knows his subject well, and lessons include much incidental teaching, which inspires pupils who are excited by new learning. Because lessons, for pupils of all ages, are interesting and exciting, behaviour is very good and pupils work well. Information technology is used to good effect.

160. The curriculum is very good, with long and medium term planning closely linked to the National Curriculum programmes of study, covering listening and appraising, performing and composing, at an appropriate level.

161. The subject is very well managed, and every effort is made to encourage cross-curricular music. Songs are often linked to the class topic, for example, a tape recording of "Grimsby Market" was made for classroom use, for the younger pupils, and songs have been linked to history topics for older groups.

162. Resources are excellent, both in the specialist music room, and in all classrooms, ensuring that pupils have regular access to instruments and taped music, including music of

other times and other parts of the world. Visiting groups of musicians provide pupils with an experience of live music.

PHYSICAL EDUCATION

163. Provision for physical education is good. All pupils achieve well and make good progress, as a result of teaching that is consistently good and occasionally very good, and because teachers present a range of challenging and interesting activities. Pupils are also well motivated to improve their skills and movements through practice. This good progress applies equally to boys and girls and to pupils with different special educational needs. It represents a good improvement on the findings of the previous inspection, when teaching and learning were judged to be variable across the school.

164. Pupils up to the age of 7 make good progress in developing basic swimming skills as a result of the commitment of a range of staff who work in the water to support them. In this way pupils experience buoyancy and gain in confidence. Relationships between staff and pupils are very good so that pupils relax, listen to instructions and try hard. Good use is made of swimming aids – armbands, floats and toggles - to encourage more able pupils to propel themselves through the water with the beginnings of a recognisable front crawl. Appropriate emphasis is given to health and safety matters and to the important personal and social skills of drying and dressing. All pupils in the school go swimming on a four-week rota and swimming progress is accredited nationally through Amateur Swimming Association awards. In the gymnasium and small playground pupils make good progress in consolidating their gross motor skills of running, swinging, jumping, balancing while using a range of apparatus and mobile toys. They improve in their use of space, in listening and following instructions and in their awareness of others around them. They show a real enjoyment of physical activity.

165. Pupils aged 7 to 11, build on this good achievement and positive attitudes. They make good progress in refining different ways of travelling using hands and feet, turning, rolling, jumping, swinging and climbing both on the floor and using apparatus. The lesson is well planned and structured and proceeds at pace. Behaviour is managed effectively so everyone takes a full part. Good use is made of pupils' demonstrations of small and large shapes enabling the teacher to share constructive but positive comments on their performance. This raises pupils' self-esteem and encourages them to evaluate their own and other pupils' performance. There is a seamless transition to group work although pupils would benefit by being shown and encouraged to set up the apparatus. Pupils work hard at linking a series of actions together with increasing fluency and co-ordination. Classroom support assistants are effectively used to maintaining group work and supporting less able pupils on high apparatus and good use is made of a digital camera to record pupils' achievement. All staff and pupils are neatly turned out reflecting the high standards expected in this subject.

166. Pupils aged 11 to 14, make very good progress in learning the skills and rules of basketball because of the teachers' very good subject knowledge and her skill in organising small-sided games that challenge pupils at an appropriate level. Pupils develop their understanding of fitness and health as a result of the teacher's good example and insistence on preparation for, and recovery from, exercise. They learn to throw and catch a large basketball, to mark and free themselves from markers, by making good use of space, because of the teacher's expert demonstrations and knowledgeable instructions. They play with enthusiasm and a good spirit following the rules and scoring system. The smallness of the multi-purpose hall limits their opportunities to play a full game.

167. Pupils aged 14 to 16, also make good progress in following an accredited course, which requires them to locate and use a local leisure centre. Here they take part in such

activities as ice skating, squash and racquetball, tennis and swimming. In the session observed on ice skating pupils demonstrated good social skills in dressing appropriately and in relating to leisure centre staff. They skate independently forwards and backwards with speed, co-ordination and fluency. Most are able to stop precisely. Pupils who have the potential to be difficult and disruptive behave in a mature and sensible manner because of the high expectations of the school. Lower attaining pupils in this age group follow an accredited course organised by Riding for the Disabled who provide a qualified instructor. They make good gains in competence, confidence and self-esteem. They learn deportment, to mount and dismount and to ride at a rising trot. In addition, they learn stable management including the maintenance of horse tackle. They also have the opportunity to ride at local shows at weekends and in the holidays. These invaluable links with community personnel and facilities are the result of excellent liaison that teachers in the school have established over time. They have a very positive impact on pupils' learning opportunities in this subject.

168. The subject is well led by an enthusiastic and skilled specialist. Other teachers and support staff have followed sport, play and outdoor pursuit courses to improve their teaching skills. There is a good scheme of work in place, which has an appropriate balance of the areas of activity. The curriculum is enhanced by annual outdoor pursuit holidays, which include canoeing, orienteering and climbing activities, and by sports matches with other schools. The school acknowledges the need to review and refine current assessment procedures. Resources are good, well stored and used appropriately. Good use is made of community facilities, which help develop pupils' personal and social skills but are costly in terms of curriculum time. The small multi-purpose hall limits the activities that can be followed by senior pupils. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

169. Good provision is made for religious education. A detailed programme that takes account of local requirements has been drawn up to ensure that all pupils are enabled to learn about Christianity and other major world faiths. Pupils are made aware of the customs and rules that guide followers of religion. They learn about living with others and having respect for their beliefs.

170. By the age of 16, pupils achieve very well and higher attainers are on course to gain entry level grade in examinations accredited by a national awarding body. In some cases, they will gain a grade in the GCSE examination. The entry of pupils for externally accredited awards in religious education is a new initiative. All pupils, including lower attainers, will achieve external accreditation for units of their work. This is a great improvement since the last inspection, when provision and pupils' achievement between the ages of 11 and 16 were judged to be unsatisfactory.

171. Between the ages of 5 and 7, because their development is delayed and their learning skills are just emerging, pupils are taught in the manner of much younger children. There is an emphasis on practical work and learning by doing. Religious education for this age range starts from matters within the pupil's experience. The celebrations associated with the Christian calendar, such as Harvest, Christmas and Easter, give rise to stories of the origins of these feasts and of what is being remembered. Pupils' activities include making cards and decorations and learning relevant songs and prayers.

172. Pupils learn about special people who helped others, the symbols, such as the cross, that are associated with faiths. They share with others the places that are special to them. They learn about rituals, ceremonies and the importance to believers of places of worship. Their consideration of religion is broadened by stories from the Jewish tradition and a look at Jewish family life.

173. By the age of 7, pupils have made good progress, as can be judged from the quality of their written and art work, which is kept in folders. These provide a record of evidence of their growing understanding. Pupils aged 5 to 7 who have autistic spectrum disorder have religious education lessons that are appropriate to their learning needs. They learn about special people and festivals and symbols such as the cross.

174. Pupils aged 7 to 11, continue to make good progress. They are given the opportunity to visit churches and other places of worship. They deepen their knowledge of faiths other than Christianity. They speak clearly about people and places that are special to them and they know what churches are for and what is in them. They learn more about symbols and their importance in religion. Over time, they show greater ability to relate religious teaching to their own life. They consider the purpose of rules and how they can know what is right and what is wrong. Their knowledge and understanding of world faiths increases as they learn about the Five Pillars of Islam.

175. The pace of learning picks up as pupils enter the secondary phase and between the ages of 11 and 16, they learn more about people, writings and ceremonies special to the major faiths. A course leading to the Edexcel entry level certificate is followed. Those who are most successful in this will go on to follow a course leading to GCSE.

176. Teaching is good overall. It was not possible to observe teaching in religious education for the youngest pupils but the plans produced by teachers and samples of pupils' work show that it is effective. For pupils who are aged 7 to 11, teaching is good except in those classes where the presence of one or two pupils with severe emotional and behavioural difficulties poses a challenge. The generally admirable school behaviour management systems are not designed to meet such challenging behaviour. When this happens, teaching time is lost in establishing control, the pupils' interest flags and the rate of learning drops. Lessons that have good content and that are planned to take learning forward, do not fully succeed. In most cases, however, pupils are happy to take part. They respond to the calm manner of their teacher and share their ideas willingly. They use their previously gained knowledge to shed light on what they are learning, confirming the effectiveness of previous lessons in developing their understanding.

177. There is very good, and occasionally excellent, teaching of pupils who are aged 11 to 16. Lessons are very well planned and they make full use of the benefits of some very good ICT resources. Lessons have clear learning objectives and work is divided into units for each of which external accreditation is available. Pupils therefore have a very clear idea of what is required of them, and they are always told about how well they are succeeding. The relationship between teacher and class is excellent and prompts pupils to do their best. By skilful planning, the teacher enables the pupils to broaden their knowledge and understanding by embedding new learning within what is already familiar. Very good use is made of "learning by doing". Enactments of the ceremonies of other faiths are features of some lessons and pupils, through taking part, are able to remember them well.

178. All of these good features were strongly represented in an excellent lesson for pupils aged 13 and 14, about naming ceremonies. The teacher used an interactive whiteboard very well to summarise what pupils already knew about naming ceremonies. Artefacts from the Sikh tradition were then introduced and their use in naming a baby was explained. Two pupils volunteered to be the parents of the Sikh baby girl, (a doll), and acted out the custom of selecting a name and having their child blessed. By a delightful blending of things with which they were familiar, and what they had learned of the Sikh custom of giving every girl the middle name of Kaur, meaning "princess", they named their child Tanya Kaur O'Donnell.

179. The leadership of the subject is sound. There are good features, such as the planned

observation of teaching to ensure quality, and the well-organised handbook. What is known and understood by pupils is recorded in a profile of pupil attainment. Not all of these are, however, kept up to date. The programme of teaching and learning for older pupils has developed very well. There are very good resources for learning and these are effectively organised and centrally stored. This was also the case at the time of the last inspection.