

INSPECTION REPORT

ST JOSEPH'S SCHOOL

Cranleigh

LEA area: Surrey

Unique reference number: 125456

Headteacher: Anthony Lowry

Reporting inspector: Dr D. Alan Dobbins
27424

Dates of inspection: 3 – 6 July 2000

Inspection number: 191369

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Moderate and severe learning difficulties, speech and language difficulties
School category:	Non-maintained special
Age range of pupils:	7 - 19
Gender of pupils:	Mixed
School address:	Amlets Lane Cranleigh Surrey
Postcode:	GU6 7DH
Telephone number:	01483 272449
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Appropriate authority:	Trustees of the Roman Catholic Diocese of Arundel and Brighton
Name of chair of governors:	Dr D Moran
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities*	Aspect responsibilities
Dr D Alan Dobbins	Registered inspector	Mathematics; physical education; equal opportunities; special educational needs.	Results and achievements; quality of teaching; leadership and management.
S Mewies	Lay inspector		Attendance; welfare, health, safety and child protection; partnership with parents.
K Cannon	Team inspector	Science; design and technology.	Provision for spiritual, moral, social and cultural development; residential provision.
M Smith	Team inspector	Information technology; music.	Curriculum; efficiency, resources, grants and additional funds.
I Evenden	Team inspector	Art, geography; history; French.	Attitudes, values and personal development; assessment and monitoring of academic and personal development.
J Coop	Team inspector	English; personal, social and health education.	Support and guidance; staffing, accommodation and learning resources.

* Religious education was inspected as part of the Section 23 inspection, which took place at the same time.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's School is a non-maintained residential and day school for pupils with moderate or severe learning difficulties. The 67 pupils who are from age 7 to 19 years are made up of 54 boys and 13 girls. Forty-one boys and 12 girls are residential pupils and 13 boys and 1 girl are day pupils. Ten pupils are from black ethnic minorities and 4 are of Asian origin. The registered admission number is 92. All pupils have statements of special educational need.

As a consequence of their learning difficulties, the attainment of pupils on entry to the school is below average.

Many pupils come from the Surrey local education authority. Some come from other local authorities in the south-east of England. A small number are from abroad. All pupils are eligible for free school meals. The school's buildings are well kept and extensive, as are the grounds. In addition the school owns a house in the nearby village of Cranleigh.

The appropriate authority is the Trustees of the Roman Catholic Diocese of Arundel and Brighton. The inspection of religious education and the act of collective worship was carried out under Section 23 of the Schools Inspection Act (1996) at the same time as this inspection. Although a Catholic school, most pupils are not of the Catholic faith.

HOW GOOD THE SCHOOL IS

St Joseph's School is a good school. The relationships between pupils and between pupils and staff are excellent. The quality of teaching and the quality of pupils' learning are good. Each contributes to pupils achieving at higher levels in personal development and in their school work as they move through the school. The standards achieved by the older pupils are very good. The curriculum is relevant to the needs and abilities of pupils, has excellent provision for spiritual, moral and social development. It helps prepare pupils very well to be as independent as possible when they leave school. The leadership of the school operates very good procedures for monitoring and evaluating expenditure to the benefit of the progress pupils make. The school provides good value for money.

What the school does well

- Teaching is good.
- Pupils learn well, achieve well, behave well and have very good attitudes to their work.
- The relationships between pupils and between staff and pupils are excellent.
- The curriculum for older pupils helps prepare them very well for life after school.
- Provision for spiritual, moral and social development is excellent.
- Provision for fostering personal development is very good.

What could be improved

- The procedures for recognising how effective the school is in its work.
- The curriculum at Key Stage 2 and Key Stage 3, so that it better reflects the orders for the National Curriculum orders for some subjects.
- The link between the school and the residential setting to better promote academic progress.
- The programme of training for staff who work in the residential provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection (January 1997), although not all of the key issues for action identified then have been met in full.

- Clear procedures for decision making by senior managers and the governing body have been established. They operate most effectively in the areas of finance and accommodation, but much less effectively in matters to do with the work of the school.
- The roles and responsibilities of senior and middle management and of curriculum co-ordinators have been defined appropriately. They are only now beginning to have an effect on the work of the school and of the residential provision.
- An appropriate development plan has been formed, which is beginning to effect the development of the curriculum through appropriate budgeting and planning procedures.
- The curriculum is firmly based on the National Curriculum, although in a small number of subjects for pupils at Key Stages 2 and 3 the relevant orders are still not met in full.
- The procedures for monitoring and evaluating the work of pupils between Key Stage 4 and the post-16 provision are good and secure continuity and progression in learning. This applies especially to the skills of independent living and preparation for life after school.
- The range of special educational needs seen within the school population is now being met in full.

STANDARDS

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

Progress in:	by age 11	by age 16	by age 19	Key	
Speaking and listening	B	A	A	very good	A
Reading	B	B	B	Good	B
Writing	B	B	B	Satisfactory	C
Mathematics	B	B	B	Unsatisfactory	D
Personal, social and health education	B	A	A	Poor	E
Other personal targets set at annual reviews or in IEPs*	C	C	B		

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

The school's statutory targets are appropriately formed. During their time at school, pupils become increasingly confident as learners, comfortable with themselves, their friends and the staff. Each contributes to the better standards they achieve as they make progress through the school. The targets for learning written in pupils' IEPs are sometimes too general to recognise the small gains pupils make. IEPs are not effectively used in linking the work of the school and residential provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to all their work. They are committed to doing well for themselves and for their teachers and learning support assistants.
Behaviour, in and out of classrooms	Very good in lessons, at lunch and break times, in the residential provision and when pupils use local facilities, such as the leisure centre.
Personal development and relationships	Excellent. The relationships between the pupils and between the pupils and all staff are based on trust and mutual respect.
Attendance	Good. The transport bringing the day pupils with the longest journey to school routinely arrives late. As a consequence, these pupils do not have full access to the provision available at the school.

The excellent relationships between pupils and between pupils and all staff make a significant contribution to the good progress they make and the very good and better standards they achieve in their learning and in their personal development.

TEACHING AND LEARNING

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

In lessons in English, mathematics, science and personal, social and health education the quality of teaching is good. Especially at Key Stage 4 and for post-16 students, it is most often very good. It is excellent in 12%, very good in 24%, good in 37% and satisfactory in 24% of lessons. In 3% of lessons it is unsatisfactory. In the excellent and very good lessons, planning is detailed, teachers' expectations for learning are very high, the match between pupils' abilities and needs and the lesson tasks is very good and the learning support assistants are very well deployed. As a consequence lesson time is very well used and pupils are frequently inspired as learners. The National Strategy for Literacy has been well introduced. The principles of the strategy for numeracy are being introduced more slowly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is relevant to and meets the needs of pupils. The provision for work related education is excellent and is very good for the development of personal and social skills. The curriculum is beneficially extended by the very good programme of extra-curricular activities. For pupils at Key Stages 2 and 3, the curriculum for geography, history and information technology does not fully meet the National Curriculum orders.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is excellent. Each contributes significantly to the excellent relationships seen in school. Provision for cultural development is very good.
How well the school cares for its pupils	Very well. The school is a safe and secure environment. The procedures for monitoring and supporting pupils' personal and social development are very good, as are those for preparing pupils for life after school.

The school makes a good effort to involve parents in its work. They are very appreciative of this and of the quality of the work of the school. The curriculum pays due regard to the National Curriculum although, at Key Stages 2 and 3 the breadth of some subjects needs to be increased. The provision for work experience and that for developing personal and social skills are strengths of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management have a clear vision for the future of the school. The caring attitude of the headteacher is appreciated by pupils and parents alike. Too few procedures operate to judge the effectiveness of important areas of the work of the school.
How well the appropriate authority fulfils its responsibilities	The governing body meets its statutory responsibilities, except as these apply to the full implementation of the National Curriculum. Governors contribute very effectively to decisions involving finance. Insufficient procedures operate to keep them fully informed of the effectiveness of all the work of the school.
The school's evaluation of its performance	The procedures for judging the effectiveness of important areas in the work of the school, for example the curriculum, the quality of teaching and learning, the usefulness of IEPs in planning future teaching, the progress pupils are making and the link between the school and residential provision, do not work sufficiently well.
The strategic use of resources	Satisfactory. Learning resources over all the subjects are satisfactory. Teachers are generally deployed to teach the subjects in which they hold specialist qualifications. For residential pupils, the link between the school and the residential provision could be used more effectively to promote learning.

The appropriate number of teachers and learning support workers are well qualified,

experienced and effectively deployed. The extended absence of a small number of staff has been well covered. Residential staff are sufficient in number and are generally experienced, but many lack a relevant qualification and have received insufficient in-service training. Financial management is very good. The school operates appropriate procedures to ensure best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good quality of the teaching. • The good progress made by their children. • That the school helps pupils become mature and responsible. • They feel comfortable in approaching the school with a question or concern. • That an interesting range of activities are provided outside of lessons. 	

Inspectors endorse the positive views which parents have.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment and achievement take account of information contained in pupils' statements and annual reviews.
2. In English, the standards pupils achieve and the progress they make are good at Key Stages 2 and 3, and very good at Key Stage 4 and for post-16 students. At Key Stage 2, pupils make good increases in their functional vocabulary. Over the duration of the key stage they explain their learning and their feelings more precisely through the appropriate use of their new words or symbols. During Key Stage 3, they continue to learn to communicate more fluently so that by the end of the key stage they can talk about their weekend activities in great detail. Those with little speech show increased confidence and range when signing. During Key Stages 2 and 3, the more able pupils learn to write simple sentences using basic punctuation correctly. They read a range of texts confidently and have developed an appropriate sight vocabulary. The lowest attaining pupils continue to lack skills to decode difficult words and this impedes their understanding of the text. In writing, they develop hand-eye co-ordination sufficient to copy or over-write with good levels of accuracy. The highest attaining pupils write fluently with a mature style. Pupils at Key Stage 4 and post-16 students achieve good grades on a wide range of accredited programmes of study. For example, as part of the Award Scheme Development and Accreditation Network (ASDAN) students compile a community information booklet and adapt health education leaflets for use within the school. Those who take the award of the Northern Examination and Assessment Board (NEAB) discuss and write about the characters and plots of the most successful television 'soap' programmes. Reading and writing skills develop very well, as do the skills of speaking and listening. Post-16 students, for example, can discuss the work of William Shakespeare and offer opinions, using appropriately technical language, on his life and the time in which he lived. At the end of Key Stage 4, the highest attaining pupils are functionally literate. By the time they leave school, post-16 students are confident in their use of all the aspects of English. Through the opportunities presented by the work experience programme, many will have practised their skills in industry and commerce.
3. In mathematics, the standards achieved and the progress pupils make are good over the three key stages. Post-16 students also make good progress, especially when they apply their skills and knowledge of mathematics in their work experience placements. By the end of Key Stage 2, most pupils count on, or backwards in tens and hundreds from any two or three digit number. They have learned to recognise basic geometrical features, such as the top, bottom, corner and edge of two-dimensional and three-dimensional shapes. They have learned to recognise, sort and classify objects by a single characteristic, for example, shape, colour or size. By the end of Key Stage 3, the lowest attaining pupils continue to use number lines to add and subtract, but the highest attaining pupils have learned to do addition and subtraction calculations to 1000. They also understand the link between addition and subtraction and between multiplication and division. They complete simple

calculations in their head including the serial addition and subtraction of three, four or five numbers. They have gained a good knowledge of the standard units of distance and time, of the 12-hour and 24-hour clocks and can apply these in simple calculations. They create data, such as the number of boys and girls in the class, and present the data in graph form. At Key Stage 4, pupils follow the syllabus of the Welsh Joint Education Committee (WJEC) certificate of educational achievement (CEA), on which most achieve the pass award. By the time they leave school the highest attaining pupils are functionally numerate. The lowest attaining pupils will have a good understanding of simple counting, of time and of the use of money.

4. In science, the standards pupils achieve and the progress they make are good at Key Stages 2 and 4 and satisfactory at Key Stage 3. During Key Stage 2, pupils make good gains in their scientific knowledge. For example, they learn through investigation about flight and begin to have an understanding of space and the relationships between planets. The highest attaining pupils know the sun is a star and its importance to life on earth. The lowest attaining pupils know the order of the planets from the sun. During Key Stage 3, they extend their learning on flight making paper planes, which they test fly and modify according to their results. They have learned to identify when a test is 'fair' and they use this knowledge to construct experiments, for example, in electricity when they create complex circuits. At Key Stage 4, the very good use made of the school's excellent horticultural facilities results in pupils gaining a very good understanding of living things. They take the ASDAN award on which most pupils achieve a good grade.
5. In the other subjects, the standards achieved and the progress made over the three key stages are very good in art and music. They are good in design and technology and physical education, and in French over the two key stages at which it is taught. At Key Stages 2 and 3, because the programmes of study are not covered in full, the standards achieved by pupils and the progress they make in geography, history and information technology are unsatisfactory over the full range of each subject.
6. Pupils at Key Stage 2 make very good gains in their personal and social development. From Key Stage 3 onward they make excellent progress. They leave school as young adults who can respond confidently and appropriately in social, leisure or work situations.
7. Boys and girls make equivalent progress, as do pupils from different ethnic backgrounds. The progress made in the first lesson by the small number of pupils who travel daily from the London area is compromised by their very long journey and by their frequent late arrival at school.
8. Since the last inspection the standards achieved and the progress pupils make have improved in English, mathematics, art, French and music. The very good progress pupils made in their personal development last time is now excellent for pupils at Key Stage 3 and onward.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to their work are very good. In 50% of lessons they are very good or better. In 78% of lessons they are good or better and in almost all the lessons they are satisfactory or better. Over all the school, invariably pupils are interested and enthusiastic about their work.

10. Behaviour is very good; in lessons, around school and when pupils visit facilities in the local community, for example, the leisure centre. Good behaviour is promoted through comment slips, praise in assemblies and rewards, such as extra computer time. When required, pupils agree the behaviour targets that are written in their individual education plans. All procedures work well and help pupils gain increasing control of their behaviour as they move through the school. By the time they enter the work experience programme they know how to behave in a mature and appropriate fashion. Because of their complex learning difficulties, the behaviour of a minority of pupils can sometimes be very challenging. When incidents do occur they are managed very well with little effect on the learning of other pupils. The very few incidents of seriously inappropriate behaviour are properly recorded in individual pupil folders and the incident book. One pupil was excluded in the last year.
11. The personal development of pupils is enhanced because the school expects them to take responsibility and to show initiative. For example, the Quality in Action Group provides an excellent forum for the development of personal and social skills for a small number of pupils who act as advocates for the suggestions of others. Most recently, the group has worked hard to review and update the student guide, requested better lighting in an outside area, a bike track, display cabinets, better support handles in toilet areas, and tea making facilities in the common room. The weekly meeting with staff for pupils at Key Stage 4 and beyond provides another very good opportunity for pupils to show initiative and accept responsibility. Even the youngest pupils are expected to be responsible for their own property and to contribute to the smooth running of the school and residence by, for example, taking responsibility to clear up their own dishes at meal-times.
12. Relationships throughout the school are excellent. Pupils enjoy each other's company, work very well with each other in and out of lessons, and frequently help and support each other. They care for each other, are quick to apologise if they cause upset and to celebrate the achievements of others. Staff treat pupils with respect. Pupils respond to the high expectations of all staff by being trustworthy and by taking care when using equipment, for example, in lessons in music. They are polite to staff, to each other and to visitors. They initiate conversations, for example at meal times, and show a delightful self-assurance, even when they have difficulties with speaking.
13. The ethos of the school, which includes the active requirement of supporting the development of every pupil toward meeting his or her potential, promotes a level of confidence and comfortableness in pupils which helps them become well prepared for their life after school.
14. Attendance overall is good. Unauthorised absence is very rare and, when a case arises, appropriate action is taken including, when appropriate, linking with other agencies. The small percentage of authorised absence is due to sickness, medical appointments or family holidays. The policy for marking registers is inconsistently applied.
15. The chronically poor punctuality of a small number of pupils, as a result of their daily 150-mile round trip from a local education authority in London, deters the progress they make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. At the last inspection the quality of teaching was very good or better in 2.8% of lessons, satisfactory or better in 85.9% and unsatisfactory in the remaining 14.1% of lessons. Now it is excellent in 12% and very good in 24% of lessons. It is satisfactory or better in 97% of lessons and unsatisfactory in remaining 3% of lessons. These figures represent a considerable improvement in the overall quality of teaching. Teaching is good at Key Stages 2 and 3 and very good at Key Stage 4 and for post-16 students. It is a strength of the school.
17. The governing body and the senior managers of the school do not operate procedures to formally monitor and evaluate teaching. Therefore, they do not know the significant contributors that make teaching as effective as it is. These are (i) the very good management of pupils, which allows lesson time in almost all of the lessons to be completely devoted to learning, (ii) the very good use of the very competent learning support assistants who in almost all lessons make a very effective team with their teachers, and (iii) the selection of appropriate teaching strategies, which most often results in the very good match between the lesson tasks and the needs of pupils. For pupils at Key Stage 4 and for post-16 students, the high expectations which teachers and learning support assistants routinely show for learning also contributes to the very good standards they achieve and the very good progress that they routinely make in lessons.
18. The very good listening and speaking skills of pupils is in part a reflection of the introduction of the National Strategy for Literacy and the specific work of the speech therapists, but also of the attention given to promoting these skills in lessons in all the subjects. Teachers and support assistants are particularly good at encouraging pupils to speak, and in identifying in simple terms the meaning of specialist words in the subjects, so that they can be understood by pupils and added to their growing vocabulary. This is also so for the skills of numeracy, especially for the older pupils who have very good opportunities to apply their skills in mathematics when at their work experience placement.
19. Assessment is used appropriately to establish what pupils learn in individual lessons. However for some subjects, especially geography, history and information technology, the brevity of the long term planning documents does not allow the easy recognition of the skills, knowledge and understanding that pupils gain over the duration of a year or key stage.
20. Pupils accept very well their role as learners. In 7% of lessons learning is excellent. In 26% of lessons it is very good. It is good in 38% of lessons, satisfactory or better in 97% of lessons and unsatisfactory in 3% of lessons. At Key Stages 2 and 3, pupils learn well. At Key Stage 4 and onward, they learn very well. As they grow through the school, so pupils gain in the skills of learning and become increasingly confident as learners. For example, they apply themselves very well in lessons in English, mathematics and science and especially French. They show very high levels of creativity in art and music. They make an equivalent physical effort in lessons in physical education, be they taken in the swimming pool, the aerobic fitness suite or on the field, when learning the skills of football.
21. The school's ethos makes an important contribution to pupils and students recognising that they have a responsibility to themselves, to their teachers and to the school to learn as best they can. In many lessons they accomplish this to a high level. The standards they achieve and the progress they make benefit from the

positive attitudes they have to their learning.

22. Homework is not well used to support teaching and learning. The link between the school and the residential provision is insufficiently formed for the residential provision to support, in a planned way, the work of the school, or for the school to support in an equivalent fashion the work of the residential staff.

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

23. The curriculum has improved since the last inspection. Pupils at Key Stage 4 and post-16 students gain considerable benefit from the relevance of their curriculum, which helps prepare them very well for life after school. Curricular provision is very good in music, art, personal and social education, and in English at Key Stage 4 and onward. The incomplete coverage of the programmes of study for geography, history and information technology for pupils at Key Stages 2 and 3 limits the progress they make in these subjects.
24. Geography and history are taught at Key Stages 2 and 3, through a three-year topic cycle. This is appropriate if the topics are well thought out and ensures effective coverage of all the elements in the relevant programmes of study. However, this is not the case. For example, in history, learning over the different topics does not improve the understanding of chronology. In geography, the study of maps does not begin with simple maps of the classroom or of the school before moving to more complex maps. As a consequence pupils' skill in using maps to gain information, for example on the location of a village or town, is limited. In information technology, at Key Stages 2 and 3, the elements of control and modelling are not sufficiently covered. Also, the lack of a coherent policy for the use of information technology to support teaching and learning in the other subjects results in lost opportunities to help pupils make progress in their learning and to further rehearse the skills required for computer use. Even given that at Key Stage 4 and onward, word processing and data processing are well covered and result in pupils gaining an appropriate accreditation for their work, the curricular provision for learning about and using computers is unsatisfactory.
25. The principles of the National Strategy for Literacy have been well implemented into the curriculum. Those for the National Strategy for Numeracy are being implemented more slowly. In all areas of the school and over all its work, staff actively promote speaking and listening skills and make good use of signing. This contributes to the very high standards of communication achieved by pupils and students. At Key Stages 2 and 3 the emphasis is on the acquisition of functional language skills. At Key Stage 4 and onward the focus, appropriately, is on the skills of communication required to function as independent adults. This works very well. By the time they leave school, pupils are confident and they can communicate appropriately in the adult environment.
26. The curriculum is meaningfully extended by very good extra-curricular provision. This includes, for example, regular visits to local concerts and to others which take place in London. In the school's activity week, pupils stay in youth hostels while exploring Edale, Hastings or Brighton. They camp in Salisbury, or spend four days living on a barge on an inland waterway. Some take the silver level of the Duke of Edinburgh Award Scheme. The school's outdoor heated pool is regularly used after school in the summer term and they play in the well-equipped common room. The

music club meets weekly and members take part in performances with pupils from other schools, and help produce musical shows to which parents and visitors are invited.

27. The provision to meet the special needs of pupils so that they can gain equal access to the curriculum is very good. The provision for speech and language therapy is excellent and makes an important contribution to the very good speaking and listening skills of pupils. The increasing use of the Makaton signing and symbol system benefits those with communication difficulties. The provision of physiotherapy and occupational therapy is very good. Also, for pupils with challenging behaviour, learning support assistants make a significant contribution to promoting their good behaviour through taking appropriate action as outlined in their behaviour programmes when they transgress, thus allowing them continued access to their work.
28. Personal and social education, including sex education and drug awareness, are very good. The provision is well co-ordinated. The good links with the local health centre extend the provision beyond that which can be offered within the school. Resources are well used. Teachers plan well and make good use of the targets for learning in pupils' IEPs. The excellent relationship between pupils and all staff means that pupils and students trust and respect staff. They confide openly to staff, readily accept their advice. The very good provision, supported by the excellent relationship, results in the older pupils making excellent gains in their personal and social development.
29. Provision of work related education, including careers education and guidance, is excellent. The 14+ Students' Guide is impressive and provides detailed information on the opportunities and the benefits for students who take part in the programme. The formal partnership with the careers service works very well and helps provide a very good range of work placements, which include pre-school playgroups, a day centre, department stores, supermarkets, a chemist shop, freight company, postal sorting office and the Royal British Legion. Some pupils work on site, either as a preparation for outside placement at a later date, or because the level of support required can only be offered at school. School-based placements involve a range of activities, from horticulture and grounds maintenance, to kitchen duties and cleaning. When on work experience, students keep a daily diary describing the tasks which they have been involved in, to which the employers also contribute. The presentation ceremony at the end of the work experience programme is well attended by parents and employers and is an important social occasion for the school.
30. The links with the local community are very good. Besides the work related placements, regular visits to the local community also meaningfully extend the experiences of all pupils. Visits are well planned to support learning and often artefacts gained over the visit are the central focus of the next lesson, so that the experiences of the visit are closely integrated into the topic being taught. For example, pupils at Key Stages 2 and 3 visit locations such as Gatwick Airport, the local leisure centre and post-office to rehearse the specialist vocabulary and to practise the skills required to be able to usefully use the facilities. Other locations recently visited include the Millennium Dome, local supermarkets and the Guildford Museum and Cathedral. The good link with the local college of further education allows pupils to become familiar with the routines of the college before they leave school to enrol at the college.

31. The provision for spiritual, moral and social development is excellent. The provision for cultural development is very good. This is an improvement on the previous inspection when the overall provision was judged to be good. Pupils make excellent gains in their spiritual development. In subject areas, such as art and music, they gain from reflecting on the works of renowned artists and composers. Spiritual reflection is also gained through visits, for example, to the Labyrinth, a replica of the maze at Chartres Cathedral in France, or Wintershall, where the pupils participate in the re-enactment of the life of Christ. Throughout the school, good displays reinforce the spiritual ethos. Older pupils experience a sense of wonder as they monitor the progress of the fruit and vegetables that they grow from seeds before eating the produce after it has been prepared in the school's kitchen.
32. The excellent relationships between pupils and between pupils and all staff help pupils to quickly recognise what is right and what is wrong and to be sensitive to others. Staff are excellent role models. All the pupils have regular access to the visiting school chaplain, and the pupils who so wish are trained as altar servers or Mass readers, regardless of their religious denominations.
33. Throughout the school, there is excellent support for pupils' social development. They support each other very well, share friendships at recreation times and they show genuine concern when someone is upset or ill. Catering staff also contribute to pupils' social development. They set expectations for pupils' behaviour at meal times by placing small vases of fresh flowers and paper napkins daily on dining-room tables. Older pupils plan and lead assemblies, and offer to help the younger pupils prepare for the task. Pupils at Key Stage 4 and post-16 students increase their levels of independence by taking part in the work experience programme and attending local colleges. Participation in the horticultural programme and the wide range of extra-curricular activities also helps to develop personal and social skills.
34. The school's cultural provision has improved since the last inspection. It is now very good. The pupils gain an awareness of their own and other lifestyles through visits to France and through learning the language about French culture. They visit local museums and exhibitions. In design and technology they examine Aztec temples and Egyptian houses, creating these from clay and comparing them with modern houses and religious establishments. Cultural awareness is further developed in music through listening to classical and church music. Pupils develop their knowledge of British culture through history, such as when visiting Dapdune Wharf to find out about canal life past and present, or by conducting surveys in food technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The procedures for promoting the welfare, health and safety of pupils are satisfactory.
36. All staff have had recent training in child protection. The acting deputy head of care has been nominated as the person responsible for fire safety and has met with the fire service personal to determine that the policy and procedures are satisfactory. The health and safety procedures are satisfactory. The general health of pupils is very effectively monitored by the nursing staff. All care staff are undergoing refresher training in first aid procedures.

37. Procedures for monitoring attendance are satisfactory. Parents are conscientious in notifying the administrative staff of their child's absence and this information is quickly passed to the relevant class teacher. Registers are taken twice a day. Inconsistency in the marking procedures between teachers reduces their use as a tool for monitoring the reasons for absence. The procedures for monitoring and promoting the behaviour of pupils are good and make a significant contribution to the very good behaviour of pupils.
38. The arrangements for assessing pupils' attainments and progress are satisfactory. The school makes good initial contact with potential pupils and has a good induction programme to ensure that pupils are properly placed. Targets are quickly written into pupils' IEPs. These act as the baseline for judging progress thereafter. These procedures have improved since the last inspection. In English and mathematics assessment is, generally, made against a developmentally orientated commercial scheme, with only a satisfactory link with the National Curriculum levels of attainment over the attainment targets of the subjects. In other subjects, especially geography, history and information technology, long term planning documents do not adequately reflect the relevant programmes of study of the National Curriculum. Because of this, the planned growth of the essential skills and knowledge is difficult to achieve. In other subjects, the subject assessment protocols are effective in helping securing continuity and progression in learning between Key Stages 3 and 4. Pupils' progress files contain information on the progress they make in the subjects and in their personal and social development, and inform the annual report to parents. In the subjects with satisfactory or better planning documentation, assessment information is satisfactorily used to help plan future teaching and learning.
39. The support and guidance available to pupils is very effective. This is especially so for pupils at Key Stage 4 and for the post-16 students. For these pupils and students especially the help and advice they gain make an important contribution to the high standards they achieve in their social and personal skills. They learn to become confident in what they can do, and to accept what is difficult for them.

Residential provision

40. The residential provision is satisfactory. The relationship between the care staff and pupils is excellent and is based on trust and respect for each other. The warm family atmosphere, in which the pupils are happy and relaxed, contributes to the development of their very good manners and their excellent personal, social and moral development.
41. The residential provision contributes to this in a number of ways. Residential staff provide many opportunities for pupils to show initiative. For example, younger pupils help prepare tables for meals and clear away afterward. Older pupils help plan menus and shop for food and, under supervision, take turns at cooking meals. Pupils live in small groups and collectively take responsibility for many of the chores of daily living. Older pupils live in houses within the grounds. A small number of post-16 students live under supervision in the house belonging to the school in the nearby village of Cranleigh. For these pupils and students, living together and being responsible for themselves allows them to make considerable gains in their personal and social development and to become confident in their ability to live as independently as possible.

42. The link between the residential and teaching staff is sufficient for both to know of any specific problem that is troubling a pupil. However, it is not sufficiently formed to provide planned support for the work of the school in the residential setting. Also, the link does not allow the work of the residential setting to be best supported in the school. For example, the promoting of independent living skills, which is well done during the evenings in the residential setting, is based on the modules of the ASDAN youth award scheme. For some pupils, these also guide their work in the school day, but do not support the gaining of the award. The lack of a formal homework programme results in a missed opportunity for the residential staff to directly support, in a planned fashion, the work of teachers and learning support assistants.
43. The range of activities in the residential provision is good and all pupils have an equal access. However, those pupils who are not scheduled for an off-site activity, sometimes have too little directed activity.
44. Residential staff have a very good knowledge of the pupils' needs. Individual educational plans, which focus on behaviour in the residential setting, are in the early stages of development, but do not link with those to do with behaviour in the school. The monitoring and recording of the pupils' progress against their residential targets is too informal and records of pupils' achievements and gains are too inconsistent.
45. The number of care staff is sufficient to meet the needs of the number of boarders. Most hold appropriate professional qualification or have considerable experience of residential work. The recent report by the Social Services (November 1999) made a number of recommendations. Most have been met, for example, the fitting of ceiling sensors to detect movement during the night, but others, especially the development of in-service training opportunities for staff need still to be met.
46. The residential accommodation, both on and off-site, is satisfactory, although some general maintenance is required to the roof of the main house and to the exterior of the house in Cranleigh. In the residential setting on the main site, the limited number of electrical outlets requires that extension cables are used. There is no evidence that electrical equipment is regularly and professionally checked or that the extension cables are not a hazard.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents are of the opinion that the school provides good support for their children's progress in learning, in the development of their social skills and in the skills required for their independence.
48. The quality of information for parents is good. They value the use of home-school books and link files that provide them with good knowledge of the standards their child achieves, the progress they make and of their behaviour. The prospectus and annual report provide good quality information, although both have minor omissions. Parents particularly welcome their easy access to the staff, including the headteacher, when they telephone or visit the school. Most parents attend the annual reviews and feel that their opinions are valued when decisions are made.
49. A majority of pupils are boarders. Even so, a considerable effort is made to foster home-school links. Events, such as the musicals performed by the pupils are well

supported by parents. The home-school books and link files are sometimes used to continue learning at home, building on the work pupils have done at school. Some parents visit the school to be trained in the signs and symbols of Makaton.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school operate very effective procedures for administering the routines of the school, monitoring finance and maintaining to an acceptably high level the very good accommodation and the extensive grounds. The procedures for monitoring and evaluating the work of the school, for example the quality of teaching and learning, the planning of the curriculum and the effectiveness of IEPs are less well formed and do not provide the governing body, headteacher or senior staff with sufficient information to guide future developments.
51. The headteacher has an appropriate vision for the school, which includes enrolling pupils with more severe difficulties in speech and language and more complex behaviour. In this, he is very well supported by the deputy headteacher, the curriculum manager and the acting head of the residential provision. All have contributed to the recent development of TEACCH (treatment and education of autistic and communicationally handicapped children) provision and to the speech and language programme, which now includes the use of Makaton and is supported by the very good provision for speech therapy.
52. The school's aim of preparing pupils well for life after school in a spiritual and caring environment is met in full. All pupils have equal access to all the work of the school. Pupils at Key Stage 4 and post-16 students gain great benefit from the excellent programme of work experience, which provides them with very well controlled access into the adult world.
53. The clear delegation of responsibilities within the senior management team provides a very good structure for recognising the effectiveness of the work of the school. For that which does not directly relate to teaching and learning, for example the managing of the school's funds, the maintenance of buildings and grounds, the procedures operate very effectively and the governing body is appropriately aware of issues and developments. It plays a full part in decision making and in recognising the effectiveness of the decisions. For teaching and learning, and the areas that contribute to teaching and learning the procedures do not operate as effectively. Formal links with the governing body which inform on, for example, the quality of teaching, the progress pupils make against their targets, developments in the curriculum, the effectiveness of the link with the residential provision and the overall effectiveness of the school are not sufficiently well established. As a consequence, the governing body do not know how effective is the school in much of its work. With the exception of the full implementation of the National Curriculum orders for some subjects, the governing body meets its statutory responsibilities.
54. The school development plan is appropriately formed. Most of the targets are well written, but too many of the outcomes are not expressed with sufficient precision, so that their achievement can be easily recognised. No formal appraisal or staff development programmes operate. One result of this is the lack of training afforded the staff in the residential provision. The induction procedures do not ensure that new staff are fully effective in their work in the shortest period of time.
55. The school has an adequate number of staff to match the demands of the

curriculum and the needs of pupils. In addition the work of the three speech therapists makes a significant contribution to the very good speaking and listening skills of pupils. All staff have benefited from a continuing staff development programme and are now familiar with specific teaching programmes to support the needs of pupils with autism and to support pupils with significant speech difficulties through the use of the Makaton signing system. Residential care staff do not benefit from a planned programme of in-service training that leads to a nationally recognised qualification in care, such as the National Vocational Qualification.

56. The accommodation and extensive grounds, which include a heated outdoor swimming pool and a large greenhouse are used very effectively to support the curriculum. For example, the sensory room and play therapy rooms are well used to help in the development of younger pupils with complex learning and behavioural difficulties. Also, the kitchen within a residential provision is routinely used by boarders to practise the skills of community living. The horticultural facilities are particularly well used to support teaching and learning in science. The library is limited in size and provision and provides too little support for the development of investigative skills.
57. Overall, the range and quality of learning resources are satisfactory. Resources in art and music are good and have improved since the previous inspection. Now, there is a wide range of materials and instruments available. There is an appropriate range of books to support most curriculum areas. There is an insufficient range of non-fiction and fiction books that will interest and motivate older students whose reading skills are limited. The lack of teaching materials to support multi-sensory teaching limits its usefulness for the small number of younger pupils whose learning would benefit from the use of this approach. Resources to support teaching and learning in geography, history and design and technology are unsatisfactory. The room for teaching food technology, because of the small number of preparation areas and the age and the paucity of equipment, limits the standards pupils can achieve in this aspect of the subject. The equipment available to support teaching and learning in information technology is too limited in quantity and range. For example, most of the computers are not compatible with recent software developments. In this subject, areas of weakness identified at the time of the previous inspection remain as weaknesses.
58. The financial affairs of the school are very well managed by the sub-committee for finance and through the day-to-day control imposed by the deputy headteacher and finance officer. Much of the current substantial surplus, amounting to 14% of the annual income, is sensibly earmarked for the further development of the premises. The school's accounts have been properly audited and the small number of minor recommendations fully implemented. The school makes very good use of new technologies in conducting its financial affairs and for administration. The establishment of cost centres and the full use of appropriate computer programs ensure that there is no unauthorised over spending within the planned expenditure programme. The school closely links the objectives in its development plan with estimated costs, although these figures are not shown in the plan itself. The school receives no specific grants. The procedures for ensuring 'best value' for money operate very effectively.
59. The good and very good quality of teaching and learning, the good and very good progress made in most subjects and in the development of personal and social skills, the very effective preparation for life after school, the excellent relationships

and the very good behaviour all contribute to the school providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The governing body should:

- set up and operate procedures to monitor and evaluate all the work of the school, especially the quality of teaching and learning, the planning of the curriculum and the effectiveness of IEPs. (Paras 17, 50, 53)

61. The headteacher and senior managers should:

- broaden the curriculum at Key Stage 2 and Key Stage 3 to better reflect the National Curriculum orders for subjects and the needs of pupils. (Paras 5, 23, 24, 91, 92, 93, 96, 97)
- continue to develop more effective links between the school and the residential setting, especially in planning for academic progress. (Paras 22, 24)
- fully implement the recommendations of the Social Services Inspection Report (November 1999), especially the recommendation to prioritise staff training. (Paras 45, 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.1	24.1	36.3	24.1	3.4	0.0	0.0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	67
Number of full-time pupils eligible for free school meals	67

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	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4	School data	0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	3
Indian	1
Pakistani	3
Bangladeshi	
Chinese	
White	54
Any other minority ethnic group	

Teachers and classes

Qualified teachers and classes: Y3 – Y13

Total number of qualified teachers (FTE)	13.7
Number of pupils per qualified teacher	4.9
Average class size	9.6

Education support staff: Y3 – Y13

Total number of education support staff	27
Total aggregate hours worked per week	590

FTE means full-time equivalent. In addition there are 33 residential care workers

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	1,762,356
Total expenditure	1,700,316
Expenditure per pupil	25,377
Balance brought forward from previous year	183,488
Balance carried forward to next year	245,528

** Expenditure per pupil is calculated over day and residential pupils*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	53	41	6	0	0
Behaviour in the school is good.	41	53	6	0	0
My child gets the right amount of work to do at home.	23	46	15	8	8
The teaching is good.	59	35	0	6	0
I am kept well informed about how my child is getting on.	63	25	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	17	6	6	0
The school expects my child to work hard and achieve his or her best.	65	29	0	6	0
The school works closely with parents.	59	24	6	12	0
The school is well led and managed.	71	11	12	6	0
The school is helping my child become mature and responsible.	71	23	6	0	0
The school provides an interesting range of activities outside lessons.	65	29	0	6	0

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

ENGLISH

62. The standards achieved and the progress pupils make are good at Key Stages 2 and 3 and very good at Key Stage 4 and for post-16 students. At the end of Key Stage 2, the highest attaining pupils attain at level 2 of the National Curriculum assessment procedures. At the end of Key Stage 4, they attain at level 4 and occasionally at level 5.
63. During Key Stage 2, pupils are increasing their functional vocabulary through the appropriate use of symbols and spoken language. Most are able to listen for a short period of time and show enjoyment when taking part in topic work. At Key Stage 3, these skills continue to develop well so that by the end of the key stage, the highest attaining pupils are able to speak about their weekend activities in great detail and are beginning to show confidence when signing. At Key Stage 2, reading and writing skills develop well. For example, when preparing for a visit to Gatwick Airport, a high attaining pupil read a list of pupils' addresses and identified an error in his own address. By the end of the key stage, many pupils have learned to use a dictionary to check spelling. They read a range of texts from the reading scheme and have gained an appropriately large sight vocabulary. The lowest attaining pupils continue to lack the skills to decode a range of more difficult words and this impedes their understanding of the text. By the end of the key stage, the highest attaining pupils have learned to write their news in simple sentences using basic punctuation correctly. The lowest attaining pupils are gaining sufficient hand eye co-ordination to copy or over-write news that has been prepared beforehand. They handle books appropriately and have an increased range of pre-reading skills.
64. At Key Stage 4 and beyond, pupils and students gain success in a wide range of accredited awards. The highest attaining pupils have learned to write for a purpose, such as writing recipes, reporting on experiments or note taking. As part of their ASDAN award students compile a community information booklet and develop and adapt health education leaflets for use by other pupils within the school. In addition, as part of the NEAB award scheme students research and read a variety of material in preparing to discuss and write about the characters and plots in the most popular television 'soap' series. They develop their reading and writing skills as part of a functional language programme supported by a wide range of enrichment activities, especially their work experience placements. They continue to improve their spoken language skills and can talk, using appropriate language over a widening range of interests and activities. For example, Year 11 students discuss the work of William Shakespeare and offer opinions about his life and the time in which he lived using an appropriate mix of language and signing. When they leave school, the highest attaining pupils are functionally literate. They are also confident in their use of language. This is in part because of the very good relationship, which exists between them and staff, which acts to stimulate discussion and the many opportunities provided through the work experience programme to practise their language skills in the company of others. The lowest attaining pupils are equally confident in their use of language, even when they need to use sign to support their speech.
65. The quality of teaching at Key Stage 2 is good. That at Key Stage 3 and beyond is

very good. The good class management skills of teachers, the very good relationships and the effective deployment of classroom assistants, provide a secure and welcoming environment in which pupils confidently use their language skills. In the very good lessons teachers use a wide range of stimulating activities supported by an exciting range of resources. The result is that pupils enjoy the lessons and make very good progress in learning. In a small number of lessons, otherwise seen as satisfactory, the needs of the highest attaining pupils are not always met in full.

66. Co-ordination of the subject is very good. The action plan identifies appropriate priorities for the further development of the subject. Already this has had a positive impact on the standards achieved and the quality of teaching, especially for pupils at Key Stage 3 and beyond.
67. Many improvements have been made since the last inspection. The co-ordinator and subject working party have given a clear direction for further development. Specific objectives for learning are included in pupils' IEPs and the link with the speech therapists is well made, to the benefit of the progress of the many pupils with difficulties with speech. The curriculum for pupils at Key Stages 2 and 3 continues to place a considerable emphasis on the development of functional language skills, but sometimes at the expense of the full coverage over all of the programmes of study.
68. The principles of the National Strategy for Literacy are being implemented well. The absence of good library provision limits the experiences and enjoyment pupils gain from learning English and also limits the progress they make in the skills of investigative learning. Information technology is under-used in promoting progress.

MATHEMATICS

69. Over the three key stages, the standards achieved in mathematics and the progress pupils make are good. Post-16 students also make good progress when applying the skills and knowledge of mathematics to very good use when they prepare themselves for, and when they take part in, their work experience placements.
70. By the end of Key Stage 2, most pupils are at level 1 of the National Curriculum. They count on or backwards in tens and hundreds from any one or two digit number. The highest attaining pupils recognise whether to add or subtract in a particular context. In shape and space, they have learned to recognise basic geometrical features such as top, bottom, corner and edge of two-dimensional and three-dimensional shapes. In handling data, they have learned to recognise, sort and classify objects by a single characteristic, for example, shape, colour or size. They continue to make good progress at Key Stage 3, so that by the end of the key stage the highest attaining pupils attain at levels 2 for most of the attainment targets, but at level 3 for number and algebra. They have learned to add and subtract to 1000, know of the link between addition and subtraction and between multiplication and division. They complete simple calculations in their head, such as the serial addition and subtraction of three, four or five numbers. They have sufficient knowledge of the symmetry of number to allow them to develop their own strategies for overcoming the difficulties they meet. The lowest attaining pupils can also add and subtract, but continue to use number lines to gain their answers. Pupils have learned of the standard units of distance and time, know the 12-hour and 24-hour clocks and apply their knowledge of time in simple calculations. They

create data, such as the number of boys and girls in the class, and can present the data in graph form.

71. At Key Stage 4, pupils follow the syllabus of the Welsh Joint Education Committee (WJEC) certificate of educational achievement (CEA), at which most achieve the pass award. The highest attaining pupils reach levels 4 to 5 of the National Curriculum procedures. For post-16 students mathematics is taught as a tool to help them in daily living. Depending on their proficiency in the subject they will take either the National Skills Profile, the ASDAN award or continue with the CEA. By the time they leave school, the highest attaining pupils are functionally numerate. The lowest attaining pupils have a good understanding of simple counting and of the use of money and time. All students leave school with an award that appropriately reflects their proficiency in the subject.
72. Pupils are good learners in lessons in mathematics. They enjoy getting a correct answer and also in explaining the process they follow to gain the answer. As they grow through the school, they become increasingly confident when applying their skills and knowledge to everyday situations. For example, when they count the number of pupils on the mini-bus after a visit to the local leisure centre, to check if everyone is on the bus for the return journey. For many pupils their skills and knowledge of mathematics is an important contributor to the easy way in which they communicate with adults outside of the school, especially when on their work experience placements.
73. The quality of teaching in mathematics is good. Teachers pay due regard to the National Curriculum orders for the subject. Assessment is developmental and based on the use of a commercial scheme. It is only loosely linked to the levels of the National Curriculum assessment procedure and to the learning objectives set in pupils' individual educational plans. Even so, teachers have a good knowledge of what pupils know and can do. This information is used well in planning future lessons, to the advantage of the progress made by pupils. The good use of learning support assistants in helping match lesson tasks to the needs of individual and small groups of pupils also benefits the progress pupils make.
74. The subject is well co-ordinated. Procedures are in place to report annually on development. Resources support is good, but information technology is under-used to help promote progress. The principles of the National Strategy for Numeracy are slowly being incorporated into the curriculum. The standards achieved by pupils, the progress they make and the quality of teaching in the subject have all improved since the last inspection.

SCIENCE

75. The provision for science meets National Curriculum requirements and is satisfactory overall. At the last inspection, the quality of teaching was good, pupils made satisfactory progress and their attitudes to their work were sound. The quality of teaching remains as good. Pupils' attitudes and their rate of progress have both improved and are now good. There continues to be an over reliance on worksheets, although the improved specialist teaching room provides greater opportunities for pupils to learn through experiment and investigation.
76. At Key Stage 2, effective teaching and good pupil management contributes to the good progress pupils make. They investigate what happens under different

conditions. For example, in learning about flying, pupils had to find out for themselves whether a ruffled feather descended faster than a smooth one. Teachers' good use of video film reinforces the pupils' learning. They make good links with other subjects, including history, through discussing the beginning of flight and expand their literacy skills through learning the specific words of science. They have learned about space and of the relationships between the planets. The highest attaining pupils know the sun is a star and of its importance to life on earth. The lowest attaining pupils can complete their worksheets on the solar system, but have less understanding of its meaning.

77. During Key Stage 3, pupils make satisfactory gains, but in a small number of lessons the highest attaining pupils are not extended in their learning. They continue with the study of flight through creating paper planes, testing and modifying these in controlled experiments. They have learned about electricity. For example, they create circuits powered by batteries, know how a light bulb works and what happens when a circuit is broken through the action of a switch. Due to the long-term illness of the specialist teacher, a temporary teacher takes lessons, and although the quality of teaching is always satisfactory, and sometimes good, the lack of specialist knowledge limits the opportunities for experimental and investigative work. Lessons sometimes focus on the completion of worksheets. However, pupils' folders and teachers' records show that by the end of Key Stage 3, they know how to conduct a 'fair test'.
78. Pupils at Key Stage 4, in addition to continuing to work across the National Curriculum programme of study, begin to specialise, and they develop a very good knowledge of living things. The quality of teaching is good, with well-planned and structured lessons linked to the school's very good horticulture provision. All pupils enter for nationally accredited certificates in basic skills or for the ASDAN award, and they incorporate mini-enterprise activities into their work. For example, pupils grow vegetables and fruit from seed for the school's kitchen. This provides an excellent learning opportunity and reinforces in a very purposeful way their classroom learning on the life cycles of plants. Pupils make good use of their mathematical abilities when they weigh, record and bag their goods. Working as a team on a common project allows them to make good gains in their personal and social skills.
79. The co-ordinator monitors the progress of pupils through question and answer testing at the end of each module of work, and through photographic records. This information informs the annual review and the science section in the annual report to parents. Although, this is not at a sufficiently precise level to have parents recognise what their child knows and understands in the subject or how he or she has progressed over the last year. The policy document is satisfactory, as are the long and short-term planning documents. Schemes of work are linked to the National Curriculum programmes of study and adapted to meet the needs of individual pupils through the targets for learning written in the IEPs. The specialist science room is small and appropriate for teaching the programme of study for Key Stage 2. However, the lack of, for example, a fume cupboard and other requirements results in teachers having difficulty in teaching in full the programmes of study for Key Stages 3 and 4. The resource base is developing and satisfactorily meets the needs of pupils. Information technology is under-used in supporting teaching and learning.

ART

80. The standards achieved and the progress made in art are very good. The highest attaining pupils are reaching national levels in the General Certificate for Secondary Education (GCSE). The displays of artwork throughout the school are of high quality. Pupils have every reason to be proud of their substantial achievements in the subject.
81. The programmes of study for pupils at Key Stages 2 and 3 are covered in full. The knowledge of the teacher, the attention to detail in the planning and in the research conducted by pupils, and the excellent use of the resources available routinely inspire pupils to be creative and confident in their work. Over all key stages, the work is imaginative. For example, at Key Stage 2 pupils explore artistic expressions of water. They experiment with splashes, make plaster of Paris casts of a splash and mount these on card. They then examine the colours used by Hockney in his swimming pool studies, look at the school's swimming pool for further inspiration before painting the area of card surrounding 'the splash'. A suggestion from a pupil that water is "shiny" led to the application of glitter, sufficient to enhance the image of sun on water. At Key Stage 3, pupils working with clay, make an impressed design of something associated with air, a balloon, an aeroplane or other object. They create an appropriate texture by rolling, pricking, scratching and so on. All pupils completed work of good quality, which after painting is fired into a tile. At Key Stage 4, pupils create a three-quarter life-size caricature of themselves using papier-mâché and carefully build it step by step. Each pupil identifies a major element in his or her personality, for example happy or thin, and makes a very good attempt at incorporating this quality into the caricature.
82. At each key stage, pupils' work is full of adventure and is finished to a high standard. As pupils move through the key stages, the quality of work significantly increases so much so that the highest attaining pupils achieve success at the GCSE.
83. The quality of teaching is very good. In some lessons it is excellent. Learning support assistants provide valuable help to pupils and make a significant contribution to the very good progress they make. The teacher has a clear vision for the outcomes of each lesson and a detailed plan of how these can be achieved, but she also has great skill in being able to change her plan to meet the particular needs of pupils or to overcome difficulties, which are not foreseen. She is comfortable using a wide range of materials, makes instinctive use of the moods of each individual to enhance their creativity and to meet the outcomes of the lesson. She offers choice but never loses sight of the lesson outcomes and, by allowing pupils to experiment enables them, in most lessons, to achieve their best work. Pupils are expected to take full responsibility for their own work and receive very little direct help in its completion from the teacher or support assistants. The teacher and support assistant have an excellent relationship with the pupils. In many lessons they are inspired as learners. They enjoy art lessons very much and are proud of the quality of their work and of their knowledge of the subject
84. The standards achieved, the progress made and the quality of teaching have each substantially improved since the last inspection.

DESIGN AND TECHNOLOGY

85. The school's provision for design and technology meets National Curriculum

requirements. The good quality of teaching is reflected in the good standards achieved and the good progress pupils make over all key stages. The subject has improved since the previous inspection, and lessons are now appropriately matched to the pupils' needs and abilities. However, the insufficient quality and range of resources and the specialist teaching accommodation have changed little. As a consequence, opportunities for learning over the full range of the subject continue to be too limited.

86. The quality of teaching is good across all key stages. Teachers have a secure knowledge of the subject. They promote learning through effective planning and preparation, which routinely captures the pupils' interest. Lessons are well structured and linked to targets in pupils' IEPs. It is a characteristic of lessons that teachers use every opportunity to further the development of literacy and numeracy skills, especially when pupils are involved in activities that involve, for example, measuring or weighing.
87. At Key Stage 2, as part of a thematic project, pupils learn about Egyptian houses before designing and making small clay bricks to build models of their own. In food technology, they have learned basic rules of hygiene and wash and dry their hands and wear protective clothes without prompting. By the end of Key Stage 3, they use simple hand tools, for example, the tenon saw to make wooden frames for their houses. They respond well to demanding challenges by designing templates, and recreating these in textiles, cutting and sewing to produce some very effective wall hangings. The boat approaching a tropical island, initially drawn then recreated in fabric by a pupil at Key Stage 3 is of a very good standard. Pupils design and make masks and shadow puppets and routinely keep written evaluations of their work. The highest attaining pupils extend their knowledge by including a list of required materials or ingredients in their initial designs or food preparation.
88. During Key Stage 4, the pupils follow accredited courses in the subject in life skills (NEAB) or the youth award scheme (ASDAN). High quality teaching and the very good work of the learning support assistants help pupils develop confidence and the skills to work independently, or with very little support. For example, in their mini-enterprise scheme, pupils make and sell a range of items, such as wooden puzzles and pictures, book ends and garden items, which they have learned to make to a high standard with no support at all from staff. Increasingly, they see the importance of a good design and as they progress through the key stages spend increasing time in researching, planning and discussing before they settle on the design for making. By the end of Key Stage 4, they apply these skills well in making, for example, pencil cases out of fabric and, in food technology, a range of sandwiches based on their surveys of the likes and dislikes of other pupils.
89. The policy document and the planning documents are very good, as are assessment procedures. The teachers' comments on the pupils' self-evaluation sheets inform individual education plans and also the annual report to parents. This clearly indicates what the pupils have achieved over the year. They also help in planning future lessons. In a small number of lessons, there are too few support assistants to ensure that pupils can routinely gain success on the lesson tasks.
90. The range and quantity of resource support is limited and the specialist accommodation for the subject is poor. Much of the equipment is outdated or in poor state of repair. Despite its small size, the workshop is used as a general storeroom with timber and plywood being stacked against a wall. This further

reduces the functional teaching area. Also, given that the use of potentially dangerous tools is an integral part of learning the subject, this increases the risk of an accident. Resources for food technology are adequate, although the specialist teaching room is too small, with sufficient worktop space for only a very small number of pupils. The limited resource support and the inadequacies of the accommodation act to limit the standards pupils achieve and the progress they make over the full range of the subject.

GEOGRAPHY AND HISTORY

91. These subjects are taught as humanities on the school's timetable. As a consequence, they are reported on together. Humanities is only available to pupils at Key Stages 2 and 3. The standards pupils achieve and the progress they make over the full range of the relevant programmes of study is unsatisfactory for both subjects.
92. The curriculum for both geography and history is unsatisfactory. For each subject it is too loosely related to the subject orders for the relevant programmes of study of the National Curriculum. Both subjects fail to promote the core skills and knowledge that characterise the subjects. In part, this is because of the way they are partnered on the timetable. The themes which direct what is taught are unconnected and lead to learning that lacks coherence and which fails to secure continuity and progression over the core skills and knowledge of the subjects. For example, in history there is no focus on developing a sense of chronology. Little work is completed on the different ages of life, on families or on generations. Pupils have too little understanding of life in the past or of the major forces that created change, for example the industrial revolution. Similarly in geography, map studies do not build from the simplest plans of the school to the immediate locality to larger areas, nor do pupils gain even a simple geographical vocabulary about subjects like temperature, farming or industry. Consequently, at the end of Key Stage 3, pupils are not prepared well to take the lowest level of accreditation in the subjects at Key Stage 4.
93. For both subjects, the assessment of pupils' attainment contributes little to the planning of future lessons. Teaching the two subjects linked according to a common theme makes very difficult the recognition of the standards pupils achieve and the progress they make over the programmes of study for each of the subjects. This results in insufficient information being available to best plan future lessons and ensure the progress of pupils against the attainment targets of the relevant programme of study. No artefacts were seen in use in lessons and resources to excite interest were few.
94. Notwithstanding the organisation for teaching the subjects, in individual lessons the quality of teaching is satisfactory. Teachers plan well, manage the pupils very well and generally deploy the learning support assistants well. In some lessons teachers use worksheets to reinforce learning. When they do it often involves completing the worksheets by colouring in sections, for example, of a building. This helps develop fine-motor skills which are relevant to progress in art, but does little to consolidate an understanding of the geography or history topic of the lesson. The resource base for each subject is limited. Teaching is compromised by the lack of artefacts, videotapes and the very limited use that is made of information technology to support teaching and learning.

95. The last inspection judged the standards pupils achieve to be unsatisfactory and much of the teaching to be unsatisfactory, also. The quality of teaching in individual lessons is now satisfactory, but the standards pupils achieve over the full range of the subjects continue to be unsatisfactory, mainly because of organisational approach to teaching the subjects. The subjects are further disadvantaged by the long-term absence of the co-ordinator because of illness.

INFORMATION TECHNOLOGY

96. The standards achieved and the progress made by pupils at Key Stages 2 and 3 are unsatisfactory. Pupils at Key Stage 4 and post-16 students have learned to word-process and to present and process data well. In these aspects of information technology the standards they achieve and the progress they make are satisfactory. The curriculum at Key Stages 2 and 3 does not meet the orders for the subject. Computers are too few in number and too dated in design to support teaching and learning over the full range of the relevant programmes of study.
97. Pupils at Key Stages 2 and 3 have no discrete lessons in information technology. Although used in some lessons in English and mathematics, over all the subjects computer use to support teaching and learning is very limited. There is no formal policy for teaching the skills and knowledge of the subject through a cross-curricular approach. Pupils' IEPs do not include learning targets for the subject. As a consequence, the programmes of study are not met. The progress pupils make is variable and does not always include the gains in the core skills of the subject such as retrieving and processing information or in presenting information in various forms. Most often the gains relate only to control, through mouse and keyboard, of the software package pupils work on to rehearse their learning in other subjects, for example, when practising addition in mathematics.
98. Key Stage 4 pupils and post-16 students receive individual teaching in word processing and data processing from two learning support assistants. They learn well because of the good attention of the enthusiastic and knowledgeable assistants, who know the pupils and students well and who support their tutoring by carefully recording the gains that are made. Post-16 students work toward gaining an appropriate accredited award from the Royal Society for the Arts (RSA).
99. An audit of hardware has been completed, and a list of software is currently being compiled. Too many teachers and support assistants have too little knowledge and too few skills in using information technology to provide appropriate support for teaching and learning. The subject has not made sufficient improvement since the last inspection.

FRENCH

100. The standards achieved and the progress pupils make are good. French is well taught right across the school. Lessons in French stimulate an interest in language and an awareness of another culture. The teaching appropriately focuses on listening to and speaking the language. Written language is used only as a prompt to help pupils link sound with sight. Most pupils respond well. They try hard to imitate the unfamiliar sounds of the language, for example, when they are building their simple vocabulary and engaging in everyday conversational patterns such as "ca va?", "je vais bien, merci", "comment appelle-tu?" and, "je m'appelle". They have learned to count simple numbers, know the months of the year and the days

of the week. Pupils remember their learning. One parent reported that she and her husband were very pleased when her son was able to order his soft drink in French on a family holiday in the country.

101. A feature of the very good teaching in the subject is the element of fun in lessons that helps promote learning. Pupils gain great enjoyment in learning and speaking French. The good standards reported in the last inspection have been maintained.

MUSIC

102. The standards pupils achieve and the progress they make over Key Stages 2 and 3 are very good. Pupils at Key Stage 4 and the post-16 students who follow the music option also achieve very well and make very good progress. Music meets the requirements of the National Curriculum and contributes significantly to the spiritual, social, and cultural development of pupils.
103. During Key Stage 2, pupils are learning to use sounds and respond to music individually, in pairs, groups or as a class. They are provided with opportunities to perform, compose, listen and appraise and make very good progress in each of these. For example, in one lesson pupils learned to recognise and perform new rhythms and different tempos. They applied these very well to the interpretation of a poem, in sound. By the end of the key stage, the highest attaining pupils have learned to take solo or group parts, using voice and instruments, with very good concentration when they follow the instructions of the teacher as conductor. They are beginning to learn about musical notation through being introduced to graphic scoring. During Key Stage 3, they build on their skills and knowledge. By the end of the key stage, they recognise the sounds of a large number of instruments, respond to changes in tempo with their body movements and accept the directions of the conductor very well when they perform themselves. They have learned to co-operate in group composition and performance with either voice or percussion instruments. At Key Stage 4 and post-16, pupils and students can choose music as their leisure option. They make very good progress working toward the ASDAN award.
104. The quality of teaching is very good. The teacher has high expectations for learning, plans the lessons very well, makes excellent use of a wide range of resources, has a good knowledge of the subject and a great enthusiasm for teaching it. As a consequence, pupils respond very well to fast paced lessons, in which they enjoy themselves and learn in a way that excites them.
105. In lessons, there is a discipline associated with learning music. For example, pupils learn to listen attentively, respond appropriately, follow a sequence of instructions accurately and respond appropriately to the demands of the conductor. Singing in religious services and performing with the music club are opportunities to help promote spiritual, and social development, while exposure to a variety of different styles of music contribute to increasing pupils' cultural awareness.
106. The subject is very well co-ordinated. The two teachers of music have very different, but equally good approaches. Their very good pre-planning ensures that pupils' learning is well organised within and between the key stages and very well linked to the programmes of study.

PHYSICAL EDUCATION

107. Over the three key stages, the standards achieved and the progress pupils make are good. Post-16 students also achieve well and make good progress in the optional sports activity session. The school's good facilities for physical education are extended for pupils at Key Stages 2 and 3 by their regular involvement in the nearby riding for the disabled programme, for all pupils by their visits to the local leisure centre for swimming and for the older pupils for aerobic work. With the addition of increased provision for dance since the last inspection, the curriculum now fully meets the National Curriculum orders for the subject.
108. By the end of Key Stage 2, in gymnastics the highest attaining pupils have learned to turn, roll, swing, balance and change speed and shape with increasing precision so that they can link together up to six movements to a controlled finish. In striking games, such as uni-hoc, football and cricket they have learned to hit and catch, dribble and field and know sufficiently well the rules of the games so that they can enjoy playing against themselves. They have learned basic dance routines associated with different rhythms. In the summer term, they learn about speed and endurance running in athletics and practise their throwing and jumping techniques. The highest attaining pupils run very well and can throw, for example, a cricket ball good distances. In swimming, the highest attaining pupils have learned to swim all four strokes and can do so at age-appropriate levels. They build well on their learning in Key Stage 3 and Key Stage 4 so that by the end of Key Stage 4, in gymnastics the highest attaining pupils, with their increased strength and co-ordination, can tumble and hold their body weight on apparatus and on the floor. Their skills in games such as uni-hock, football and rounders have been tested in competition with other special schools in Surrey. Their appreciation of dance and their knowledge of traditional and modern dances routines is considerable. In athletics the highest attaining pupils can run against time with good accuracy and show good technique in the field events. They swim the four strokes very well, with very good style and speed and have a good knowledge of water safety through completing the personal survival award of the Amateur Swimming Association.
109. Over all the key stages, very good use is made of the school's grounds to gain skills in outdoor activities, such as camping and orienteering, and in preparing pupils for the different levels of the Duke of Edinburgh Award. Visits to Edale give pupils experience of abseiling, caving, climbing and enable them to practice their skills of map reading. Other pupils learn about boating through living on and piloting a canal boat.
110. In lessons in physical education, pupils are enthusiastic learners. They enjoy being active in their learning and make considerable physical efforts to do well. This is especially so when they swim and play games of football against each other. They are appropriately conscious of safety rules. They adhere well to the rules of the games they play and enjoy the success of others as much as they do their own.
111. The quality of teaching in the subject is good. Teachers plan well, know their pupils well and are very good at adjusting the lesson tasks to meet the needs of pupils. Especially in the lessons in swimming at the local leisure centre, teachers have very high expectations for pupils' learning and for their behaviour. The good progress pupils make in their swimming is, in part, a reflection of this. The very good relationship, which exists between the pupils themselves and between pupils and all staff, also contributes to the standards pupils achieve and the good progress they make in the subject. Pupils are constantly encouraged to do their best and are

fulsomely praised when this is achieved.

112. Co-ordination of the subject is good. Resources to support teaching and learning are very good. Assessment of pupils' progress in lessons is good. However, the brevity of the long term planning documents does not allow the easy recognition of the progress pupils make over a longer duration, such as a key stage.

RELIGIOUS EDUCATION

113. Religious education has been reported in full in the Section 23 inspection, which took place at the same time as this Section 10 inspection.