

# **INSPECTION REPORT**

## **BEVERLEY SCHOOL**

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111773

Head teacher: Mr Nigel Carden

Reporting inspector: Mrs Noreen Buckingham  
16722

Dates of inspection: 22<sup>nd</sup> - 25<sup>th</sup> April 2002

Inspection number: 192645

Full inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Special
School category:	Community Special
Age range of pupils:	4 – 19
Gender of pupils:	Mixed
School address:	Beverley Road Middlesbrough
Postcode:	TS4 3LQ
Telephone number:	01642 277444
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Appropriate authority:	Middlesbrough
Name of chair of governors:	Keith Harland
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16722	N Buckingham	Registered inspector	Modern foreign language	What sort of school is it?
			English as an additional language	The school's results and pupils' achievements
				How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
13462	R Mothersdale	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school work in partnership with parents?
22466	D Pearson	Team inspector	Design and technology	
			Geography	
			History	
			Equal opportunities	
23549	H Eadington	Team inspector	Foundation stage	
			English	
			Art	
10760	P Clark	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
			Religious education	
10782	H Moreton	Team inspector	Mathematics	
			Music	
15600	C Richardson	Team inspector	Information and communication technology (ICT)	How well does the school care for its pupils?
			Physical education	

			Special educational needs	
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London  
WC2B 6SE.

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

### **INFORMATION ABOUT THE SCHOOL**

Beverley School in Middlesbrough is a maintained day special school with two distinct groups of pupils, those with autistic spectrum disorder (ASD) aged between 4 and 19 years and pupils and students aged between 11 and 18 years who are deaf. The school is nearing the end of a major reorganisation in which the secondary aged pupils who are deaf are leaving at the end of the summer term and will begin attending a nearby comprehensive school. The school will then become a school solely for pupils with ASD aged between 4 and 19 years. Currently there are 79 pupils on roll, 53 pupils with autism and 26 pupils who are deaf. There are significantly more boys than girls. The school not only admits pupils from Middlesbrough but also from other nearby Local Education Authorities.

There are 11 pupils for whom English is an additional language or who are at the early stages of language acquisition. Nearly half of pupils are eligible for free school meals, which reflects the low socio-economic circumstances of the area. The attainment level on entry for the majority of pupils with ASD (autistic spectrum disorder) is low because of their special educational needs but many pupils who are deaf are achieving near national expectations. All pupils and students have a statement of special educational needs.

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

The school is nearing the end of a major reorganisation but nevertheless it provides a sound quality of education for the pupils and students. The head teacher who has only been in post for two terms has made a good start to organising the next stage of the school's development and has a very clear vision for the future direction of the school. Many aspects of the school are improving. A strength of the school are the current links it has with a local high school where most of the pupils who are deaf receive part of their education. They achieve well in GCSE, City and Guilds and Certificate of Achievement examinations. The overall quality of teaching is good with some very good and excellent features and this has a positive impact on pupils' learning. The teamwork between teachers and assistants is very good throughout the school and pupils feel safe and secure. Pupils' attitudes and behaviour are very good as a result of the positive experiences they receive in school. The school provides satisfactory value for money.

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

- Teaching and learning is good throughout the school with some very good features.
- Teamwork between teachers and assistants is very good throughout the school and this has a positive impact on pupils' learning.
- The leadership of the school by the head teacher is very good and the recent improvements provide a good base on which the school can build. The leadership team works well together to address current issues.
- Spiritual, moral, social and cultural development are very good and as a consequence pupils' attitudes and behaviour are very good.
- Successfully works hard to involve parents in many aspects of school life.
- Links with the community and other schools are very good, especially for pupils who are deaf.
- Procedures for monitoring and promoting good behaviour are very good.

### What could be improved

- The curriculum for pupils with autistic spectrum disorder.
- The quality and use of Individual Education Plans for pupils who have autistic spectrum disorder.
- Induction and mentoring procedures for all new staff.
- The marking of registers to meet statutory requirements and monitoring absences.
- Governors' monitoring of the effects of large spending decisions on the education of the pupils.

*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 was last inspected in 1997 but it has not yet fully addressed the issues from the previous inspection, for example pupils who are deaf still do not complete their education by the end of Year 11. The provision for pupils with ASD has substantially improved in that almost all staff have undergone specific training and the accommodation for older pupils has improved. The introduction of curriculum managers and subject co-ordinators is beginning to have an impact in that the monitoring process is identifying areas for improvement. The steering groups set up to look at various aspects of the School Improvement Plan (SIP) are a good initiative and involve parents, staff and governors. The school has set up a new creative and imaginative play area for the youngest pupils with ASD to develop their communication and social skills. Newly acquired funding is allowing the school to set up a resource base to support parents and employ a field worker for a year, which will allow the school to offer support to the wider community. The new head teacher who has been in post for only two terms, has begun to introduce new systems to guide the school forward and the capacity for further improvement is good.

### STANDARDS

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

Progress in:	by Year 6	by Year 11	by Year 13	Key	
Speaking and listening	B	B	B	very good	A
Reading	B	B	B	good	B
Writing	B	B	B	satisfactory	C
Mathematics	C	C	C	unsatisfactory	D
Personal, social and health education	B	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	C	C	C		

The school has set targets for improving pupils' achievements in English, mathematics and science and increased external accreditation for the oldest pupils for the next two years. The targets set for pupils who for 2001 were very successfully met in that 17 per cent (Target 14.3 per cent) of pupils gained 5 or more GCSE grades A\*-C and 67 per cent (57 per cent) gained 1 or more A\*- G GCSE grades. Young

pupils are well prepared in the foundation stage and receive a good quality education. On the whole good standards in English are achieved across the school and this is often very good for pupils who are deaf. Pupils and students generally make good progress in all subjects of their curriculum and it is only when teaching lacks challenge, and when expectations for some higher attaining pupils are not high enough that progress is unsatisfactory. Progress in mathematics for pupils with autism is only satisfactory mainly because of limited time allocated to it. Pupils and students who are deaf make good and sometimes very good progress in mathematics, which is evident in examination results. In science pupils achieve very well and make similar progress in information and communication technology (ICT). Where design and technology is taught by a specialist teacher pupils make very good progress but less so when taught by non-specialist teachers. Progress against targets is only satisfactory because targets are too general to measure progress accurately. All pupils and students make good progress in personal, social and health education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and majority of pupils and students have very positive attitudes towards school. Pupils attending the local high school particularly enjoy lessons there and work hard.
Behaviour, in and out of classrooms	Very good throughout the school. Pupils behave very well in and out of school. They are polite and courteous to visitors. They respond well to the school rules.
Personal development and relationships	Good. All pupils are encouraged to take on an appropriate level of personal responsibility. Relationships between staff and pupils are very positive and pupils are valued and respected.
Attendance	Good. Attendance is above average for this type of school and unauthorised absence is below the national average.

## TEACHING AND LEARNING

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

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

Teaching throughout the school is good. It is always good or very good in the department for pupils who are deaf and good in the autistic department with a small amount of teaching which is unsatisfactory.

In the department for pupils who are deaf teaching in English is very good, in mathematics it is overall very good and in science it is very good with some excellent features. Personal and social education is taught well and the quality of teaching in information and communication technology is mainly very good. Very secure subject knowledge, a confident approach and a very good knowledge of the way in which these pupils learn are significant factors of the very good teaching. Teaching in English for pupils with autism is good with some very good features; in mathematics and science it is satisfactory with some good features. Teaching is good in personal and social education and also in ICT. The literacy strategy is effective and follows the prescribed lesson format and has focused the teaching well but the numeracy strategy is not yet as effective mainly because it has been allocated insufficient time. PECS (Picture Exchange

Communication System) is very effective in developing pupils' communication skills and in helping them to understand the daily routines. Throughout the school the very effective teamwork between teachers and assistants means that pupils are supported very well in a positive classroom environment. This is a very influential factor in the progress pupils make and also in developing personal and social skills. Weaknesses occur in teaching when planning is not focused and there are no individual learning objectives for pupils, where higher attaining pupils are not sufficiently challenged and when the pace of the lessons is slow. Opportunities for pupils to make progress are lost in these circumstances.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	For pupils who are deaf the curriculum is good but does not meet statutory requirements in music for pupils in Key Stage 3. For pupils in the autistic department the curriculum is unsatisfactory. It is insufficiently broad and balanced with too little time being given to mathematics and science in particular. The curriculum for post 16 students is unsatisfactory. Links with other schools, colleges and partner institutions are very good and enhance pupils' learning.
Provision for pupils with English as an additional language	Good. The school receives additional funding for pupils for whom English is an additional language and uses it to employ further assistants who work on a daily basis with pupils and this is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils are given clear guidance on the difference between right and wrong and incidents are discussed calmly. Staff are very good role models for pupils. Pupils have many opportunities to work and play together, often in a relevant structured environment. Cultural activities are provided through art, religion, literature and the local community. Insufficient use is made of music to broaden pupils' cultural development.
How well the school cares for its pupils	Good. The school provides a safe and secure environment for all pupils and students. Procedures for recording and monitoring pupils' academic and personal development are good. Procedures for monitoring attendance are unsatisfactory.

The school works very hard to encourage strong links with parents and is successful. The recently formed steering groups give parents the opportunity to become involved in the decision making processes in the school and gives them a more informed view of the future direction of the school. The allocation of time to subjects is not balanced for pupils with autism. The school needs to develop discrete and relevant curriculum for post 16 students, which includes some form of external accreditation. Individual education plans are not used consistently for pupils with autism, targets are not always specific and it is difficult to accurately measure pupils' progress. Procedures for monitoring behaviour are very good. Child protection procedures are secure.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The leadership by the head teacher is very good and in a relatively short time has developed a clear direction for the future of the school. The leadership team has worked well together during a time of major changes.
How well the appropriate authority fulfils its responsibilities	Good. The governors are very supportive of the school and are active in working with the head teacher and other staff through steering groups. They undertake their responsibilities very well. Some statutory requirements are not met and they need to find ways of monitoring their spending decisions to improve standards of education in school.
The school's evaluation of its performance	Satisfactory. The school has introduced nationally developed 'P' scales to monitor pupils' progress and has set targets to improve standards for the next two years. Monitoring teaching and the curriculum has begun but has yet to be effectively established. The head teacher has undertaken a survey of parents', staff and governors' views about the school and has analysed the results. This information is used appropriately to identify areas for improvement.
The strategic use of resources	Good. The school uses specific grants very well. Staff are very well deployed and used effectively.

There is a sufficient number of appropriately qualified teachers and assistants to meet the needs of the pupils currently on roll. In both departments teachers and assistants work very well as a team, which has a positive impact on pupils' learning. Leadership by the head teacher is very good and he and the deputy head teacher work very well as a team to address the current changes to the deaf education. The assistant head teacher works well with the head teacher to manage the autistic department. The accommodation in the school is satisfactory and plans have been drawn up for adaptations as the school changes role. It is clean and welcoming and has sufficient classrooms and specialist rooms. The quality and quantity of learning resources are satisfactory. In the deployment of staff, the use of all the available accommodation and ensuring value for money when purchasing equipment the school applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Virtually all parents feel comfortable about approaching the school</li> <li>• That they are well informed about how their child is getting on and that the school works closely with them as parents</li> <li>• Teaching is good and that their child likes school</li> <li>• That the school is helping their child become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some behavioural aspects of pupils</li> <li>• A more interesting range of extra-curricular activities</li> <li>• The use of homework</li> </ul>

Most parents feel that they have seen good improvements beginning to emerge since the new head teacher was appointed. The school has secured new funding to extend after school activities from September 2002 to add to the current good range of activities offered during lunchtimes and after school. The school has a clear homework policy, which states its position, and this is followed appropriately. The majority of parents understand this. Although bullying was raised at the parents meeting for deaf pupils the inspectors found no evidence during the inspection. Pupils felt that any incidents of bullying were dealt with quickly. They did not feel at risk.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 Most pupils and students within the deaf department of Beverley School achieve well and gain a number of externally accredited awards in Years 11 and 12 either from school, the local high school or college. On balance pupils and students learn very well in the majority of lessons mainly as result of the very good teaching and support they receive. They achieve very well in relation to their prior learning.

2 By the time they leave school pupils and students are communicating very well using British Sign Language (BSL), finger spelling and speaking and listening as a result of the very good support and organisation of lessons. Strong emphasis is placed on developing vocabulary, which enables them to understand complex words and phrases and describe characters in texts successfully. Higher attaining pupils become increasingly skilled at this and can find and use the most appropriate evidence to support their arguments. This becomes more important as they prepare for public examinations and study a wide range of texts. Written work is well presented and pupils take pride in their work. They write in a range of styles for different audiences and use information technology on occasions to present their work. At times pupils show some confusion about verb tenses and grammatical structures.

3 Standards in mathematics are good and pupils make good progress, due in part to well developed planning which ensures that the subject is well covered and pupils and students are well prepared for external examinations in which they achieve well sometimes gaining a B or C which is in line with national expectations. By the end of Year 9, pupils have been given a good grounding in the basics of number and they achieve well in the Standardised Attainment Tests. They gain in confidence in manipulating numbers, improve their understanding of fractions and higher attaining pupils use good strategies when halving numbers such as 70. Older pupils make good progress in improving their understanding of specific vocabulary, which is essential to understanding some mathematical concepts. Use of their mathematical knowledge comes into other subjects and pupils transfer this successfully.

4 In science pupils' and students' achievements continue to be very good and high standards have been maintained since the last inspection. Every pupil and student leaves school with some form of external accreditation. This is achieved due to the very good teaching and well-organised curriculum. By the end of Year 9 pupils know about circuits and are expected to find their own solutions when something doesn't work. They learn about animal parts and go on to understand about cell structure and how cells function in human reproduction. Pupils and students prepare for external examinations during Years 10 and 11 and post 16 by following the appropriate courses. They undertake their own experiments, record and analyse their results in a variety of ways and come to conclusions. The meaning of a 'fair test' is understood and the importance of this in scientific investigations.

5 Pupils make very good progress in ICT. This is due to the very good teaching, well planned lessons and secure subject knowledge which is passed onto the pupils and students. In Years 7, 8 and 9 pupils learn how to control a screen device by programming in Logo, and to use a hand scanner to scan drawings they have made into a computer art program to enhance the image. They are able to establish a pattern to predict the VDU code for any letter/number and to recognise binary to 111. Their skills increasingly improve as they get ready for external examinations in GCSE and CLAIT. Some attend the local high school and others a technical college where they are included in a City and Guilds course on computer aided design (CAD). Students who stay on to post 16 can improve their skills and an example of this showed students' understanding of the problems/opportunities associated with teleworking, the

pupils' mature reasoning which was supported well by the teacher's very good use of age appropriate language and questioning to guide learning.



6 In religious education pupils and students of all ages make good progress even though it is taught through the personal, social and health (PHSE) programme and occasionally in Integrated Studies. Pupils are introduced to other world religions and learn about special dates, symbols and celebrations related to them. Pupils' own knowledge and experiences are used well to illustrate special events such as when a pupil and his grandfather explained the meaning and significance of Ramadan and Eid to other pupils and students.

7 In relation to their learning difficulties pupils and students with autism learn well in lessons and make from satisfactory to good progress over time. Attainment on entry is below what would be expected for their age with the exception of a very small number of pupils who are working within their own age range. The school has introduced the nationally developed 'P' scales as a means of assessing pupils' progress and end of Key Stage Assessments show the majority of pupils as being within Level 1 at Key Stage 1, and at Key Stage 3 one pupil reached Level 4 in English and mathematics and some foundation subjects.

8 Standards in English are good overall in all aspects of the subject. The youngest pupils recognise their own names and can repeat the days of the week. They know the daily routines by using signs or symbols and are beginning to enjoy stories in which they know the names of familiar characters. Higher attaining pupils copy well known words including their own name and link some letter sounds to familiar items such as toys. Lower attaining pupils make marks and begin to understand that writing has meaning. As they move through the school communication skills improve and higher attaining pupils read and write simple sentences and have developed a sound grasp of high frequency words. Pupils' writing is mainly print showing some understanding of the correct use of capital letters and full stops. Lower attaining pupils are at the early stages of writing and matching letters and words. In the secondary department pupils have built on earlier learning and greet the teacher by signing or speaking and some are developing an interest in conversing with others. They continue to enjoy stories and use writing frameworks to help them write for different purposes. Higher attaining pupils are starting to draft and re-draft their work and use computers to present their work. These pupils benefit from drama sessions, which encourages co-operation when working together. In Years 10 and 11 most pupils contribute to discussions with some being helped with questions and picture cards. Higher attainers will show their work to visitors and read simple stories independently. They can write short factual pieces recalling recent events in an ordered manner and use information technology to present their work. Lower attaining pupils recall events from stories and events with some help. Post 16 students continue to build on what they have learned with higher attaining students having the opportunity to work with others on developing an article for a school newspaper and use information technology well to support the presentation.

9 In mathematics overall achievement is satisfactory. Young pupils recognise and count numbers 1 to 10 successfully and higher attaining pupils can count to 20 and also do simple addition sums to 10. They compare by size and are developing their mathematical language, for example, larger and smaller. This basic knowledge and understanding is built on as pupils move through the school and they increase their ability to count to 30 and higher attaining pupils have an awareness of place value. All pupils recognise coins and can add two together with the more able pupils being able to add coins together and give change. The oldest pupils know and can draw a number of shapes and use different angles. They know their tables up to 9 times and use them in calculations. Higher attaining pupils use money to solve real life problems and can add numbers to over 100 using Tens and Units and a carrying figure successfully. Lower attaining pupils can recognise the differences between big/small and long/short.

10 Achievements in science are satisfactory which is an improvement since the previous inspection. The youngest pupils are beginning to know and understand the world about them. They recognise different parts of plants and animals and some can correctly label parts of a flower. Pupils in Key Stage 2 are developing an interest in learning how things work and why. Most pupils understand that heat changes

the physical properties of some things and they know that plants need light and water to grow and see the changes over time. They understand that there are different types of energy used in the home and also that day and night occurs because the Earth moves around the sun. In the secondary department pupils can set up an experiment, make predictions, collect data and record the results. After plotting a graph higher attaining pupils can interpret the information. They understand how to use a microscope and name the important parts. Pupils and students continue to make progress in Key Stage 4 and post 16 and have been studying the use of mechanical devices to improve human capacity to do physical work. One student is preparing to take the Certificate of Achievement in science this year, which represents good progress.

11 In ICT achievements are good throughout the school. No lessons were observed in Key Stage 1 but pupils have access to computers and teachers' notes show that they know that the space bar causes the screen to change. In Key Stage 2 pupils are using subject specific software mainly in literacy and numeracy. They can use the mouse and keys to match colours and shapes and the higher attaining pupils can add to 20 using the appropriate program. An icon based word processor enables them to make sentences. By the end of Year 9 pupils can use the Internet to find information for their current topic and use a range of CD ROMs to support subject learning. The oldest pupils and students use desktop publishing to design a poster and they can search the Internet, download and save or print the information.

12 Achievements in religious education are satisfactory. Young pupils develop an awareness of themselves and are beginning to understand their own feelings, for example, which toy makes them happy, and some can recognise the feelings of others. Pupils in Key Stage 2 learn about other religions as well as Christianity. By the end of the key stage they know something about Islam and Hinduism, for example they can name three important gods and know of the importance of Mahatma Ghandi. As pupils become older the emphasis in religious education is its relevance to their own lives particularly the social and moral issues. This is reinforced through their personal and social education lessons.

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

13 Attitudes to learning are very good in both departments. Nearly all pupils want to come to school, and only either unusual circumstances or illness prevents them. Pupils in the deaf school have a very emotional bond with their school and are finding the impending move to Coulby Newham a very anxious time. However they can see the advantages and accept that they are moving and this does not affect their enthusiasm for learning, especially in the lessons they go to at the neighbouring mainstream school and on college courses. The enjoyment of learning when integrating is sometimes directly linked to the quality of the signing support they receive from staff. For example in a mathematics lesson including spider graphs and ratios, a pupil from the school could provide an answer, with his teacher's support, ahead of the mainstream pupils and the mainstream teacher. Deaf pupils especially enjoy communication classes and the opportunities to learn to use for example a wider and more expressive range of signs, Typetalk, and the principles of good communication techniques such as 'good looking' with the speech therapist. Pupils in the school with autism also have very good attitudes to learning, and respond well to the autism specific tasks and routines. They make very good use of their timetables and younger pupils for example enjoy the daily routines of naming the day and checking and recording the weather. Pupils enjoy relating new experiences to their learning. For example, a group of pupils visited the local newspaper's offices and were interviewed on their views on school. Using this example, pupils liked extending their communication skills by practising being interviewed in school, recording their responses by Alpha Smart, written text and cutting out sentences. All clubs in the school are well attended and some have waiting lists.

14 The behaviour of pupils in the whole school is very good with only one fixed period exclusion during the last school year. Pupils who are deaf are very responsive to school rules, although for example at lunchtime, some are willing to stretch a point of understanding in order to stay where they are and not

move on outside. They cope well with not only the school rules, but also those of the mainstream school and colleges with whom they integrate. They do not however accept rules unquestioningly, and can argue that if for example certain pupils are authorised to walk to the nearby mainstream school for lessons, then the school should consider allowing, with parental permission, those same pupils to go out of school for a short time at lunchtime. They also do not feel that bullying is an issue, and as a group, these pupils are protective and affectionate with each other. No pupils said they were bullied and the 'bully box' in the school for anonymous disclosures about being bullied, has had no recent entries. Many pupils with autism recognise the necessity for a range of behaviours and rules in different places, for example 'We have different rules for at school, at home and when we are out in a supermarket'. Although these pupils can display a range of challenging behaviours, the very specific behaviour management approaches help pupils to manage their behaviour and continue learning. Break times are a necessary opportunity to expend energy after working in the classroom, but pupils understand the routines and most are co-operative with each other and staff. The lack of outside play equipment necessitates sharing, but some pupils' play together well whilst others prefer their solitary play. Many pupils with autism respond well to responsibility and the school encourages this aspect of their personality. For example, some of the older pupils have formulated, through their school council, rules for the common room, as they understood that too many of them were interested in accessing certain facilities such as the Playstation. Pupils with autism who were able to express a judgement on bullying compared the security they feel in the school very positively to the bullying some of them suffered in mainstream school.

15 Personal development and relationships amongst the pupils with autism are generally good. A very few, with severe communication difficulties, have great difficulties in recognising any form of danger to themselves or an understanding of the impact of their actions on others. Most of the pupils with autism can take turns and listen to each other speaking. In a conversation with a group of older pupils, one or two explained why they wanted to go on another residential trip and that it was an experience to be anticipated, whilst another pupil was very definite that going away was an activity not to be repeated.

16 These same pupils spoke of being responsible for younger pupils with autism on the school transport, and could acknowledge progress in managing their behaviour from when they were children, to now when they are teenagers. Pupils' behaviour and response is ruled at times by their anxiety in a situation, and they respond well in their personal development to structured routines. They respond well to the challenges of the personal and social education programme and are learning to manage aspects of their personal hygiene, get changed with minimal assistance for games or swimming, and for example, tolerate having lunch in a noisy dining hall with a lot of other pupils. They enjoy going out to cafes, shopping centres, museums and libraries. All pupils have a role in assessing their behaviour and progress, and this gives them an opportunity, to a varied degree, to judge their own personal and social development and share their own targets. Personal development and the quality of relationships amongst the deaf pupils are very good. Many are close friends outside school, maintaining their friendships through deaf clubs and social activities. Pupils participate in the Duke of Edinburgh scheme, and a record from the diary of the expedition for the silver award, clearly demonstrated the extent of teamwork, commitment and sheer grit of the pupils, especially when each one was suffering from blisters. Pupils have a strong commitment to citizenship activities, for example taking part in a Christmas card recycling project, raising awareness of crime and safety with a crime/safety day and following day-to-day events in the media.

17 Relationships with all staff are very good, and the expressiveness, eloquence and openness of signing consolidate these interactions between pupils and staff. The personal development of pupils who are deaf extends to taking on responsibility for walking between school for some lessons, and arriving on time. They mix well with pupils in the mainstream school that they integrate with and in the colleges they attend. For example, one pupil who had his first joinery lesson with a class of mainstream students, soon impressed them with his football skills at break time and was invited to join their group. Older pupils who are deaf attend a Body Talk Dance Club with younger deaf pupils who have already left the school, but

still come back for these sessions. These pupils are active fundraisers for national charities and recently organised a non-uniform day to support the work of Unicef, raising £52 to help children in Brazil and Bangladesh. They have also sought out ways to support pupils with autism in the school, for example setting up a signing class for them.

18 Attendance at the school is good. Virtually all pupils come to school in transport provided by their education authorities, and so, on the whole pupils are punctual to school and only late if their transport is. Unauthorised absence is below the national average.

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

19 The quality of teaching throughout the school is good with some very good and excellent features. In all areas of teaching, teachers and assistants work very well together and consequently pupils learn well. Daily routines are well managed and all staff know pupils very well so lessons are taught in a positive classroom atmosphere. The quality of teaching has improved since the previous inspection.

20 Teaching in the autistic department is good and ranges from very good to a small proportion which is unsatisfactory. Almost all the staff in the autistic department has received training in TEACCH methods which they adapt to meet the needs of the pupils. This gives a structure to the organisation of each lesson and gives pupils, especially the younger ones, a routine which they come to understand and which gives them a security within the classroom. In a mathematics lesson with Year 1 pupils the use of workstations in this structured environment gives pupils the confidence to work independently, concentrate for a suitable length of time and feel secure. Teachers and assistants manage pupils' behaviour very well and use voice and eye contact well to maintain and refocus pupils' attention. PECS (picture exchange communication system) is well established for the younger pupils and visual timetables are used throughout the school. PECS is a way of encouraging and developing communication by means of pictures. It also enables pupils to begin to make choices. A good example of this was in an English lesson for Year 4 pupils when they responded to questions and were able to wait their turn before offering their picture. This system enables pupils to transfer this learning to other lessons for instance, waiting for a turn on a physical education lesson.

21 In order to allow teachers time to monitor their subjects the school has a system whereby assistants are regarded and paid as unqualified teachers within their own classes. Assistants are involved in the medium term planning and know the pupils well so that opportunities for learning are not lost. This was observed in practice on two occasions when the very good understanding of pupils and the relationships between the assistants and the pupils resulted in good learning. Assistants are confident and enjoy this additional responsibility. Throughout the school the teamwork between teachers and assistants is very good and this ensures that pupils are given maximum opportunities to learn and it contributes to the progress pupils make.

22 In the best lessons the teacher is secure in the subject knowledge, which shows in the good questioning and prompting without giving pupils the answer. This was observed in an art lesson for Year 7 pupils when the good explanations alongside a demonstration of the task ensured that pupils understood and worked confidently. Similarly in a design and technology lesson for Year 9 pupils the very good subject knowledge enabled the teacher to anticipate difficulties and overcome them quickly. Pupils respond well when they know the routine and when lessons are explained to them. This helps to develop independent learning and promotes confidence. When lessons are clearly planned and structured, and resources are well organised, pupils respond positively and learn well, for example, in a geography lesson for Year 9 pupils, this ensures that the learning objectives were achieved. A small steps approach ensures that they can complete tasks, understand the process and make progress. Similarly when key words are needed to understand the content of the lesson they are explained effectively and reinforced through

repetition during the lesson so that pupils have understood. Pupils also learn well when teachers check for understanding by repeating and reinforcing targeted words and sounds. This was observed in an English lesson for Year 1 pupils and they were attentive, responded well to praise and their confidence and self-esteem were well promoted.

23 Well-timed praise and encouragement boosts pupils' confidence and self-esteem and enables them to work independently. Most staff are skilled at encouraging pupils to 'have a go' before automatically stepping in to help, for example in an ICT lesson for Year 11 pupils the teacher only intervened to enable the pupil to proceed further. This also demonstrated the high expectations of the teacher. The very good relationship between staff and pupils and their knowledge of pupils' abilities are other significant factors in the progress pupils make. For example, in an English lesson for Year 6 pupils, all staff manage pupils well and their knowledge of individual pupils results in a positive classroom atmosphere in which the lesson runs smoothly and at a good pace. In another English lesson for the oldest pupils and students the very good relationships and understanding between everybody resulted in a high level of participation and response.

24 Where lessons have shortcomings planning is weak resulting in a lack of structure, the pace of the lesson is slow and time is wasted. Expectations are not in line with pupils' abilities and opportunities for learning are restricted. In a history lesson the language used was beyond the understanding of the pupils and coupled with little structure pupils could not grasp the intention of the lesson. Pupils are not moving on and making as much progress as they could, for example in a mathematics lesson for the oldest pupils, a lack of structure, a slow pace and no clear learning objectives meant that pupils could not build on prior knowledge and so could not progress. Some activities are repetitive and too much use is made of commercial worksheets without reference to pupils' abilities.

25 The use of day-to-day assessment is inconsistent as is the use of IEP targets in planning. Short term planning does not identify individual learning objectives but planning for the literacy and numeracy strategies does show groups of pupils and activities. The introduction of the literacy and numeracy strategies have been influential in focusing teaching more appropriately. Homework is given regularly to pupils working towards examinations and other pupils are given work to do at home either at parents' request or if the teacher judges it would be beneficial. This is in line with the school's homework policy.

26 Teaching in the deaf department is mostly always good or very good and the best teaching occurs in science where the teachers' very secure subject knowledge and experience of teaching pupils who are deaf demonstrates a confidence in which pupils feel relaxed and willing to learn. The expertise and experience of the staff in this department is a significant factor in the good and very good progress the pupils make. Pupils feel reassured to have staff around them that they can communicate with and this makes them feel comfortable and able to work in a secure atmosphere.

27 The best lessons are carefully structured to meet pupils' needs and so enable them to learn well and make good progress. In a Year 9 science lesson a good dialogue between the teacher and the pupils enables her to assess understanding before moving on so that learning is appropriately structured. Communication between teachers and pupils not only includes speech and signing but very good visual aids to reinforce topics and specific vocabulary. In addition clear explanations and skilled use of questioning ensures that everybody understands. This was observed in an English lesson for Year 9 pupils when the teachers' lively and confident approach ensured that pupils understood the different use of some difficult words. Questions from teachers guide learning and extend pupils' thinking so that they learn well and make progress. Frequent praise and encouragement raises pupils' confidence and, together with the very good working relationships between staff and pupils, results in pupils wanting to do well. Teachers respect, value and use pupils' contributions, which also builds their knowledge and understanding. In a design and technology lesson for Year 10 pupils, the teachers' good understanding of pupils' abilities and language in addition to appropriate teaching techniques and well focused tasks results in very good learning.

28 A lively and enthusiastic approach to teaching, often coupled with a sense of humour, as was often seen in ICT lessons, leads to a good response from pupils and they join in discussions. Teachers are

sensitive to some pupils' misunderstanding of some words or phrases, which can have more than one meaning and use questions and responses effectively to check correct understanding in different contexts. Good use of appropriate vocabulary, as in an English lesson with Year 9 pupils, along with clear explanations extends pupils' learning. Appropriate re-cap of prior learning allows pupils to build on this and gain a good understanding of new knowledge. In some lessons, such as in a PSE lesson with Year 10 pupils, the teacher is able to relate the content to pupils' own experiences and this leads to good understanding and learning.

29 Excellent management strategies and careful planning maintains attention and keeps pupils on task. In all lessons a very positive and supportive atmosphere results in pupils having the confidence to ask questions and work hard. In a mathematics lesson with Year 7 pupils, the very positive classroom ethos results in pupils relaxed and ready to learn and this, along with very secure subject knowledge, means that pupils have every opportunity to learn. Pupils are encouraged to participate, even those who are less confident and reluctant to answer. Teachers have high expectations of pupils in terms of response and presentation of work. Lessons are well paced allowing pupils to work independently at written tasks. Very good recording, for instance in design and technology, shows clearly the good and sometimes very good progress pupils have made over time.

30 Pupils benefit very much from inclusion in mainstream classes at a local high school. Their work is of equal, if not sometimes of a higher, standard to that of their peers. The trusting and positive relationship between pupils and Beverley School staff is crucial to this success and gives pupils confidence. Because the teachers know the pupils so well they are able to judge when to support and when to let pupils work independently. On some occasions the teacher is very effective in quietly taking pupils aside to give them individual support which impacts positively on pupils' performance. Pupils fit in at the high school very well, their behaviour is exceptional and they demonstrate a high level of maturity and because of the very good support pupils are able to keep up with their mainstream peers more easily. Good relationships and planning between Beverley School teachers and the mainstream staff supports integration very well and tutorial sessions at Beverley School further ensure that pupils receive the maximum benefit from integration.

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

31 The curriculum provided for the pupils in the autistic school meets statutory requirements. All subjects, with the exception of a modern foreign language, are taught and this is formally disapplied for all pupils. Long and medium term plans are in place which guide teaching but there is some imbalance in the time allocated to subjects. The current planning lacks sufficient detail to enable pupils to build on their learning as they move through the school. However, it is broadly based on the National Curriculum and in Key Stage 1 the use of the foundation stage curriculum with strong emphasis on the acquisition of communication, language and the development of personal and social skills is appropriate and relevant. The curriculum for post 16 students is unsatisfactory in that they are currently taught alongside Key Stage 4 pupils, and the curriculum is not sufficiently discrete and there is little differentiation to meet their individual needs or to prepare them for the next stage of their life. The school has successfully introduced the National Literacy Strategy, which is having a positive effect on pupils' progress and achievements and are currently implementing the National Numeracy Strategy.

32 Planning for literacy and numeracy is based on the national teaching strategies and that for science on two commercial schemes, 'Science Processes and Concept Exploration' (SPACE) and 'Science at Work'. In other subjects staff use themes from the national curriculum and national guidelines but at present none of these systems are sufficiently detailed, adapted to meet the special needs of all pupils and nor are they based on written schemes of work. At present there is no satisfactory monitoring

procedure established that ensures continuity and progression between Key Stages 2 and 3. The recent introduction of a curriculum monitoring system, once fully implemented, is a positive move to rectify this situation.

33 The balance of taught time allocated on the time-table is satisfactory for the youngest pupils but unsatisfactory in the rest of the school where a disproportionate amount of time is identified for personal, social and health education and physical education, especially for pupils of secondary age. This lack of balance is detrimental to several subjects but especially the core subjects of mathematics and science. As a result subjects are not allocated sufficient time to cover the requirements of the national curriculum well or provide opportunities for a wide range of accreditation in the senior part of the school especially to meet the challenge of more able pupils. In addition further problems arise because of inconsistency in adherence to the agreed timetable as happened during the week of the inspection when some lessons were either changed or cancelled altogether.

34 The school provides Individual Education Plans (IEP's) which are regularly reviewed but the majority are not sufficiently well focused or monitored. The literacy and numeracy targets are generally too broad, lack detail and fail to identify the specific needs of individual pupils. However, the targets for personal and social development, especially in Key Stage 1, are usually clear and effective.

35 Personal, social and health education is good. The introduction and regular use of PECS encourages independence and raises pupils' confidence and self-esteem. Provision through PSHE for relationships education and drugs awareness is good supplemented by topics in the science curriculum.

36 The school supports inclusion whenever possible. At the present time one Key Stage 1 pupil attends a mainstream school twice a week and plans are in place to extend this to another pupil in the near future. In addition, one Key Stage 3 pupil studies science in a mainstream school alongside deaf pupils who integrate there. All pupils enter the school with statements of their primary special educational needs. For those who have additional difficulties such as medical conditions or sensory difficulties the school makes good provision and, if needed, has access to all the outside support agencies so that provision on pupils' statements is met. Every effort is made to keep parents well informed of their children's progress and achievements. They are invited to attend the Annual Reviews and appreciate the level of information they receive including email access.

37 Provision for career guidance and work experience is satisfactory. All pupils are seen individually by the careers officer from 'Future Steps' and PSHE includes discussion on more general aspects of career opportunities. Work experience placements are difficult to organise but options are improving. Until recently most arrangements were within the school sometimes placing the students with younger classes but recently two boys are going to a sports centre supported by staff from school. It is hoped that this initiative will be successful and lead eventually to work experience with only minimal support. Currently staff are liaising with the 'Learning and Skills Council' in Teesside working to expand links with local colleges for future Further Education placements.

38 There is a range of extra-curricular activities to enhance the taught curriculum which include a computer club at lunchtime, after-school sports clubs, various day outings for example to Beamish, the Children's Book Centre or a primary school visit to Oasis, an activity village, and an annual residential trip, which, this year, will be to Weardale.

39 The department for pupils who are deaf provides a curriculum that is broad, balanced and relevant to the special needs of all the pupils and students. All subjects, except music, have written policies and schemes of work that have been approved by the governors.



40 The curriculum does not meet statutory requirements because music is not taught at Key Stage 3. All other subjects of the National Curriculum including religious education are taught with the exception of a modern foreign language from which every pupil is formally disapplied. In its place the school provides a 'communication skills' course which includes BSL signing, training in the theory and implications of deafness and group speech therapy. The literacy and numeracy strategies have been successfully introduced and are having a positive effect on pupils' progress and achievements. However, for students who are deaf over 16 years the curriculum whilst not ideal, does allow them to continue with their education and gain further GCSEs which enhances their ability to make choices about the next stage of their education. This was an issue in the last inspection and has not been addressed mainly due to the deferment of the move to the local high school.

41 The school provides Individual Education Plans (IEPs) for all pupils. In general the targets are for literacy, numeracy and personal and social development but occasionally other subjects such as science are included. IEP's are identified in most lesson plans and monitored regularly, which makes them effective in focusing teachers' planning on the needs of individual pupils.

42 Provision for Personal, Social and Health Education (PSHE) is good. The schemes of work have been adapted for the special needs of deaf pupils. It includes drugs awareness, citizenship and sex education. Pupils are offered the opportunity to take the Duke of Edinburgh Award.

43 Inclusion into Newlands School is well managed. Subjects taught in both Beverley and Newlands have joint policies and there is close liaison between the members of staff involved. Subjects where integration occurs are English, mathematics, science, geography, drama, art and physical education.

44 All pupils coming into the school have statements identifying their deafness. For those who have any additional problems such as medical conditions the school provides any support needed and has good relationships with all outside support agencies. All statutory procedures are well implemented. Parents are included in the Annual Reviews and involved in setting IEP targets.

45 There is a good range of external accreditation which is being extended to meet the needs of the more able pupils. The schemes include WJEC, GCSE Foundation Level to Dual Award, CLAIT and the National Skills Profiling for the less able students. Through the very good links with local colleges students are prepared for the City and Guilds Computer Aided Design (CAD) award. It is the aim of the school that every student will leave with a nationally accredited certificate.

46 Provision for career guidance and work experience are very good. The school has developed a Career Education Guidance (CEG) document and programme, which reflects the particular needs of deaf pupils. Direct teaching through the PSHE course and the excellent support provided by Future Steps, the Careers Service for Cleveland ensures that everyone understands the range of career opportunities available and how these relate to themselves as individuals. Work experience placements are carefully negotiated to meet the individual needs and check on any health and safety issues. Once set up, however, each student is expected to take over full responsibility for satisfying the requirements of the particular job and especially their communication skills. The effectiveness of these procedures can be measured by the glowing reports which come back from the various employers. Year 10 students are able to spend a day with a 'work shadow' when they accompany a deaf adult to his or her place of work to get first hand experience of real work situations.

47 The school provides a good range of extra-curricular activities to enhance the taught curriculum. Organised within the school are lunchtime and after-school clubs including computer skills, homework club, a variety of sports clubs which gives access to specialist coaching and a 'Body Talk' club which is also attended by the primary aged deaf pupils whom now attend mainstream school. Out of school activities

include a range of field trips, taking advantage of the mini-bus, which cover most subjects in the curriculum. Pupils have visited various places of worship including a Mosque, a Synagogue and Christian churches and last year a group of students attended a signed performance of "Of Mice and Men" at York theatre.

48 Preparation for the transfer to Coulby Newham School next September has been slow. In December 2001 the school held a day workshop 'Coping with Change' when deaf adults from the local community spent time with the pupils and students discussing issues related to integration into the hearing world. The following week the school shared Christmas Lunch at Coulby Newham when pupils took the opportunity to look around the school and meet with their future peers. Since then no further initiatives have been introduced and everyone, including members of teaching and non-teaching staff remains apprehensive about the move. However pupils do understand the advantages of the move. For example more resources and opportunities for a wider range of courses.

49 The provision for equal opportunities across the whole school is good. A policy reflects the commitment of the governors and school to equal opportunities. Various LEA policies and a commitment to investors in people reinforce this and an equal opportunities working party reports to the governing body. A parent support group welcomes new parents to provide an opportunity to meet and discuss relevant information and issues. As the school changes this is seen as crucial.

50 The school's links with the community and partnership with other schools and colleges are very good. The deaf community in the area has very strong links with the school and deaf pupils occasionally take part in community events such as signed singing in old peoples' homes, churches and chapels. 'Football in the Community' provides pupils with very good coaching opportunities. Deaf pupils and those with autism were both represented at a local Special School Sports Days, and other inter school sporting activities such as cross-country competitions and cricket and basketball matches strengthen these partnership links. There are joint social events for deaf pupils between the school and the mainstream school they integrate with. The school makes very good use of the careers service to access work experience provision in the community. The school makes very good use of community resources such as shops, sports and leisure centres, and places of cultural interest to extend and enrich the curriculum. The Friends of Beverley School are well supported in the community. The school has invited all parents in the school to attend a Planning Forum in Middlesbrough, to work towards providing better facilities for children with disabilities.

### **Spiritual, moral, social and cultural development**

51 The school's provision for pupils' spiritual, moral, social and cultural development is very good overall, and consequently pupils' attitudes and behaviour are very good. Pupils' spiritual development is good and moral, social and cultural development is very good. The high standards identified during the previous inspection have been well maintained.

52 Pupils' spiritual development is effectively promoted during lessons and most assemblies. Teachers and other staff are receptive to pupils' responses and are skilled at using praise to acknowledge achievement and effort. Every person in the school is valued for his or her individual contribution, and there is a strong sense of cooperation between school, home and other agencies, all working together for the benefit of pupils. This enhances the quality of life for pupils and parents alike. Many examples were seen of pupils celebrating their own achievements and those of others. Pupils with autism gain an insight into their own difficulties through individual and small group discussion. In lessons such as science, personal and social development, English and art and design, pupils experience moments of excitement and reflection, as for instance, on seeing emerging shoots from beans planted earlier, or considering important aspects of friendship.

53 Pupils' moral development is very good because they are given clear guidance on the difference between right and wrong behaviour. School rules are displayed in classrooms, and staff provide very good models of courteous respectful behaviour towards pupils and each other. Staff are skilled at intervention, and incidents which arise are dealt with calmly and consistently, with an appropriate level of moral discussion. A motivating system of certificates and awards for good behaviour, effort and helping people underpins the guidance given to pupils in all aspects of the school's life.

54 Social development is promoted very effectively by the emphasis given to providing a structured environment within which pupils are encouraged to take responsibility and develop an understanding of living in a community. Pupils have many opportunities of working together in lessons, and lunchtime and after-school clubs further encourage social interaction. There are very close links with nearby schools and colleges, and with the local deaf community. Pupils frequently visit local service providers such as a newspaper office, and spend time on work experience placements with nearby firms. Residential visits, including participation in the Duke of Edinburgh's Award Scheme, help pupils to become aware of the benefits and responsibilities of working together as a group. Consideration for the needs of others is also promoted by the school's commitment to supporting local and national charities.

55 Pupils' cultural development is very good. The school uses its local environment well to familiarise pupils with the area in which they live and work. They are introduced to a very wide range of literature, including poetry, from other places and times. Art lessons provide opportunities to work with many materials and techniques as, for example, making Aboriginal art patterns, and creating good quality papier mache pots in the style of Clarice Cliffe. Pupils' cultural development is further enhanced by the school's celebration of a range of religious festivals, and by the many visitors to the school such as Indian dancers and a theatre group. Deaf pupils learn to value the deaf culture and benefit from having good deaf adult role models within the school. However, insufficient attention is given to using music to widen pupils' cultural development.

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

56 Arrangements for child protection and health and safety in the school are good. Both parts of the school share the same designated person for child protection, the head teacher, but the school has nominated the head of the school for the deaf to assume responsibility for child protection arrangements for deaf pupils. Many of the pupils in the school spend some time in respite care, and for this reason the school's assistant head teacher has received training in reviews for Looked After Children. Many of the school's teaching assistants are active participators in local authority area holiday respite provision and know the pupils very well outside of the school as well as when they are pupils in school. The school's arrangements to ensure the health and safety of all its pupils are good. A recent safety audit by an outside agency has brought a number of issues to the school's attention, all of which have been dealt with. There are four trained first aiders on the staff and well-established procedures for recording accidents and incidents, checking fire equipment and holding fire drills and ensuring that electrical and portable appliances meet safety requirements. The school has established internal security arrangements to prevent any pupils with autism putting themselves in danger. Transport arrangements for pupils' arrivals and departures from the school are well organised. Personal and social education programmes in both the school for deaf pupils and the school for pupils with autism are a valuable contribution to monitoring pupils' personal and social development. Career and work experience programmes bring a range of outside specialists into the school to match and oversee specific provision for pupils. The school is currently trialling a new arrangement for speech therapy provision throughout the school. Age appropriate certificates, awards and merit marks for effort and achievement are keenly sought after by pupils, and the termly raffle, drawn from tickets awarded each week for good work or behaviour is a popular motivation to pupils to do well.

57 Procedures for monitoring behaviour, ensuring discipline and preventing bullying in the school, are very good. The school constantly examines its own procedures for reviewing and recording incidents and monitoring all pupils' behaviour, and works hard to match behavioural contracts, individual behaviour programmes and behavioural management strategies to meet the needs of pupils. Personal and social education lessons can be adapted to talk about issues concerning pupils on for example bullying, and then to share this information with other staff to monitor any specific incidents. The school frequently sets up multi disciplinary meetings, that include parents, pupil and staff from school, to discuss ways forward with behavioural concerns, and for example with some deaf pupils, will even video the signing of a contract, to emphasise the reality of entering a behavioural agreement. The school makes very good efforts to ensure that deaf pupils are aware of the range of rules in the mainstream school they are integrating with, and has them on display, alongside the school's own rules, in classrooms.

58 Procedures for monitoring and promoting attendance in the school, despite the attendance being good, are unsatisfactory. Codes for marking whether an absence is authorised or not, are not consistent. No records are kept of why each absence occurred, and so it is difficult to pick up general patterns of absence or lateness. Decisions to authorise the absence of pupils whose parents are for example keeping them away from school for an extended unrequested holiday absence, failing to make arrangements for a pupil to be in school at the start of a school term or keeping a pupil at home because they do not want to come to school, are not made with any consistency. The school does not routinely refer absence concerns to the education welfare services, or make first day calls home if a pupil is not in school and there is no immediate, substantiated, explanation of the absence. An attendance register is not taken twice a day: at the start of the morning session and once during the afternoon sessions. Procedures are in place for Year 12 pupils to sign out and then sign in again during the school lunch break. Regular reviews of timetables provide the school administration office with information of which pupils are in or out of the school on integration visits, or work experience, but routine procedures for signing pupils in and out, are not in place.

59 In the department for pupils who are deaf procedures for assessing pupils' achievement and progress are good. A detailed and comprehensive assessment policy is used to check pupils' learning and to inform subject planning. Pupils are assessed at the end of each module or topic, which looks at the whole pupil, not just teacher assessments and end of key stage tests. The assessment report also includes comments from pupils. Secondary aged pupils are working towards external examinations, GCSE, CLAIT, CoA and City and Guilds in CAD. Sampling and assessment of pupils' work is carried out according to the examination board procedures.

60 Assessment of pupils' achievement and progress for pupils with ASD is satisfactory. Teachers' Assessment Records (TARs) are maintained but the termly review of pupils' IEP targets does not always provide teachers with sufficient information to set the next targets because in many cases they are too general. Whilst this system is satisfactory further improvement could be made if all subjects had schemes of work in place. This would give better and more detailed information as pupils' progress through the foundation stage and the National Curriculum.

61 Procedures for monitoring pupils' personal development are very good for pupils who are deaf with pupils' own views forming part of the assessment. For pupils with ASD procedures are good. Pupils with challenging behaviours are supported by individual behaviour plans which include strategies planned to minimise the risk of disruptive behaviour.

62 Procedures for monitoring and supporting academic progress in the department for pupils who are deaf are good in that pupils' assessment results are monitored to identify the achievements of pupils with different learning abilities to check the appropriateness of the learning objectives. For pupils with autism procedures are satisfactory. Pupils' targets on their IEPs are reviewed each term but this is not done consistently throughout the school and in some classes IEP targets are achieved prior to the review date and are changed or extended, but in other classes the date on which the target is achieved is noted but this does not trigger further action. Targets are often too vague and many cannot be measured which means that they are not a secure means by which to ensure and track progress. IEPs need monitoring with more rigour to ensure that these together with information from assessment procedures are used more effectively so that pupils' skills are built on.

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

63 Parents regard the school highly, but there are some differences in the way that the parents of children who are deaf, and the parents of the children with autism, view the support and information they receive from the school. For both departments, the school's administrative office is very much a front line contact for day to day information on absences, illness, accidents and making appointments to see staff.

Individual staff also keep in close contact with parents, for example when coming up to an Annual Review or to collaborate on the writing of a new behavioural contract for a pupil, or to review targets on an IEP. All information to parents meets statutory requirements. Nearly all parents find staff very helpful, dedicated and supportive. Parental attendance at annual reviews is good and there are a substantial number of parents helping in the school on a regular basis, for example when pupils go out to swimming lessons and extra support is helpful. Parents are involved with the school improvement plan and involved with steering groups to help direct development areas in the school, for example with the curriculum for sex education, links to mainstream nurseries and the new building plans.

64 Most parents of children with autism feel that their children are making good progress and are pleased to see them succeed in every day social activities. These parents find that adapting routines from school to fit their home life can often be very useful. For example using PECS at home to structure the day. Despite the reorganisation of the speech therapy provision, some parents of children with autism feel that their children do not receive enough speech therapy time but the inspectors judge that the changing use of the speech therapy time available will be sufficient. Parents judge that the school provides a caring environment for their children and that behaviour is managed well. They are aware that staff in the school for autism have all received Team Teach training to support positive handling strategies. Parents approve of the merit and award systems and also judge that the opportunities for integration present pupils with good social role models and promote good behaviour.

65 Information between home and school is very good. The home/school books are very useful as a method of communicating, especially for younger pupils. Parents are welcomed into school but asked to make an appointment to make sure that they see the person who they want to. The school is making very good use of new technology and e-mailing information home, for example sending pictures taken with the digital camera back to a parent's computer. Parents have been very involved with fund raising initiatives, for example raising money to buy new playground equipment and providing the resources for a holiday respite play scheme for pupils based in the school. The Parents Support group meets on a regular basis in the school. Guest speakers are occasionally invited, for example a Benefits Adviser came to the most recent meeting. Parents are pleased that the school now has high expectations for their children, they appreciate that the school is caring, but they want more for their children. Parents of children with autism feel that there is no consistency in the setting of homework, but know that if they want their child to do homework, they can ask for it to be set.

66 Parents of deaf pupils at the school share some of the apprehension of their children about the transfer to the new school. Of especial importance to these parents is that their children will be working with teaching staff that can sign well. Overall they judge that their children are making good progress, especially in the subjects that are taught in the mainstream school. They have some concerns over the teaching of English, as they perceive that there have been a number of changes of teachers and that this has an adverse impact on a subject that is difficult for deaf children. Parents are especially impressed however, with the very good role models of deaf staff in the school for their children. A few parents have concerns about behaviour in the school, especially where their own child has suffered from bullying in the past, however, parents are generally very pleased that their children enjoy coming to school, and that good behaviour is rewarded appropriately. Parents of deaf children also have some concerns about the consistency with which homework is set but the school has homework guidelines which are followed appropriately.

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

67 Since taking up the headship of the school in September 2001 the head teacher has shown very good leadership in developing a very clear vision for the future direction of the school. He has set about putting systems and structures in place which are a firm foundation on which to build further. The

leadership team of the head teacher, deputy head teacher and assistant head meet weekly and keep staff in both departments well informed of current issues. The newly appointed curriculum managers and subject co-ordinators have clear roles and responsibilities to which they are strongly committed. They have begun to monitor curriculum planning and the information they have gathered will form part of a planned review. Teaching and learning is monitored by the head teacher and all teachers have been observed at least once when written feedback is given. This is part of the school self-evaluation process which is not yet firmly established.

68 It was expected that the secondary aged pupils who are deaf would have transferred to a local High School last July but this was deferred for a year which unexpectedly delayed the change in role of the school. Late decisions and the absence of information from the LEA have made managing the transition difficult. This has been managed as well as possible but none-the-less the school has been caused considerable concern and added stress.

69 Setting up a number of steering groups which focus on the targets of the School Improvement Plan (SIP) has promoted a platform for discussion and consultation which is appreciated by staff, governors and parents. Some parents have taken up this offer to join one or more of these groups and find the dialogue very useful. The SIP targets partly come from the results of a survey undertaken by the head teacher amongst all staff, parents and governors and an analysis of their views has given the head teacher first hand perspectives of where strengths and weaknesses lie. A long term strategic view of the school is being developed as his knowledge and understanding of the school increases via his monthly monitoring and evaluation processes and views of the steering groups when monitoring the one year SIP. Key stage targets have been set with the local education authority in November 2001 for the next two years based on teacher assessments in English and mathematics across the school and science at Key Stage 3 to raise pupils' levels of achievement. Targets for Certificate of Achievement awards have been set for Key Stage 4 which would indicate improvement.

70 The governing body is very supportive of the school and is kept well informed by the head teacher which gives it a good overview of the work of the school. Some governors work in the school and parent governors are frequent visitors. The chair of the governing body has a good grasp of the strengths and weaknesses of the school. However, governors do not undertake any visits which are focused on a specific aspect, nor do they present any written report to the governing body following any visit which would further inform all governors and add to their knowledge and understanding of the changing role of the school. Governors with specific roles, for example, the literacy governor, have made contact with their staff counterpart and have found this very useful. Appropriate committees are in place and meet termly to discuss current issues. However although the governors understand the limitations of their budget and have agreed allocations they do not yet fully understand how to monitor the effectiveness of their spending decisions on improving the quality of education provided for pupils.

71 The day to day administration of the school is efficiently co-ordinated by a senior clerk who is supported by two other administrative staff and they work together well. The school buys in to the LEA for the services of a bursar who monitors the budget and produces financial reports for the head teacher and the finance committee. Because of the changing nature of the school a temporary budget has been established. It has been difficult for the governors to take a long-term strategic view of the school because of the uncertainty of the timing of the changes. This makes financial control and planning difficult. There is currently a large surplus, partly because of late additions to the budget from the LEA. A reduction in the number of planned places from September and the need for adaptations to the building will use much of this. The school observes the principles of best value well. It uses the two empty bungalows on site for areas of the curriculum, for example, one is used to develop creative and imaginative play for young pupils with ASD and has been successful in finding additional funding for this. The second bungalow is to be set up as a resources base for parents and others involved in working with pupils with

ASD and again additional funding has been found for this, which includes a field worker. The temporary nature of the current budget and the large surplus means pupil costs are high making it difficult to judge value for money but teaching and learning are good overall, resources are satisfactory and staff and accommodation are well deployed.

72 Staffing is sound overall, with most teachers appropriately qualified and enough in number for the present number of pupils. There is a suitable balance of age and experience amongst the staff. In the school for children with autism there are some weaknesses in teachers' planning to meet the needs of all pupils. This is partly because some teachers are new to the school and formal induction procedures are underdeveloped and lacking in detail. It is important to continue to support new staff especially as some have no experience in this type of school. This has not improved since it was identified as a weakness in the last inspection report. The contribution of the teaching assistants to the life and work of the school is very good and has a significant impact on standards. Performance management arrangements are in place and the professional development of staff is good which has a positive impact on teaching and learning.

73 The accommodation at present is satisfactory and the school is pleasant and welcoming. The temporary site manager and cleaners ensure the school is clean and tidy. Repeated damage to the school is caused by outside vandalism in the evenings but the site manager regularly checks the grounds. Broken windows, fires to bins, damage to the entry system, removal of roof tiles and holes in windows caused by airgun pellets are on going and expensive. The interior of the school is in great need of refurbishment and new plans for the autistic school have been drawn but as yet no date is finalised by the LEA to commence building work and this is being followed up by the head teacher and the governors. Toilet facilities are adequate but privacy for younger pupils is not always secure. Shower areas are poor and uninviting.

74 Classrooms, although not large, accommodate the small groups adequately and are furnished appropriately to meet the needs of pupils with autism. The grounds are spacious and specific play areas lead from classrooms to provide ease of access. The parent support group is raising money to provide play equipment for outside. Specialist rooms for science, ICT, art and design and design and technology, including food technology, are adequate but due to be improved. At present good use is made of college links and mainstream schools to enhance subjects. The use of leisure centres and sports facilities encourage independence and age appropriate experiences and the large hall is used well for physical education and assemblies. The dining area is separate but used as a walk through area.

75 Resources are satisfactory at present but unsatisfactory for religious education and music. Whilst there is no designated library there are books in each classroom and subject areas and some teachers make good use of the LEA resource service. Additional resources in the community are used well for physical education. There are sufficient computers in order to teach skills, although more modern and readily available computers are required for pupils preparing course work. Very good use is made of the rich local environment and pupils use museum artefacts and first hand evidence for example, the Yorvic Viking museum well in lessons. A 'dig' in Hartlepool and visitors to school such as historical characters in costume help to bring history lessons to life. The parent support group contributes very well to school resources and their most recent plans are for outdoor play equipment for primary pupils.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76 In order to build on the current strengths and recent improvements, the head teacher, staff and governors should now:

- (1) Develop a more coherent curriculum for pupils with autism and consider:
  - the breadth and balance given to all subjects;  
(Paragraphs 31,33,98,117)
  - developing subject policies and schemes of work for all subjects in a consistent format,  
(Paragraphs 32,60,158,174)
  - developing a discrete and relevant curriculum for post 16 students which includes opportunities for external accreditation; (Paragraph 31)
  - further promoting the role of the curriculum and subject co-ordinators.  
(Paragraphs 32,92,132,154)
  
- (2) Improve the quality of individual education plans (IEP) by:
  - ensuring that targets are more specific so that pupils' progress can be more easily measured and built upon;
  - (Paragraphs 34,62)
  - using them more consistently to inform short term planning and teaching.  
(Paragraph 62)
  
- (3) Ensure that newly appointed staff are better prepared by,
  - developing a more detailed and comprehensive induction policy for all staff;  
(Paragraph 72)
  - providing a mentor for them. (Paragraph 72)
  
- (4) Ensure that procedures for monitoring and promoting attendance are improved and meet statutory requirements by,
  - marking registers during the afternoon session; (Paragraph 58)
  - following up absences more rigorously. (Paragraph 58)
  
- (5) Improve the role of governors by developing their monitoring of the effects of large spending decisions on raising pupils' achievements. (Paragraph 70)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	55

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	32	34	21	2	0	0
Percentage	2	32	34	21	2	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	No of pupils
Number of pupils on the school's roll	79
Number of full-time pupils known to be eligible for free school meals	30

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	9

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

### *Attendance*

#### **Authorised absence**

	%
School data	7.7

#### **Unauthorised absence**

	%
School data	0.6

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	8
Bangladeshi	0
Chinese	1
White	68
Any other minority ethnic group	0

### ***Exclusions in the last school year***

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

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

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

#### **Qualified teachers and classes: YR – Y13**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	6
Average class size	6

#### **Education support staff: YR– Y13**

Total number of education support staff	21
Total aggregate hours worked per week	576

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000 – 2001
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	£
Total income	1,304,485
Total expenditure	1,221,527
Expenditure per pupil	12,859
Balance brought forward from previous year	2,251
Balance carried forward to next year	85,209

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	79
Number of questionnaires returned	24

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	33	8	4	0
My child is making good progress in school.	44	39	0	9	9
Behaviour in the school is good.	17	63	13	8	0
My child gets the right amount of work to do at home.	23	46	5	14	14
The teaching is good.	58	29	0	8	4
I am kept well informed about how my child is getting on.	65	22	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	87	9	0	4	0
The school expects my child to work hard and achieve his or her best.	50	42	0	8	0
The school works closely with parents.	58	29	4	8	0
The school is well led and managed.	52	35	0	9	4
The school is helping my child become mature and responsible.	50	42	0	8	0
The school provides an interesting range of activities outside lessons.	21	42	21	8	8

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

### **PROVISION FOR CHILDREN IN THE FOUNDATION STAGE**

77 The provision in the foundation stage is good. However because there are only two children of reception age in the combined reception and Year 1 class for pupils with autism it is inappropriate to make judgements about the quality of teaching or the progress they make.

78 The school provides good quality education for children in the foundation stage and prepares them well for school after the reception year. By working closely with parents and carers, the school successfully eases the transition and helps children to adjust to a changed routine when they begin school. The class teacher visits each child at home before he or she joins the class, and once children are in school, staff and families keep in regular touch by sharing information in a home-school book and by telephone calls. Parents visit the school and a number help with activities such as swimming. The care that is taken to help children settle into school, together with calm, consistent and kind relationships, effectively promotes children's enjoyment in the class.

79 The curriculum is well planned and organised in accordance with the guidelines for the foundation stage. Effective procedures are in place to assess what children know, understand and can do, and detailed records are kept of their progress. The children benefit from a very well organised learning environment which includes a main classroom, a small room used for individual work and a new, creative play centre. The secure outside play area is being significantly enhanced with the help of funding raised by parents, staff and friends of the school. Resources are of good quality and are very well used to promote learning. However, toileting arrangements pay insufficient regard to children's privacy and dignity.

80 All members of staff work closely and effectively as a team, with a consistent and shared commitment to addressing each child's individual needs. They rightly plan to ensure that every session, whatever its focus, promotes children's communication skills. A key feature of this is the use of the Picture Exchange Communication System (PECS), which is a way of encouraging children to make choices and initiate communication by using pictures. This builds up from one picture to a level where short sentences such as 'I want crisps please', can be used. This increases children's knowledge and understanding of words, and effectively promotes social interaction. Good use is also made of individually tailored symbol timetables which enables the children to understand the sequence of the day's activities. They remove a symbol when an activity is completed and place the card in the 'finished' packet. This routine is very effective in reassuring children and helping them to change activity, and even location, without becoming upset.

### **ENGLISH**

81 Pupils with autism achieve good standards overall in relation to their learning difficulties, and make good progress in all aspects of English. This represents a good improvement since the previous inspection and is a result of the successful introduction of the National Literacy Strategy (NLS) in an adapted form, and an improvement in the quality of teaching. Progress is particularly good in the development of pupils' communication skills. This is because when pupils are admitted to the school, they are introduced to the Picture Exchange Communication System (PECS). This is a system in which pupils show cards with symbols and text on, as a means of making a request. This develops from the use of one picture to a level where sentences can be used, as, for example, 'I want crisps please', and increases pupils' understanding and use of vocabulary. Communication skills and understanding of the day's events

are also promoted by the use of symbol timetables. When using these pupils remove a symbol when an activity is completed, and place the card in the 'finished' packet.

82 Year 1 pupils identify their own names on cards and repeat the days of the week. The teacher uses well focused signing and speech to help them. Higher-attaining pupils can choose a given day from seven cards and arrange these in order. Pupils have a growing interest in stories, and most know the names of familiar characters. Higher attaining pupils copy their own names and a few common words, and link some letter sounds to toys and everyday items. Lower attaining pupils scribble-write and begin to realise that writing has meaning.

83 By the age of 11 most pupils listen attentively to their teacher. They clearly recognise routines when they read signs or symbols about the day's activities. Higher attaining pupils read and write simple sentences. They develop a sound grasp of single syllable high frequency words, and have a growing knowledge of phonic elements. Their writing is mainly in print script, with varying use of capital letters and full stops. Lower attainers recognise and overwrite their own names and match a small number of letters and words.

84 By Year 9 pupils have built well on their earlier learning. They greet their teacher and others by signing and vocalising, and a minority of higher attainers begins to show an interest in conversation. Pupils enjoy stories that are read to them although their level of understanding varies. With appropriate help, pupils make good use of writing frameworks in order to write for different purposes, such as recalling an interview for a local newspaper and recounting the events of a day at a sports centre. Higher attaining pupils begin to draft and redraft their work, and use ICT to present the final version well. Pupils in this age group benefit from regular drama sessions, which encourage cooperative working, improvisation and creativity. The success of this approach was clearly seen during a lesson on miming, when pupils of different abilities worked in groups to move like the characters in the 'Toy Box' story.

85 By the time they are 16 most pupils can contribute to discussions. Some are helped to respond to questions, using vocalisation, and word and picture cards. When asked, higher attainers show their work to visitors, and they read simple narratives independently. They write short factual accounts of recent events, ordering their sentences chronologically, and using ICT to present their work. Lower attaining pupils recall stories and identify the main characters and events with the help of cards.

86 Post-16 students show increasing awareness of themselves and others. Lower attainers benefit from well focused support to match letters and words, and overwrite and copy words and short sentences. A higher attaining student worked with others on writing a newspaper article.

87 Pupils in the school for deaf children achieve very well and make very good progress in relation to their previous learning. There has been a good level of improvement since the previous inspection because teaching is now very good overall, and pupils are very well supported in the development of their communication skills. There is very good teaching throughout the school, and seamless use of British Sign Language (BSL), finger spelling and listening and speaking.

88 By the time deaf pupils are 14 most communicate fluently during discussion times. They benefit from the appropriate emphasis teachers place on vocabulary work, which enables them to describe characters in Henry V as 'a hypocrite', 'ruthless' and 'manipulating'. Higher attaining pupils become increasingly skilled at analysing texts and using relevant evidence to support their views. Their work is well presented, frequently with the use of a range of information technology programmes. Lower attainers write in different styles, including formal and informal letters, and reporting and instructing. The writing of pupils of all abilities shows occasional confusion over verb tenses and grammatical structures.

89 By Year 11 all deaf pupils are working towards nationally accredited examinations or assessments, including General Certificate of Secondary Education and Certificate of Achievement. This focuses their efforts and they work hard to achieve success. Pupils are well prepared for public

examinations. They study a wide range of texts. Very good questioning and prompts from staff enable them to become increasingly skilled at recognising the relationships and causes of events in texts such as 'Macbeth' and 'Great Expectations'. Pupils in Year 12 extract relevant information from texts, and continue to use it to make inferences and explore new ideas.

90 The teaching of pupils with autism is good overall. It is never less than satisfactory, and for pupils in Years 7, 8 and 9 it is very good. Teaching has improved well since the last inspection. This is because the National Literacy Strategy has been adapted and introduced successfully, and has led to greater consistency in teachers' approaches to, for example, the teaching of reading. There has been a noticeable improvement in the level of challenge in the work pupils are given, and in the range of suitable learning opportunities introduced throughout the school. Consequently most pupils show interest in their tasks and, with support, work well to achieve success. A strong feature of most lessons is the consistent management of challenging behaviour. Teachers and teaching assistants work patiently and persistently to calm and refocus unsettled pupils, while enabling others in the group to continue with their activities. ICT is used throughout the school to reinforce and extend pupils' literacy development, and to research topics on the Internet. However, lesson planning is inconsistent and does not clearly address the literacy targets in pupils' independent learning plans. This limits the progress they can make.

91 Deaf pupils are very well taught overall. Lessons are very well planned and assessment information is well used in setting individual learning targets. Consequently most work is carefully matched to pupils' abilities, and they are encouraged to persevere by the success they achieve. Very occasionally higher attaining pupils are insufficiently challenged, and learning opportunities are missed. The coordinator has good subject knowledge and most teachers and teaching assistants are good role models of total communication. Curriculum planning and assessment, and the good use of resources are strengths of the provision, and provide a secure basis for further development during the forthcoming change to the inclusive setting of a mainstream school.

92 Since the last inspection there has been a good level of improvement in English for pupils with autism. Teaching and learning have improved for all age groups, and are now good overall. Pupils' progress has improved from unsatisfactory in more than half the lessons observed, to good overall. Progress is now never less than satisfactory. Pupils' response to lessons is good and frequently very good. Teaching is appropriately focused on the promotion of communication and literacy in all lessons. Staff have received extensive training in implementing the National Literacy Strategy, and in teaching strategies designed for pupils with autism. The speech and language therapy service makes a notable contribution to pupils' assessments, individual education plans and reports, and provides valuable advice and support for staff. Resources have improved and are well used to promote pupils' interest and understanding, although the lack of a whole school library limits the opportunities for pupils to use books for research. The recently introduced procedures for curriculum monitoring are identifying areas for further development, such as assessment. However, the English coordinators are insufficiently involved in managing the subject, particularly in relation to the development of a consistent subject policy, and a scheme of work which guides teachers' planning and enables pupils to build systematically on their learning.

## **MATHEMATICS**

93 In the department for pupils who are deaf, the provision for mathematics is very good and pupils achieve well. This is an improvement since the last inspection and represents continued good progress.

94 Pupils' achievements are good by the time they are aged 14, and also by the time they are aged 16/17 (in Year 12). This is due to the very effective teaching, supported by well developed planning which ensures coverage of all aspects of the subject. The teacher responsible for mathematics has worked hard



to develop suitable courses and a range of suitable teaching aids (sometimes home made) that match the pupils' understanding. As a result pupils are interested in mathematics and they have good attitudes towards the subject.

95 Pupils make good progress and by the age of 14 they are gaining increasing fluency and confidence in their use of numbers. They recognise that two halves equals one whole or four quarters. They halve large numbers such as 246, 168 and 274. The higher attaining pupils use effective strategies when halving 70 ( $30+30+10$ ). All achieve well in the Standardised Attainment Tests. By the age of 16/17 all pupils enter for the Certificate of Achievement and/or the GCSE and, most achieve well, with some attaining the higher grades of B or C. Pupils recognise the size of angles in relation to right angles. They know the difference between acute, obtuse and reflex angles. They estimate the size of given angles to about 10 degrees. They use co-ordinates to solve problems such as  $y=x-3$ , where  $x=-2$  to  $+2$ . Much of the progress made is about acquiring appropriate mathematical language and specialist vocabulary such as 'equilateral', 'numerator', 'denominator' and 'partitioning'. There is an appropriate use of number work in other subjects, including science where they plot graphs and use temperatures and scales, and in art and design where they use patterns.

96 The quality of teaching is very good. The main factor for effective teaching is the quality of the relationships, enabling pupils to be relaxed and able to respond well. The teacher plans well to meet the individual needs of pupils. The secure subject knowledge and confident manner means that pupils feel comfortable about asking questions and working hard with a high level of concentration. They are fully engaged and the teacher intervenes to help solve problems and deal with difficulties. ICT is used as appropriate and the teaching assistants provide very good support.

97 Leadership and management are good and the monitoring of pupils' standards enables work to be set at an appropriate level. The assessment of pupils' progress is well documented and recorded. The higher attaining pupils benefit greatly from integration at the neighbouring secondary school.

98 In the department for pupils with autism provision for mathematics is satisfactory. The overall quality of teaching has improved since the last inspection, even though some of the weaknesses identified then still remain in some classes. In particular, some teaching is repetitive and expectations are too low. Crucially, not enough time is devoted to the subject on individual pupils' and teachers' timetables.

99 Pupils' achievements are satisfactory by the time they are aged seven, 11, 14 and 16/17. This is due to some effective teaching, where the teachers have planned the content of lessons using the materials from the National Numeracy Strategy. The support provided in all classes by the teaching assistants is of a high quality, and this is having a significant impact on standards. Further progress is slowed because some teachers set work, which is not always appropriate for the individual need of pupils. Where this occurs pupils, especially the higher attaining pupils, find the work too easy and do not progress, as they should, during lessons. This is particularly so for the youngest and the oldest pupils.

100 By the age of seven pupils recognise numbers and count 1 to 10, with the higher attainers counting to 20. They compare objects by size and understand the terms 'larger' and 'smaller'. By the age of 11 pupils recognise number sequences to 30. The higher attaining pupils are aware of place value. All pupils recognise coins, with the lower attaining pupils adding  $2p+1p$ , and the higher attaining pupils finding totals and giving the correct change. By the age of 14 pupils draw shapes. They recognise and use different angles. They recognise their times tables to 9. Higher attaining pupils solve real life problems using money. By the age of 16/17 the lower attaining pupils choose between big/small and long/short. The higher attaining pupils add  $47+69$  and  $51+37$ .

101 The quality of teaching in mathematics is sound overall. In most of the lessons, teaching is at least satisfactory and occasionally good. The main factor for the effective teaching is appropriate strategies for managing pupils' behaviour resulting in most pupils being able to participate fully.

102 Consistent use of rewards and sanctions aids the pupils' sense of purpose. Most relationships are firmly established on a positive foundation, leading to good responses from the pupils. There is usually a secure environment where the pupils are aware of the boundaries. Most teachers' subject knowledge is secure but there is too much use of worksheets, which are repetitive and boring.

103 Most pupils' learning is helped by their good behaviour and responses to mathematics. When lessons are occasionally disrupted by the behaviour of a pupil, the rest of the class try to ignore what is going on and try to get on quietly with their work.

104 Pupils' use information technology when appropriate, and enjoy using mathematical software. Pupils' numeracy skills are sound and there is an appropriate use of number in other subjects. For example, in history they use sequencing when drawing time lines and use dates when learning about famous people such as Captain James Cook.

105 Leadership and management are satisfactory and assessment of pupils' work is well documented and teaching has been monitored. The evaluation of strategies used such as the implementation of the National Numeracy Framework has yet to be undertaken. Some higher attaining pupils benefit from opportunities to integrate with a local school but there is insufficient accreditation for the older pupils.

## **SCIENCE**

106 Throughout the department for pupils who are deaf achievements in science are very good. The high standards reported in the last inspection have been maintained. Several students, in the upper part of the school, who attain at a level in line with national expectations, are successful in GCSE examinations. This is achieved because of the consistently high quality of teaching, a well planned and appropriately adapted curriculum and a good range of accreditation, which ensures that every pupil leaves the school with at least a Certificate of Achievement.

107 By the age of 14 pupils develop an understanding of the processes involved in scientific investigation and the necessity to use correct scientific language. Their confidence is built up by the supportive atmosphere created by the very skilled teacher so that everyone carries out their own experiments and knows how to analyse the results. For example, when completing an electric circuit to light a small bulb, they were expected to understand why one system was not working, find their own solution to the problem and then investigate the effect, on the light output, of having the circuit in series or parallel. Through the carefully planned curriculum, excellent systems of communication and skilled question and answer techniques as pupils move through the key stage from Year 7 to Year 9 they begin to understand how and why things work. For example in Year 7 they were able to identify the different parts of animals and use correct scientific language to describe them whereas in Year 9 they understand about cell structure and how cells function, for example in human reproduction.

108 In Key Stage 4 and post-16, students study for nationally accredited courses including the WJEC Certificate of Educational Achievement and GCSE. Pupils are able to make predictions, carry out their own experiments, record their results in a variety of ways such as tables or pie charts, analyse their results and draw conclusions. For example in one lesson they set up experiments to test the effect of heat on different materials, recorded their results and were able to draw the conclusion that some materials change their state when heated while others remain unchanged. They understand the meaning of a 'fair' test and why this is essential for scientific investigation. In another lesson on heat conduction one boy observed that the wax plugs at the end of the different metal rods were not all the same size and that this would affect the time taken for them to melt.

109 Pupils and students enjoy science, work hard and behave very well because of the consistently high quality of teaching which was always very good and sometimes excellent. Relationships are excellent where every individual contribution is valued and used to develop their own ideas. Whenever possible examples are provided which relate learning to pupils' own experiences and the world around them. Lessons are very well planned and organised and the high expectations for individual effort ensures that everyone works to the best of their ability. The skilled use of appropriate language supported by signing, good visual aids and clear demonstrations results in everyone understanding the content of each lesson and the tasks they are asked to carry out.

110 The subject is very well managed, the curriculum is appropriate for the needs of the pupils while the range of accreditation is currently being extended to meet the needs of the more able students in Key Stage 4 and Post-16. Resources are very good, supplemented whenever necessary through the excellent links with a neighbouring school.

111 In the department for pupils with autism achievements in science are satisfactory through all the key stages. This is an improvement on the last inspection when a significant number of pupils in Key Stage 4 made unsatisfactory progress. This is because the taught curriculum is now appropriately adapted to the special needs of all pupils and because of the development of a Science Assessment Framework across the school.

112 The youngest pupils are beginning to know and understand the world around them as a result of the appropriate curriculum and good teaching. They can recognise different parts of plants and animals and a few can label the main parts of a flower using the correct vocabulary e.g. stem, root, leaf etc. without help.

113 At the age of seven pupils begin to develop an interest in scientific observation and investigation, learning how and why things function and work. By 11 years of age most pupils know that heating makes some things change their physical properties such as when a jelly melts. They know that plants need light and water to grow and have set kidney beans seeds to observe the changes in the plants over time. They understand that day and night happen because the Earth moves round the sun and that there are different types of energy used around the home in everyday equipment. During a lesson on the identification of various different animal habitats pupils were particularly interested when the teacher was able to show them a real bird's nest rather than having to rely on pictures or video pictures only.

114 Between Years 7 and 9 while pupils are working below national expectations as shown by the SATS results in 2001, they do continue to make satisfactory progress because they listen carefully, follow instructions and work hard and pupils with particular difficulties are very well supported by the classroom assistants. By 14 years of age pupils understand how to use a microscope and can identify by name the important parts, for example, they name the eye-piece and know how to change the focal length. They are able to set up an experiment, make predications, collect data, record the results in tables, plot a graph and the most able can interpret the information. For example, they were able to find, by experimentation, that it is heat energy being transferred from a Bunsen burner to water, which raises the temperature of the water to boiling point.

115 Unfortunately it was not possible to see any lessons in Key Stage 4 or Post-16 due to time-table changes but from the evidence available it is apparent that students continue to make progress. This term they have been studying the use of mechanical devices to improve the capacity of human beings to do physical work and during this week there was planning in place for them to carry out experiments on the basic mechanisms involved in moving loads up an inclined plane. One student is included in the science classes with pupils who are deaf preparing to take his Certificate of Educational Achievement later this term. Last year two students obtained distinctions in the same accredited course.

116 Teaching is always satisfactory and sometimes good. Relationships are good and staff provide highly structured lessons with frequent praise and encouragement so that pupils gain in confidence and self-esteem. Most pupils enjoy science although a few need close supervision and 1:1 support, which is provided by the skilled classroom assistants, and a few of the more able pupils would benefit from greater challenge.

117 As a result of recent changes in the school's organisation the management of science is in the process of development. Unfortunately, the percentage of time allocated to science within the whole school curriculum is insufficient. Inevitably this results in a dilution of areas in the National Curriculum that can be taught and as a consequence the science curriculum is neither broad nor balanced. The subject manager has recently introduced the 'Science Processes and Concept Exploration' (SPACE) and "Science at Work" commercial schemes but both need further adaptation to provide schemes of work that sufficiently meet the special needs of pupils with autism. Assessment is developing well with the introduction of 'P' scales and a Science Assessment Framework (SAF) and since the last inspection there has been specific targeting profiles for each pupil. Resources are very good but may need further extension in the future particularly after the Deaf School is no longer at Beverley and if the subject manager's plan to introduce further levels of accreditation is implemented.

## **ART AND DESIGN**

118 During the inspection week four art lessons were observed with pupils with autism - one each in Years 1, 7, 9 and 11/Post-16. One lesson was seen with Year 11 pupils who are deaf. Judgements have been made on the basis of these observations, discussion with co-ordinators, teachers' planning and scrutiny of art work on display and in portfolios and sketchbooks.

119 Pupils with autism achieve well throughout the school and make good progress in developing a range of techniques and using different media. There has been a very good improvement since the last inspection due to the improved quality of teaching and a significant increase in the range of art experiences offered to pupils.

120 The youngest pupils are learning to appreciate the use of colour to make marks and patterns. They mix primary colours to discover they can make different colours, and they work with a range of collage materials to make portraits and pictures. They find that by putting paint on their hands and feet they can make prints on large sheets of paper.

121 By the time pupils are eleven they have developed an understanding of colour mixing and shading. They learn that by adding water to a colour they can make it paler, and that adding more of the original colour will darken it again. They begin to understand that colours can be 'hot' or 'cold'. Pupils gain knowledge of space and shape as they cut materials to the required shape when making collage pictures and patterns, and model familiar items in dough. By experimenting with techniques such as marbling pupils learn they can create specific effects. Between the ages of five and 11 pupils benefit greatly from using the Picture Exchange Communication System to indicate their choices of materials and activities.

122 By the age of nine pupils have a knowledge of the work of a number of great artists and have good support from staff when they paint in the styles of Gauguin, Van Gogh and Hockney. Sketch books are well used to encourage pupils to refine their work on shading and perspective and review their own progress over time. Pupils' cultural development is effectively promoted by their work on Aboriginal dot pictures and patterns, using acrylic paint and transferring their work to decorate didgeridoos. They learn about different ways of printing by using stencils, letter blocks and Lettraset to reproduce sayings of famous people such as Gandhi, Wilde and Warhol in preparation for a large wall display.

123 By the end of Key Stage 4 pupils and students over sixteen work very well in their art lessons. They use papier mache to create a striking range of pots in the style of Clarice Cliff. Their skills in working in three dimensions are further enhanced by using clay to produce coil and slab structures, and experimenting with wedging and moulding clay to create prints.

124 Deaf pupils have all their art lessons at a nearby mainstream secondary school. Beverley School's art co-ordinator provides very effective support for pupils in relation to extending and refining work in their notebooks, and in completing homework tasks. Pupils use a wide range of media and styles and their work is of a good standard. Research material is used well. In the one lesson seen with Year 11 deaf pupils, they worked alongside their mainstream peers preparing for the forthcoming GCSE examination. The pupils were very well supported by a teaching assistant who acted as an interpreter, thus enabling them to join the main class for the introduction to the lesson. Both pupils had portfolios of work of a good standard, which included two and three-dimensional pieces, drawings and paintings in many styles and extended writing about great artists. The pupils set themselves high standards as they persevered to design a cover for their examination topic reference books. Last year, deaf pupils attained one grade B and two grade Ds in the GCSE examination.

125 Pupils with autism work hard during art lessons and remain focused for commendable periods of time. They handle equipment with care and are increasingly able to share resources amicably. As they go through the school they begin to understand that work can be extended and improved over time.

126 There has been a very good improvement in art for pupils with autism since the last inspection. The quality of teaching is now good overall, and frequently very good. The strengths of the teaching are the preparation that goes into lessons, the wide range of media and skills which are introduced and the high levels of consideration the pupils are given. Staff have very good understanding of each pupil, and work and support is well matched to individual needs. Teachers and teaching assistants are careful to make sure that all pupils are able to take a full part in every lesson. Staff work very effectively together, and are skilled at standing back to let pupils 'have a go' before stepping in with help.

127 Co-ordination of the subject is good and the recording system allows teachers to see how specific skills are being built systematically. The co-ordinator is knowledgeable and enthusiastic and supports colleagues well. Priorities for development have been identified and work is underway on producing a subject policy. The outline long term plan for art provides a sound basis for a detailed scheme of work which can guide teachers' planning and enables pupils to build systematically on their learning. There are sufficient resources to teach art through the school, although pupils would benefit from greater access to fabric work and a wider range of examples of the work of great artists. Art makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

128 Where design and technology is taught by specialist secondary co-ordinators the provision is very good. At present this is for pupils who are deaf and two groups of pupils with autism. There are specialist rooms and a good range of resources to support the subject. The primary co-ordinator for pupils with autism has planned the scheme of work appropriately to follow the curriculum while meeting individual needs. Secondary aged pupils with autism are taught food technology by their class teachers who are not subject specialists. Primary and secondary teachers support each other well with meetings and shared resources. Although standards are below national average for most pupils, secondary aged pupils who are deaf achieve Certificate of Achievement (CoA) and GCSE in Resistant Materials and Certificate of Achievement in Textiles and Food Technology with a few pupils achieving at or above national average. Good progress has been maintained since the last inspection and the quality of teaching has improved and all pupils are gaining confidence and developing technical skills.

129 Young pupils with autism respond well to the supportive adults and are encouraged well by assistants to develop skills in connective work using construction toys. Skills are encouraged through story telling, for example rolling salt dough for models of the ginger bread man. Good skills are developing to cut and stick, select materials, handle tools and weigh, mix and chop food. The good use of photographs and

written instructions ensure pupils are making satisfactory progress to follow the sequence of making sausage rolls by using a rolling pin and wetting the edges of the pastry. These lessons are rather slow for most pupils and they become restless when they have to wait their turn. The small step teaching and good use of resources with secondary pupils with autism ensures they maintain concentration and interest and learning is effective. The teacher has high expectations and gives good demonstrations. The clear introduction to the well planned lesson ensures safety and skills are understood. Pupils are then able to use a wire cutter to remove plastic for a circuit, they can use a hammer and are beginning to gain confidence when using a soldering iron. They say they are making a fuse tester and name the tools from a clear chart. Older pupils use a hacksaw to follow a measured line; they are able to solder an electric circuit to their wooden model and with help use the electric saw. A few pupils will achieve a CoA. In Years 11 and 12 pupils experience making and tasting simple meals. Skills and progress need to be reinforced by planning each lesson in order to meet individual learning needs.

130 From the age of 11 to 14 years pupils who are deaf respond with interest to the timed activities where they present neat work in folder form. The good range of practical and written work ensures pupils make good progress during lessons and over time. Pupils are encouraged to read and remember safety rules. The excellent team work encourages understanding of technical language and skills. Most pupils are making good progress to use machines safely and understand finishing techniques such as ‘graining’ and an awareness of research into plastics and packaging. At the end of Year 9 pupils are beginning to evaluate their work to express changes they have made and give reasons why. One boy has produced realistic design drawings and is developing his ideas to display information graphically. Skills in textiles are evident in the neat recorded work. Pupils are competent in ironing, pinning, cutting and using a fixing dye. By the end of Year 9 pupils have achieved a high standard of research and development of skills to design and make an individual bag.

131 The oldest pupils take part in taster courses at a local college which complement the skills acquired in school. One pupil was observed making a bird box where she is confident in her skills to measure and work independently. Two pupils are taught by the catering college chef where they develop good food preparation skills. Pupils work on CoA and GCSE course work which is digitised and presented to a high standard. The teachers are very sensitive to the individual needs of pupils and place an emphasis on the skills of expression and recording. In food technology the teacher makes good use of homework to encourage the preparation of flow charts and recipes. One girl has carried out detailed interesting research to produce snacks for a sports centre. The rigorous planning and teaching ensures Year 12 deaf pupils have a good understanding of their research and technique. They fluently and confidently describe their portfolio of interesting research work and finished design for foundation stage and GCSE. One of these in particular is of a high quality.

132 Learning and progress are successful where teachers have very good subject knowledge and lessons are well planned to meet and challenge individual pupils. Learning is not effective when there is little or no planning and small step skills are not taught by the class teacher. Where subject co-ordinators teach their subject results are very good. At present there is no monitoring or overview of the whole curriculum to ensure continuity and progress for pupils with autism. Pupils behave well, are conscientious and relate well to each other and adults. Homework is regularly set and work marked with supportive comments. ICT is used effectively to word process course work. Records are kept at end of key stage work and the skills achieved in design work and food technology and pupil profile sheets are completed at the end of the year to form part of school reports. A co-ordinated procedure for assessment will ensure consistent recording to show progress and achievement for all pupils.

## **GEOGRAPHY**



133 Geography and history are taught in half term modules for pupils with autism based on a topic. The majority of classes are studying geography this term. The department for pupils who are deaf have accredited integrated studies for historical facts, geographical skills and religious education where pupils attain CoA and GCSE. The planned work for pupils with autism is comprehensive but requires an overview to ensure a consistent and co-ordinated approach across each phase. In a few lessons the individual needs of pupils are not taken into consideration and information to demonstrate progress is not evident. Very good use is made of the interesting local environment to acquire first hand knowledge of physical changes and give hands on experiences to pupils. Geography skills are further supported on residential visits to Weardale and activity centres. Good progress has been made since the last inspection and the quality of teaching and teacher knowledge has improved.

134 In a lesson for Year 3 pupils with autism the teacher is inventive in showing them how to recognise and match a square to the correct grid reference. Other young pupils react positively to digital pictures of their visit to the airport. Pupils have also been introduced to weather around the world and are contrasting a local seaside town with Middlesbrough. Secondary aged pupils with autism are successfully encouraged to research and express their ideas. This is enhanced with a visit to the Evening Gazette office where pupils excitedly recount their experiences as reporters and sub editors. The excellent emphasis on reading and explanations supports learning in order for pupils to confidently talk about local and national news, datelines, headlines and editorials. Countries are identified for the world cup celebrations with labelled maps, flags and relevant key facts. Secondary aged pupils with autism also carry out field study visits to research the life of James Cook.

135 The well planned integrated study lessons for secondary aged pupils who are deaf show what is to be learnt and is appropriate to each pupil. They can recount what happened to people in York City during the floods and are beginning to describe and write about methods of flood protection. There is very good use of subject specific vocabulary both in discussion and written work. Pupils are making good progress to describe how trees soak up water and how floods affect different people with appropriate links to disasters such as flooding in Bangladesh. Four Year 9 pupils successfully attend a local secondary school for geography lessons and the supporting teacher extends their thinking with appropriate questioning as they take part in the lesson to discuss Brazil as a developing country.

136 By the age of 16 pupils have comprehensive files of work and are able to discuss the water cycle and relate these experiences to the local environment when visiting High Force water fall and the Tees river. River sources such as the Rhine and Mississippi have also been studied and compared. With careful discussion the teacher encourages Year 12 pupils to recognise the changes that have taken place over time. Pupils are able to explain how and why a village or town expanded, declined or changed in nature. There is an appropriate emphasis on written English and presentation of work for accreditation which a few pupils find difficult. They independently photocopy their work and print off their homework. Field work successfully complements the work achieved in research techniques, analyses and course work. Pupils are encouraged to think about correcting and expanding their work and in discussion they give well-balanced arguments on the advantages and disadvantages of tourism.

137 The good team work of teachers and assistants ensures the content of lessons is interesting and therefore pupils behave and attend well. Most lessons are well planned to meet individual needs and encourage skills of observation and research. Good examples of successful accreditation for pupils who are deaf are evident.

138 The use of local museums provides valuable first hand experiences to support research. Artifacts are used well to reinforce classroom displays. Time lines are used effectively to sequence key events in the reign of Queen Elizabeth. This will result in a school celebration of the Golden Jubilee. A

few pupils are beginning to recognise key changes in Britain since 1948. They study the lives of significant people and local history.

139 The well presented work of secondary aged pupils who are deaf show that they can link historical facts successfully into integrated study research on the North York Moors. For example a study of Moorland crosses and changes in land use and the origins of people analysed well in pie chart form. Pupils use very good methods of reasoning with well-balanced views. Good use is made of fieldwork centres for information.

## **HISTORY**

140 Pupils who are deaf are taught Integrated Studies which included history, geography and elements of religious education which leads to accreditation in Certificate of Achievement and GCSE. The subject is taught in half term modules to pupils in the autistic department and most classes taught geography this term. Good use is made of links to continue topics in art and English.

141 Young pupils with autism have contrasted old and new toys and are confident in their use of symbol time-tables to sequence events during the day. Most are familiar with daily routines and areas of the school which are emphasised with picture references. Pupils in Year 6 are encouraged to follow the time line of the life of Captain James Cook which is told in story form. They show a lot of interest in the pictures and put relevant names to items. The teacher makes very good reference to the dates and most pupils can sequence these. They recall the visit to HM Bark 'Endeavor' which is attractively displayed and this is linked well to geography and a study of Whitby. Secondary aged pupils with autism also carry out field study visits to research the life of James Cook.

142 The use of local museums provides valuable first hand experiences to support research. Artifacts are used well to reinforce classroom displays. Time lines are used effectively to sequence key events in the reign.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

143 Standards of achievement in ICT for pupils who are deaf are very good throughout the school. Although attainment for most pupils is just below national expectations some pupils, particularly in Year 11 are attaining at or above national expectations. Pupils make very good progress. This is an improvement since the last inspections when pupils' progress was satisfactory or better.

144 By the age of 14 pupils, supported by a teacher with very good ICT knowledge and skills, are learning how to control a screen device by programming in Logo, and to use a hand scanner to scan drawings they have made into a computer art program to enhance the image. They are able to establish a pattern to predict the VDU code for any letter/number and to recognise binary to 111. Throughout the lessons the teacher's very good rapport with the pupils and the clear explanations given has a positive effect on the pupils' learning.

145 By the age of 16 pupils are perfecting their desktop publishing techniques and are using Logo to draw complex shapes. At a secondary main stream school they are included in courses for GCSEs, CLAIT, Records of Achievements and, at a technical college, a City and Guilds course on computer aided design (CAD).

146 Several pupils stay on at school after the age of 16 to continue their studies to obtain more, or better grade passes. They are supported in their studies for GCSE and CLAIT by lessons given at Beverley. In one such lesson observed, showing an understanding of the problems/opportunities associated with teleworking, the pupils' mature reasoning was supported well by the teacher's very good use of age appropriate language and questioning to guide learning.

147 Standards of achievement for pupils with autism are good throughout the school. The quality of teaching and learning throughout the school are also good.

148 No observations could be made of the one class having the youngest pupils and no judgements can be made on the teaching or the quality of learning. Inspection of pupils' work and teachers' notes

suggests that the pupils' achievements are satisfactory. They are able to link that touching the space bar causes the screen display to change (causal) and in eye tracking of screen display movements.

149 By the age of 11 pupils are using subject specific CD-ROMs, such as The Talking Animated Alphabet and Primary Maths, to support, mainly, their learning in literacy and numeracy. Using the mouse and keys they match colours and shapes, number recognition to 5 with the more able adding numbers to 20. They use Writing with Symbols, an icon based word processor, to make sentences.

150 By the end of Year 9 pupils are able to use the Internet to search for information. As part of a topic on the Queen's Golden Jubilee Celebrations pupils use the Internet to find information on the baton runners in Australia. They are using portable word processor to word process and are using a range of CD ROMs to support subject learning. The oldest pupils are using desk top publishing to design posters for a poetry competition. They can search the Internet, download and save or print the information.

151 Pupils who are deaf show very good and sometimes excellent attitudes and responses towards the learning of ICT skills. The very good rapport between teachers and pupils in all lessons observed and the teachers' fluency in signing enabled the pupils' learning. The pupils were almost always considerate of each other. The quality of teaching is never less than very good. Teachers understand their pupils and plan lessons well. Their very good use of questioning to guide their pupils' learning is a feature of all lessons observed. This results in the great majority of pupils showing enjoyment and interest in their learning. They listen and watch the teachers signing attentively and are keen to complete the given tasks.

152 Pupils with autism have least satisfactory and often good attitudes to learning and they enjoy using computers. They persevere with the given tasks and are pleased with their achievements. Such use of computers is mainly due to teachers who are all very experienced in teaching pupils with autism and their quality of teaching is good. They know when and how to encourage their pupils. There were several occasions when the teacher would not accept a refusal from a pupil but insisted, with encouragement the set task was completed. Pupils' learning is very well supported by experienced assistants.

153 The ICT co-ordinator in the department for pupils who are deaf is a keen and enthusiastic teacher who supports the pupils' inclusion in main stream schools by giving additional lessons to support their learning of the appropriate course knowledge. The management of the subject is very good. There is a scheme of work and an ICT development plan in place and the teacher offers individual training to staff and advises staff on ICT issues. Pupils are taught discrete ICT skills and all receive their ICT entitlement. The co-ordinator also offers advice and training to the staff in the autistic department together with the teaching of discrete ICT skills to some pupils with autism.

154 In the department for pupils with autism there are two subject co-ordinators. Both co-ordinators have been in post since last September and both realise that the review and updating of appropriate assessment, recording and reporting of pupils' ICT capabilities is a priority. This has been started with the introduction of 'P' scales throughout the school. Hardware resources are good with modern PCs in classrooms and a small network of three other modern PCs. There is too little an emphasis on the teaching of discrete skills and pupils are taught the skills mainly through subject use. This makes tracking the pupils to ensure their continuity and progression of ICT learning very difficult.

## **MODERN FOREIGN LANGUAGES**

155 All pupils are disapplied through their statements of special educational needs from a modern foreign language.

## **MUSIC**

156 Pupils who are deaf do not have any opportunity for music and therefore the school does not meet statutory requirements. However the department does have a good musical tradition though, with pupils performing at a variety of venues and forging good links with a local dance group.

157 Provision in music is unsatisfactory for pupils with autism and their achievements and progress are both unsatisfactory. Evidence shows that teachers are effective in managing the pupils' behaviour and setting appropriate expectations for them socially in the few music lessons observed and as a result, pupils enjoy their work, and settle well. However, because of unsatisfactory subject expertise, planning is inconsistent and time devoted to the subject is short. Music is not taught consistently and many pupils fail to develop their skills appropriately as they move through the school. All pupils sing and play untuned percussion instruments listening to others and enjoying this experience. Other aspects of the subject such as performance are addressed even less successfully, although there is a recorder group and some pupils participate in the Christmas concert.

157 One class comprising Years 8, 9 and 10 benefit greatly when a visiting specialist teacher of music teaches them. They thoroughly enjoyed the lesson observed and were all fully engaged throughout - illustrating what can be achieved when they are well taught.

158 Insufficient progress has been made since the last inspection when progress was also judged to be unsatisfactory. The weaknesses identified then have not been addressed. Crucially, there is no policy for the subject and the guidance for teachers lacks coherence.

## **PHYSICAL EDUCATION**

159 For pupils who are deaf the standards of achievement in physical education (PE) are very good and all pupils are making good progress. This is an improvement since the previous inspection when standards were found to be satisfactory and pupils were making good progress. The pupils go 'off site' for most of their PE activities and they greatly benefit from the tuition and expertise of both the specialist tutors and the school's two PE co-ordinators who are experienced, and have worked hard to ensure that their pupils experience a range of activities.

160 At Key Stage 3 pupils join with their hearing peers at a local mainstream secondary school where they were observed participating in athletics learning the skills associated with the long jump, distance running and relay running. A large minority of the pupils were attaining similar results as their main stream peers. In all of these activities they were very well supported by a teacher from Beverley school. The main stream teacher is a non signer and the Beverley teacher provides excellent support by taking the pupils to one side and revising skills, explaining them by signing and demonstration. The pupils are also learning other skills such as tennis when they visit outside venues.

161 Standards of achievement for pupils with autism are very good in Key Stage 1 and good in Key Stages 2 and 3. No teaching was observed at Key Stage 4 and no judgement can be made on the teaching and learning. Examination of teachers' assessment records indicates that pupils' progress is at least satisfactory.

162 In Key Stage 1 pupils play with large plastic balls and bouncers. The teacher has integrated a programme, set by the school's visiting physiotherapist, to improve mainly the pupils' fine motor control and also some gross motor control into PE lessons. The pupils come to a communication board to select, by pictures, what they would like to do next. This opportunity is used by the teacher to reinforce pupils' sentence work.

163 In Key Stage 2 pupils, divided into two teams, learn to sequence the activities of jumping from one hoop to another running and touching the far wall and running back, jumping through the hoops again. They are also learning to work as one of a team. Continuous encouragement by the teacher and teaching assistant kept the pupils focused on their tasks.

164 In Key Stage 3 pupils learn to walk in a circle or to stop as indicated by the number of claps given by the teacher. They learn to sequence movements such as waving material and making 'Indian' calls to music as part of their learning of dance routines. Pupils in Key Stages 3 and 4 make good progress in swimming. Although no lessons were observed evidence from swimming records demonstrate that pupils are developing a range of skills within a variety of strokes. They learn how to float and to retrieve objects from the floor of the pool. The records show that pupils' progress from gaining confidence by entering and exiting the pool to swimming distances. Skills increase in difficulty and pupils are rewarded with certificates for their success at different levels.

165 The attitudes and responses of pupils who are deaf are very good towards learning skills in physical education. They are keen to learn new skills and improve their performance. At one 'off site' venue specialising in tennis, pupils were observed learning the skills of serving and returning service and volleys. Pupils showed evident enjoyment and perseverance in learning the skills and co-operating very well playing in pairs. Throughout the session two teachers sign the coach's instructions, circulating and giving very good support to their pupils. In the school for the deaf the quality of teaching is very good. The teachers know their pupils well. This helps them when they give encouragement or advice. It was observed that a very good rapport exists between staff and pupils. This was particularly evident in a sports club session held at lunch time. Pupils from both departments join in and listen carefully to the teachers' instructions and demonstrations of bowling overhand. They show enjoyment and co-operate well taking turns and celebrating others' successes.

166 The attitudes and responses of pupils with autism to the subject are generally good throughout the school. They learn to co-operate and to wait for their turn. The teachers also use these lessons to improve pupils' receptive language when giving them instructions. Some of the pupils have behavioural support/care plans and these were followed well on the few occasions when pupils had behavioural outbursts. Teaching is generally good. Teachers plan well and are always looking for ways to motivate their pupils. They encourage pupils and ensure that they are taught in an atmosphere that doesn't encourage their autistic tendencies. They know their pupils well and are able to tell when a pupil is becoming unsettled and take the appropriate action.

167 In the department for pupils who are deaf the coordination and management of the subject is very good. The two co-ordinators liaise with staff at the main stream secondary school and other agencies such as gym world and tennis world, plan and run a WJEC COEA course, run sports clubs and arrange interschool events. They ensure that their pupils have as good as, if not better, opportunities to enjoy sport and compete with their main stream peers.

168 In the department for pupils with autism the management and co-ordination of the subject is good. The co-ordinator has only recently taken over the post and has a good overview of what is required to improve the teaching and learning of physical education in the school. Risk assessments have been undertaken, a scheme of work is being produced and initiatives introduced such as secondary yoga, activities afternoon for primary, and outside specialists coming in to teach dance and trampoline. There is a lack of large apparatus for the subject but it has been noted and is in the school improvement plan.

## **RELIGIOUS EDUCATION**

169 In the autistic department religious education has only been included as a separate subject on the time-table since the appointment of the subject manager in September 2001. Since much of the work is based on discussion and practical activities, such as the making of Christmas cards which the pupils took home, there is little recorded evidence and therefore this report can only be based on the few lessons seen and an analysis of the planned curriculum that is being produced. From this evidence pupils' achievements in religious education are satisfactory.



170 In Key Stage 1 and the younger end of Key Stage 2, through the caring, supportive atmosphere staff create in lessons the pupils feel secure and confident enough to explore and develop an awareness of themselves. They begin to understand their own feelings, for example in one lesson pupils were asked to select a toy that made them feel happy, and a few come to recognise the feelings of others.

171 Since September 2001 pupils in Key Stage 2 are being introduced to a number of world religions in addition to Christianity. By 11 years of age they know some basic facts about Islam and Hinduism. For example, from the Hindu religion most can recognise and name three important gods and know the significant role played by a religious leader such as Mahatma Gandhi.

172 In Key Stage 3 the emphasis is on the application of religious education to their own lives in particular social and moral issues. For example, as part of a study of the Old Testament the story of Noah was read to one class in order to promote discussion on its moral implications. In Key Stage 4 students continue to discuss social and moral issues through their Personal and Social Education periods, for example the effect of bullying and the need to care for others.

173 In the few lessons seen teaching was always satisfactory. Through clear planning, good relationships and the use of appropriate resources the majority of pupils behave well, are interested and take an active part in class discussion. In some lessons, however, insufficient time is provided for a 'summing up' period at the end in order to assess what learning has taken place.

174 Religious education as a discrete subject within the school is in the process of development. The subject manager has only been in post since last September and is gradually introducing schemes of work based on the Cleveland Agreed Syllabus. Resources are limited but are being provided as each new topic is introduced. At present the breadth and balance of the curriculum is not satisfactory and the subject lacks consistent assessment and recording systems to ensure continuity and to inform planning.

175 Pupils who are deaf are taught religious education through the Personal, Social and Health Education (PSHE) programme so that no discrete lessons were seen. Through an analysis of pupils' previous work and discussion with the subject manager it is evident that pupils and students make good progress and achieve well in those areas of the curriculum that are covered.

176 Throughout Key Stage 3 pupils are introduced to a number of world religions, become aware of their special symbolism and customs and discuss how these different religions affect the everyday lives of their followers. They know that each religion has special dates, events and celebrations that take place at certain times each year and something of the significance of these occasions. For instance not only do they celebrate the Christian calendar with Christmas, Easter, Mothering Sunday and Harvest Festival but last year one of the pupils and his Grandfather explained to the whole school the meaning and significance of Ramadan and Eid. In Key Stage 4 religious education continues through the PSHE provision with an increasing emphasis on the application of previous learning to their own everyday lives.

177 Although no lessons were seen from the evidence available it is clear that teaching is very good. Through the excellent communication systems, the very good relationships and the supportive atmosphere which staff create pupils and students grow in confidence and self-esteem and are therefore able to take full and active part in discussions and develop an awareness of the differences between people and the need for understanding and tolerance.

178 The subject manager works closely with the PSHE department in identifying where the elements from the religious education curriculum can be incorporated into the appropriate lessons adapting them and making them relevant to the personal experiences and special needs of the pupils.