

INSPECTION REPORT

LONGLEY SCHOOL

Huddersfield

LEA area: Kirklees

Unique reference number: 107797

Head teacher: Mr M Hogarth

Reporting inspector: Mrs N Buckingham
16722

Dates of inspection: 26 – 29 June 2000

Inspection number: 192898

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Sepcial
Age range of pupils:	5 - 16
Gender of pupils:	Mixed
School address:	Smithy Lane Huddersfield Yorkshire
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Appropriate authority:	Kirklees Metropolitan Borough Council
Name of chair of governors:	Hilary Pollard
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
N Buckingham	Registered inspector	Art	What sort of school is it
		Modern foreign languages	The school's results and achievements
			Teaching
			Leadership & management
L Buller	Lay inspector		Welfare, health & safety, child protection
			Attendance
			Personal support and guidance
			Links with the community
			Partnership with parents
J Atkinson	Team inspector	English	Attitudes, behaviour and personal development
		History	
P Clark	Team inspector	Music	Spiritual, moral, social and cultural development
		Religious education	Efficiency
		English as an additional language	
P Hall	Team inspector	Science	Assessment and monitoring of academic achievement, personal development and attendance
		Design and technology	
		Equal opportunities	
H Jones	Team inspector	Geography	Staffing, accommodation and resources
		Information technology	
		Special educational needs	
M Whitaker	Team inspector	Mathematics	Curriculum and other learning opportunities
		Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longley School is a maintained special school for pupils with moderate learning difficulties or autism. An increasing number of pupils are being admitted who have more complex learning difficulties as well as those who display emotional and behavioural difficulties or who have become disaffected with school. There are currently 129 pupils on the school roll of whom 43 are girls. Pupils' attainment on entry is below nationally expected levels because of their special educational needs and in some instances, because of their previously poor attendance. They come from a wide catchment area, some parts of which are socially deprived. All pupils except one have a statement of special educational needs. Just over half of the pupils are entitled to free school meals. Forty-four pupils are from a multi-ethnic background and 31 pupils have English as an additional language. A small number of pupils are at the early stages of language development.

HOW GOOD THE SCHOOL IS

The school provides a good quality education for its' pupils which enables them to achieve well in most subjects. The overall quality of teaching is good and in lessons pupils make at least satisfactory progress in relation to their prior achievements. Pupils have good attitudes towards their work, behaviour is good, relationships within the school as a whole are good and these have a positive impact on pupils' learning. Leadership and management by the head teacher continues to be sound and he is ably supported by the leadership group although there are some weaknesses in monitoring the overall work of the school. The professional development of all staff is very good. The school gives satisfactory value for money.

What the school does well

- The good positive attitudes to work of the pupils result from effective teaching which leads to good learning.
- There are good relationships between staff and pupils.
- The curriculum is enhanced through good use of links with the community.
- The professional development of staff is very good.
- The primary autistic unit provides a very good education for pupils.
- The good quality teaching is enhanced by the effective deployment of the good skilled education teaching assistants.

What could be improved

- The total work of the school is not sufficiently well monitored by the leadership group and the governors.
- The attendance of pupils is unsatisfactory.
- There is too little involvement of parents as partners in the life of the school.
- The accommodation for some specialist subjects is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has only made progress with some of the key issues identified in the previous inspection report in March 1996. Issues surrounding balance within the curriculum and further promoting pupils' spiritual development remain unresolved. Attendance remains unsatisfactory. The accommodation still has some shortcomings regarding specialist rooms for science, physical education and changing facilities. School policies, especially for child protection are now in place, links with the local

community have continued to be strengthened and pupil safety at the start and end of each day is secure. However, other improvements have been implemented, such as an improved management structure, the successful establishment of two units for pupils with autism, improved procedures for managing behaviour, improved provision for information technology for pupils in Key Stage 4 and increased opportunities for externally accredited courses for pupils in Key Stage 4.

STANDARDS

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

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

The school has yet to set targets for improvement to raise standards but pupils make good progress towards the targets in their individual education plans. Pupils make satisfactory progress in English in Key Stages 1 and 2 and good progress in Key Stages 3 and 4. Good progress is made by all pupils across the key stages in mathematics. In science pupils make satisfactory progress in Key Stages 1 and 3 and good progress in Key Stages 2 and 4. Good progress is made in personal, social and health education. In other subjects of the curriculum pupils make at least satisfactory and often good progress. Last year 14 pupils gained Certificate of Achievement in mathematics at the end of Key Stage 4 and 11 were awarded a national entry qualification from OCR in literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils who attend regularly display good attitudes to school and to learning. They listen attentively, respond well and are motivated to learn. They can concentrate for appropriate periods of time.
Behaviour, in and out of classrooms	Behaviour is good. Pupils respond positively to the schools' rules and expectations. Any misbehaviour is dealt with quickly and pupils are beginning to make considerable efforts to control their frustrations.
Personal development and relationships	Pupils' personal development and the relationships they have with each other and with staff are good. This is reflected in their growing confidence and self-esteem.
Attendance	Levels of attendance are poor. Unauthorised absences are unacceptably high. Younger pupils attend better than older ones when in Key Stage 4 attendance can be as low as 74 per cent. Part of this can be attributed to travelling pupils.

Pupils have positive attitudes towards their work and in many lessons show enjoyment and enthusiasm. Generally they behave well in lessons and around the school. As pupils move through the school they accept increasing levels of responsibility and their confidence and self-esteem increase. This supports their growing maturity and good relationships between many pupils and between pupils and staff. Attendance continues to be unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16
Lessons seen overall	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.

The quality of teaching is good overall with only three per cent unsatisfactory teaching. Teaching is best in Key Stage 3 where nineteen per cent of teaching is very good or excellent. In Key Stage 1 forty per cent of teaching is good and all the unsatisfactory teaching occurs in Key Stage 2 where nine per cent is unsatisfactory but fifty five per cent is good or better. The unsatisfactory teaching can be attributed to temporary staff and non-specialist teachers. The majority of teaching in Key Stage 4 is good, fifty-five per cent, with the remainder being satisfactory. The good teaching has a positive impact on pupils' learning and they achieve well in lessons. In English, teaching is good overall and in mathematics and science it is at least satisfactory and often good. The quality of teaching in personal, social and health education is satisfactory in lessons and is continued in informal situations such as play times and lunch times. The school generally meets the needs of all pupils well but in some lessons the work is not sufficiently different to meet particular needs. The school uses Direct Instruction methods as well as more conventional teaching methods for literacy and numeracy and while the numeracy groups remain the same, the groups for literacy change and are not so effective.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad curriculum including all the subjects of the National Curriculum is in place but balance between foundation subjects is not secure. Lack of monitoring results in insufficient evidence that pupils are able to build on prior learning as they move through school.
Provision for pupils with English as an additional language	Pupils requiring additional help with English receive good support from bilingual teaching assistants. They receive support either in the classroom or are withdrawn for individual help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral, social and cultural development but provision for spiritual development remains unsatisfactory. Good links with the community enhances both social and cultural development.
How well the school cares for its pupils	The care and support for pupils is satisfactory. Procedures for monitoring attendance are unsatisfactory.

There is too little involvement of parents as partners in the education of their child. They have a positive view of the school but make little contribution to their child's learning. The curriculum is broad and meets the requirements of the National Curriculum and religious education but balance within the subjects of the curriculum has yet to be achieved. Time at the start of the school day is not always used effectively. Links with the community are very well developed. The school is a safe and secure environment for the pupils and is an orderly community. Risk assessments have not yet been undertaken.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school continues to be soundly lead and managed by the head teacher and other senior staff with managerial responsibilities. The head teacher has a clear vision for the future development of the school.
How well the appropriate authority fulfils its responsibilities	The governors are well informed by the head teacher and support the work of the school but they are insufficiently actively involved in monitoring the work of the school and of evaluating the effectiveness of spending.
The school's evaluation of its performance	The schools' procedures for self-evaluation are not fully developed. There is no formalised monitoring of the total work of the school by senior management and governors to identify the impact of teaching and spending priorities on raising standards.
The strategic use of resources	Resources are used effectively for the benefit of the pupils. Specific grants are used appropriately for their designated purpose.

The school has a sufficient number of qualified teaching staff and educational teaching assistants. All staff are given very good opportunities for professional development but induction procedures for new

staff are inadequate. Resources are adequate but accommodation lacks specialist rooms for science, physical education and changing facilities. The head teacher continues to provide sound leadership and has a clear vision for future development but monitoring and evaluating school performance by senior management and governors is underdeveloped and is a weakness. Resources are used effectively and the best value principles are beginning to be applied. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school and staff are approachable • Pupils are happy in school • They feel the school is doing a good job • They receive information via newsletters 	<ul style="list-style-type: none"> • Lack of work to do at home • They have some concerns about the changing nature of some pupils being admitted to the school • Some concerns of how they can be involved in the school • Insufficient speech therapy

The inspection team agrees with the views of the parents but feels that more could be done to involve parents as partners in their child's education starting with the provision of regular homework tasks. Parents also voiced concerns about the proposed new transport arrangements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Overall standards attained by pupils across the key stages are below national expectations or averages, however achievement is at least satisfactory and often good when set against their prior learning and the changing nature of the pupils currently being admitted. All pupils except one, have statements of special educational needs identifying their learning difficulties which are becoming more complex and varied and their attainment on entry is generally low except for a minority who are admitted towards the end of their school life and have been poor attenders. There is no discernible difference between the achievements of boys and girls and pupils with English as an additional language also make sound progress. Pupils with additional special educational needs, such as those pupils in the junior autistic unit, make good overall progress. Assessment results show that pupils in Key Stage 1 are working at level W in English, mathematics and science and were exempt from the reading and spelling tests: in Key Stage 2 all pupils were assessed as achieving below level 3 but in science a small percentage of pupils achieved levels 3 and 4 and in Key Stage 3, the majority of pupils were achieving between levels W and 2 with a minority achieving at a higher level. Last year 14 pupils were awarded Certificates of Achievements in mathematics and 11 pupils were awarded a national entry qualification from the OCR examining board in literacy. Pupils have opportunities to gain certificates of achievements in a number of subjects but some pupils find the literacy aspect too hard.

2 Targets on pupils' individual education plans (IEP) are relevant and specific overall but are not often referred to on lesson plans and therefore do not inform teaching. While learning objectives specified on lesson plans generally meet the wide range of abilities within the class they rarely match individual targets precisely. The school has yet to consider setting whole school targets for raising standards, but targets for improving behaviour have been very successful.

3 In English, many pupils in Key Stage 1 have difficulties in communicating and signing and action songs are used well in supporting pupils to respond to questions and join in class activities. They make sound progress in their pre-reading activities. In Key Stage 2 pupils have good listening skills and attend well during shared reading time but lack confidence when speaking. Most pupils experience reading difficulties and reading scores indicate that they make variable progress. Higher attaining pupils read with confidence, fluency and can tackle unknown words using a range of strategies. Pupils have many opportunities to practice their writing. They undertake tracking exercises, copy-write and complete exercises which develops their knowledge of initial sounds, blends and word endings. In Key Stage 3 speaking and listening skills are consolidated and extended and this can be seen in discussions when pupils demonstrate a growing maturity and confidence in expressing opinions about issues and dilemmas, for example, about bullying and racism. They are given opportunities to read a more challenging range of literature and write for different purposes, such as, newspaper article. Pupils in Key Stage 4 are given the experience to read aloud in front of an audience and offer opinions about events and characters. They study Shakespeare and other well known authors and lower attaining pupils use appropriate strategies to help them when faced with reading difficulties. Pupils writing becomes more mature and they are encouraged to draft and re-draft their work before presenting their work for assessment.

4 Standards in mathematics in Key Stage 1 are appropriate to their ability and they make good progress in their knowledge of number up to 5. They practice this during a shopping activity when they also use basic mathematical language of 'more than' and 'less than'. In Key Stage 2 pupils build on prior learning when counting on to 10 and join in clapping songs to reinforce this in an enthusiastic way. They develop the knowledge and understanding of the properties of shape using "feely" bags and

describing the shape they find building on their mathematical language. Pupils in the younger autistic unit make good progress in their ability to recognise and identify numbers up to five and use this in games. This improves their turn taking skills while also enhancing their social communication. Good progress is made by pupils in Key Stage 3 as they develop their knowledge of shape by working in two and three dimensions learning about surfaces, areas and angles. They also develop their knowledge of symmetry. In number they use multiples of 2, 3, 4, 5 and 10 to improve their understanding of the properties of number. They can identify odd and even numbers up to 1000. Tally charts are used to produce graphs which improves their data handling skills. The highest attaining pupil is working towards the Certificate of Achievement award. In Key Stage 4 pupils make good progress as they further develop their understanding of shape and develop their use of tally charts to solve problems. Many can calculate the areas of triangle and work with increasingly complex fractions. They also develop a greater understanding of money.

5 In Science in Key Stage 1 pupils enjoy investigations of small creatures and objects under magnification. When learning about life cycles of animals they know that birds and fish come from eggs and they think about caring for tadpoles. When testing whether warmth comes from the sun they hang clothes out to dry. Progress in Key Stage 2 is good and pupils grow broad beans under different conditions to what is necessary for growth and they begin to understand the need for a fair test. Progress for pupils in Key Stage 3 is more viable. Pupils learn to name and sort ranges of materials and they learn to test for acidity and alkalinity. They learn to name some plants and know that the sun is a source of light. Pupils with more complex needs identify body parts from a model with themselves. Pupils in Key Stage 4 work hard towards achieving externally accredited certificates. Pupils in Year 10 make good progress against their target of completing three or four units towards this and this is good achievement.

6 In other foundation subjects of the National Curriculum pupils achieve well and make progress. Overall good progress is made in design and technology, information technology and geography, although this subject is not taught in Key Stage 4. Pupils make good progress in physical education, religious education and art in Key Stage 2 and 3. In history pupils in Key Stages 3 and 4 make good progress. They make satisfactory progress in French, music, history in Key Stages 3 and 4 and art in Key Stages 1 and 4.

7 Overall there has been some improvement in standards since the previous inspection when they were judged to be sound across all key stages. Pupils build on prior learning as they move through the school as a result of the high level of good teaching and good relationships and support in lessons.

Pupils' attitudes, values and personal development

8 Since the last inspection the school, despite the fact that it now admits pupils with more challenging behaviours, has continued to achieve its high expectations of pupils' and commitment to the school's values.

9 The majority of pupils attitudes, values and personal development are good and are strength of the school. Those pupils who attend school regularly show good attitudes to learning and in many lessons, for example design and technology and numeracy, they show interest, enthusiasm and enjoyment in their work. Pupils are well motivated in lessons and demonstrate the ability to concentrate for sustained periods of time. They listen attentively, respond eagerly to their teachers' questions and take an active role in class discussions, for example, in literacy and personal and social education.

10 When in lessons, relationships between pupils and with teachers and other adults are very good. When working in groups, pupils comments about each others' contributions and efforts are supportive and constructive and appreciative of differences. Pupils of all ages show the ability to

negotiate and collaborate with each other. When pupils are set challenging tasks they approach them with enthusiasm, are always willing to help each other and share out responsibilities with minimal fuss.

11 The good behaviour of pupils in lessons is a feature of the school and appreciated and valued by parents. Pupils react positively to the measures the school uses to promote high standards of personal conduct which are becoming increasingly effective in enabling pupils to control their anger and frustrations. The good standards of behaviour are reflected in the thoughtful manner of most pupils and the calm, positive atmosphere in most lessons and leisure periods. Pupils respond well to those who supervise them and are polite, courteous and respectful towards them. The good relationships between staff and pupils lead to pupils making positive responses in lessons and understanding and accepting the differences between right and wrong.

12 The good level of pupils' personal development is reflected in the increase in many pupils' confidence and self-esteem. As pupils progress through the school they are able to accept increasing levels of responsibility. Pupils carry out administrative tasks such as helping as monitors and assisting in the shop with enthusiasm and enjoyment. An extra dimension is that pupils have a number of roles in supporting pupils in their learning; for example, pupils act as peer mentors in reading, read the dinner menu for non-readers and support the autistic pupils over lunch-time. These roles contribute significantly to the good relationships between pupils and the high levels of respect and tolerance for the different needs of each other. In Key Stage 4 pupils participate in a regular school forum and confidently voice their opinions about ways for improving the school and these are included in the school's development plan: for example as a result of pupils' suggestions they are now able to make their own way independently to the college of further education. Overall pupils have respect for other peoples opinions, values and beliefs and give credit to the achievement of others, particularly in assembly where there is a regular celebration of pupils' successes.

13 During the current year there has been one permanent exclusion. The number of fixed term exclusions is twenty-nine, involving sixteen pupils but this is a significant improvement on the previous year.

14 Levels of attendance remain poor. Unauthorised absence continues to be unacceptably high and has risen further since the time of the last inspection. In most classes in Key Stage 1 and the beginning of Key Stage 2 levels of attendance remain above 90 per cent. As pupils move through the school their absence from school increases so that in Years 9, 10 and 11 attendance can be as low as 74 per cent. This can be affected by absences of travelling pupils. In the last academic year (98/99) 104 pupils were reported as having had at least one instance of unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15 The quality of teaching overall is good and is a strength of the school enabling pupils to learn and make good progress. Fifty eight per cent of teaching is good or better of which nine per cent is very good or excellent. Only three per cent of teaching is unsatisfactory. The best teaching is in Key Stage 3 where sixty seven per cent of teaching ranges from good to excellent. The unusually higher percentage of unsatisfactory teaching in Key Stage 2, nine per cent, can be attributed to temporary staff and to non-specialist teachers. All teaching in English, mathematics and science is at least satisfactory and is overall good in English.

16 In the two lessons where teaching was excellent, in design and technology and religious education, very good subject knowledge was evident, supported by clear planning. Very good relationships along with good understanding of pupils' needs resulted in a very positive classroom ethos and very good opportunities for pupils to learn. Brisk skilful use of questions and use of answers to extend pupils' thinking and participation, resulted in a high level of interest and response from the

pupils. Teachers built up a sense of enquiry which involved other subjects of the curriculum. Pupils work and responses are valued and respected and accurate feedback enabled them to make good progress. Plenary sessions are used effectively to assess what pupils have learned and how much progress they have made. Subject specific technical terminology is used, for example in design and technology, which is aimed at improving pupils' language skills. Similarly in an information technology lesson pupils' use of modern technology is encouraged when they practice using a digital camera and they acquire new knowledge and skills.

17 Good teaching occurred in every subject and teachers generally have good subject knowledge for the levels of abilities of the pupils they teach, for example, in literacy and numeracy lessons. Good verbal feedback to pupils improves their understanding resulting in increased dependence and enthusiasm. In an English lesson skilful questioning, good management and very good relationships enable difficult issues to be discussed, such as, racism, bullying and loneliness resulting in increased understanding. Lesson planning varies from class to class and references to pupils' IEP targets are not regularly stated. Some good planning was seen in relation to the literacy and numeracy strategies and when this is linked to stimulating resources the result is an increase in pupils' confidence and self-esteem.

18 In the classroom pupils are generally well managed and few disruptions were seen, but these are effectively managed by the deputy head teacher who quickly returns pupils back to their lesson. This practice is consistently supported by all 'on-call' staff. A good balance of activities maintains pupils' interest and they keep on task. Relationships in the classroom between adults and pupils are at least good and often very good which supports the learning process and gives pupils confidence.

19 Weaknesses in teaching relate to insecure subject knowledge, such as music, prolonging one activity for too long and pupils become restless and lose interest. In some lessons there are few planned occasions for extension work and missed opportunities to challenge pupils, for example, in some English lessons, and little development of skills in an information technology lesson. Where pupils are taught in different groups in English there are also missed opportunities to build on learning from one lesson to the next.

20 Very good inservice opportunities which enhance and support teachers' working practices impact positively on the quality of teaching in the classroom and subsequently pupils' learning. This is supported by very good deployment of educational teaching assistants who have also benefited from good training. In literacy and numeracy lessons in particular educational teaching assistants work alongside teachers, having groups of pupils to work with, and they demonstrate good knowledge and understanding of the planning and organisation of the lessons. Good teamwork is a feature of many lessons. Pupils' work is not always marked and they are not given any indication of how their work can be improved. Lesson evaluations are often bland and give little indication of what skills, knowledge and understanding pupils have learned although teachers do know their pupils well and use this knowledge to move pupils on. Homework is not given on a regular basis which is a missed opportunity to involve parents in their child's education and of informing them of what is happening in the classroom.

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

21 The school provides a broad curriculum with an emphasis on the development of basic skills. There are policies in place for all subjects, except music and medium and detailed short term planning is in place. All subjects of the National Curriculum, religious education and personal, social and health education are taught and the school meets statutory requirements and the requirements of the locally agreed syllabus. Sex education, drugs misuse and careers education are appropriately planned for and taught in classes and key stages. However, because of the structure for planning in place and the absence of a whole school monitoring process, the school cannot demonstrate a clear balance of time devoted to each non-core subject and this varies between classes and key stages. Similarly although pupils build on their earlier learning in relation to most subjects, within year groups and throughout the school in relation to English and mathematics, the planning and monitoring systems within the school cannot demonstrate this in relation to most subjects as pupils move between classes and key stages. This is an issue which remains from the previous inspection.

22 The overall time for the curriculum is broadly appropriate for all key stages. However, the period of time devoted to reflection at the beginning of each day is inconsistently used. Some teachers use it very effectively for personal and social education but many do not use it efficiently and important teaching time is lost.

23 Medium term planning within classes is very detailed and clearly indicates the subjects to be covered and in the majority of cases short-term planning indicates the learning objectives for lessons. These are not always sufficiently matched to the targets in pupils' individual education plans (IEP) but are sufficiently specific to meet the wide range of learning needs found in every class. Planning for Direct Instructional work, work in arithmetic and English follow a published scheme very closely and enables pupils to move through the scheme in a systematic way. Pupils are taught in ability sets across the school for this work in both English and arithmetic and can move between sets as a result of regular assessment or "mastery" tests. The school has in part, introduced the National Literacy and Numeracy strategies alongside the existing Direct Instructional work for part of the week. In mathematics, a detailed analysis of the Direct Instructional work has been undertaken against the Numeracy strategy objectives so that the approaches can be complementary and provide a balanced mathematical experience for pupils. Pupils then work in the same or extended groups for both direct work and numeracy groups. The balance of direct work and numeracy strategy work is consistently reviewed. In English, the relationship between literacy strategy work and Direct Instructional work is unclear. For Direct Instructional work pupils are set throughout the school but go back to their age-related class bases and teachers for their literacy strategy work. The relationship between the two is not clear and therefore staff do not always build on pupils previous learning between and across the sessions.

24 The programme of careers work, work experience and links with colleges of further education are successful elements of the Key Stage 4 provision and the provision is good. Links and partnerships with other institutions are very good.

25 The school provides a satisfactory range of extra-curricular activities. These are largely confined to lunchtimes because of the constraints of the transport at the end of the day. However, the overall curriculum is considerably enhanced through educational visits and the use of the community resources. For example visits to farms or the use of the local Sports Centre and facilities at the local secondary school.

26 The curriculum is enriched by the school's very good links with the local and wider community. These include educational visits to places of interest both locally and further a field. For example, the visit to Filey by Key Stage 2 pupils was used very effectively to provide pupils with first

hand experiences to support learning when studying geographical features. Similarly a visiting music specialist gave good support to the learning of pupils in Key Stage 4. Pupil's personal development and social skills also greatly benefit from the range of activities provided to prepare pupils for life outside of school, such as, residential visits for pupils in Key Stages 3 and 4. Very good links have been established with Huddersfield Technical College to where the majority of the pupils transfer when leaving school. During the week of the inspection of the Year 11 pupils were attending the college as part of their planned induction. These links enable effective transfer of information and ensure a smooth transition for pupils from one stage of their education to another.

27 The school now meets the needs of pupils with a wide range of learning difficulties and provides good curriculum opportunities for them all with very good opportunities for those in the specific primary autistic provision. Pupils benefit from the support of a suitable range of other professionals who work closely with staff to meet individual pupils needs, however, there are a number of pupils whose reports specify language difficulties and who do not receive support from a speech and language therapist.

28 The curriculum for the increasing number of pupils with emotional and behavioural difficulties as well as moderate learning difficulties is also good. These pupils are normally well managed in class and around the school and the detailed behaviour policy and monitoring system is ensuring that their behavioural needs are being met. Pupils also benefit from considerable inservice training and teaching becomes more effective. However, where these pupils' academic abilities are higher than the rest of the class, they are sometimes not challenged and so disrupt the session, for example, in a geography lessons at Key Stage 3 where a pupil said he could do the work so he wanted to go into another class.

29 The school also meets the needs of a minority of pupils with severe learning difficulties. Generally this is done by means of clear targeted planning of sessions and assessment of pupils work leading to IEP's. Pupils also benefit from opportunities to take part in whole class lessons at their own pace. For example, in a Key Stage 2 lesson on the BFG (Big Friendly Giant) where less able pupils were joining in the story and developing their language skills despite not being able to read at the same level as the rest of the class. However the range of abilities within a class can mean that these pupils do not understand the work being taught, for example, in a maths lesson in Key Stage 3 where a pupil was not able to explain why she was carrying out a task tallying cars which met the needs of the rest of the group.

30 The well established unit for primary age pupils with autistic spectrum disorder is very good. The staff have benefited from opportunities to visit and share practice with colleagues in the USA. They thoughtfully utilise the most relevant features of several teaching methods in order to create a structured calm atmosphere and so meet the needs of the pupils in the class. The progress of pupils is assessed regularly through detailed systems, which include communication and self help tasks as well as academic skills. The class also maintains very good communication with parents through the use of Home/School books and home visits which enable the pupils to transfer their skills from one situation to another. Another very good feature of the work of the class is the teamwork between the teacher and the educational teaching assistants which ensures consistency for the pupils and increases their learning.

31 The secondary unit for pupils with autistic spectrum disorder is recently established and does not yet have a full compliment of children but provides a satisfactory learning environment for the pupils. The class focuses on the use of information and communication technology and the local community to improve pupils independent learning skills and one pupil in particular has considerably improved his behaviour following his entry into the class. Staff in the unit are suitably qualified and experienced and provide a friendly, safe environment for the pupils. However when the class has more pupils in September consideration should be given to structuring lessons and classroom organisation

which gives pupils a sense of belonging to a class rather than as separate individuals. Currently links between the two units are limited. Both units would benefit from closer liaison so that each can learn from each other and particularly so the senior unit can learn from the expertise of the primary unit without losing the age appropriate outward looking focus which is a positive feature of the class.

32 Provisions for pupils' requiring additional support with English is good. There are two bilingual teaching assistants (BTA) who work either in the classrooms to support pupils in lessons or use a withdrawal system when individual work is needed, at present there is only need for support to pupils whose native language is Punjabi but the bilingual teaching assistants would be able to support others, for example, Sikhs.

33 The school systems for reviewing statements and arranging annual and transition reviews are good. These are always held annually, well supported by parents and generally give detailed and valuable information from other professionals. The schools' reports are overall of a high standard giving national curriculum levels and specific targets. However, for some pupils the comments state what they enjoy and do, rather than what they are learning and how much progress they are making in acquiring new skills. The individual education plans (IEP) written by the school are also generally good with clear targets and actions to be taken however they do not often inform lesson plans.

34 The school makes good provisions for pupils' moral, social, and cultural development through direct and indirect teaching, personal example of staff, opportunities for social interaction and a wide variety of cultural experiences. Since the last inspection there has been no significant improvement in provision for spiritual development which remains unsatisfactory.

35 Although the school has introduced a designated period, at the start of each day, for 'reflective thinking' this tends to be used for discussion of moral and social issues with insufficient time to provide a moment for quiet reflection or prayer. There is no daily act of collective worship and the assemblies seen did not include any element designed to promote spirituality.

36 The provision for moral development is good. Pupils know the difference between right and wrong. They will acknowledge their mistakes such as stopping a lesson by shouting out or occasionally correct each other for example when someone made a remark about 'colour' that could have been interpreted as offensive. Teachers set good examples and have high expectations of good behaviour. Staff respect and value everyone's individual contribution and celebrate achievements through the merit system presenting the certificates at the final assembly of the week.

37 Pupils' social development is good. Early social skills are developed through interaction during circle time. In class pupils' develop the ability to sit quietly waiting for their turn, listen to others, co-operate together and work in pairs when required. Lunchtimes provide good opportunities for social interaction such as meeting and making friends and eating together. Outside school pupils behave very well when swimming during an open public session and afterwards having drinks in the cafeteria. The social skills required for living in close proximity with others is developed through the annual residential visits.

38 Since the last inspection there has been significant improvement in the opportunities provided to pupils to develop an understanding of their own cultures as well as that of the diversity of other cultures around the world. Throughout the curriculum pupils are provided with a wide variety of experiences. They listen to music from many countries and learn about the lives of famous composers; are introduced to the work of artists such as Van Gough, Cezanne and David Hockney; learn about the lives of people from the past and are able to visit many types of museums. Through religious education pupils are introduced to all major faiths and have the opportunity to celebrate all their significant festivals such as Christmas, Harvest, Eid and Diwali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The procedures for ensuring pupils' health, safety, welfare and child protection remain satisfactory. The school meets the legal requirements to have a health and safety policy, however risk assessment procedures are not yet fully in place. Arrangements for child protection comply with the local education authority guidelines and teachers have received the necessary training and guidance. Fire safety, First Aid and medical arrangements, although satisfactory, do at times lack rigour in the way they are recorded. For example, there are incomplete records regarding parental permission for the administering of medication.

40 School systems for monitoring pupil's academic performance are satisfactory but cumbersome and uneven in their use. Teachers know the pupils well and use this informal information to inform planning. The school development plan indicates that assessment arrangements are currently being reviewed, with a view to making them more consistent and easier to analyse when identifying whole school priorities. All pupils, except one who is currently undergoing initial assessment, have statements of special educational needs from which, often general targets are set to and reported on as part of annual reviews. The quality of reports is generally good, covering all National Curriculum subjects, together with comprehensive reporting for other professionals involved. They are shared with parents in detail during the review process. Specific information regarding levels achieved by pupils is shown in some reports and against some subjects, targets resulting from annual reviews are few in number and often general in nature, and are therefore difficult to show as specific targets within the planning of lessons.

41 The school has embarked on a specific system to assess progress for children within the autistic spectrum and is starting on a process to bring together the many forms of assessment and recording in a single record of achievement that follows pupils throughout their time in school carrying relevant information about the levels achieved and progress. At present performance in English and mathematics is recorded both against an external published teaching system and against the work being developed through literacy and numeracy strategies. During the senior part of the school pupils receive good access to careers advice and guidance, and benefit from links with further education, work and training opportunities.

42 Staff keep individual curriculum planning, recording and assessment data in comprehensive files which are scrutinised by the head teacher. Information on academic progress is then linked with other systems recording progress against personal, social and behavioural targets within the school. A system for tracking pupil's behaviour has been recently introduced and is providing useful information to a group of staff who are using the information to analyse how improvements can be assisted. Pupils understand the rewards and sanctions used in the school well. The school can demonstrate reductions in bullying and other forms of inappropriate behaviour; supported by the good behaviour seen in lessons and around the school during the inspection.

43 The procedures for monitoring and promoting good attendance are unsatisfactory. Teachers are not vigilant in noting reasons for absence or in fully completing weekly or termly totals in registers of attendance. Without this information effective monitoring cannot take place and following up unexplained absences is difficult. The school has recently begun to promote good attendance through communication with parents and rewarding those pupils whose attendance remains consistently high. These procedures are not yet operated throughout the school and therefore do not yet impact positively on overall attendance figures. Plans are in place to work alongside the local authority to improve attendance however due to changes in staff these have not yet commenced.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44 Parents have a positive view of the school. Through the questionnaire and parents meeting, most parents expressed the view that they find the school approachable. On the whole parents are satisfied with the standards achieved, they feel that the school understands the nature of their children's special needs and try very hard to encourage them to learn.

45 Through the questionnaire, twenty-seven percent of parents expressed their dissatisfaction with how well homework is used to support their children's learning. The inspection finds that homework is not consistently used to support learning or to enable parents to support their children at home. Parents continue to be kept well informed about school events through their newsletters. Reports have improved since the time of the last inspection and they now meet statutory requirements to report on each subject of the National Curriculum and religious education. In the main they provide satisfactory information regarding what it is that pupils can do in English, mathematics and science and some set targets for future learning; this is not always so detailed for foundation subjects. Good use is made of bi-lingual support assistants to ensure that those parents whose first language is not English are able to access information about their children.

46 Despite parents' positive views of the school the partnership between home and school is not well developed. With the exception of the junior autistic unit few parents are involved in the work of the school or in supporting their children's learning at home. This is partly due to the distance that some pupils live from the school, thus making it difficult for parents to come into school on a regular basis. However the school has not yet established systems to ensure that they make best use of parental support to enhance learning, for example, through the use of homework. Some improvement has been made since the time of the last inspection in the numbers of parents who attend review meetings and this has enhanced the dialogue between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47 The school continues to be led and managed soundly by the head teacher and is very ably supported by the acting deputy head teacher in the management and life of the school. The head teacher has a very clear vision of the future direction and development of the school, which is understood and supported by the leadership group and the governing body. However, there are some weaknesses in the overall management of the school in relation to the monitoring and evaluating some aspects of the work of the school, such as attendance and an overview of the curriculum in terms of balance and particular key issues from the previous inspection which have not been fully addressed.

48 The collegiate style of management promoted by the head teacher produces a democratic ethos in which each staff member is consulted and given time to reflect prior to decisions being made, but this can have the effect of slowing down the decision making process and the implementation of new initiatives and practices, for example, whole school target setting and subject co-ordination. Key stage leaders have some autonomy within their teams about curriculum and organisation of timetables but this is not effectively monitored or co-ordinated, however, they undertake their overall management responsibilities well. The school has a number of committees and groups to which all school personnel, as well as governors, have access. Although there are systems and structure in place for consultation and research, the head teacher, senior staff and governors do not co-ordinate the outcomes and undertake the whole school self evaluation to clearly identify areas of good practice which can then be shared within the school as well as areas needing more focused attention. The information can then be used to raise standards. This would be of particular benefit in setting targets for improving standards in literacy and numeracy which in turn would support pupils when they study for external examinations.

49 The governors are well informed by the head teacher about initiatives and activities involving the school but do not actively monitor the work of the school. No formal, focused visits are made which would give them valuable opportunities to see the pupils and also to evaluate the effectiveness of the policies they have approved, in action. The school strategy for performance management of staff is developing satisfactorily, based on existing practice and the new national performance management system. Performance indicators set for the head teacher and deputy head teacher mainly reflect the expected day to day practices and are not sufficiently focused on raising standards. The extensive range of development opportunities of all types provided to staff in all roles is a major strength of the school and is reflected in the skills of the staff, which impact positively on the quality of education in the classroom. The system for the induction of new staff is as yet informal and relies on the good relations between staff. However all staff do receive early training on physical restraint and Direct Instruction systems.

50 Overall, curriculum co-ordination is unsatisfactory as there are no opportunities to monitor subjects for coverage or teaching and some do not monitor the overall planning for their subject across the school. Key Stages 1 and 4 tend to work independently with greater co-operation between Key Stages 2 and 3. To compound this situation the deputy head teacher also takes on the role of Key Stage leader for Key Stages 1 and 2. However, in some subjects, such as English and mathematics, co-ordination is well developed.

51 The school development plan is the result of much consultation and is a detailed and useful document to guide the future direction of the school. Most targets relate to school aims which have been improved since the previous inspection and which are embedded in the work of the school. The successful implementation of the plan should result in improvements in most areas of the school although long term strategic development will be dependent on the outcome of the local education authority review of special education provision.

52 The head teacher and governors work well together to ensure a clear link between educational and financial planning. Priorities are identified in the new school development plan which includes estimated costings. Use of specific grants is good such as those from EMTAG (Ethnic Minority and Travellers Achievement Grant) to support pupils whose first language is not English. Financial controls are secure and the school office is run efficiently and effectively by the secretary who also provides valuable support to the head teacher and teaching staff in monitoring expenditure. Financial information is prepared monthly by the school office for governors and appropriate checks are maintained on spending. The school is developing effective systems for applying principles of best value including checking the favourable outlay on transport costs, involving staff in decision making for future spending and obtaining quotations for major projects. The weaknesses lie in there being no formal system for monitoring the impact of spending on standards achieved and the lack of involvement by governors to check the cost effectiveness themselves.

53 The school has a good number of skilled, well-qualified and suitably experienced staff in all roles in the school. This is an improvement on the previous inspection when there were not enough teachers. The education teaching assistants provide good support and are well deployed throughout the school. The school has put in place good communication systems that ensure everyone feels involved and is well informed about the life and policies of the school. These systems are valued by staff.

54 Whilst much of the school's accommodation is satisfactory there remain several problems, some of which were present at the previous inspection, such as the inadequate science room, physical education room and changing facilities, which mean that accommodation is unsatisfactory overall. The caretaker and cleaning staff take a pride in the building and work hard to keep it clean and well maintained. Although the school uses three buildings the good behaviour of the pupils means that this

is not a problem and a security system ensures the safety of pupils and staff during the school day. A good range of works of art also enhances the environment and displays of pupils' work show a pride in the school and boost pupils' self-esteem. However, and despite many efforts by the staff and governors, science, gym and changing facilities still require refurbishment to ensure that the pupils, particularly those at Key Stage 4, can experience the full National Curriculum in appropriate surroundings.

55 Overall the school has adequate resources for learning. In music resources are very good with a wide range of high quality, age appropriate, keyboards and musical instruments and a full size drum kit. In information and communication technology problems with hardware and software have restricted the use of a designated computer suite whilst software and training issues restrict the use of individual computers in the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56 In order to build on the improvements made and raise standards, the school and governing body need to,

(1) Raise the levels of attendance, reduce the levels of unauthorised absence and improve the procedures for monitoring and promoting good attendance by:

- ensuring that weekly totals in registers are completed and indicate reasons for absence, (paragraph 43)
- implementing the planned APK pack. (paragraph 43)

(2) Improve the quality of leadership and management by:

- encouraging governors to develop a more systematic approach to monitoring the work of the school in order to determine the future priorities of the school, (paragraph 49)
- ensuring greater balance within the curriculum and more effective use of time, particularly in the period at the beginning of each day to include more opportunities to develop pupils' spirituality, (paragraphs 21, 22 and 35)
- developing and monitoring the role of subject leaders. (paragraph 50)

(3) Increase the involvement of parents as partners in their child's education by:

- using homework more consistently, (paragraph 20)
- developing structures for encouraging parents to become more involved in the life of the school. (paragraph 46)

In addition, when drawing up their action plan governors should take these other issues into consideration.

- Make more consistent use of assessment information.
- Ensure that risk assessments are in place.
- To continue to find ways of improving accommodation for science, physical education and changing facilities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	7	49	39	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	129
Number of full-time pupils eligible for free school meals	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	10

Unauthorised absence	%
School data	3.64

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	3
Black – African heritage	6
Black – other	2
Indian	3
Pakistani	28
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	2

Teachers and classes

Qualified teachers and classes: Y1– Y11

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	8
Average class size	11

Education support staff: Y1 – Y11

Total number of education support staff	13
Total aggregate hours worked per week	370

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	18	0
Bangladeshi	0	0
Chinese	0	0
White	37	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999 - 2000
	£
Total income	831,299
Total expenditure	830,017
Expenditure per pupil	6,435
Balance brought forward from previous year	50,313
Balance carried forward to next year	51,595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	75	12	12	0	0
Behaviour in the school is good.	38	50	6	0	6
My child gets the right amount of work to do at home.	13	53	20	7	7
The teaching is good.	69	25	0	0	6
I am kept well informed about how my child is getting on.	62	25	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	50	38	6	6	0
The school is well led and managed.	53	40	0	0	7
The school is helping my child become mature and responsible.	62	31	6	0	0
The school provides an interesting range of activities outside lessons.	50	31	0	12	6

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

ENGLISH

57 Pupils' achievements in English and literacy in Key Stages 1 and 2 are satisfactory. Pupils achieve well in listening and reading but only achieve satisfactorily in speaking and writing. In Key Stages 3 and 4 pupils' achievements are good in all aspects of English with notable strengths in writing in Key Stage 3 and in speaking and listening in Key Stage 4.

58 In Key Stage 1 pupils achieve soundly in relation to their prior attainment and their progress is satisfactory. Some pupils have communication difficulties and are supported by signing and actions to encourage participation. They understand instructions, such as, "show me", "give me" and "find me" and do so successfully. A solid foundation for developing basic skills is achieved through a structured approach to literacy although some are at the early stages of developing pre-reading skills. They know their own name and can recognise and name pictures relating to a familiar topic, the seaside, and know "shell", "ice-cream" and "starfish" and others. Pupils are keen to join in discussions and enjoy talking about the events in the shared texts. They listen to stories carefully and develop their speaking and communication through the skilful questioning of adults. Extra support is given to pupils for whom English is an additional language which helps them participate fully.

59 Pupils in Key Stage 2 achieve soundly in all aspects of English. They have good listening skills and are attentive in shared reading time. They lack confidence when speaking and find it difficult to voice opinions in an articulate manner. The majority of pupils experience reading difficulties and the analysis of test scores and the school reading records indicates that pupils are making variable progress. The higher achieving pupils read with confidence and fluency, and tackle difficult and unknown words by employing a range of strategies. They are increasing their sight vocabulary. There has been an improvement in the reading strategy since the last inspection with the introduction of a broader range of texts through the literacy hour and the recent acquisition of an attractive range of reading materials. Pupils know "title" and "author" and respond when asked "What will happen if...?". All pupils are encouraged to join in during the group reading activity. However the Direct Instruction method of teaching reading is only achieving limited success. There is an urgent need to raise the pupils' reading skills by increasing the time for literacy teaching, developing stronger links with home and making better use of the new reading materials. Pupils have a range of opportunities for practising their writing skills. Pupils undertake tracking exercises, copy write and complete exercises that develop their knowledge of initial sounds, blends and word endings. The work in the literacy hour helps pupils to know where to put capital letters and full stops when writing sentences.

60 In Key Stage 3 pupils' speaking and listening skills are consolidated and extended, good progress in reading is made and writing skills are further developed. Pupils have many opportunities to take part in discussions and show increasing confidence and maturity when discussing issues and dilemmas; for example, in Year 9, pupils were able to express thoughtful opinions about bullying, racism and loneliness as a result of reading 'Best of Both Worlds'. There is a wide range of reading abilities and good reading records are kept. Pupils have a good range of opportunities for writing for different purposes; for example in the unit on media studies Year 9 pupils visited a local newspaper and then wrote their own imaginary front page of a newspaper. The materials used with some pupils are challenging; for example, when studying the topic of myths and legends pupils produced good pieces of writing with the effective use of descriptive language which was then word processed in its final form.

61 In Key Stage 4 pupils achieve well in speaking and listening and reading and very well in some aspects of their writing. Year 11 pupils are provided with many opportunities to read a text as a class as well as individual reading; for example they read 'Romeo and Juliet' and 'The Last Days of

Freedom' by Anne Frank which they find enjoyable and are able to offer opinions about the events and characters. They use strategies such as phonics and predicting words to help them when facing reading difficulties. The pupils are able to write for a number of purposes and audiences. They re-told the story of 'Our Day Out' and wrote detailed statements as a witness to an accident. They developed their writing skills well through the opportunity to re-draft an extended piece of writing about a flood.

62 Attitudes, behaviour and personal relationships in English are good. Pupils have very positive attitudes towards their work and participate willingly in all aspects of most lessons. They are enthusiastic in undertaking the tasks that are set and concentrate for sustained periods of time to achieve what is expected of them. Pupils and students are good at listening to each other and wait patiently for contributions to be completed. This is most evident in the literacy teaching where pupils are far more actively involved in interesting and stimulating activities.

63 Teaching is good overall and ranges from very good to satisfactory. All teachers have a secure knowledge of literacy and provide a broad and balanced coverage of speaking and listening, reading and writing. The teaching in the literacy hour is good, and very good in Year 9, and leads to pupils enjoying whole class shared reading and enthusiastically following stories with interest and understanding. In the very good teaching there are very clear learning objectives with assessment built in to the planning, the expectations of learning and behaviour are high and the pupils are challenged through the use of interesting materials and stimulating activities. The good teaching uses a range of strategies to captivate pupils' interests and effectively deploys support staff to ensure all pupils are making progress. In these lessons pupils work conscientiously, enjoy what they are learning and evaluate their own performances at the end of lessons. Teachers organise a good balance of class and individual work. The good relationships between teachers and support staff and pupils and students are a strength of the teaching. As a result pupils and students learn to work co-operatively in groups, are appreciative of other pupils' ideas and supportive of each other's efforts.

64 The subject leader provides good leadership and management and has a secure overview of the subject. The provision has improved since the last inspection through the establishment of good formal procedures for monitoring and evaluating the teaching of English and literacy throughout the school and the establishment of co-ordination across the key stages. The implementation of the literacy hour has been successful in raising both expectations and achievement in Key Stages 1 and 2. This is being built upon in Key Stage 3 with an increasing emphasis on literacy skills and in Key Stage 4 where established accredited courses have also raised expectations and attainment. The school continues to use daily lessons of Direct Instruction with ability groups of pupils. The effectiveness of this approach is uneven and it is important that the school reviews these lessons in the light of the successes of the literacy teaching. The major weaknesses of Direct Instruction teaching are the absence of age-appropriate material, particularly with older pupils, and the fact that groups often lack coherence in terms of ability or age. Planning has improved since the last inspection with more detailed assessment procedures to improve teaching and learning. Reading resources have improved through the effective use of specific grants for books but the school does still not have a central library. As a result, pupils lack sufficient opportunities to develop information retrieval and independent learning skills.

MATHEMATICS

65 Pupils in all key stages and of all levels of attainment make good progress and achieve well in mathematics. This is an improvement since the last inspection. The school has adopted a mixture of lessons including the national numeracy strategy and Direct Instructional work (DISTAR) in arithmetic which provides a broad experience for pupils. By the end of Key Stage 4 the vast majority of pupils succeed in the certificate of achievement nationally accredited course with many gaining distinctions. In some years there are higher attaining pupils who are being entered for the General Certificate of

Education. A present Key Stage 3 pupil is already succeeding in the Certificate of Achievement course.

66 Key Stage 1 pupils make good progress in their knowledge of number to 5, using this knowledge effectively when role-playing a shop at the seaside. They learn mathematical language such as 'more than' or 'less than' and use it correctly when comparing prices and deciding whether they have enough money.

67 In Key Stage 2 pupils develop their ability to count on to 10 using clapping rhymes to assist them in making good progress and achieving well. They develop their knowledge of the properties of shape using "feely" bags to find different shapes and describing the characteristics. For example, "it has three sides and three angles" or "it is curved" when feeling triangles or circles. Key Stage 2 pupils with autistic spectrum disorders make good progress in number recognition developing their ability to identify numbers to five and use this knowledge in bingo games. They improve their ability to take turns and this is supporting their social development.

68 In Key Stage 3 good progress is made in developing pupils' knowledge of shapes working in two and three dimensions. They learn about area, surfaces and angles and develop their knowledge of symmetry. They use graph paper to explore different orientations. In number they improve their understanding of the properties of number using multiples of 2, 3, 4, 5 and 10 and can identify odd and even numbers to 1000. Data handling skills improve when using tally charts to produce graphs. The highest attaining pupil is working on his Certificate of Achievement.

69 Pupils achieve well in Key Stage 4 making good progress. They develop their understanding of shape and many can calculate the area of triangles and work with increasingly complex fractions. They improve their use of tally charts to solve problems and develop a greater understanding of money. For most pupils this improved knowledge leads to success in nationally accredited courses demonstrating good progress and achievement as they have moved through the school.

70 Pupils of all ages enjoy their mathematics lessons. They have positive attitudes and are keen to improve. In a Key Stage 3 lesson for example all pupils concentrated very well and were very careful to follow instructions when drawing, cutting out and making cubes. They were determined to succeed and co-operated well with staff to achieve positive results. Similarly, in a Key Stage 4 lesson recording results and producing graphs to demonstrate favourite television programmes pupils concentrated well, listening carefully to instructions. Behaviour in mathematics lessons is at least satisfactory and often good. Pupils co-operate with each other, for example when "shopping" in Key Stage 1 or making cubes in Key Stage 3.

71 The quality of teaching is always at least satisfactory and often good in all key stages. The work in Direct Instructional arithmetic is very well structured and planned enabling pupils to move through the work in a systematic way. Occasionally the higher attaining pupils within each ability set are not sufficiently challenged for the whole lesson when they finish their work earlier than others. The school attempts to compensate for this by reviewing pupils' progress regularly and moving pupils between sets but this does not overcome the problem in the short term in lessons. The methods used to teach in these lessons are also very prescriptive although pupils enjoy it and make good progress generally. Teachers are very confident with the teaching materials and this also adds to the progress made by pupils. This work is complemented by work related to the national numeracy strategy and teachers are developing their confidence with these materials and approaches. Lessons are well planned with clear learning objectives and a more investigative approach is used. For example when making cubes or drawing graphs greater opportunities are provided for pupils to work together and there is greater variety in the teaching methods and organisation of lessons. Expectations are generally well matched to the attainment of pupils, particularly in the numeracy lessons. Whilst assessment is built in to the Direct Instructional work and pupils are set according to ability, expectations are not always high

enough for higher attaining pupils.

72 The mathematics curriculum is now broader and more balanced. Three lessons a week are devoted to DISTAR arithmetic and two to the numeracy strategy and this is under regular review. The co-ordinator has worked hard to ensure a balance through auditing the DISTAR scheme and identifying areas not covered so that they can be taught in the numeracy lessons. Pupils remain in largely the same ability sets with the same staff for both approaches, although the numeracy groups are bigger and always led by teachers. This ensures continuity for the pupils and they are able to build on their previous work across their mathematical experiences. Assessment strategies and record keeping are good.

73 The subject is well managed by the co-ordinator. She has reviewed the curriculum effectively and is constantly checking to ensure a balanced curriculum is provided between the two approaches used. Planning is monitored by the head teacher but there is no systematic approach in place to monitor the impact of teaching on pupils' learning. Resources are currently adequate, although as the school develops the numeracy strategy more equipment will be required.

SCIENCE

74 Pupils' achievement in science are satisfactory. They are good in Key Stage 2, and Key Stage 4 in the areas covered by the course, however, opportunities for the full development of investigative and experimental science are limited by unsatisfactory accommodation. In Key Stage 3 lower attaining pupils make steady progress but higher attaining pupils' progress is more limited.

75 Pupils in Key Stage 1 enjoy investigations of small creatures and objects found in the local environment and seen under magnification. They learn that birds and fishes come from eggs. As part of observing life cycles of animals they consider how to care for tadpoles. They hang their clothes out to dry as part of a test of whether warmth might come from the sun.

76 In Key Stage 2 teacher assessments and tests suggest that progress is good; this is supported by pupils' work and the evidence of lessons seen. Pupils observe the conditions necessary to promote growth in broad beans, and realise they need to control the conditions more rigorously to insure a fair test. Lower attaining pupils use under-writing to record their results. There are too few extended writing opportunities, use of measure or calculation, or use of computers, for higher attaining pupils.

77 In Key Stage 3 lower attaining pupils make more obvious progress than others. Pupils learn to name and sort ranges of materials. They learn to test for acidity and alkalinity, and explore the effects of balanced and unbalanced forces on objects such as toy cars. They learn to name some of the plants and recognise that the sun is a source of light. They begin to link different types of metal with their uses in manufacturing. Pupils with more complex needs relate body parts from a model with the appropriate section of their own body. One pupil is learning to use a CD-ROM to select and manipulate three dimensional images of body organs.

78 Pupils in Key Stage 4 work hard towards gaining certificates of achievement but find the literacy levels required to maintain the pace of work required difficult. They make good use of local links to use a specialist laboratory for some of the activities that are difficult to achieve in their own accommodation, learning how to distil or evaporate liquids safely. The present Year 10 pupils are making good progress against their targets of three to four units of their course completed this year, leaving a smaller number to complete in a year where considerable time is taken up with work experience and work or training related activities. This is a good achievement.

79 Pupils demonstrate positive attitudes towards science throughout the school. They enjoy

investigations and experiments, experiencing new sights and senses. They share equipment well and have learned to handle plants and animals with care. This is particularly important in the science room where not all have access to fixed benching of an appropriate working height. Pupils are pleased to discuss their work and explain what they are doing.

80 Teaching is always at least satisfactory, and good in half the lessons seen. Teachers work hard to create interesting activities within the limitations of rooms and resources, using the external environment well. Staff teams know their pupils well and offer well targeted support. Lessons are too often pitched at the middle of the class ability range, and occasionally this leads to boredom or frustration in a few pupils. Very good resource preparation provided junior autistic pupils with a chance to link a favourite story about a basket of fruit with the real things, and to explore a range of new tastes. A lesson using test tubes and dilute acids to test metals was safely managed despite the accommodation and enabled pupils to develop experimental methods. In a Year 10 class, good teaching deploys staff well and enables pupils to circulate through a number of tasks towards early completion of course work units.

81 The science curriculum is broad and meets statutory requirements. It is taught through topics in the early part of the school, and leads to a certificate of achievement in Key Stage 4. The school has recently changed this course, as it was too difficult to complete all the units in the time. The school has benefited from links with a local high school and a college, enabling elements of the curriculum to be delivered in specialist laboratory conditions. While there is evidence of a good level of investigative and experimental work throughout the curriculum, often based on school grounds or visits in the wider community, the scheme of work does not adequately show how the skills in this aspect of the curriculum are to be developed, a limitation to otherwise good assessment practice. Pupils have opportunities through science to increase their awareness of the natural world, and to learn something of the care plants and animals require if they are to thrive. They increase their understanding of the complexity and functions of the human body, but rarely do lessons inspire pupils with the wonder of the natural world. One such example, detecting the warmth of the sun over huge distances, shows what can be done.

82 The role of subject leader is undergoing development as present. The subject leader has benefited from recent inservice training but opportunities to monitor the whole curriculum and the work of teachers are limited at present. Improvements in the quality of provision have taken place since the last inspection, and the school has plans to develop specialist accommodation and resources to support work in Key Stages 3 and 4, a much needed facility if pupils are to consistently receive the quality of provision currently only available by linking with other institutions.

ART

83 Pupils' achievements in art are satisfactory and in line with their abilities. No lessons were observed in Key Stage 1 or Key Stage 4 but scrutiny of displays show that pupils are given an appropriate range of experiences in which they can experiment with colours, techniques and media. In Key Stage 2 pupils make good gains in using different techniques when given expert tuition. They can use a range of brush techniques and blend paints appropriately when painting sunflowers. Most concentrate well and show pleasure in what they produce even in a very simple way. Pupils work in the style of Van Gogh in Key Stage 3 as they scrutinise his paintings and try to copy his technique. They try very hard to produce the correct texture by observing attentively and mix glue with paint to achieve the texture and colour they want. Using an outline of his portrait they try very hard to reproduce it and improve their observational skills. Higher attainers have some understanding of perspective. Other pupils in Key Stage 3 work on a topic about *canal art* and produce some very interesting plates and dishes. Displays around school show that pupils study the work of other artists such as Lowry and Kadinsky and art is used as a cross curriculum subject to enhance topics such as in geography, history,

English and religious education. Pupils are beginning to use sketchbooks but this is a recent development. All pupils make satisfactory progress and their work improves as they move through the school.

84 Pupils display good attitudes towards their work in art trying very hard to produce work they will be pleased with. Many concentrate well, carefully observing Van Gogh's paintings and attempting to copy his style.

85 Teaching is never less than satisfactory and is very good when the lesson is supported by a visiting artist. Pupils are entranced and his skills give them confidence to attack their own work with enthusiasm. The lesson has a good pace, a positive classroom ethos and pupils learn well. Clear demonstrations along with good support enables pupils to make satisfactory progress and learn new skills. Non specialist teachers have sufficient subject knowledge to enable pupils to learn new techniques and to use them appropriately. A good level of support in the classroom helps to keep pupils on task.

86 The co-ordinator is knowledgeable about art and has produced an appropriate scheme of work but does not co-ordinate Key Stages 1 and 4 which reduces her influence to monitor what is being taught and also hinders continuity and progression within the subject, for example, Key Stages 3 and 4 study Kadinsky and Key Stages 2 and 3 Van Gogh's sunflowers. Resources are just adequate and the absence of a separate art room hinders the development of large pieces of work, three dimensional work and clay and textiles which could be studies for external accreditation. The co-ordinator involves pupils in exhibitions and their work has been displayed in art galleries and elsewhere.

DESIGN AND TECHNOLOGY

87 Pupils' achievements in design and technology are good. They are very good, and occasionally excellent within food and fabric based lessons in the senior part of the school. In Key Stage 1 pupils enjoy building trucks from recycled materials, selecting materials, developing their skills with scissors, and exploring methods of joining materials. They participate in discussions about recreating a visit to the seaside as a model, deciding what materials to use and where they should go. They enjoy the challenge of making sandcastles and designing rock pools. In Key Stage 2 pupils consider the roles of potatoes and cereals in diet and cuisine of various countries and communities. They learn about bread making from planting the seed to baking. They exercise choices in designing and making a range of sandwiches. They think carefully about the environments needed for a range of zoo animals when designing sections for a zoo, collecting leaves and grasses for bedding materials for the bears, car parks and cafeterias for the humans, tall doors and dry hay stores for the elephants. They even consider the advisability of a small fire in the bear's cave for further warmth. Their constructions show a wide range of materials, imaginatively used and showing a good sense of scale.

88 In Key Stage 3 pupils are beginning to explore the potential of computers to assist with the design process, and using them for postcards, and for model trucks and cars. They think carefully about pattern making and colour, exploring the options within a controlled range of colours, before selecting fabrics to realise their ideas. Individual pupils are observed using scissors with fierce concentration in order to produce clean lines. A noticeable feature across Key Stage 3 is the developing confidence of pupils when discussing their ideas, and the stages they have gone through. Pupils from the senior autistic group in only their third visit to the workshops make very significant gains in acceptance and confidence when using a variety of tools and materials to cut, shape and finish their work.

89 In Key Stage 4 pupils have used computers to design and print a range of possible designs for clock faces with working mechanisms. They select, cut and drill plastics, bond decorations in place,

before assembling the clock mechanisms. They are delighted with the results. Pupils have gone some way to completing the units for an accredited course but have found the amount of written and practical work too much in the time available.

90 Pupils show very positive attitudes towards design and technology. They respond well to the challenges set them, enjoying the design elements, and the processes involved in making. They handle equipment well and are good at turn taking, following safety advice but often need reminders or prompts. Pupils from the senior autistic unit make commendable efforts to concentrate and use tools safely, with good eye contact for extensive periods of time, benefiting from the good levels of support. They accept responsibility for storing their work, replacing the tools and equipment and clearing work surfaces before completing lessons. They behave sensibly in the food and textiles rooms and in the workshops, although some are impulsive users of tools and need close supervision. A group planning the menus for a school trip show a particularly good grasp of the need to cater for individual preferences. Pupils sense the responsibility invested in them in designing accommodation for zoo animals and discuss their decisions with maturity.

91 The quality of teaching seen is predominantly good, ranging from satisfactory to excellent in Key Stage 3. The subject is taught by class teachers until Year 4 and thereafter two teachers share the rest of the school, splitting groups and aspects of the curriculum in succeeding years. In Key Stage 1 pupils are offered the chance to review previous work and are led in good quality discussion enabling them to link and develop ideas well. In Key Stage 2 pupils are given clear targets based on recordings from the previous lesson. Expectations are high and personal challenges well judged. Support staff are fully involved and contribute well to achievements. While it is not always possible to see targets from individual education plans in the lessons it is clear that teachers know their pupils well. Some very good and excellent teaching in Key Stage 3 is characterised by a very clear understanding of the subject, personal enthusiasm that engages all pupils in purposeful thinking, and in a very well paced lesson. In one lesson ethnic diversity, French, numeracy skills, health and safety in the home, the alteration of furniture to meet the needs of a pupil with poor sight, an introduction (geography) to the distribution implications of buying a product made in France, together with a skilful introduction to the need for accurate reading skills in adult life, were all skilfully woven into a single lesson on opening the box of a new food processor. The main focus of the lesson looking at design and function, packaging and instructions was also handled with great skill. In a very good lesson involving the design of a working windmill, very good relationships with pupils were used to good effect in promoting greater independence. One of the high spots came at the end of the lesson, linking merits to specific criteria. The teacher began drawing a windmill on which to locate merit marks and the pupils were drawn into his silence, absorbed in the activity and requiring no instruction.

92 The curriculum has some very clear strengths but requires careful monitoring to ensure a reasonable balance of all elements. The elements within 'Knowledge and understanding' are less securely taught than are design and making. Pupils' portfolios require strengthening, and opportunities for the room layout and signing to reinforce valuable safety concepts are missed in the workshop. Assessment systems are well developed but unevenly used, as are photographic records of pupils' work, much of which is eaten or taken home to delighted parents. The role of subject leader has recently changed hands and the new subject leader has a clear sense of what is needed to move the subject forward, while maintaining its relevance to pupils' lives. Accommodation and resources are mostly good, although somewhat cluttered. There is a need to develop a 'clean' area for the teaching of electronics and control. Health and safety warnings and instructions need to take account of pupils' varying levels of literacy, impulsiveness and medication.

GEOGRAPHY

93 Pupils achieve well and make good progress in geography at Key Stages 1, 2 and 3 but it is not taught at Key Stage 4. In Key Stage 1 pupils are able to recognise stations and their uses and say why journeys are made. They are also able to begin to define technical terms such as transport and use a map to find their way to a day trip to the seaside. In Key Stage 2 the majority of pupils know the difference between a lighthouse which is a man made feature and cliffs which are natural. They also benefit from fieldwork in the Dearne Valley, which enables them to identify the basic features of rivers.

94 In Key Stage 3 pupils are able to identify which cars come from France and define the terms import and export. Pupils with autistic spectrum disorder can link photographs of different parts of the school and label them using symbols.

95 Pupils respond well in discussions and participate with some enthusiasm when the topic is of interest to them. They become involved and work independently when writing. However, they lose their concentration when not interested and give up, failing to complete the work.

96 Teaching in geography is generally good across all three key stages except where pupils respond badly to a supply teacher. Pupils benefit from well planned lessons which allow pupils to extend their knowledge through teacher designed worksheets and good use of fieldwork, educational visits and practical activities. At Key Stage 1 these opportunities are successfully linked so pupils are able to say that the park they are walking to, is nearer than the seaside they visited at Filey. At Key Stage 3 pupils relish the well-planned and targeted opportunity to taste the food and drink of France. As in the majority of lessons in geography across the school the good teaching in this lesson is characterised by good relationships between staff and pupils.

97 The geography subject leader is new to the role but has a clear policy and scheme of work and knows how she wants the subject to develop in the school. She is particularly committed to the use of the Internet in geography, a subject which is currently underdeveloped across the school. Assessment is often well used at the end of every lesson but, in some cases, the comments are too general to inform future planning. Marking is also inconsistent with some work not dated or marked at all. Pupils learning in geography benefit from a range of good displays throughout the school, but especially at Key Stage 2, which enhance the learning environment, value pupils' work and give them the opportunity to remember the work they've covered. Resources in geography are satisfactory and teachers make good use of the wider learning environment but pupils would benefit from greater access to information communication technology, including a range of software and more resources for practical work.

HISTORY

98 Pupils' achievements in history are satisfactory in Key Stages 1 and 2 and they are making satisfactory progress. In Key Stages 3 and 4 pupils' achievements are good and good progress is evident. The strengths of the curriculum are that the pupils have a secure knowledge of the past, are able to sequence events and understand why events happened.

99 In Key Stages 1 and 2 pupils make satisfactory progress and are beginning to understand the differences between past and present and old and new. Key Stage 1 pupils have visited the seaside and talked about the differences in the types of transport used and the changes in the clothes worn. By the end of Key Stage 2 pupils build upon this experience and compare the types of transport and the lives of children in Victorian times with their own. Key Stage 3 pupils make good progress and develop an understanding of different periods in the past; for example, Year 7 pupils have studied the way of life of North American Indians identifying how they searched for food for survival. By the end of Key Stage 3

pupils are using books, photographs and artefacts to investigate the events of the First World War. Their understanding of events is deepened by writing imaginative stories and poems about the experiences and hardships of the war. In Key Stage 4 pupils study of the history of medicine builds upon their work in class with a visit to the Huddersfield Medical Museum.

100 The care with which pupils record their work reflects their interest in and enjoyment of history. Pupils behave well in lessons and on out-of-school visits. They thoroughly enjoy the opportunities to develop their understanding of history through personal experience; for example pupils were enthusiastic when discussing their visits to Shibden Hall.

101 Overall the teaching of history is satisfactory and is good in Key Stage 3. The detailed planning of teachers shows that they have secure subject knowledge and place an appropriate emphasis on the practical investigation of history. The planning provides good opportunities to develop pupils' speaking, listening and writing skills, particularly in Key Stage 3. Teachers prepare their lessons well and regularly assess pupils' work. However, teaching could be improved by lessons being more focused on the pupils' individual learning targets and ensuring that feedback, including the marking of work, indicates what pupils should do to improve.

102 The history curriculum is well planned using a whole school topic cycle to reflect the National Curriculum programmes of study. Thorough schemes of work have been developed in each key stage to ensure that pupils will be given activities in an appropriate sequence that builds upon their previous experiences. There is an adequate range of resources to support teaching, including interesting artefacts which pupils are able to handle carefully and sensibly. Pupils' understanding and knowledge are developed through very good use of the local community, visits to museums and other places of historical interest.

INFORMATION TECHNOLOGY

103 Pupils' achievement and progress in information and communication technology (ICT) is good across all four key stages. No discrete lessons were seen at Key Stages 1 or 2. By the end of Key Stage 1 pupils are confident with computers and are able to use simple drawing programs independently. By the end of Key Stage 2 pupils can type their own name, use a mouse, load the disc and turn on a computer. They are also able to follow instructions on a screen. Pupils with autistic spectrum disorder enjoy the use of talking books on computer but opportunities are missed to develop their independent use of the computer as the teacher uses the mouse to turn the pages for them. By the end of Key Stage 3 very good teaching enables the more able pupils to discuss the definition of information and communication technology and describe how pieces of equipment such as a fax, photocopier and computer can communicate. They are also able to discuss how a camera can communicate by looking at photos taken over time and in different counties. Other classes are able to use different fonts to display their work. Pupils with autistic spectrum disorder are able to type in words they have written in a literacy session, use the space bar, recognise when they had made mistakes and delete them. By the end of Key Stage 4 more able pupils are confident in the computer suite, can clearly describe using technical language the processes they are undertaking and can save and print their own work as well as use clip art, change the size of letters and the font.

104 Pupils concentrate and work hard during information and communication technology lessons. They enjoy the work and want to achieve well. The good pace in lessons ensures their attention and higher attaining pupils are keen to help others. They are encouraged to respond by the good level of appropriate questions which also supports their learning.

105 Teaching is generally good and on occasion very good. Where very good teaching is seen at Key Stage 3 pupils were encouraged, by very good use of questions, to define communication and a

very good plenary session drew together the main points of the lesson and ensured the pupils know why they had done the work. Where good teaching is seen, as in Key Stage 4, good relationships and behaviour management strategies enable different groups of students to concentrate and make progress. Across all key stages good pupil management strategies and relationships between staff and pupils enhance pupils' learning.

106 Cross curricular use of information and communication technology in all key stages is, as yet, under-developed due to hardware and software problems. In the first two days of the inspection the only computers in use across the curriculum were in the specialist autistic provision. However a good example of its cross curricular use is in design and technology where it was used well to develop pupils' knowledge of design using a "Draw" program.

107 The subject policy and scheme of work are clear and show the school's commitment to the future development of this area. However the scheme of work does not fully cover the National Curriculum in relation to control and database use and there is little evidence of pupils' work in this area. The subject leader is new and is facing problems in relation to hardware and software, however she has quickly undertaken a clear audit of the provision in the school and has considerable finance available to improve the current situation. Information and communication technology also has an important place in this year's school development plan and education teaching assistants have had considerable training in the subject this year.

108 The school has already made considerable investment in resources for the subject, which are currently good, and plans to increase them further. Every key stage has a digital camera and specialist software for Careers and CAT CAM in textiles are also available. There is also a fully equipped computer suite but lack of suitable software and staff expertise has restricted its use mainly to the afternoons. The commitment of staff to increase their expertise is demonstrated by the presence of a teacher in a class of Key Stage 4 pupils learning with them in her free time.

MODERN FOREIGN LANGUAGES

FRENCH

109 French is taught to pupils in Key Stage 3 only and three lessons were observed during the inspection. Pupils' achievements are satisfactory and sound progress is made. They know some numbers and letters of the alphabet and some pupils answer the register in French. Pupils learn a narrow range of vocabulary concerned with greetings, for example, "Ca va?" "Ca va toi?" and they learn to express opinions such as, "J'aime", "je n'aime pas" or "je deteste". They understand and use words for school (l'école), college and cinema. Higher attaining pupils know that "je n'aime pas" and "je deteste" have similar meanings. Some pupils use the phrases they have learned quite confidently when responding to questions from the teacher and each other. Opportunities for writing are very limited and generally confined to single word answers, small phrases or copying.

110 Pupils generally have positive attitudes to French and willingly work in pairs when practising vocabulary. Behaviour is good and the majority concentrate well as long as their interest is maintained.

111 Teaching is good overall but when the pace slows pupils lose interest and become restless. Similarly when an activity goes on for too long some pupils lose their concentration and don't learn. When teaching is lively and with a brisk pace there are some good interactions between the teacher and pupils and this has a positive impact on pupils' learning. In lessons where there is a good balance of activities pupils' interest and attention are maintained, they listen and respond well and so learning is good. Appropriate use of praise gives pupils feedback about their performance.

112 The co-ordinator has produced a new scheme of work which shows an appropriate range of activities to meet the requirements of the National Curriculum. Resources are adequate for what is being taught at the moment but, as the confidence of the teacher increases, a wider and more exciting range of resources will be needed to maintain the interest and learning opportunities of the pupils. There has been no improvement in the subject since the previous inspection when French was taught to pupils in Key Stages 2, 3 and 4, however, the teacher is new and not a specialist language teacher but is keen to give pupils the experience of a foreign language.

MUSIC

113 Pupils achievement in music is satisfactory because staff work hard to provide an appropriate curriculum although the school is without a music specialist.

114 In Key Stage 1 there is a concentration on developing listening skills, enjoying music and singing. By seven years of age most pupils can sing songs from memory, for example, the 'hello' songs every morning, counting songs and songs with a strong beat like the 'train song'. They can clap their hands and stamp their feet in time to music. They can use a variety of different percussion instruments to interpret sounds from the CD player such as wind or rain. They listen to different styles of music throughout the day and begin to recognise those they like and dislike.

115 Pupils in Key Stage 2 have learned about the lives of famous composers including Tchaikovsky, Rossini and Vivaldi and listened to examples of their works. They know an orchestra is divided into three sections, most can recognise the different instruments by name and a few can identify some of the instruments by sound. Most develop a sense of rhythm for example, clapping and swaying in time to the tune 'Davey Crocket'. They enjoy singing together although the effect is often more robust than accurate.

116 In Key Stage 3 pupils can use notation to follow a pattern, compose their own simple tunes and use recordings of their own work for an early type of appraisal. They can keep a beat by clapping or using percussion instruments so that, in one lesson seen, they were able to recreate the effect of medieval music in the style of the Tudors. Most can interpret mood in music and choose appropriate instruments to represent sounds such as thunder and lightening from a poem about the weather. They understand how to play wind instruments and keyboards and occasionally will play individually.

117 Music is not taught in Key Stage 4 but pupils are encouraged to develop their interest in music and tolerance of others' preferences by bringing their own tapes and CDs to play during the dinnertime break.

118 Pupils generally behave and respond well to music. They listen carefully, follow instructions and will stop and start together when required. They participate well both in discussion and when playing instruments. All pupils particularly enjoy the interactive sessions when visiting musicians come to the school such as the Drumming Specialists and are looking forward to the visit of the Zulu's later this term.

119 The quality of teaching varies from unsatisfactory to very good which reflects the teachers' knowledge and enthusiasm for the subject. When teaching is good the lesson is well planned, moves at a good pace with a selection of different activities designed to ensure everyone is fully involved. The less effective lessons are not planned and pupils can avoid any active participation or attention.

120 At the moment the subject has no policy, no complete schemes of work and no co-ordinator. The limited curriculum taught, however, does provide experience in listening, appraising, composing and performing, meeting the requirements of the National Curriculum. The school is trying hard to

appoint a specialist but is currently unsuccessful.

PHYSICAL EDUCATION

121 During the inspection it was not possible to see any physical education in Key Stage 4 because of the timetable and only swimming was seen in Key Stage 1. Judgements about pupils' achievements and progress in Key Stage 4 cannot be made, although individual pupils have achieved considerable success in regional competitions with other special schools.

122 By the end of Key Stages 2 and 3 pupils of all levels of attainment have made good progress and achieve well in a wide range of physical activities. This is an improvement since the last inspection. Pupils with autistic spectrum disorders in both key stages also make good progress in swimming and in a structured programme designed to meet their needs. Pupils in Key Stage 1 make good progress in swimming reaching standards close to those expected for their age and achieving well. This is the result of well planned lessons and high levels of support enabling effective learning to take place.

123 In swimming in Key Stage 1 all pupils have developed good levels of confidence in the water. Some can swim full lengths on their backs with the support of swimming aids or adults, whilst one boy can swim the full length using a recognised stroke, reducing the number of armbands used during the lesson. Key Stage 2 pupils with autistic spectrum disorders also make good progress in swimming when working with educational teaching assistants. Again, one pupil could swim the full length of the pool with support and could pick up a brick from the bottom of the pool, persevering to succeed as the brick was put in deeper and deeper water. Similarly, Key Stage 3 pupils with autistic spectrum disorders learn effectively in swimming making good progress and attaining at levels appropriate for their age.

124 In other aspects of physical education pupils in Key Stage 2 make satisfactory gains in their knowledge, skills and understanding. Year 6 pupils develop their hand-eye co-ordination skills during tennis practices and learn to use forehand and backhand strokes developing their skills in hitting a moving ball when it bounces back, at different speeds and angles, from a wall. They develop their knowledge and understanding of the effects of exercise on their bodies following warm up exercises, explaining the need for warm ups. Year 4 pupils develop their knowledge of the use of space during gymnastics lessons. They learn to perform three shapes during floor work, linking them to produce sequences during work on mats. In Key Stage 3 games skills are developed during rounders practices as pupils further improve their co-ordination skills and apply the skills in games situations.

125 Pupils of all ages enjoy their physical education lessons. In swimming for example they all join in with enthusiasm, listening carefully to the adults and trying very hard to succeed. As a result effective learning takes place and progress is good. In games and gymnastics lessons pupils co-operate well when developing sequences or when working in pairs using bats and balls. Pupils take increased responsibility for resources as they move through the school.

126 The quality of teaching is predominantly good and never unsatisfactory. Teachers and other adults have a good knowledge of the subject and of the needs of the pupils. In all lessons observed they used these factors effectively to match the tasks to the needs of the pupils and effective learning occurred. Teachers have detailed planning for lessons and for individual pupils. They challenge pupils to improve their performance and organise lessons well with practices and activities which enable pupils to make progress.

127 The curriculum is very well planned providing a broad and balanced experience for pupils of all ages. Very good use is made of external, community resources to enhance the curriculum, such as

the local sports centre, secondary school facilities and local competitions, for example, in athletics. There are assessment procedures in place but these are not yet consistent between key stages. The expertise of the co-ordinators has a positive impact on the planning and range of activities offered and the subject is well managed. Resources are satisfactory but the school accommodation remains unsatisfactory. The use of community resources currently compensates for this to an extent, but the absence of suitable showering and changing facilities remains a concern.

RELIGIOUS EDUCATION

128 Pupils' achievement in religious education is overall satisfactory and good in Key Stages 2 and 3. The variation in standards of achievement is due to; time allocation for religious education in Key Stage 2, the positive effect of good subject leadership and co-ordination in Key Stages 2 and 3 but the lack of a satisfactory system for linking the curriculum through into Key Stage 4.

129 In Key Stage 1 religious education is taught across the curriculum but particularly through Personal and Social Education (PSE) and science. There is an emphasis on learning about themselves, an appreciation of the world around them and the need to care for others, including plants and animals. By seven years of age they have learned about the Christmas Story and some understand its importance as a Christian Festival to celebrate the birth of Jesus. They know that in springtime new life is created when plants start growing and chicks are born and that later in the year we celebrate Harvest Festival. They have also been introduced to festivals from other religions such as Eid and the Chinese New Year.

130 No lessons were seen in Key Stage 2 but from the evidence available pupils achieve well. By eleven years of age most know that Christians believe in God, worship in a Church and that the Bible is a very important book. They have learned about Christian Sainthood and studied the life of St. David. Pupils know about the origins of Hinduism as the major religion in India. They have drawn and coloured typical Rangoli patterns and know the significance of some Hindu gods such as Shiva, Brahma and Vishna. They have been introduced to Islam, know the leader is Mohammed, the most important book is the Koran and have visited a Mosque.

131 In Key Stage 3 pupils have included two other major religions in their studies, namely Judaism and Sikhism. They know the fundamental features in all these religions and can make some comparisons between them, for example, in the traditions and customs associated with marriage and death. They will have looked at some of the less well know customs from Christianity. For example the present Year 7 is looking at 'well dressing' which they know is to 'thank God for water' and understand the association with John the Baptist. They learn about organisations and places which help people who are suffering or in trouble, such as the local hospice.

132 In Key Stage 4 pupils are introduced to the fundamentals of Buddhism considering the relevance of Buddhist teaching to their own lives, for example, 'to replace bad thoughts with kind thoughts' and the need to care for all living creatures. By 16 years of age they have had opportunities to discuss a variety of moral issues and debated questions such as freedom and 'human rights' referring to such people as Martin Luther King and Terry Waite.

133 Most pupils enjoy religious education, behave well and listen attentively but a few, particularly in the older age groups, are disinterested and find the concepts difficult to understand. This is especially evident when the pace of the lesson is slow or when the teaching lacks enthusiasm.

134 The quality of teaching ranges from satisfactory to excellent. The very good relationships and high expectations of good behaviour ensure that most pupils make progress while the effective strategies for dealing with potentially disruptive behaviour reduce any negative impact on the learning of others to a minimum. As far as possible learning is related to pupils' own experiences. The

involvement of pupils and ETA's with practical knowledge of the different religions is particularly valuable. Planning is good but the worksheets used at the upper end of the school need to provide a wider range of challenge to meet the different individual needs of all pupils.

135 There is no overall co-ordination for religious education and whilst there is a policy, it lacks cohesion. The subject leader is only responsible for Key Stages 2 and 3 so there is no monitoring of areas covered between Key Stage 1 to 2 or Key Stages 3 to 4. It is not possible, therefore, to ensure that topic areas are all covered or that others are not repeated unnecessarily.