

INSPECTION REPORT

FLORENCE BROWN COMMUNITY SCHOOL

Bristol

LEA area: City of Bristol

Unique reference number: 109392

Headteacher: Mr P Evans

Reporting inspector: Mr J Plumb
16930

Dates of inspection: 4 – 8 June 2001

Inspection number: 193814

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	5 to 16 years
Gender of pupils:	Mixed
School address:	Leinster Avenue Knowle Bristol
Postcode:	BS4 1NN
Telephone number:	0117 966 8152
Fax number:	0117 966 6537
Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Cameron
Date of previous inspection:	28 April 1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16930	Mr J Plumb	Registered inspector		<p>Characteristics of the school</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well the school is led and managed?</p> <p>What should the school do to improve further?</p>
19338	Mr G Ellis	Lay inspector		<p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
17530	Ms M Cureton	Team inspector	<p>English</p> <p>Modern foreign languages</p>	
2593	Mr I McAllister	Team inspector	<p>Mathematics</p> <p>Special educational needs</p>	
1249	Mr J Edge	Team inspector	Science	Pupils' attitudes, values and personal development
18261	Mr A Hill	Team inspector	<p>Art and design</p> <p>Design and technology</p>	
16038	Ms J Bavin	Team inspector	<p>History</p> <p>Religious education</p> <p>Equal opportunities</p> <p>English as an additional language</p>	
23412	Mr A Jeffs	Team inspector	<p>Information and communication technology</p> <p>Music</p>	How good are the curricular and other opportunities offered to pupils?
22948	Ms M Vallis	Team inspector	<p>Geography</p> <p>Physical education</p>	

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	25
HOW WELL IS THE SCHOOL LED AND MANAGED?	26
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	31
PART C: SCHOOL DATA AND INDICATORS	32
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Florence Brown Community School is designated to meet the needs of pupils with moderate learning difficulties. Included within this population are pupils with complex special educational needs, including severe learning difficulties, physical disabilities and some pupils with severe emotional and behavioural difficulties. There are 183 pupils on roll aged five to sixteen, above average for a school of this type. There are more boys than girls. There are primary and secondary departments on the main site and an off-site annexe for Key Stage 4 pupils with emotional and behavioural difficulties (many disaffected with secondary school experiences). With the exception of some pupils in the annexe all pupils have a statement of special educational needs. Because of the excellent inclusion opportunities there are satellite classes in neighbouring infant and junior schools and re-integration opportunities in neighbouring secondary schools. There are few pupils with English as an additional language. Fifty-four per cent of pupils are eligible for free school meals and most pupils come from a background of very considerable social disadvantage.

HOW GOOD THE SCHOOL IS

Florence Brown Community School is a very good school. Very effective leadership creates a learning climate that promotes pupils' independence and personal development as they gain in confidence and self-esteem. Demanding teaching for all pupils stretches them and excellent inclusion opportunities both within the school and in other mainstream schools lead to high standards of achievement. The school provides very good value for money.

What the school does well

- The good and very good teaching influences the good learning and high standards
- The school promotes pupils' independence and enables them to grow in their personal development very well
- The high standards of achievement in communication, aspects of music in Key Stage 1 and physical education throughout the school
- The excellent work-related curriculum and careers education
- There are excellent inclusion opportunities for pupils
- The relationships with partner institutions are excellent
- The pupils' attitudes to learning are very good
- The provision for pupils' spiritual, moral, social and cultural development is very good
- The outstandingly good extra-curricular activities and very good work within the community
- The headteacher provides very good and effective leadership
- The child protection procedures are excellent

What could be improved

- The attendance could be improved, particularly amongst Key Stage 4 pupils in the annexe
- The quality of provision for information and communication technology and standards in the subject could be improved
- The provision of visual aids and artefacts used in English, design and technology, history and religious education could be improved

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been very good improvements since the last inspection in April 1997. The capacity for further improvement is very good. There have been very good improvements in the planning, monitoring and review of the curriculum. The curriculum identified as an area for concern is now good with some excellent features such as the work-related programme. There has been a very significant improvement in the quality of learning in most subjects since the last inspection. Governors now meet their statutory responsibilities. Although attendance is poor for some Key Stage 4 pupils the school works very hard to improve attendance against the background of receiving pupils with very complex emotional and behavioural difficulties, many of whom refused to attend school at all before coming to the annexe at Florence Brown. Computers are still not sufficiently used across all subjects but there have been improvements since the last inspection.

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 **	Key	
speaking and listening	A	B	Very good	A
reading	A	B	Good	B
writing	B	B	Satisfactory	C
mathematics	B	B	Unsatisfactory	D
personal, social and health education	A	A	Poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

** Not all pupils who join the school in the primary department continue into the secondary department because they are successfully included in mainstream schools. The school receives pupils with very complex needs into the secondary department.

Achievement in communication is very good in Key Stages 1 and 2, satisfactory in Key Stage 3 and good in Key Stage 4. Achievement in mathematics and science is good throughout the school. Pupils with physical disabilities make very good progress with their independent mobility. Those with severe emotional and behavioural difficulties (EBD) make very good gains in confidence and self-esteem. Achievements in music by age seven are outstandingly good. Achievements in aspects of physical education are very good throughout the school. However, in art and design in Key Stages 3 and 4 in the secondary school standards are not high enough. Key Stage 4 pupils in the annexe attained GCSE success in English, mathematics and art in 2000. By the time pupils leave the school they are well prepared to cope with college or the demands of work in adult life. The governors have made a nil return to the local education authority in respect of statutory targets to raise standards because of the special educational needs of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good because they respond so well to the educational and personal support provided.
Behaviour, in and out of classrooms	Behaviour is good overall in lessons and in the wider life of the school.
Personal development and relationships	Personal development and relationships, including race relations, are good.
Attendance	Attendance is poor particularly amongst Key Stage 4 pupils in the annexe but many of these pupils did not attend school at all until they came to this school.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16
Lessons seen overall	Very 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 in English is very good in Key Stages 1 and 2, good in Key Stage 4 and at least satisfactory in Key Stage 3. In mathematics, teaching is very good in Key Stages 1 and 2, good in Key Stage 3 and satisfactory in Key Stage 4. Science teaching is good throughout the school. The teaching of literacy across all subjects is good. The quality of teaching of numeracy across subjects is at an early stage of development and is satisfactory overall. The quality of teaching in the work-related programme in Key Stage 4 is very good and often excellent. Challenging and relevant activities and high expectations from teachers in working with pupils with complex special educational needs leads to pupils learning at a good rate. Teaching was satisfactory in 99 per cent of lessons seen. It was very good or better in 32 per cent and good in a further 40 per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is good for all pupils and very good for 14- and 15-year-olds. Excellent careers education and work-related curriculum in Key Stage 4. Excellent extra-curricular provision. Deficiencies in the provision for information and communication technology.
Provision for pupils with English as an additional language	Very good provision. Very good support from the local education authority
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Provision for understanding the diversity and richness of other cultures and beliefs is very good.

How well the school cares for its pupils	Pupils' welfare and guidance are very good. Child protection procedures are excellent. Procedures for assessing pupils' progress are very good.
------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

The school has very good links with parents who in turn hold very good views of what it provides and achieves. The school's facilities are used well by the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteachers and members of the senior management lead the school very well and are very good at long-term planning to increase inclusion opportunities and to meet the needs of pupils with special educational needs in south Bristol.
How well the appropriate authority fulfils its responsibilities	Governors are very effective and fully involved in the school. The chair of governors supports the headteacher very well. Governors meet their statutory responsibilities.
The school's evaluation of its performance	The headteacher, deputy headteachers, members of the senior management team and governors have a very clear picture of the school's strengths and weaknesses.
The strategic use of resources	Financial planning is very good. Resources are used well. The application of best value principles is satisfactory and at an early stage of development.

There is sufficient well-qualified staff. Accommodation is satisfactory except for the lack of a specialist music room, unsatisfactory accommodation for art and design in the secondary department and the poor exterior condition of the primary block. The range of learning resources is satisfactory except for insufficient communication aids for youngsters with more complex needs and not enough artefacts to support the teaching of English, design and technology, history and religious education. Resources for music are unsatisfactory.

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 approachability of the headteacher and staff • The fact that the school has an open-door policy and that it is very welcoming • The small classes • Improvements inside the primary department block 	<ul style="list-style-type: none"> • Some parents are worried about poor behaviour • Some parents are concerned about the amount of homework set for their children

Inspectors' judgements support parents'/carers' positive views. During the inspection, inspectors judged homework to be satisfactory and although there were instances of poor behaviour related to the needs of a few pupils with EBD these pupils were well managed. Behaviour overall was judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- It is inappropriate to judge the achievement of pupils for whom the school caters against age-related national expectations or averages because of their complex learning and associated behavioural difficulties. The report does, however, give clear examples of pupils' achievements seen against their prior attainment. There are examples of what pupils know, understand and can do. Judgements about gains in learning and standards achieved take account of expectations based on information contained in pupils' statements and annual reviews. Achievements in singing and moving to a beat in music and dance by seven-year-olds are outstanding. Some pupils achieve very good standards in ball games, swimming and some athletic events in all key stages in physical education. The success of pupils with physical disabilities because of full inclusion is remarkable as evidenced by the pupils who will soon participate in swimming events in the paralympic games in Cardiff. Pupils in Key Stage 4 in the annexe attained GCSE passes in English, mathematics and history in the year 2000.*
- There are excellent achievements outside the National Curriculum and religious education that result in pupils by age 16 being well prepared for adult life. For example, pupils are successfully included in mainstream schools. One Year 8 pupil included in a neighbouring secondary school makes very good progress in his subjects and has also become sufficiently robust to hold his own independently in the hustle and bustle of life in the playground at break and lunch times. Achievements in personal development and social skills for the vast majority of pupils are very good. Pupils identified with complex speech and language difficulties prior to entry communicate effectively and make independent choices because they are confident to sign when necessary in a school that successfully promotes a total communication environment. The speech therapist has made a very significant contribution to this very good achievement as indeed she has to the feeding programmes for very complex needs evident in some pupils. One pupil identified as an elective mute in his mainstream school prior to entry now communicates effectively through vocalisation and often with a gorgeous smile that demonstrates just how happy he is in school. The parents of a child in the infant class are 'thrilled' with the progress that their child has made in communication and the gains he has made in independence. Some very disaffected and non-attending pupils at mainstream secondary schools placed in the annexe have gained in confidence and self-esteem. They have gained excellent skills to equip them for the world of work in this very good school that fulfils its vision of being 'a school without walls in the community'. Some pupils who are very damaged emotionally go on to secure apprenticeships and college placements when they leave the annexe. However, never complacent, the headteacher recognises that not all stories are ones of success and every effort is made to support some very challenging and damaged adolescents. The vision never lets go of the desire for success for all pupils. Sadly on a few occasions tears are shed over the loss of a young person because of dire circumstances outside of school in the life of the young person concerned. Barriers have been successfully broken down and pupils from mainstream schools achieve very well in construction activities, such as bricklaying on the Florence Brown site, through reverse integration experiences. A learning support assistant makes an excellent contribution to this construction work activity.

3. There has been a very significant improvement in the quality of learning and rapid gains made by pupils in most subjects since the last inspection. Pupils make consistently good and often very good progress in their communication and independence skills across the school and achieve high standards given the poor skills they have in these important areas when they enter the school. Pupils with physical disabilities make very good gains in independent mobility and so gain in confidence and self-esteem. Support from physiotherapists makes a very significant contribution to the progress made by pupils in wheelchairs. Learning is often good and very good in many lessons and is at least satisfactory in almost all lessons. Gains in learning over time are consistent with the progress observed in lessons. This good and often very good learning mirrors the good and often very good teaching throughout the school and also the excellent support pupils receive from learning support assistants. There is a little unsatisfactory learning in Key Stage 3 when a small proportion of teaching lacks sufficient challenge and when expectations are not high enough.
4. The excellent support given by the inclusion teachers and learning support assistants to pupils in the satellite classes in the neighbouring mainstream infant and junior schools makes a very significant contribution to the very good standards of achievement for these pupils. One pupil through this inclusion experience has been successfully re-integrated into her local neighbourhood mainstream primary school. Excellent LSA support given to pupils on integrated placements in a mainstream secondary school has resulted in these pupils making very good progress in their learning and in becoming confident enough to cope independently and develop good friendships with their peers. This demonstrates excellent achievement. There is also a very strong emphasis on inclusion on the main school site to enable all pupils to participate in the full range of activities on offer and so blossom in confidence and achieve a very good measure of success in all aspects of school life. At a lunch time rehearsal for 'Grease' four of the dozen in the chorus line have wheelchairs. Guided by a talented teacher assistant, who is also a qualified dance instructor, their participation is complete and great ingenuity is shown in adopting many of the dance moves to dancers using wheels rather than legs.
5. Key Stage 4 pupils in the annexe comprise those placed in the school by the local education authority with statements of special educational needs (primary need being EBD) and also a number of pupils from neighbouring secondary schools who were at risk of permanent exclusion. These pupils are disaffected with school on arrival and many come with quite appalling attendance records. Many are very angry young people who consider that the educational system has let them down. Given their background experiences many of these pupils make excellent progress in developing into mature adults because of a curriculum designed to prepare them for the demands they will face in the adult world. They develop good communication skills, begin to learn collaboratively and make very good gains in problem-solving skills. Some of these pupils come close to the national average in English, mathematics and history but due to the gaps they have experienced in their education and serious disturbances in their personal lives they mostly do not quite reach national average standards. During the inspection, inspectors observed that three Year 10 pupils from the annexe worked collaboratively on a range of problem-solving, work-related activities at the on-site (Connexions) centre on the dockside and when they returned to the annexe at the end of the day they did not want to go home – these same pupils told the inspectors that they hated their mainstream schools. Unfortunately, due to a number of traumas in their lives, they do not always attend and one able pupil failed to turn up for her GCSE examination in English even though a teacher persistently

rang her on her mobile 'phone to encourage her to come in. On the upside another pupil has secured an apprenticeship and others move on to college and succeed in a range of courses on which they have been integrated by way of a taster whilst at the annexe.

6. In English, pupils make very good progress from the time they enter school until they are age eleven in all aspects of English. From age eleven to fourteen progress is satisfactory overall, although there are pockets of excellent progress. This is seen in the context of higher attainers being successfully re-integrated into mainstream schools by age eleven and the secondary school receiving pupils with very complex communication and behavioural difficulties. Pupils make good progress in English from age 14 until the time that they leave school. Standards of literacy support pupils' learning well throughout the school.
7. Achievement in mathematics measured against pupils' prior attainment is good throughout the school. In Key Stage 1 pupils can put numbers up to five in order. They are learning to use language such as 'long' and 'round' and they can name solids such as 'cube' and 'cone'. In Key Stage 2 most pupils show basic skills in measuring, recognition of numbers and simple computation. In Key Stage 3, pupils demonstrate an ability to add numbers in a practical situation, tell the time and complete simple computations including fractions. In Key Stage 4 most pupils carry out investigations and represent their findings graphically. They calculate using vulgar fractions and decimals and they perform elementary algebraic operations.
8. In science, standards of achievement are good overall because teachers provide a good, clear structure for learning, and the science curriculum is well co-ordinated. In information and communication technology (ICT) the provision in the primary department suffers from the lack of on-site co-ordination and as a result pupils only make satisfactory progress. In the secondary department and in the annexe some pupils make good progress. Overall there is not sufficient use of ICT in subject contexts and so pupils do not achieve good skills throughout the school, particularly those experiencing severe co-ordination and communication difficulties. Pupils achieve well in religious education. Pupils begin by learning about religion and as older pupils mature they begin to learn from religion. Religious education makes a very significant contribution to pupils' very good gains in spiritual, moral, social and cultural development and so builds their confidence and self-esteem very well.
9. Achievements in personal and social skills are excellent and pupils are well prepared for adult life and the world of work. In the infant class, pupils begin to take turns and share their toys and they are becoming increasingly independent in using the toilet. Because of excellent support from teachers and LSAs they are becoming independent in feeding and they demonstrate excellent table manners. By age 16 those pupils with severe learning difficulties and those with physical disabilities have gained very important life skills such as handling money and looking after themselves by preparing and cooking a nutritious meal. They have gained gardening skills and construction skills at a high level of achievement. The fact that many pupils in the annexe, who have missed much schooling and do not relate well to formal education, are now able to participate in college-based courses is a tribute both to the skills of the teaching staff and to the application of the pupils involved. This is excellent achievement.
10. In art and design, standards achieved are good in Key Stages 1 and 2 but not sufficiently high in Key Stages 3 and 4. In design and technology, achievement is

good in Key Stages 1, 2 and 3 and very good in Key Stage 4. Standards of achievement in geography are good in Key Stages 2 and 4 and satisfactory in Key Stages 1 and 3. Standards in history are high throughout the school. In French, achievement is satisfactory in Key Stages 3 and 4. In music, pupils achieve high standards in Key Stages 1 and 2 and satisfactory standards in Key Stages 3 and 4. Achievement in physical education is good throughout the school. Some pupils in all key stages attain standards in line with national expectations especially in ball games, swimming and some athletic events.

11. Across all subjects and school activities pupils achieve high standards of communication, for many from a very low starting point. The National Numeracy Strategy (NNS) is at an early stage of development but a number of subjects contribute well to the development of pupils numeracy skills. For example, measuring in construction (the work-related curriculum), weighing ingredients in food technology and providing problem solving activities such as constructing scaffolding.
12. There is only one pupil with English as an additional language who is at an early stage of language acquisition and she has severe pragmatic and semantic language difficulties. With the support of an excellent teacher from the local education authority EMTAG (Ethnic Minority and Traveller Achievement Grant) team she has made excellent gains in confidence and her culture is very well represented through appropriate toys and game activities and this is a measure of this very caring and supportive school.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are very good. This is because they respond so well to the educational and personal support provided. Overall, pupils of all ages respond very well to lessons and are positive about their learning. Many pupils show very good interest and enthusiasm in their work and this is a significant strength. Even so, every day there are times when individuals do not get involved in their work, as they should. However, attitudes improve remarkably over time for all pupils, including those who start school with negative attitudes.
14. Examples of the very good attitudes cover all ages. Year 3 pupils in the satellite class at Novers Lane Infant School benefit from the very clear structure to learning and behaviour they are given. Their attitudes have matured sufficiently to allow them to be part of mainstream classes, with support. Years 2, 3 and 4 pupils in the main school include some who occasionally exhibit disturbed attitudes. Even so, all respond with happy enthusiasm for much of their time, for example in a Year 6 numeracy session where the teacher organised work so well that all responded very productively. Years 8 and 9 pupils, because of excellent teaching of literacy, felt great pride in their work so that their self-esteem blossomed. Year 11 pupils in science resolved tricky problems about scientific enquiry and they worked hard all through a long lesson, and valued their achievements. One pupil achieved well but did not believe the work was valuable. The key to his finally positive attitude was the very good praise and encouragement of the staff.
15. Unsatisfactory attitudes are rare. Pupils lose concentration and cause trouble on the few occasions when certain staff allow teaching standards to slip. Some pupils start the day distressed, sometimes extremely so, but negative attitudes are often overcome because staff use many methods to show pupils how to enjoy and participate in the work, as well as making sure all pupils grasp the impact of their actions on their class. Some pupils join

the school with deep-seated emotional and behavioural learning difficulties. Even so the strategies used, some very innovative, allow these pupils to be teachable, and their aggressive and negative attitudes are improved. Some pupils join the school with long-standing records of very poor attendance. In a significant number of cases, though not for all, the school is able to build pupils' self-esteem so that they attend regularly and then their attitudes improve. For example, pupils taught at the annexe develop into young adults and gain mature attitudes.

16. There are significant numbers of pupils who show excellent and very good attitudes. For example, the Year 11 pupils who were candidates for the school election had thought very carefully about what mattered in the life of the school and its pupils. The excellent feature of this was that they were so ambitious and positive about what could be done. Overall, pupils in Years 10 and 11 have significantly better attitudes than those in Years 7, 8 and 9, particularly because they settle better to lessons and engage fruitfully in the many opportunities for work-related learning and experiences in the community.
17. Behaviour is good overall in lessons and in the wider life of the school despite wide variations in behaviour for individuals and for classes, including some poor behaviour. The poor behaviour is by specific individuals. In these cases the emotional and behavioural difficulties are long standing and are key elements of the learning difficulties referred to in the pupils' statements of special educational need. The instances of unsatisfactory behaviours include sometimes awkward and noisy behaviour by a minority. There are also serious incidents, by a small minority, such as damage to property, refusing to co-operate combined with abusive language, hitting fellow pupils, and rare instances where staff are attacked. Exclusion is used where extreme behaviour proves intractable. The instances justify the use of this last resort especially as permanent exclusions are rare, for example only one pupil in the most recent two and a half terms. The numbers of pupils involved in exclusions is falling year by year and also the overall total days out of school.
18. Aspects of pupils' behaviour are impressive and creditable. Challenging behaviours reflect the complex needs of some pupils and are not typical of the way the school is. In classes, behaviour and attitudes are often good and very good, and poor behaviour is infrequent. Pupils are willing to listen and then work steadily and sensibly on tasks, and they join in practical and active sessions in an orderly and productive way. Effective strategies are in place to make sure that provision is well adapted to the pupils' special educational needs. Staff are very successful in making sure pupils know what behaviours are expected of them, and unremitting in their efforts to secure and sustain these high standards. Around the school and at playtimes pupils are mostly courteous, such as the behaviour at lunch time in the secondary part of the main school. Playtimes are lively but reasonably amicable in the primary section of the school. Pupils in the annexe relax at break times in a pleasant manner. Pupils on a college work-related course behaved well in the larger, more adult surroundings. There have been instances of bullying, of sexist behaviour and of racism at the school. Records show these features are rare. Overall, the life of the school is free from such oppressive behaviours, to a satisfactory extent. The staff give a very fine lead on these issues. No incident is overlooked. Pupils know matters are dealt with. Then staff take enormous trouble to find a way forward for the individual pupils. For example, one class had a new arrival who could not cope with class life at all. The whole method of working was re-established so that now the pupils get on and that individual is gradually being drawn into the curriculum.
19. Personal development and relationships are good. Parents' views are positive, although some returns to the inspection team indicate that parents are concerned by the isolated

incidents of unacceptable behaviour. Pupils themselves mostly work on around the incidents, and find the atmosphere for work and play pleasant and productive. In general, younger pupils need careful supervision during playtimes and to ensure they maintain a sufficient focus during lessons. For example, these pupils need to be reminded to share items and to take turns. Staff have many effective routines by which they guide pupils to know how to integrate into their class group and the school community. These routines include sufficient suitable chances for pupils to take responsibility for their actions. Pupils respond very well to the strategies used by staff as they teach about moral issues. For example, older pupils show very good awareness of how extreme behaviours are seen by society as a whole. A very good feature of the life of the school is the many opportunities for visits and residentials undertaken by older pupils. The evidence of records of such events shows that pupils benefit greatly. They respond well to the new experiences and improve relationships with their fellow pupils and staff. Many of the older pupils, as they approach adulthood, are noticeably better people than the pupils just approaching the teenage phase. These older pupils respond to the many opportunities for personal and spiritual development. They experience many opportunities to work with adults beyond the school, as well as being directed to work in more adult ways in school. For example, chances to work for the community, work-related provision, assemblies, and the overall approach, which ensures subjects cover topics in a grown-up way.

20. The previous inspection report stated that attendance was well below average with particularly high levels of unauthorised absence in Year 11. It also drew attention to some lost time at the start of school and after break times by children arriving late. Currently attendance remains well below the national averages. Punctuality has improved although there remains some lost time at the start of some lessons. Unauthorised absence accounts for about a quarter of all absence and is well above average, though it is no longer as serious as it was in Year 11. Registers are completed promptly and efficiently and the inconsistencies of recording no longer apply. Overall attendance is poor and while it has varied from year to year, reflecting the differences in the pupil population, it has not improved since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is very good in Key Stages 1 and 2 and good in Key Stages 3 and 4. There are examples of inspirational teaching in Key Stages 2 and 3. There has been a very significant improvement in the quality of teaching and learning since the last inspection. The quality of teaching is at least satisfactory in 99 per cent of lessons. In just over 70 per cent of lessons teaching is at least good and in over 30 per cent it is very good. Only one unsatisfactory lesson was observed in Key Stage 3. There are some shortcomings in the teaching of art and design in Key Stage 4. The quality of teaching in English is very good in Key Stages 1 and 2, good in Key Stage 4 and at least satisfactory in Key Stage 3. In mathematics, teaching is very good in Key Stages 1 and 2, good in Key Stage 3 and satisfactory in Key Stage 4. Science teaching is good throughout the school. In the primary department levels of staff confidence and competence in the use of ICT to support teaching are not at the stage where a uniformly high standard of teaching is available in every class. Specialist staff at secondary level, including in the annexe, are highly skilled in using ICT but their teaching is restricted by the limited range of software available.
22. The very skilful teaching enables the school aim, to develop pupils' confidence and self-esteem, to be realised in practice. Very significant strengths are teachers' and learning support assistants' (LSAs) knowledge and understanding of the special

educational needs of each pupil. This expertise enables them to plan activities so that each individual pupil makes good gains in their learning and so achieve high standards.

23. The high quality teaching focuses on improving pupils' communication and independence skills through the successful delivery of the requirements of the National Curriculum and religious education, and also the excellent work-related courses in Key Stage 4. The use of Makaton signing in a total communication environment to augment communication for pupils with complex speech and language difficulties results in these pupils beginning to make informed and independent choices.
24. The quality of teaching for pupils in Key Stage 4 following a work-related curriculum is excellent. It enables these pupils to make very good gains in communication, problem-solving skills and important life skills. Those pupils with severe learning difficulties develop skills, such as planning and preparing nutritious meals, handling real money to shop and construction skills such as laying concrete. Good use of scaffolding techniques when asking questions enables these pupils to make good gains in their understanding, for example on levelling concrete and the reason for placing a wooden hammer in a bucket of water before starting a job. The confidence that these pupils have in their teachers because of very secure relationships contributes to their very good learning. Higher attaining Key Stage 4 pupils in the annexe are taught high order social skills in real-life settings and they make very good gains in their personal development so that they are equipped to take on apprenticeships and college placements when they leave school.
25. Teachers are skilled in motivating non-ambulant pupils and so build their confidence in moving independently, for example enabling pupils in wheelchairs to dance with wheels and play basketball. The teaching of physical education in excellent partnership with physiotherapists makes a very significant contribution to pupils' outstandingly good achievement in independent movement.
26. The quality of teaching in the satellite inclusion classes in the neighbouring infant and junior schools is very good. In fact it is so good that inclusion opportunities are expanding to include another junior school to ensure continuity for a cohort of pupils. Pupils with learning and behavioural difficulties are successfully integrated with their peers in mainstream schools.
27. The teaching of literacy across all subjects is good. The quality of teaching of numeracy across subjects is at an early stage of development and is satisfactory overall.
28. Teachers' short-term planning is satisfactory overall, but this does not detract from the good and very good teaching because teachers know the pupils so well and so meet their needs. Clear learning outcomes are determined at pupils' annual reviews in accordance with the Code of Practice for special educational needs and are used to devise very specific learning targets on individual education plans (IEPs). However, on occasions where teaching is satisfactory and on the one occasion where it was unsatisfactory, teachers do not always make sufficient use of these IEPs and this sometimes results in lack of challenge. Expectations of pupils are generally good. Only on rare occasions, for example in one Key Stage 3 French lesson, are expectations insufficiently high. Challenging behaviours are managed very well and so pupils make good gains in confidence/self-esteem and so learn better because

they believe in themselves. There is a commitment through all of the teaching to ensure that all pupils achieve the highest standards and that they can cope independently by the time that they leave school. By age 16 all are expected to manage money, understand the principles of banking, conduct themselves well at job interviews, shop and cook independently and feel confident/secure about communicating their needs in public places. Higher attaining pupils are expected to secure a place at college or take their place as responsible citizens in the community and hold down an apprenticeship or job. Non-ambulant pupils are expected to move independently and with confidence as far as possible.

29. The teaching promotes dignity through a strong commitment to equality of opportunity for all, including ethnic minority pupils and those with severe learning difficulties. The good and very good teaching ensures that these aspirations on the part of a dedicated and hard-working staff are met except in instances of regression on the part of pupils because of a deterioration in a medical condition or, in the case of a few EBD pupils, dire circumstance outside the safety and security of school.
30. Teaching methods are consistently good. All teaching focuses on building pupil confidence and self-esteem to prepare them to cope with a robust and demanding outside world. Teaching is relaxed and good-humoured and activities are well matched to individual needs thus ensuring good development of important skills in almost all subjects.
31. Teaching is conducted at a brisk pace in most subjects and learning support assistants are used very effectively and efficiently to support pupils' learning. In a Year 6 numeracy lesson a learning support assistant appropriately intervened and asked the class teacher: 'Does 1 x 9p apply to robots as well oranges?' in order to support a pupil who was going off task (the pupil has a fixation on robots). She successfully enabled this pupil to make good gains in simple multiplication. Another LSA working with two higher attaining Year 5 pupils exercised the patience of Job in developing life skills using real money to purchase items in a simulated shop. Resources are used satisfactorily. However, there are insufficient tactile/'feely' resources to support the teaching of difficult concepts in history and religious education. Not all teachers are making sufficient use of computers to support the teaching of their subjects and there are insufficient communication aids for the increasing complex language needs of a few pupils. All pupils, including those with fine motor skill difficulties, are encouraged to use their hands independently in design and technology when making objects.
32. Teachers and LSAs assess pupils' learning during lessons against the targets on their IEPs. The information gained from these assessments is used to inform the next lesson and so improve the quality of teaching and learning for pupils.
33. Very good learning in lessons and over time mirrors the very good teaching in Key Stages 1 and 2. In Key Stages 3 and 4, learning is often satisfactory when teaching is good and this reflects the special educational needs of the pupils in these key stages as they make slow and steady progress. The very good teaching results in pupils acquiring outstandingly good independence skills and this successfully prepares them to face the demands of adult life. Their gains in confidence and self-esteem are very good.
34. The good and very good teaching results in pupils enjoying their work and taking an exciting interest in their learning. Concentration is often very good, particularly

amongst Key Stage 2 pupils and those in Key Stage 4 in the annexe when solving problems. Pupils' productivity and pace of learning is variable as are their special educational needs but in work-related activities in Key Stage 4 pupils often work at a cracking pace and very productively to finish building a wall or laying concrete.

35. In all subjects there are examples of good and very good teaching and in some subjects there are examples of inspirational teaching. In religious education very good teaching results in pupils accepting that what someone believes influences how they behave and they become more receptive to views and beliefs that differ from their own. A strength of the teaching in Key Stage 4 in history is that teachers select resources to encourage empathy. For example, they share text about the experiences of Jewish people during the last war that provides personal recollections such as: 'Everybody shook; As kids of ten we shook'. This successfully promotes a good level of interest and enthusiasm for the subject, which results in pupils taking care with their work and 'researching' information carefully.
36. Teaching beyond the National Curriculum and religious education results in this school being a very effective learning environment, including for pupils from other schools that use its facilities and resources. This school has become a successful 'community school without walls'.

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

37. In the previous inspection report, curriculum was identified as an area of concern with regard to its relevance for secondary pupils, being too narrow for those with emotional and behavioural difficulties and not balanced for pupils with physical disabilities. In addition, there was uneven provision in the primary department and planning procedures were not in place. Since then the mix of pupils entering the school at all ages has changed dramatically presenting challenges for the curriculum co-ordinators. Considerable work has been carried out by all staff and very significant developments have taken place since the last inspection. As recognised by the school there is room for further improvement in Key Stage 3.
38. The current prospectus describes Florence Brown Community School as one that provides 'an alternative and modified approach to the National Curriculum making it relevant to all'. The aims include the provision of 'a quality learning environment for pupils who have complex needs'. It is well on the way to succeeding in both of these aspirations. In addition it has put in place an approach to planning and evaluating which will help to ensure that developments are monitored and quality maintained and enhanced.
39. The school now provides a curriculum that is good for all pupils and very good for its 14- and 15-year-olds. It has achieved this by closely linking a topic-based approach to work with National Curriculum requirements. Twelve modules have been designed covering broad-ranging topics such as 'Ourselves', 'Growth', 'Tell Me a Story', 'Colour and Light' and 'Life Cycles'. Meticulous planning has ensured that all elements of the National Curriculum will be addressed within each subject area. This is being closely monitored over a two-year period and modifications are made to ensure that maximum relevance and interest is achieved for all pupils whatever the nature of their learning difficulties. Although this development has started within the primary department, it is already moving into the secondary phase and appropriate procedures are in place to ensure that within the two-year span this innovative

curriculum will be fully established throughout the school. The planning is always carried out at three levels, low, medium and high levels of ability, so that whatever the speed of an individual pupil's learning a subject can be made accessible and manageable for them.

40. A major strength of these developments is the effectiveness of provision for the range of different pupils now attending the school. Within the secondary department there are many pupils with complex disabilities and they receive the full curriculum. A very good example of the equality of opportunity that the school insists upon was seen on the video of the Church Town residential trip. Every pupil, ambulatory or in a wheelchair, experienced the full programme including a number of adventurous activities such as rope slides. The annexe provides a very sensitive and relevant programme for a group of young people, many of whom have had very uneven educational experiences. This group, often referred to as 'disaffected', have been motivated and retained by staff who have carefully linked the curriculum provided to the individual needs of each pupil. At primary level a number of adaptations have taken place to make the curriculum relevant to new groups of pupils with severe and complex difficulties. The strength of the school's curriculum initiative is that it is flexible and can be adapted to any new group or individual pupil. However, the school needs to be aware that the complexity and severity of many of the new pupils' learning difficulties, in the primary years and early secondary, will require further staff training to maximise pupil progress. In addition, the needs of pupils with the most complex learning difficulties need to be reviewed on a regular basis to ensure that they have access to appropriate communication aids, computer programs and switching systems to facilitate the fullest access to the curriculum.
41. The organisation of the curriculum is always relevant to age groups and needs. Thus, at primary level it is presented within an integrated primary classroom context, at secondary level there is the introduction of the specialist teacher, and for Key Stage 4 pupils a strong emphasis on the outside world and the requirements society places on citizens. During the inspection week pupils took part in a mock election where all of the school resources were mobilised to allow three candidates to publicise their policies and all pupils and staff given the opportunity to vote. The emphasis on developing independence in pupils is good and works well for all pupils.
42. Pupil achievement is celebrated through a range of accredited courses. Eighteen passes in English and mathematics have been gained during the past year under the Certificate of Achievement. These have included a distinction and twelve merits in English and two merits in mathematics. The Youth Award Scheme has produced six silver awards and there is a high success rate in the Welsh Joint Education Committee certificates, especially in religious education, land studies and childcare. Work in the annexe is also backed up well by accredited courses, where GCSE is undertaken in English, mathematics and history, together with a range of Certificates of Achievement and Youth Award programmes. These are highly successful in motivating pupils for whom educational success has been rare. The inspection team spoke to a number of annexe pupils and was impressed by their application in examination courses and the care with which staff supported them. As recognised by the school there is room to extend the number of accreditation opportunities for pupils aged 16.
43. The National Literacy and Numeracy Strategies have been well established. Within English the effectiveness of the literacy hour has been very good and the pace and content of work within the recently established numeracy hour are good.

44. The range of extra-curricular activities, to which all pupils have access, is outstanding. The school-based curriculum is enriched with a variety of experiences that increase pupils' confidence and provide opportunities that they would not otherwise experience. Lunch time clubs during the inspection week included gym, playstations, performance, gardening, art, French and basketball. Pupils have the opportunity to visit other countries such as France and Holland. Visits closer to home include Parkend Study Centre, Downside Abbey, Taunton Rural Life Museum, sports events and residential trips. These are all very well planned, linked to the school's curriculum and, above all, contribute well to the independence of all pupils involved. In each of the activities there is attention to the equality of access for all pupils. Thus, in a lunchtime rehearsal for 'Grease', over a dozen pupils practise a chorus number. It is taken for granted that all can participate and pupils who use wheelchairs form a strong and effective element of the chorus line.
45. The school has an authentic and strong commitment to including all pupils in every aspect of its work in the most appropriate way possible. The curriculum takes full account of the diversity of needs reflected in the school population. For example, pupils with physical disabilities enjoy a full programme of physical education. The school has successfully obtained the permitted support in examinations for those pupils at the Red Cross Street annexe who have recently had specific learning difficulties identified. Pupils who are developing English as an additional language and their families are supported very sensitively and effectively within the resource constraints. When there are pupils from travelling families in the school, staff include these families fully in their usual channels of communication with parents and carers.
46. Its chosen means of providing a school that embraces every member of its community is through its highly inclusive curriculum and the school ethos.
47. There is a very good and comprehensive personal, social and health education programme (PSHE). As with all aspects of the curriculum, it links into the twelve topics and covers all of the vital areas such a syllabus needs to deal with. Thus within the topic 'Collections', lessons deal with collections of shampoos, toothpaste and bath products. These are used as a stimulus for personal hygiene. Within 'Homes, buildings and places' the emphasis is on safety and security and within 'Transport', water safety, protection from the sun and safeguarding the environment are just three of the dimensions dealt with. In one very good Year 10 lesson, following a visit from a prison officer, the class discussed what prison is really like. The subject was chosen because of violent elements within the group and the whole issue was sensitively managed with very good learning taking place with pupils being asked to confront some very serious social and personal dilemmas. Overall the PSHE curriculum provides very good preparation for the adult world. Tutorials, lessons and 'circle time' are used well to provide opportunities to resolve conflicts, learn about life and develop a clearer view of values and standards. Within this curriculum the requirements for sex and drugs education are fully met. There is also an appropriate religious education policy. For all pupils the emphasis on health and personal education is strong. It is also a strength at the annexe where a group of pupils with significant difficulties have space and time to talk through a range of complex problems. The staff show impressive skills in both listening and responding to some very complex situations and provide advice and guidance that is both helpful and instructive, supporting as it does pupils for whom the system has not always been able to respond effectively.

48. Throughout the curriculum there are strong links with the community and other institutions. Although this is seen most effectively in the courses designed as preparation for adult life, it is also true throughout the school. Local schools are used very effectively for integration initiatives which allow a number of infant and junior pupils to gain access to a full mainstream curriculum. There are individual curriculum initiatives for a few secondary pupils who join local comprehensive schools. Many members of the community come into the school to provide advice and support, including police, health practitioners and local businesses. Making effective links with a wide range of schools and colleges is a major strength of the school and enhances a curriculum that is already rich and varied. Good links have been established with Cannington, Clifton, and City of Bristol colleges. In addition close relations have developed with all three comprehensives in south Bristol. All of this significantly adds to the progress that pupils make in their journey towards becoming effective and mature adults.
49. The school makes very good provision for pupils' spiritual, moral, social and cultural education. This represents significant improvement since the last inspection when this provision was judged to be good. The whole school shares an immensely strong commitment to valuing individuality and providing pupils with equal access to every aspect of school life. This commitment underpins everything the staff does and permeates every school activity and initiative. It makes, therefore, an invaluable contribution to the exemplary provision for social development and the exciting and extensive projects that broaden pupils' experience of learning beyond the walls and buildings of the Florence Brown main site.
50. Provision for pupils' spiritual development is very good and is supported very well throughout the curriculum. For example, pupils in the primary department value the natural world when they observe and care for growing plants. They also consider the marvels of the universe when they produce poems and artwork about the stars in the sky. They demonstrate this with sentiments such as, 'A star twinkles. It looks like fire near the moon'.
51. Older pupils learn to value the wider natural environment. At the gardening club they are enthusiastic about the gradual development of the garden and amazed by the successful channelling of water to make a fountain. The oldest pupils are involved in recycling projects that also support their social development. However, these projects involve developing a spiritual respect for the natural world.
52. Additionally, the school provides regular times for quiet and personal reflection in school and class assemblies. As pupils develop their understanding of religious education a few manage to voice thoughts about life's mysteries. For example in a lesson about charitable work a pupil in Year 10 commented, 'If there were a God, there'd be no need for charities'.
53. The school also uses the curriculum very effectively to foster empathy. Such provision supports spiritual, moral and social development very effectively. For example, pupils in Year 9 share texts on slavery that identify emotions: 'All the slaves on board were terrified.... They would not have seen white people before'.
54. The school makes very good provision for teaching pupils to distinguish between right and wrong. This is because they start by providing consistent and clear messages about what is right or wrong within school. For example, in the primary department the straightforward rules are displayed in the hall in words and Makaton symbols.

They also pay considerable attention to preparing pupils for life after school. For example, during the inspection pupils in Year 10 were working on a project about prison life. This work was highly successful in promoting discussion about the consequences of violent behaviour or theft. Pupils in Year 11 regularly analyse situations presented in cartoons that reflect chaotic lifestyles and moral choices. These pupils respond by advising the parents of a young gambler to 'hide your money' and advising the young person to 'work hard at school'. Pupils from the Red Cross Street annexe take part in a powerful programme with a police officer and motor mechanic designed to prevent car theft and 'joy-riding'.

55. Provision for working co-operatively and developing an understanding of personal responsibility within a community is excellent. Teachers and learning support assistants provide excellent role models for avoiding confrontation and seeking negotiation. In lessons, pupils are regularly asked to work together and encouraged to support each other. For example, staff required pupils in a mathematics lesson for pupils in Years 3, 4 and 5 to share a shape lotto game and help each other to complete it, which they achieved without argument. Pupils in a literacy lesson for Years 7 and 8 were expected to play a word recognition game in a small group harmoniously, and did this with an impressive level of mutual support. The inspection coincided with the Parliamentary Election and during the week the school ran its own election. Three pupils from Years 10 and 11 stood as candidates, each with a clear promise for the voters. The rules for equitable canvassing and voting with integrity were applied and maintained fairly, providing a very successful and immediate learning experience for secondary age pupils.
56. The school's commitment to empowering pupils' decision making is exemplified by the role of the school's care assistant. This person meets with each pupil with physical disabilities when they join the school. The meeting is to find out the pupil's preferences regarding how they want their personal care to be managed and then to plan to meet the pupil's individual preferences. The school thoughtfully participates in a 'Youth Start' programme with the purpose of empowering pupils in preparation for those meetings which review their needs when they are age 14. Currently the school is initiating a valuable programme of work for pupils who have both physical disabilities and learning difficulties that prepares them for using a government funded 'personal assistant' in adult life. Pupils who participate in land studies are introduced very successfully to the world of work through cultivating plants, making artefacts and selling them.
57. Additionally the school provides a comprehensive programme of visits throughout the school that includes residential trips to Devon, France and Holland for older pupils. The school makes very good use of the youth worker who provides extremely valuable support for pupils at the Red Cross Street annexe. This person widens pupils' social horizons by introducing them into friendship groups beyond the school's own youth club. Teachers and learning support staff take enormous care to enhance the self-esteem of these pupils and so provide extremely well for their personal and social development on a daily basis.
58. Provision for understanding the diversity and richness of other cultures and beliefs is very good. Religious education makes a good contribution to pupils' cultural awareness. However, additionally the school assiduously uses the whole curriculum to develop pupils' awareness, understanding and tolerance of customs beyond their own experience. For example, in dance lessons the youngest pupils listen and move to a range of world music, including the Indian sitar and Native American music.

Pupils in the primary department use West African patterns and designs in their work on textiles. In a project about food from around the world, pupils sample foods such as maple syrup from Canada, salami from Denmark and physalis from Colombia. The whole school celebrates the major festivals of the world religions. Younger pupils enjoy the colour of saris and the celebration of light through Divali. Pupils in Year 11 become increasingly interested in Hinduism and the life of Gandhi. The school uses support teachers who speak Bengali to help pupils' interest in and acceptance of diversity in school assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. The good provision for the care of pupils has been maintained since the previous inspection while in some areas it has improved. Overall provision is now very good with the school providing a very secure and caring environment with very good levels of supervision. There are very good procedures for promoting good behaviour. Pupils are happy at school. There are very good induction arrangements and the school's positive and practical approach to personal and social education, permeating all activities ensures very good preparation of pupils for their future lives. With their impact on confidence and self-esteem, the very good personal support and guidance by all staff make a significant contribution to raising pupils' achievement and are major strengths.
60. Pupils' personal development and welfare are very well monitored and supported. There is very good, comprehensive pastoral care provided by all staff, founded on their detailed and intensive knowledge of all pupils. The school's holistic approach to care and support is very successful. All the school's activities are structured around improving confidence and independence. A caring, sensitive and patient approach is adopted which, within a very supportive environment, successfully motivates most pupils and develops their learning and socialisation. The staff's thorough understanding of individual pupils is reinforced by regular contact with their whole families. Acting on their sensitive appreciation of pupils' needs, staff provide positive liaison with parents and substantiate their understanding and approach by undertaking home visits whenever necessary. The pupils for whom English is not their first language are well supported. There are also good links with other schools enabling smooth transitions to the benefit of the pupils.
61. Personal and social development is promoted and monitored very well. The pupils' self-confidence, self-esteem, social skills and independence are developed as part of the school's overarching ethos of mutual trust and support. All staff play a crucial role in providing continuous support. Comprehensive profiles of each pupil are held in classes providing a detailed and thorough system which is readily accessible. There are weekly meetings involving all staff at which individual pupils' needs are thoroughly and sensitively considered and regularly reviewed. Consistent guidance and arrangements, aimed at providing maximum support are put in place quickly and effectively, reflecting the school's practical, efficient and sympathetic approach.
62. The school has a very good policy and procedures for monitoring and promoting good behaviour. This reinforces the tutor system as the pivotal point with very good pupil-centred strategies. In general this is conscientiously and rigorously applied by staff who work hard to create a positive learning environment, providing very good role models and encouraging pupils to take responsibility for acceptable standards. Some pupils display extremely challenging behaviour. Although on rare occasions there is some inconsistency in application, this is generally very well managed by

staff who frequently show imagination and initiative with particular pupils. Procedures and the policy are regularly reviewed in the light of ongoing experience in school.

63. There is a good anti-bullying policy with very good procedures for dealing with and, as far as possible, eliminating oppressive behaviour. The considerable trust between staff and pupils ensures that such issues are dealt with openly with any instances handled quickly and effectively.
64. Many pupils' individual difficulties are reflected in the overall poor levels of attendance. The school works assiduously with very good procedures to improve attendance. Each pupil has an individual attendance plan and all unexplained absences, which sometimes have complex causes, are followed up. There is now very good liaison with the education welfare service and an administrative post has been created partly to provide improved support on attendance matters. There are very good, regular monitoring arrangements on attendance as a whole and that of individual pupils. Good attendance is rewarded and celebrated and in the case of some individual pupils this leads to an improvement.
65. The school has a good child protection policy with very good guidance and excellent procedures. To ensure good cover at all times, three members of staff have been trained and there are two experienced co-ordinators covering the two main locations. All staff have been briefed in the policy and are aware of the relevant procedures. Reporting procedures are clear and efficient ensuring expeditious follow up, if required. Together with the staff's very good knowledge of pupils, these ensure that the school's child protection arrangements are excellent.
66. A very good health and safety policy has been adopted and internal responsibilities are understood. This includes practical and comprehensive procedures and guidance backed up by a range of effective risk assessments. The school also receives professional safety advice from the local authority. The arrangements for the supervision of pupils at lunchtimes and breaks are well organised and carried out with care. Supervisors are well briefed on their role and ensure that lunchtime is safe and orderly. Together with the morning breakfast club, lunchtime is a successful social occasion with most pupils talking confidently. Those pupils requiring assistance are very well supported. The school has on-site nursing and physiotherapy staff, working closely with teachers. There is good quality speech therapy support. The speech therapist works effectively with teaching staff and she has developed good feeding programmes where they are needed. There are very good arrangements for the care and support of pupils who are taken ill, together with first aid and appropriately maintained accident records. The school provides a safe and healthy environment.
67. There is a very good policy in place on assessment, planning, recording and reporting. It forms a key part of the process of monitoring and evaluating the curriculum. However, it is not consistently applied in art and design and French in Key Stages 3 and 4. Assessment of pupils' special educational needs is very good and the information gathered from assessments is used very effectively to inform individual education plans.
68. Teachers know their pupils well and are fully aware of their intellectual needs. The school has very good procedures to identify how well pupils are making progress. The school monitors pupils' performance, and good use is made of this to make changes in approach and emphasis by individual teachers. The identification of individual pupils' special educational needs informs planning.

69. Key targets are set in communication skills, personal and social skills and life skills such as numeracy. Individual education programmes are linked to pupils' statements and annual review outcomes, and this enables the school to positively support the learning of the pupils. There is a satisfactory range of recognised external examinations to accredit the learning of the pupils at the end of Key Stage 4, including a number of pupils from the annexe achieving GCSE passes in English, mathematics and history. However, as recognised by the school, there is room to increase the number of accreditation opportunities and this is a priority in the school development plan.
70. The high level of educational and personal support and guidance has a significant impact on the pupils' confidence and self-esteem, and this leads to a raising of their achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

71. The school has very good links with parents who in turn hold very good views of what it provides and achieves. Parents' impact on the work of the school and their contribution to the children's learning are both satisfactory. Parents provide good general and financial support to the school. The school considerably values its partnership with parents and maintains successful relationships with them. The very good quality of information provided to them by the school is acknowledged and appreciated by parents. The very good links, relationships between the school and parents and parents' involvement in the school are strengths.
72. The school works continuously to maintain good relationships with parents. The previous inspection report stated that the overall home-school links were unsatisfactory with insufficient information provided to parents on a regular basis about their children's progress. Since then there have been considerable improvements. The school continually strengthens its links with parents by its frequent and proactive communications with them and overall the quality of information is very good. Clear and thorough explanations are provided of all aspects of their children's education and the reasons for the various activities. The prospectus, produced in an attractive format, is in an accessible and readable style. There are some minor deficiencies in this and the governing body's annual report to parents, which have been brought to the attention of the headteacher, but on the whole it provides a great deal of practical information on the work of the school and its activities. This is supplemented by letters to parents on particular issues and regular newsletters, both of which can be provided alternatively on audio cassette. Parents are particularly impressed by the freephone line that the school has installed for their use. There are very good arrangements, with appropriate professional support, which ensure good contact with the families of children for whom English is not their first language.
73. Parents at the pre-inspection meeting felt that formal communications were satisfactory, but were considerably enhanced by the accessibility of staff. They were particularly appreciative of the school's regular communication with them by telephone. During the induction period this may involve daily contact. Some parents who responded to the parents' questionnaire had concerns with the amount of homework. However, during the inspection inspectors judged that the use of homework was satisfactory. A number of parents/carers make effective use of the home-school diaries to maintain valuable contact with the school.
74. There are three opportunities for consultation with parents during the year. These are very well supported by parents in the primary years and fairly well at Key Stage 4. The school takes steps to obtain valuable feedback from parents. The governing body's annual meeting with parents coincides with the summer barbecue and is well attended. Questionnaires are used to seek parents' views on particular issues and it was from such an initiative that the considerable improvement in communications arose. Parents are encouraged to participate in the school and a number do so, providing valuable assistance with swimming and the regular outside visits. Most parents of pupils who have individual behaviour plans come into school and work alongside their children. Parents give good support to school activities and, through the 'Friends of Florence Brown,' which is run by parents, provide valuable financial support.

75. Parents are fully involved in annual reviews. The annual review reports contain very detailed comments on each subject setting out the main achievements and future areas to be covered. There are informative general comments on strengths with sensitive indicators of any key issues for concern. National Curriculum assessments are included for English, mathematics and science. Personal targets are sometimes included. Overall, the standard of information is very good.
76. The parents' meeting and the parents' questionnaire indicated that parents hold very good views of the school and that they hold high opinions of the staff. They are appreciative of the caring and supportive environment that the school provides for their children. They feel that the school is very open to them and that staff are very approachable. However, with the relatively small number of parents attending the meeting and returning the questionnaire, all these views are based upon a narrow range of evidence.

HOW WELL IS THE SCHOOL LED AND MANAGED?

77. The quality of leadership and management is very good. The headteacher's vision of an inclusive school without walls serving the community of south Bristol is being realised in practice. The school provides expertise and support in special educational needs throughout South Bristol schools and the local education authority is very encouraging in enabling the school to provide even fuller and better inclusion for pupils into mainstream education. The school also successfully makes provision for disaffected pupils at risk of permanent exclusion from mainstream secondary schools in the area. This is a very effective school.
78. There have been a very significant number of improvements since the last inspection in leadership and management. Systems for monitoring and evaluating the curriculum have greatly improved, as has the quality of the curriculum provided. There is still room for improvement in the development of the use of ICT across subjects and in improving attendance in Key Stage 4. There is also room for the improvement in the co-ordination of art and design in Key Stages 3 and 4.
79. The headteacher, two deputy headteachers, primary and secondary school co-ordinators, the co-ordinator of the annexe and the governors work as an effective team and provide a clear educational direction for the school. They have created a school to meet the needs of pupils with complex special educational needs, a school committed to the highest academic and care standards for its pupils. The primary and secondary departments are effectively managed, as is the annexe. Management of inclusion is excellent, as is the management of career education and the work-related curriculum. This successful school provides a valuable service to a community in a very disadvantaged area, including a very good youth club.
80. The headteacher is consultative and has enabled an exciting and innovative work-related curriculum to be developed in a tailored fashion to the needs of the pupils. There is a strong focus on building confidence, self-esteem and developing pupils' communication and social skills and enabling them to grow spiritually by giving them many opportunities to become good citizens. Maximum inclusion opportunities are provided for pupils of all ages promoting their personal development very well. The management of additional complex special educational needs is very good.
81. The school's aims and values are very good. Through his consultative style the headteacher has successfully involved the whole school community in shaping the

exciting mission statement and aims for the school. There is a strong focus on developing pupils' independence and enabling them to cope in an adult world.

82. The school's development plan is very good. It is an effective tool to manage change. It prioritises developing the curriculum, raising standards, developing links with the community and furthering opportunities for inclusion. This plan provides a clear focus for the whole staff who know what is in it and the part they have to play in making the plan work. The plan drives the budget. The one-year plan is set in the context of a longer-term strategic plan and all priorities have been very carefully costed. The plan is regularly monitored and evaluated and this exercise informs subsequent whole-school planning. The school development plan has priorities linked to improving the accommodation to better meet the needs of pupils.
83. Relationships, including race relationships, are a strength. This is no mean achievement seen in the context of so many youngsters who have experienced emotional damage. Energy is put into 'getting' the best out of every individual pupil. Staff work very hard in building pupils' confidence and self-esteem in a range of imaginative ways, which include exciting work experience opportunities through a very successful work-related curriculum.
84. A good governing body is effective and supportive and meets its statutory responsibilities fully. The chair of governors visits the school regularly and is kept well informed about what is happening in the school.
85. Since the last inspection, there has been a satisfactory level of improvement in staffing. There are now enough teaching staff available to support older pupils at the Red Cross Street annexe. The part-time services of the technician for information and communication technology could be profitably extended as the school begins to make greater use of new technologies. There is still no technician to support the use of communication aids.
86. There is a good match of teachers and support staff to the demands of the curriculum. The support staff are particularly well trained and effective. They work in harmony with the teaching staff and make a significant contribution to the learning in all lessons. They are valued highly by both teachers and pupils.
87. The school's strategy for performance management is very good. The policy is carefully thought out to reflect the needs of the school and its staff. Implementation has been effective. Provision has yet to be formally monitored.
88. New staff are very well inducted into their duties and the life of the school. The local education authority supports this process very well. The school plays an effective and valuable role in the training of new teachers.
89. The accommodation is satisfactory overall. This includes provision for the satellite classes in neighbourhood infant and junior schools and pupils at the Red Cross Street annexe. There are some weaknesses, however. Good use is made of the flexibility that the accommodation allows, providing space for group and individual working as well as for whole-class teaching. Rooms adapted to meet the physical and medical needs of pupils are sufficient and adequate. The good number of toilets to accommodate wheelchairs and spaces for changing beds help to maintain the independence and dignity of pupils. The very well maintained swimming pool doubles as a hydrotherapy pool and is shared generously with neighbouring schools

and community groups. Outdoor play areas for primary pupils are a strength but the hard playground used during physical education by older pupils is unsatisfactory because the surface is breaking up. The spacious outdoor grounds provide well taken opportunities for use across the curriculum including science and geography. Weaknesses in specialist accommodation include lack of a designated room for music and insufficient space for the storage of musical instruments and this unsatisfactory situation results in loss of curriculum time whilst they are collected. Specialist provision for design and technology is satisfactory except that there is insufficient space for the teaching of textiles. Accommodation for art and design is unsatisfactory. The room is too small and inflexible, lacking in storage space and display areas. The governors have rightly identified the primary building as a priority for improvement. The external condition is poor; rotting woodwork has led to leaks that damage carpets and resources and to the lowering of morale. The site manager is an asset to the school and, well supported by a number of other staff, has given generously of his time and skills to improve and brighten the school environment. The school makes very good use of additional off-site accommodation, for example for sport, recreation and careers education. Good use is made of display areas to celebrate achievement and brighten the surroundings.

90. Resources for learning are satisfactory overall. The fiction book resources that support the school's literacy work, held in the libraries and classrooms, are of good quality and number. They are well presented, in good condition and age-appropriate across the key stages. Subject book resources are more variable in quality and adequacy and many subjects are insufficiently represented in the library stocks. The primary department is very well resourced for the National Numeracy Strategy and human biology packs that are available to the annexe pupils are of good quality. Books and artefacts for religious education and history are barely adequate and are generally unsuitable for delivering the secondary curriculum. There is an interesting range of artefacts and natural objects in the secondary art room, but many books are outdated and there is a lack of secondary sources for contextual work. Pottery resources are of good quality, but little used. Resources for geography in the primary school are insufficient, in particular large maps, globes and pictures. Music resources are unsatisfactory. Resources for design and technology are satisfactory overall, with some weaknesses in control technology and plastic forming, although both areas are addressed in department planning. Resources for food studies are good, except in the primary annexe class, where there is little provision within the host school. The resources for information and communication technology (ICT) are unsatisfactory across the school as a whole. Too few classrooms have dedicated computer resources and some, such as design and technology, have computers that lack the power to drive the software that is available. This has a negative impact on the range and quality of subject research that can be undertaken. The satellite classes benefit from the good ICT resources in the host schools. There are very good large toys and equipment for the very young and the developmentally young in the primary area of the school. The annexe for more able secondary pupils at risk of exclusion is not well resourced overall, but it makes very good use of resources such as the Bristol City College and the PARC Community Centre. These support the work-related curriculum and enable pupils to study GCSE in such subjects as art and design.
91. The school currently makes very good use of the financial resources available to it. The previous report noted financial planning was mainly undertaken by the headteacher in consultation with the bursar. The governing body was insufficiently involved in the financial management of the school. Since then, the role of the governing body in determining financial targets and effectively monitoring expenditure

has been strengthened, by regular reports from the bursar and closer involvement in school development planning.

92. The day-to-day running of the school accounts is very good, and the bursar ensures that there is secure financial control and effective procedures for informing the headteacher and governors of the current financial position. A high percentage of the budget is spent on staffing. Specific grants made to the school for professional development are used and administered appropriately. The most recent auditor's report is generally satisfactory and its recommendations have been acted upon.
93. The school office works well, and good use is made of information technology to handle and improve routine communication and essential office tasks. Clerical staff have good relationships with pupils, staff and parents, providing a welcoming interface between school and community.
94. Governors and senior managers are fully involved in school development planning, and are aware of budget implications over time. As a result, sufficient funds are made available for priority developments. The finance committee has good regard to strategic planning, and ensures school development priorities match the budget available. There was a convincing argument to explain the deficit carry forward last year and the school's budget although very tight has been skilfully brought under control
95. The school has made good improvement since the last inspection. There is good leadership and strategic management of school finance. The governing body applies the principles of best value satisfactorily. The school provides very good value for money.

INCLUSION

96. The school provides excellent opportunities for pupils to be included in mainstream schools and the wider community. This is a major strength of the school and contributes successfully to the development of pupils' independence skills and also to their personal development and academic achievement.
97. There are currently two satellite classes in a neighbouring infant school and one satellite class in a neighbouring junior school. The inclusion project in the neighbouring infant school has been so successful that from September 2001 a class will be established in the feeder junior school to ensure continuity for the pupils currently in the infant school. In addition there are a number of re-integration opportunities for pupils into a neighbourhood secondary school. Key Stage 4 pupils have an exciting range of inclusion opportunities at a neighbouring secondary school and also local colleges as part of an excellent work-related curriculum. There are outstandingly successful reverse integration models with pupils from a local infant school coming onto the Florence Brown site for swimming and to use the soft play room and pupils from a neighbouring secondary school learning bricklaying and other building skills on the Florence Brown site. This is an inclusive school without walls! Barriers between schools are successfully being broken down in south Bristol.
98. Pupils are able to take National Curriculum subjects and religious education with their peers in a neighbouring infant school. For example, they make good progress in science and religious education and work successfully in mainstream classes. In some subjects such as art and design they make good progress in line with their

mainstream peers. In a neighbouring junior school where Year 6 pupils are included they achieve high standards in physical education. A Year 8 student included in a neighbouring secondary school was observed in a history lesson. He had a very good grasp of the topic being studied and he was very confident in the group.

99. In the wider curriculum pupils work with mainstream peers in a variety of settings as part of the work-related curriculum, including excellent opportunities to develop a range of work-related skills such as building, motor mechanics and hairdressing in local colleges. One high attaining student from the annexe is successfully working for a GCSE in art and design at the PARC site and it is predicted that he will attain a C grade. These inclusion opportunities enable pupils to raise their level of achievement in learning and support the development of their social and language/communication skills. For example, a group of Key Stage 4 pupils integrated with their peers working on a project to level concrete worked collaboratively and responsibly as a team. Because of the secure relationship with the instructor from a local college they made gains in their understanding of important building skills as they had the confidence to ask sensible questions about the method being used and the tools required to get the job done.
100. Pupils are expected to participate as fully and independently as possible when on an inclusion placement. The Year 8 pupil working in a history lesson in a neighbouring secondary school achieved a high standard of listening and focusing on teacher-led discussion. He was able to describe the horrors of the plague with a depth of understanding and a real interest in the topic. In the playground he was able to talk and play with other pupils, a major achievement as his behaviour can sometimes be perceived as very annoying by children of similar age. Discussion with him confirms that he is sufficiently robust to cope with the hustle and bustle of a large secondary school and he is confident in finding his way around independently. A Key Stage 4 student included in a construction activity at a neighbouring secondary school acquired very good skills in operating a range of tools and developed his numeracy skills well with the support of his inclusion teacher.
101. The overall response to these inclusion challenges is outstanding. Pupils are confident and happy in their placements. They express their ideas clearly to their classmates and host teachers alike. There is always a teacher or LSA from Florence Brown present but they have the skill to withdraw sufficiently to give pupils space to integrate independently yet have the expertise to intervene and give support when necessary. In the infant school the teacher from Florence Brown sometimes teaches the whole class and at other times she supports the host teachers of the two satellite classes.
102. There are successful inclusion opportunities in the community. Pupils maintain the flowers on the nearby roundabout and attend the youth club on the school site in the evening. During the inspection, inspectors attended a barbecue and discovered that an old pupil returns once a week all the way from Bridgwater to help out in the youth club. Within the school pupils with physical disabilities have many opportunities to work with ambulant pupils in dance and physical education. It was a joy to observe pupils in wheelchairs participating in a dance lesson using their wheels to dance. Through inclusion experiences in the community pupils with more severe learning difficulties learn important independence skills such as shopping, cooking and decorating. They have successfully established a small company called Greenfingers Plc. All pupils have the opportunity to take part in the school performance of 'Grease'. This opportunity is an excellent vehicle for genuine inclusive practice as it enables

every member of the school to join in through singing, vocalising, moving and signing. This improves their socialising and communication skills.

103. The inclusion policy and models are under the joint exemplary management of the headteacher, primary co-ordinator and senior managers in the secondary school. The co-ordinator in the annexe ensures that her Key Stage 4 pupils benefit from a rich range of opportunities in colleges and the community. During the inspection excellent use was made of the on-site centre to develop their communication, social and problem-solving activities through a quite fascinating experience of constructing scaffolding on the quayside in Bristol. It is planned to bring the management of inclusion under the brief of one person from September 2001. Currently the management team for inclusion places the pupils first and foremost and to match their learning aims and social development needs. The models of inclusion are varied and designed to ensure access to the National Curriculum and religious education and the work-related curriculum in a range of settings. Relationships with participating schools, colleges and other organisations are excellent and rich opportunities exist for pupils from these establishments to work at Florence Brown.
104. The headteacher and governing body give inclusion high priority in the school's future development and their vision is well supported by the local education authority. Florence Brown Community School is well positioned to become a centre of excellence for inclusion practice in South Bristol.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

105. The governors, headteacher, deputy headteachers and members of the senior management team should give attention to the following points to improve further the quality of education provided and to raise standards for all pupils:
- Continue to build on and develop the very good procedures in place to improve attendance with a particular focus on raising the attendance of Key Stage 4 pupils in the annexe. (paragraph nos: 5, 20, 64)
 - Improve the quality of provision for and raise standards in information and communication technology by:
 - ensuring that the needs of pupils with the most complex learning difficulties are reviewed on a regular basis and appropriate communication aids and computer access modifications are utilised to allow them the fullest access to the curriculum; and
 - increasing the use of computers in the teaching of all subjects across the school.(paragraph nos: 8, 21, 40, 90, 155, 156, 157, 159, 160)
 - In order to help all pupils of all abilities to develop their ideas and concepts in English, religious education, geography and design and technology, the school should increase the number of visual aids and artefacts in these subjects to help teachers move pupils on in their learning. (paragraph nos: 90, 135, 146, 184)

In addition attention should be given to the following minor issues:

- Improve the co-ordination of and assessment in art and design at Key Stages 3 and 4 and improve assessment procedures in French in Key Stage 3 (paragraph nos: 135, 136, 166).
- Improve the accommodation and resources for music (paragraph nos: 89, 90, 172).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	114
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	29	40	27	1	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	183
Number of full-time pupils known to be eligible for free school meals	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	9.8	School data	4.7

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

Attainment

As would be expected, pupils at the end of Key Stages 1, 2 and 3 achieve standards well below those expected of pupils nationally in the National Curriculum teacher assessments (because of their position in these assessments they are not put through the ordeal of the tests) due to the complexity and severity of their learning difficulties. It is to the credit of this very good school that these pupils are given the opportunity to participate in the teacher assessments. This shows the commitment to equality of access and dignity for all pupils. As far as possible pupils receive the same opportunities at this school that they would experience in mainstream schools.

At Key Stage 4, pupils in the annexe took GCSEs in English, mathematics and history in 2000. The small numbers of pupils make comparisons against national averages meaningless. No pupils achieved a grade C GCSE pass in the year 2000 but this must be seen in the context of the huge gaps these pupils experienced in their education prior to attending Florence Brown Community School and also the complexity of their emotional and behavioural difficulties. It is predicted that one pupil in the annexe this year will attain a grade C pass in art GCSE.

There is a range of accreditation in Key Stage 4 for pupils on the main site, and some pupils in the annexe participate in the Youth Award Scheme. The development of an exciting work-related curriculum in Key Stage 4 lends itself to further accreditation opportunities and the school is currently exploring these.

In the year 2000 pupils in Year 11 achieved the following successes in examinations:

Certificate of Achievement

- English 13 passes – 1 distinction and 12 merits
- Mathematics 5 passes – 2 of which were merits

Youth Award Scheme

- Silver Award 6 passes
- Bronze/Silver Challenge 1 pass
- Bronze Award 3 passes

Welsh Joint Education Committee

- Childcare - 55.6 per cent of pupils gained a merit pass and 44.4 per cent gained a distinction pass
- Land studies - 77.8 per cent of pupils gained a merit pass and 11.1 per cent gained a pass but 11.1 per cent failed or did not attend
- Religious education - 37.5 per cent of pupils gained a merit pass and 62.5 per cent gained a pass
- Mathematics - 4.8 per cent of pupils gained a distinction pass, 42.8 per cent gained a merit pass and 38.2 per cent gained a pass but 14.2 per cent either failed or did not attend.

NEAB Certificate of Achievement

- French - 100 per cent pass rate

These are very good courses and add effectively to the very good provision the school makes to personal and social development in preparing pupils for the next step of their adult lives. However, the non-attendance of some very disaffected pupils is a matter of

concern. It is recognised by the school that the expanding vocational/work-related curriculum in Key Stage 4 lends itself to even further improved accreditation opportunities.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	4
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	62	3
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: Y2 – Y11

Total number of qualified teachers (FTE)	27.7
Number of pupils per qualified teacher	6.6
Average class size	**

Education support staff: Y2 – Y11

Total number of education support staff	31
Total aggregate hours worked per week	809

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	1734895
Total expenditure	1772824
Expenditure per pupil	8691
Balance brought forward from previous year	-10,386
Balance carried forward to next year	-48,313

** Because of complexity of this school with satellite infant and junior classes in mainstream infant and junior classes, re-integration placements in mainstream secondary schools supported by Florence Brown staff, separate primary and secondary departments on the Florence Brown site and a separate Key stage 4 annexe this box is not applicable.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	50	34	9	0	6
Behaviour in the school is good.	31	28	19	9	13
My child gets the right amount of work to do at home.	25	28	16	16	16
The teaching is good.	69	25	3	0	3
I am kept well informed about how my child is getting on.	69	25	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	56	34	3	0	6
The school works closely with parents.	69	19	13	0	0
The school is well led and managed.	63	16	6	3	13
The school is helping my child become mature and responsible.	53	34	6	3	3
The school provides an interesting range of activities outside lessons.	50	34	3	3	9

Not all columns add up to 100 because some parents return questionnaires with some questions that are left unanswered.

Other issues raised by parents

- Parents and carers very keen to emphasise how approachable they find the staff and headteacher
- Parents and carers consider that they are always made to feel welcome and that the door of the school is always open to them
- Some parents and carers are concerned about the homework that their children receive. During the inspection the inspectors judged that the amount and quality of homework that pupils received was satisfactory

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

ENGLISH

106. Pupils make very good progress in relation to their capabilities from the time they enter the school until they are aged eleven in all aspects of English. Progress from the age of eleven to fourteen is satisfactory overall, although there are pockets of excellent progress. This is seen in the context of many pupils joining the school at age eleven plus with complex special educational needs and a number of pupils aged eleven being successfully re-integrated into mainstream primary schools. Pupils make good progress from the time they are aged fourteen until they leave.
107. By the time they are seven, pupils have made very good progress in speaking and listening. They watch and listen carefully as the teacher speaks to them and aids their understanding by signing. They answer questions on the simple and familiar stories they enjoy. They say which of the characters are happy or sad, and are able to explain why. Pupils delight in books. They know the names of their big book and its author, identify the front and back covers and know what pages are. Some can recognise their names when they are written down. Pupils copy letters and overwrite them. They increasingly use letters in sequence and improve the uniformity of what they write. The few pupils with English as an additional language make good progress because of the very good support that they receive from the local education authority's support service teacher who works very effectively with the school.
108. By the time they are aged eleven, pupils love stories, and listen to the teacher read, or to tape recordings of them, with utmost concentration. They respond well to direct questions and take turns to read aloud. In drama lessons, pupils show developing skills of oral collaboration as they discuss changes they would like to see in an imaginary farmer's treatment of his workers. In one lesson, they took the farmer to task articulately for the treatment of his workers, showing empathy with others and a real sense of grievance. In their interpretations of 'Jack the giant killer', pupils showed good skills of persuasion as they talked the giant's wife into letting them into the castle.
109. Pupils in the primary department enjoy reading. They show an improving knowledge of phonics, which they use to recognise the sounds of the words. They make sense of jumbled sentences. Higher attaining pupils know that sentences begin with a capital letter and end with a full stop. All can read in unison from the big book. Pupils write individual words and phrases. Some write speech bubbles, and in some cases, properly punctuated dialogue. Beautifully produced and handwritten small books are a strong feature of their good achievement. Pupils do not have enough opportunities, however, to wordprocess their work.
110. By the time they are aged 14, pupils do not always listen with enough concentration to the teacher or each other. They are not always able to collaborate effectively, but about half of them make lively contributions to lessons as they ask and answer appropriate questions. Higher attaining pupils enjoy the cut and thrust of debate. The speech of a significant minority of pupils is, however, hesitant and unclear. Pupils have good opportunities for public performance. They know the words of the songs of 'Grease' which is their current dramatic production. Pupils enjoy the rhythms of the language, understand the vivid, racy dialogue and comment on it. Higher attaining pupils read from the play script with energy and confidence. Higher and average

attaining pupils read simple, age appropriate books in lessons. All have tackled a simple version of a Shakespeare play. Many continue with a carefully graduated reading scheme. Lower attaining pupils use phonic skills to decipher words, but they do not always know what they mean. They are helped in their understanding by the use of signing and written symbols. Lower attaining pupils continue to copy and overwrite words. Higher and average attaining pupils write simple accounts of the books they read. Some write letters and diaries. Higher attaining pupils write personal accounts, on the experience of integration, for example. In one narrative, the costs and benefits of integrating into a mainstream school were clearly set out, and the pupil was able to add thoughtful personal comments. Even the best writing contains major errors of spelling, punctuation and grammar at this key stage, but improves on redrafting. Pupils do not use enough information and communication technology which would allow them to present their work in striking and original ways.

111. By the time they are 16, higher attaining pupils have well-developed skills of listening and oral collaboration. The speech of low attaining pupils remains hesitant and unclear, but as their self-esteem improves, so does their confidence. The speech of the highest attaining pupils is confident and articulate. They speak out to be heard in lessons, and can argue a point of view. All pupils read simple, age appropriate texts in lessons with varying degrees of competence and understanding. Higher attaining pupils at the annexe read a worthwhile range of literature for their GCSE examinations and show some grasp of the skills of literary analysis. Pupils' writing ranges from correct copying and labelling to very simple narrative which contains major errors in spelling, punctuation and grammar. Higher attaining pupils, at the annexe, make good use of information and communication technology to produce well-organised narratives which are frequently carefully redrafted. In their study of media they produce strikingly effective sets of wordprocessed documents to support such events as the school sports day. Pupils achieve pass grades, merits and distinctions in the externally validated Certificate of Achievement in literacy when they are 16. Higher attaining pupils in the annexe achieve well in their GCSE examinations in English, where grades range from D to G.
112. Pupils make the very good progress they do in Key Stages 1 and 2 because they receive very good teaching. Literacy lessons are very well organised with confident and skilful teaching. Pupils have learned good working routines, so that no time is wasted. The big books delight the pupils who take great pleasure in reading in unison, which helps their progress. Other books used in lessons are attractive and appropriate. Even the youngest pupils enjoy the illustrations of such tales as 'Farmer Duck' and often they know some of the pages by heart. Assessment of pupils' attainment is very good, so that activities are very well targeted. Pupils' targets inform all the teaching. Lessons are pleasant and are well organised to include a variety of activities in which pupils can take an active part. This motivates them and enables them to concentrate for comparatively long periods. Classes are well managed. The teachers work in harmony with learning support assistants to take difficult behaviour in their stride. As a result, calm soon prevails, and pupils continue to make very good progress.
113. In Key Stage 3, teaching is satisfactory overall. The difficult behaviour of some pupils is more resistant to reason and management than in the primary department. This, from time to time, can adversely affect the progress of all pupils in a Key Stage 3 class. Not all of the teachers in Key Stage 3 have the very high degree of specialist knowledge of literacy which is apparent amongst the teachers in the earlier key stages. The literacy strategy in Key Stage 3 is newer and less well established and

the teachers are a little less confident. Exceptionally good teaching of reading was seen in Key Stage 3 where the teacher successfully adopted a commercial scheme, which broke down language into its smallest constituent parts. This enabled some of the lowest achieving pupils, assisted by signing and written symbols, to replicate the 'oe' sound in various ways. In this lesson they made excellent progress because they realised that every sound has a graphic equivalent. This realisation was sufficient motivation for them all to take part in the lesson fully. The teacher made good use of praise whenever success was achieved. The pride and self-esteem generated amongst the pupils in this lesson was palpable. At the end of the lesson, pupils read in unison, without signs or symbols to help them, an 'election manifesto' prepared by one of the older boys. Because they fully understood the relationship between letters and sounds, words like 'environment' and 'trash' posed no problems to them.

114. Pupils make good progress in Key Stage 4, because the quality of teaching is good. Lessons are well planned and skilfully taught. Assessment continues to be thorough, so that activities are well pitched to ensure pupils' progress. Schemes of work, reflecting the requirements of externally validated examinations and the world of work, motivate pupils so that they become capable of extended periods of concentration.
115. Co-ordination of English and literacy is excellent. Monitoring and evaluation of the subject is ongoing and pervasive. The co-ordinator shapes the development of the subject and gives it clear, educational direction. The requirements of the National Curriculum and the lessons based on the National Literacy Strategy have been very well adapted to fully support the small steps in attainment of which the pupils are capable. Great care has been taken to promote continuity between the key stages and this helps progress. Information gathering of pupils' attainment in English and literacy is of a high order, so that pupils' targets are based on firm evidence, realistic, achievable and give them a real sense of progress. A strong programme of extra curricular activities, including theatre visits and drama which motivates pupils and extends their learning, supports the curriculum very well.
116. Since the last inspection, there has been an excellent level of improvement. Pupils' attainment has improved. Literacy lessons of high quality have now been established for all pupils. Assessment procedures have been improved and are now of impressive quality. Schemes of work criticised at the last inspection are now very good. Reading is now effectively supported by formal cross-curricular links. The monitoring of both teaching and learning is now excellent. The quality and quantity of resources for teachers' guidance have been improved. Resources for pupils have improved to include a very good range of big books and other materials which pupils find interesting and attractive. 'Book Bags', to support reading in a multi-sensory way have been effectively developed. Older pupils now have very simple age appropriate books to read in lessons. The department has acquired videos and tapes. Provision of information and communication technology, while still inadequate in some areas, has been improved overall. Teachers and learning support assistants are now very well supported throughout the school.

Literacy

117. Standards of literacy support pupils' learning well throughout the school.
118. In Key Stages 1 and 2, pupils listen with concentration when stories are read to them. In lessons such as drama, pupils have a great deal to say, often in role, to resolve a

problem in dramatic terms. Their skills of oral collaboration improve through the key stages. Older pupils visited Bristol City Football Club as part of their study of physical education, and afterwards held an informed debate on issues such as hooliganism, players late for training and the price of tickets. During the week of the inspection, pupils became 'candidates' at a school general election and were able to defend their manifestos fluently and with confidence. One candidate said, 'We have feelings and rights. We need better social organisation to fulfil our needs'. This was fully understood by the other pupils. All have good opportunities for public performance, and many take part confidently in assemblies.

119. Reading is regarded by the school as fundamental to learning. Almost all pupils can read the learning materials put before them in lessons, and when they are unable to do this, good use is made of communication aids to help their understanding. The highest achiever in Key Stage 2 reads, 'Danny, champion of the world'. Others struggle to make sense of basic text. At Key Stages 3 and 4, pupils read age appropriate books. They are capable of reading the local newspaper, TV listings and magazines which reflect their leisure interests. In the annexe, pupils read more widely, including a selection of classic texts, which are presented to them in simplified form. The school helps pupils choose and buy books to keep as their own in an annual presentation to which parents are invited. The library and classroom book stocks fully support pupils' literacy.
120. Pupils copy and overwrite words in Key Stages 1 and 2. Some can write simple words and phrases independently. In Key Stage 3, a high proportion of pupils are capable of writing very simple narrative. They have successfully written instructions on how to plant seeds. Pupils write about the books they have read. Older pupils label articles, list questions for job interviews, and write action plans for their future careers. Higher achievers are capable of planning and presenting a menu. In science, pupils describe experiments and draw conclusions using prompts to help them to write. In the annexe, pupils write at greater length, making good use of computers to draft and present their work.

MATHEMATICS

121. Overall, the achievement in mathematical skills, knowledge and understanding and progress demonstrated by the pupils is good. In Key Stage 1 pupils can put numbers up to five in order. They are learning to use language such as 'long' and 'round', and they can name solids such as 'cube' and 'cone'. In Key Stage 2 pupils show basic skills in measuring, recognition of numbers and simple computation. In Key Stage 3, pupils demonstrate an ability to add numbers in a practical situation, tell the time and complete simple computations including fractions. In Key Stage 4 pupils carry out investigations and represent their findings graphically. They calculate using vulgar fractions and decimals, and they perform elementary algebraic operations.
122. By age seven the pupils have made very good gains in learning. They are beginning to use mathematical language and can identify and name a range of shapes. They can sort and match, are beginning to sequence, can estimate heavy and light and taller and shorter. Some pupils can recognise numbers up to five and can count. By age eleven gains in learning are very good. Pupils demonstrate and consolidate previous knowledge and skills in the areas observed. By age 14 pupils make satisfactory gains in learning. Pupils demonstrate thinking skills to solve problems, have an increasing knowledge of mathematical vocabulary, are able to use number in more complex ways and are increasingly able to tell the time well. By age 16 pupils

have made satisfactory gains in learning. There is evidence of consolidation of skills and increased understanding of three-dimensional shapes and the properties of a circle.

123. In Key Stage 1, pupils' attitudes to learning are very good with some pupils showing excellent attitudes to learning. In Key Stage 2, attitudes to learning are good. In Key Stage 3, most pupils are involved in their work, keen on the task in hand and cordial in their relationships. A few pupils in Key Stage 3 demonstrate poor attitudes to learning. In Key Stage 4, pupils' attitudes to learning are good.
124. The quality of teaching in Key Stages 1 and 2 is very good. Relationships are good, resources are well used, learning support assistants are well deployed and planning is good. In Key Stage 3 the quality of teaching is generally good. Most teaching is motivating, visual aids and resources are well prepared, tasks are matched according to pupil need, support is well deployed and lesson planning and continuity are good. However, in some lessons the timekeeping of some pupils was poor, there was less effective use of learning support assistants, pace was not well matched to the needs of the group, and the poor behaviour of some pupils was not challenged. In these lessons the gains in learning of the pupils was less good. In Key Stage 4 the quality of teaching was satisfactory. Lessons are well planned and expectations of the pupils are high. However, some pupils were insufficiently focused on their work. In all key stages relationships are good.
125. Curriculum planning is good, and monitoring and evaluation procedures are beginning to be developed. Leadership in this subject is good and the co-ordinators work hard to ensure continuity between key stages. There are good individual policies in place for mathematics in the different phases, but there is no clear whole-school approach to mathematics. Staff development is ongoing and is beginning to show results. Resources are sufficient and are well organised. Plans are in place to improve the resourcing of numeracy to match the implementation of the National Numeracy Strategy in Key Stage 3.
126. Although the National Numeracy Strategy is at an early stage of development a number of subjects contribute well to the development of pupils' numeracy skills. For example measuring in construction (the work-related curriculum), weighing ingredients in food technology and providing problem-solving activities such as constructing scaffolding.

SCIENCE

127. Standards of achievement are good overall. This is because teachers provide a good, clear structure for learning, and the science curriculum is well co-ordinated. By the age of seven pupils observe and draw what they see, with help. A feature of the good progress is that the pupils notice simple associations, such as baby animals linked to the correct adult, for example lamb to ewe, and so on. Some pupils from age seven upwards learn science at nearby primary schools. They make good progress with the added benefit that some achieve sufficiently well to sometimes work well in mainstream classes. By the age of eleven pupils think well about their science, and achieve well in all aspects of National Curriculum science. For example, these pupils studied electrical circuits. Higher attaining pupils predicted what would happen if changes were made, whilst lower attaining pupils made the circuit and were aware of what the switch was used for. Pupils of all abilities make good progress.

128. There is good achievement overall for pupils of secondary school age. The key strength is that the approaches are well suited to the age and needs of the pupils. For example, a class of mostly Year 9 pupils achieved a good grasp of how to undertake scientific enquiry. Most pupils in a class measured accurately, recorded data well, and knew how to make sure their experiments were fair. This class were mostly higher attaining pupils, with full mobility. Achievement is also good for pupils of the same age with serious learning difficulties. These pupils achieve well through age appropriate activities. A class knew about push and pull forces from primary work. By the age of 14, pupils consolidated this learning by trial and error working on various switches and levers of a car and they achieved well. By the age of 16, pupils of all abilities and backgrounds achieve well. Pupils at the annexe cover only human biology. However, they achieve a strong grasp of the science, enough to understand health and related social issues of direct relevance to their needs. In the main school pupils, by age 16, achieve well over the full range of science. For example, higher attaining pupils know and understand enough to plan a scientific enquiry independently and draw their own conclusions about how detergents act. All pupils work towards this standard and, although the extent of achievement varies, all have equal access to adult and relevant learning about science. The levels attained include a minority reaching Level 3 in the national end of key stage tests at age 14.
129. Achievement in science is now better than that reported at the time of the previous inspection. Teaching and learning are now both good, better than the satisfactory provision previously. The curriculum planning is now a strength, having been unclear previously. Assessment processes are now much better. The improvements in the curriculum and assessment are key elements in the success the school has had in improving science.
130. Teaching is good overall, with no significant weaknesses. The sample for this inspection showed teaching to vary from very good to satisfactory. The learning and progress made by pupils is strongly linked to the quality of teaching. Learning and progress by pupils are good overall. These outcomes are good during Key Stages 1, 2, and 4. The outcomes are satisfactory during Key Stage 3. The dip in learning during Key Stage 3 is because pupils' productivity occasionally weakens and they lose concentration. In one lesson, weaknesses in behaviour and attitudes led to unsatisfactory learning. In this class the teacher and support staff effectively maintained learning through expectations about the amount and level of pupils' work. Although satisfactory the outcomes were less ambitious than usual.
131. The strengths in teaching apply to the teaching of pupils of all ages. The key strengths are that teachers have expert subject knowledge and that they plan well. They set ambitious targets for pupils, and achieve them well by making sure the methods used are varied and interesting to pupils. They succeed well, and often very well, in meeting the full range of pupils' needs, and in managing pupils effectively so that they make a strong effort. For example, higher attaining pupils from Years 4, 5 and 6 claimed they understood about what conditions favour germination. The teacher insisted they prove their understanding in detail, both orally and in writing. This was hard for these pupils but they made the effort. A general strength in teaching is the focus on teaching basic skills such as literacy.
132. The management of science includes important and effective steps, which lead to better achievement. The school is very clear about the overall direction of science, and there is a sound level of monitoring, sufficient to make sure that what is planned is actually provided. The curriculum is well co-ordinated so that National Curriculum coverage is good, and the level of work and the approach becomes harder and more grown-up as a

pupil moves through the school. Resources are used and organised very well to support this objective. The school could do more to seek accreditation for pupils by age 16. An important strength is that provision is co-ordinated well, from early years to the end of compulsory schooling. Assessment practice for Key Stage 1 and 2 pupils is very good, and is sufficient and effective for Key Stages 3 and 4.

ART AND DESIGN

133. In work seen during the inspection the standards of achievement of pupils are generally satisfactory across the key stages. They are good at Key Stages 1 and 2 where the appropriately high expectations of teachers ensure that pupils build on their skills and their knowledge of art. Their progress is accelerated as they apply sustained creative effort to their work, supported by opportunities to explore ideas and experiment with different media. The good progress made by pupils at Key Stages 1 and 2 is not sustained in Key Stages 3 and 4, where standards are not sufficiently high. The lack of whole-school co-ordination for the subject is a factor in the failure to build on pupils' learning as they move into the secondary phase of the school. Another factor is that many of the more able pupils in Key Stages 1 and 2 move towards inclusion in mainstream schools. The secondary cohort is therefore less stable, including Key Stage 4 pupils in the annexe who are referred from other secondary schools, where they are deemed at risk of exclusion. There is no established baseline of experience and skills from which to work and no monitoring and evaluation of the progress of pupils. This leads to a failure of the secondary curriculum to provide a planned programme, within which the pupils' skills, knowledge and understanding of art and design can be effectively and systematically improved. Some pupils at Key Stages 3 and 4 are successful in local art exhibitions and competitions and their work is celebrated around the school and in those exhibitions. The school benefits from these successes and is enhanced by the displayed work. There is no public accreditation available for these pupils, although much of their work indicates a potential for passing examinations successfully. The annexe for more able pupils who experience emotional and behavioural barriers to their learning, is successful in using a local community education resource to enable pupils to be entered for the GCSE examination.
134. The quality of teaching is good overall. At Key Stages 1 and 2 it is at least good and sometimes very good. Teaching is satisfactory and sometimes good at Key Stage 3. Because of timetable constraints it was not possible to observe lessons at Key Stage 4. Evidence from work seen during the inspection indicates that teaching is generally satisfactory at that key stage. The lack of development shown in work, and an often unsatisfactory finish to it, suggests that some teaching is unsatisfactory at Key Stage 4. Teachers at all key stages teach in a lively and enthusiastic way, using very good relationships and humour well, and being very positive in responding to the work of pupils. The experience, skills and knowledge of pupils are built up gradually from finger painting, figure drawing and group collages at Key Stage 1, to printmaking, modelling, graphics, observational drawing and computer-aided art through Key Stage 2. Very good planning from National Curriculum programmes of study is evident in Key Stage 2. There is some excellent project planning over the medium term, enabling pupils to explore and develop their responses to a wide variety of media. This includes the use of computers in developing design work from observational drawings. Teaching in the satellite classes in mainstream infant and junior schools is well supported by the satellite class co-ordinators, enabling pupils to make good progress in line with their mainstream peers. In one very good lesson observed with Year 6 pupils, the still life work of Cezanne was discussed with pupils,

before observational drawing of fruit. The most able were effectively challenged by the task and achieved at a level above what would be expected for that age. Pupils at Key Stage 3 are given very good opportunities to work together and make a positive contribution to the creative and performing arts' production of 'Grease'. This cross-curricular development is recent and its value has yet to be assessed in terms of its impact on standards in the separate subjects involved. Sketchbooks are not used effectively to record and develop work. They do not show clear evidence of experiment with different media, or research into the work of important artists and art movements. Pupils are encouraged to become more independent in their learning as they grow through the key stages and they enjoy the freedom they are given to explore their ideas. Occasional challenging behaviour at Key Stage 3 slows down the pace of progress in lessons.

135. There is no whole-school co-ordination of art and design. Most teachers acknowledge that standards would improve if there were better communication and sharing of ideas between the different phases of the school and its different areas of activity. The failure of the secondary department of the school to respond to the school's policy on assessment and recording, is a weakness that has a negative impact on standards of work and the quality of teaching and learning. Nonetheless, the secondary department makes an important contribution to the life of the school, through the art exhibitions and competitions it successfully supports and through the colourful displays of work in public areas of the school. Narrative paintings are a strength of the displayed work. The accommodation for art and design in the secondary department is unsatisfactory and display space is not used to full effect in celebrating the current work of pupils. Secondary resources such as books and reproductions are generally out-of-date and insufficient to support pupils in putting their work into an artistic or cultural context. The specialist art room has many interesting and useful artefacts and resources for observational drawing. Any focus that it might have is lost in the jumble of past work, old posters and randomly displayed recent work.
136. The department has made a satisfactory response to the last report. The quality of teaching at Key Stages 1 and 2 has improved significantly, as have the breadth and balance of the curriculum. Provision for Year 11 has been improved by the use of teaching and learning resources at the local community project. This is currently used by a pupil at the annexe for the more able pupils who are at risk of permanent exclusion from their secondary schools. There is still no whole-school co-ordination of art and design and assessment remains underdeveloped at Key Stage 4.

DESIGN AND TECHNOLOGY

137. The department has made a very good improvement since the last inspection, enabling good levels of achievement to be reached at all key stages. Pupils make good progress in Key Stages 1, 2 and 3. At Key Stage 4 pupils make very good progress as they become more independent in outlook and take a more positive attitude towards their work and appreciate the very good teaching they receive.
138. By age seven pupils are able to cut spiral shapes and thread string through prepared holes from which to hang their constructions. They understand the importance of using string or ribbon as a support for their constructions. They help with the preparation of simple healthy foods, learning the basic rules of health and hygiene as they handle food. Pupils in the infant satellite class use pulses, seeds and fabric to build attractive and useful sensory alphabet books. They use these to reinforce their

literacy skills. By age eleven pupils can identify and name all the ingredients they use in preparing a sandwich. They choose their fillings from a range of healthy foods available and make attractive and carefully finished sandwiches in preparation for a picnic the following day. Less able pupils need some support to prepare ingredients such as grated cheese and sliced tomato. More able pupils can use a hacksaw, a pillar drill and a mitre saw safely and independently. They recognise the danger notices on the workshop walls. Those with physical barriers to learning are imaginative in their designs and work hard to overcome the difficulties they face. They finish their work to an appropriately high standard. By age 14 pupils understand the basic process of weaving, experimenting with paper strips. They gain in confidence as they use the sewing machine to hem around the toys they have designed. The more able boys and girls show good control over the machine, working carefully over the tacking stitches they have sewn. Good scroll sawing skills are evident in the plastic free-standing models on display. Pupils construct practical light boxes for illuminating their watches at night. These have been planned from simple circuit designs in earlier lessons, ensuring fluent progress through the project. The more able work to a high standard of finish, chamfering and rounding the edges of their well-built boxes. By age 16 pupils understand the importance of healthy eating for toddlers. They prepare a meal that is both healthy and attractive to small children, building culinary and creative skills through the planned presentation of the meal. They understand the importance of a secure tie in preparation for tie-dyeing fabric. Most find it difficult to secure the tie sufficiently to prevent the dye from soaking across the pattern and need to take the fabric design apart and re-tie it before immersing it in the dye. They are proud to wear the finished tee shirt the following day. Less able pupils know that a fillet of card enables the corners of their buggy model frames to be strengthened. They use that knowledge to build a strong sub-frame on which to mount the battery and steering mechanism for their model.

139. The quality of teaching is good overall. It is mostly very good at Key Stage 4, where the very good subject knowledge of teachers ensures that standards of finish and presentation of work are appropriately high. All teachers ensure that health, safety and hygiene are of primary importance in the working areas. They teach confidently and enthusiastically, enabling pupils to enjoy the planning and preparation, as well as the making of their work. Pupils are challenged appropriately by the planned tasks and are expected to develop as independent learners as they grow through the key stages. High standards are maintained as pupils are prepared for public accreditation at the end of Key Stage 4. Teachers and learning support assistants (LSAs) work well together. They plan together for small group lessons that are taken by LSAs. Excellent lesson management is demonstrated in the senior food studies area, where staff are aware of all that is happening in the busy environment. They pace lessons well, ensuring that pupils both prepare their resources and clear away as they finish each stage of the food preparation. This provides well for the personal development of pupils who are preparing themselves for a working life. Very good relationships ensure that pupils behave well and enjoy the work they undertake, without interfering with the work of others. Teachers and LSAs working in the satellite mainstream classes provide a very good support for the mainstream staff. They share the teaching role and ensure that the satellite group make similar good progress as their mainstream peers.
140. The subject benefits from very good leadership. The co-ordinator has built a strong team that maintains appropriately high standards in all areas of technology across the key stages. The department has plans to enhance the curriculum by bringing in thermo-plastics, bubble etching and control technology. There are also plans to

replace the ageing computer with one sufficiently powerful to drive the good software resources available to the department. The work of the department is monitored well and all project work is subject to the self-evaluation of pupils, as well as the school's assessment and recording policy. Accommodation is of generally satisfactory quality, stocked with adequate resources. It is better for Key Stages 3 and 4 pupils. The brazing hearth is in need of repair. The satellite primary class accommodation for food studies is very cramped and poorly resourced, although good use is made of it by the learning support assistant who takes a small satellite group for food preparation. More able pupils at the secondary annexe do not undertake separate lessons of design and technology. Their work-based curriculum courses at the local further education college ensure that they have the opportunity to build on their technical skills in accredited motor mechanics and building courses.

141. The department has made a very good response to issues raised at the last inspection. The qualities of teaching and learning have improved significantly at all key stages. The curriculum is now both broad and balanced, although information and communication technology is not yet effectively developed. Whole-school co-ordination of the subject is now very effective and a strength of the department.

GEOGRAPHY

142. The achievement of pupils in geography is satisfactory overall and good in Key Stages 2 and 4. The standards of achievement are closely related to the standards of teaching and the range of opportunities which pupils have for learning. The judgements made during this inspection are broadly in line with those made at the time of the previous inspection.
143. Geography is mainly topic based in Key Stages 1 and 2 although in the Knowle Park Junior satellite class it is now taught as a separate subject. By the age of seven pupils' achievement is satisfactory. They find their way around the school and are beginning to develop a geographical vocabulary. They know that weather changes and can name different types of weather from photographic evidence. They recognise the type of clothes suitable for each weather type and ask what causes thunder and lightning. However the resources are not sufficiently stimulating or appropriate to help young pupils achieve more. Pupils at the Novers Lane Infants' class achieve well because teachers plan to make good use of the local area. For example, pupils record their journey through the park or to Florence Brown School pictorially. They help to choose where to put rubbish bins in the playground and can identify their favourite part of the school. By the age of eleven achievement is good because pupils enjoy such a wide range of well-planned activities. Pupils in Yellow Class (junior aged children) take part in field studies. They walk around the school grounds planning changes for the better, then survey the local park for good ideas, recording their choices as they go. Their self-esteem is raised when they help select the colours of the newly painted doors. Good links with food technology help pupils in Green Class (junior aged class) to recognise which country their food has come from and more able pupils in Blue Class (junior aged class) refer to simple atlases and use co-ordinates. Pupils at Knowle Park Junior School behave well as they walk around the school identifying evidence of water and its use, recording their work through pictures, word and graphs.
144. Pupils' achievement is satisfactory by the end of Key Stage 3. Increasing use of atlases helps pupils in Year 7 identify the countries that make up the British Isles as well as identifying features such as rivers and mountains. They find it difficult to

understand threats to the South American rainforests although good work about the forests' wildlife shows interest and care. During Year 8, pupils understand the practical effects of pollution on everyday life such as how putting oil down a drain will pollute the river. Warm relationships with the teacher encourage them to use their speaking and listening skills and develop their subject vocabulary. Learning about the slave trade helps pupils in Year 9 follow routes on maps and understand the importance of trade, but to achieve more some pupils need better support for recording their work in different ways.

145. The increasingly practical nature of geography in Key Stage 4 rekindles interest and pupils achieve well. They complete units of work associated with information handling and the environment for the Youth Award Scheme. After a visit to the recycling centre pupils in Year 10 suggested a wide range of items which can be re-used. A practical demonstration of how to assemble the recycling boxes by one pupil encouraged the involvement of peers who had previously shown little interest. A very good community initiative has enabled pupils to look at safe routes in the local area. With professional support they have used digital photography and compiled a website to show the good and bad features of their chosen routes. This has prompted an e-mail dialogue with councillors as well as providing opportunities for pupils to express their concern about certain routes to school. Pupils in Year 11 put their literacy skills to a practical purpose as they write to a local supermarket asking how they promote organic products, and can suggest that 'tidying up my bedroom' would improve the home environment!
146. Teaching and learning are satisfactory in Key Stages 1 and 3 and good in Key Stages 2 and 4. Where learning is good, teachers make particularly good use of practical opportunities such as helping to plan a better school environment, including the memorial garden. Carefully planned visits enable pupils to broaden their horizons, first in the local area and then through trips such as those to Glastonbury Rural Life Museum, finally leading on to visits to France and Holland. Support staff contribute well to pupils' learning helping to extend vocabulary and ensuring that all pupils have individual attention. Where teaching is satisfactory resources are not so well matched to pupils' needs and there are fewer methods used to enable pupils to demonstrate learning. Work is assessed at the end of topics in the primary school but geography is not reported upon in the end of year report. Termly assessments contribute to the annual reports to parents in the secondary school and geography is accredited through the nationally recognised Youth Awards Scheme.
147. The management of the subject is satisfactory and improving. The co-ordinator has made a good start to his role and has plans to improve the monitoring and evaluation of the subject. This will include reviewing the content or delivery of the Key Stage 3 curriculum. Geography contributes well to the moral, social, cultural and personal development of pupils through its concern for the environment and the frequent trips that enhance learning.

HISTORY

148. Pupils make good gains in their historical knowledge and understanding as they move through the school and achieve high standards. The concept of 'long ago' and a sequence of events in the past is extremely difficult for many pupils. However, the school has good plans in place to steer pupils through the subject and it is taught well throughout the school. This means that there has been considerable improvement

since the last inspection. At that time the quality of history teaching was satisfactory but planning for it was inconsistent.

149. During this inspection the organisation of the timetable meant that it was only possible to observe history lessons for pupils in the primary department and pupils in Year 11 at the Red Cross Street annexe. However, in addition to these lessons, judgements are based on a detailed scrutiny of teachers' plans, pupils' work, discussions with staff and conversations with pupils. While in two of the three lessons seen, teaching was satisfactory and very good in the third, evidence from all sources indicates that teaching and learning overall is good. Teachers' plans demonstrate that they match pupils' needs to a wide range of history and that their expectations are well suited to promoting the learning of all groups of pupils. Consequently pupils' work demonstrates that most of them make good gains in knowledge and understanding in relation to their prior attainment.
150. The curriculum for the youngest pupils is very well matched to their needs. By the time they are age seven they compare photographs of themselves as babies with how they are now. This means that they begin to discuss the passing of time as it relates to their own experience. They also observe plants growing and define time passing in this way. By the time pupils are age eleven they know that we measure time by celebrating events such as birthdays. They are beginning to associate the months of the year with weather and changing seasons. In the primary department staff make good use of visits, for example to Glastonbury Rural Life Museum to support pupils' understanding of 'Keeping Clean Long Ago'. Here pupils learn through practical activity such as pumping water, grating soap, or operating a mangle.
151. By the time pupils are 14 they are developing an understanding that there have been major events and famous people in the past. Teachers plan well to develop pupils' emerging understanding of chronology by linking historical events with Bristol. One method they use is to compile a 'time-line' by ordering the sequence of events, such as the Napoleonic wars, slavery and the Second World War. This provides a visual reminder of the order of these events that have a connection with Bristol. Pupils record their clear understanding of significant events such as the bombing of Pearl Harbour with graphic illustrations. They also draw the cramped conditions on slave ships. A strength of the teaching at this stage is that staff select resources to encourage empathy. For example, they share text about the experiences of Jewish people during the last war that provides personal recollections, such as: 'Everybody shook. As kids of ten we shook.'
152. This successfully promotes a good level of interest in and enthusiasm for the subject, which results in pupils taking care with their work and 'researching' information carefully.
153. For most pupils in Years 10 and 11 aspects of history are covered in other subjects. For example, they study 'Romeo and Juliet' for English and inevitably discuss parallels between its period setting and now. As a part of the Youth Award Scheme they research 'The Salvation Army' and use technology to gather information about General Booth. However, a group of pupils in the Red Cross Street annexe study successfully for their GCSE in history. These pupils understand that history studies defined periods of time, and they are familiar with the special vocabulary for the topics they are studying. They know, for instance, that the Renaissance was a period of revival influenced by Greek and Roman periods. They understand that there are various inter-related developments that come together to bring about change in

society, for example that the development of printing meant books became more freely available and so medical knowledge was more easily shared.

154. Throughout the school, teachers constantly reflect on their teaching of history seeking to improve their means of helping pupils with the subject. This significantly contributes to pupils' interest in and enjoyment of history. Younger pupils enjoy listening to stories from the past, so they concentrate well in an account of the experience of sailing on the Mayflower. Older pupils are proud of their knowledge. Subject co-ordinators have successfully improved provision for this subject since the last inspection. However, throughout the school there are insufficient visual resources and artefacts to support teachers in enhancing learning for all pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

155. There have been significant developments in information and communication technology since the last inspection. However, more work is needed to complete the whole-school co-ordination of the subject. The provision in the primary department still suffers from the lack of on-site co-ordination and there is no effective or regular communication between class teachers relating to ICT. As a result progress for most pupils is only satisfactory and some aspects of the curriculum are not fully implemented. At secondary level and at the annexe, specialist teaching is good and contributes to good progress by some pupils. Overall, there is still not enough use of ICT skills in full class and subject contexts. There is also insufficient use of technology as an aid for pupils experiencing co-ordination and communication difficulties.
156. Within Key Stage 1 pupils experience a number of learning difficulties that prevent them from progressing well in information and communication technology. Some have significant co-ordination difficulties and find using a mouse and reading the screen difficult. Others find following instructions a problem and need regular reinforcement of basic keyboard skills. By the age of seven most pupils wordprocess their names and often short sentences. They are beginning to look at how data may be collected and represented on the computer screen. They have some experience of using basic number and spelling games and paint programs. As the result of lack of opportunity, they have few if any skills in 'control', and are unable to use a roamer or turtle program effectively to back up directional and mathematical skills. However, they have progressed in their knowledge and confidence and have some insight into what a computer might be used for.
157. There is some progress during Key Stage 2, but not enough. Lack of effective co-ordination means that the new computer suite has not yet been integrated into the timetable and lessons are very much the product of individual teachers' interest and ideas. Work by pupils attending the inclusion classes is of a higher standard, but by the age of eleven most pupils are significantly uninformed about the range of uses to which information and communication technology can be put. Although classroom observations were limited during the week of the inspection, discussions with pupils and staff indicated that by age eleven most pupils have progressed a little in terms of wordprocessing skills, producing a short poem or story, and have been introduced to simple graphs and tallies using a computer. The computer is used effectively to practise and enhance word and number skills, but there is little usage to back up other curriculum areas.
158. At secondary level, pupils receive specialist support within a scheme of work that is developing well and links interesting topic activities with National Curriculum skill requirements. By age 14, all pupils are confident in their use of a computer for word processing, for accessing the Internet and for developing their own art work. Within certain subjects, such as design and technology and careers, information and communication technology is used well and reinforces the work carried out by the specialist teacher. Thus, in a sound design lesson for Year 8 pupils, good use was made of the Internet so that pupils could look at pictures to form the basis of mirror frame designs. There was skilled support from the specialist ICT teacher, which linked well with the design expertise of the subject teacher. As a result pupils were able to compare a range of images and came to a reasoned conclusion concerning their preferred images. By the age of 16 few pupils have developed wordprocessing or communication skills to the point where they can use them independently for

furthering their own development. However, there are strong indications that the structured secondary curriculum, the very effective recording and monitoring system and the motivational development of themes such as digital photography and internet access are beginning to increase pupil motivation and skills.

159. Very good work auditing staff skills and providing early training has resulted in the standard of ICT teaching developing well. Specialist staff at secondary level, including the annexe, are highly skilled, but restricted by the limited range of software available. At primary level, a number of class teachers have individual skills that inform some good teaching, but levels of staff confidence and competence are not at the stage where a uniformly high standard of teaching is available in every class. Where teaching is good, such as in a very good Key Stage 2 group lesson on introducing databases, teachers used relevant, familiar data, such as heights, characteristics and birthdays of class members to provide immediacy. They explained the processes clearly and related the instructions and questions well to individual pupils. They also made good use of pairing pupils to allow more computer literate pupils to assist others. There are some instances of the good use of computers, for example in literacy work, but these are not common. At secondary level good aspects of teaching include the effective use of digital camera work and the Internet to produce book covers and design templates. There is some data handling and advanced publishing skills work, but not enough to provide pupils with a sound basis for future life.
160. This subject has moved on considerably since the last inspection. There are now computer suites available to all pupils. There is an increasing range of software, although not enough relating to a number of subjects such as history and geography. Teacher and learning support assistant training has taken place and a technician is contracted on a weekly basis. Curriculum co-ordination has developed very well at secondary level and, as a result, staff are well supported. The use of information and communication technology across the full curriculum and the development of good access hardware for pupils with complex needs remain two urgent developments requiring attention.

MODERN FOREIGN LANGUAGES

French

161. Pupils' achievement is satisfactory in relation to their capabilities.
162. By the time they are aged 16, pupils, with prompting, can say the days of the week in French. Many know their numbers in French up to 20. Higher attaining pupils begin to use the correct words to tell the time. Pupils recall, with a good deal of help, the simple form of words which enables them to say, in French, where they would like to spend a holiday. Pupils usually remember at least some of the vocabulary to name parts of their body, order a drink or snack in a café and say where they live. They recognise, and can say, the names of features of many French towns such as post office, station and swimming pool, although they cannot use French to ask or give directions. Older pupils can find France on a map of Europe. They know that Paris is the capital city. A few pupils know the river Seine runs through the city. Pupils do not always read and write the simple spoken French they often understand. They have too little knowledge of French culture, although there are annual opportunities for them to visit France. Last year, five pupils were entered for an externally validated

certificate of achievement in the subject. All passed the examination, but no pupil achieved a grade better than this.

163. Teaching is satisfactory in both Key Stages 3 and 4 even though the use of ongoing assessment is unsatisfactory because the teacher knows each pupil so well. Good colloquial French is a strong feature of the teaching in all lessons. The teacher presents work in a clear and lively way. Lessons are always pleasant occasions, which pupils appreciate. Good use is made of recordings of native French speakers. Tape recordings of French songs consolidate pupils' vocabulary. Although they enjoy the music, not many pupils have the confidence to sing along. Pupils do not make all the progress they might during Key Stage 3, because the pace of lessons is slow so that not enough ground is covered. The expectation in lessons is that pupils simply finish the work, and this leads to some underachievement in this key stage.
164. Pupils do not make all the progress in the subject they might in Key Stage 3, because lesson planning does not always support the range of ability in each class. This is because unsatisfactory recording and assessment procedures do not provide sufficient information for the teacher to know in what areas pupils have made progress, or know how much or little progress they have made. In Key Stage 4, planning and assessment are better. Schemes of work are satisfactory, but lessons do not systematically address all attainment targets, or build securely and repeatedly on previous work to reinforce the small steps in learning made by the pupils.
165. Although there are a variety of authentic French texts in the school, these were not seen in use during the week of inspection. French artefacts, which would further promote French culture and give the immediacy to some of the teaching, are largely absent.
166. Management of the subject is satisfactory. Since the last inspection, there has been a satisfactory measure of improvement, although the weekly lessons are still not frequent enough to enable pupils to readily recall what they have previously learned. Assessment procedures, particularly at Key Stage 3, continue to be unsatisfactory. There is still not enough planned continuity and progression in the subject curriculum. Planned use of information and communication technology has improved, but continues to be inadequate to fully support the learning of all pupils. External validation has recently been successfully introduced for 16-year-olds and plans are well advanced for it to be extended to a higher proportion of pupils. Resources have been greatly improved. Class management has now been improved and is entirely satisfactory. An extra-curricular French club, popular with the pupils, has now been introduced and this serves to further reinforce learning.

MUSIC

167. Pupils make good progress throughout the primary section of the school in music. The nature of many of the learning difficulties experienced by many pupils means that the development of skills is limited. At Key Stages 3 and 4 progress is often limited by the emotional and behavioural difficulties that many pupils experience. However, the emphasis on performance and linking music to subjects such as physical education and dance works well and encourages all pupils to participate.
168. By the age of seven pupils sing tunefully in unison. They clearly enjoy the activity and their singing has shape. They recognise simple beat patterns and accompany songs and movements with a range of untuned instruments. During Key Stage 2 they

develop their singing skills well, link rhythm to numeracy in counting beats and gradually build up knowledge of the names of a range of instruments. They take part in performances and enjoy working individually, in pairs and groups. Although they are significantly below national expectations by the age of eleven they are enthusiastic about music and have experienced a wide range of instruments and types of world music.

169. Musical progress at Key Stages 3 and 4 is only satisfactory because of the complex nature of the behavioural and learning difficulties. However, motivation is maintained and resources used efficiently to retain individual pupil interest. At this stage music is linked to dance, drama and art as part of a 'combined arts' curriculum. This has been successful and the inspection team was impressed by the self-possession, good timing and tunefulness observed in the rehearsals for 'Grease'. Music and performance have been linked to a time line and pupils have followed the twentieth century through different aspects of its music. A video showcase of 'A Silent Movie' shows pupils responding well to the plot, characterisation and piano accompaniment. The opportunities for performing are significant for all pupils. At a lunch time rehearsal for 'Grease' four of the dozen in the chorus line have wheelchairs. Guided by a talented teaching assistant, who is also a drama teacher, their participation is complete and great ingenuity is shown in adapting many of the dance moves to dancers using wheels rather than legs.
170. Teaching in music is good. It is of a high quality and characterised by great enthusiasm and ingenuity. In a very good Key Stage 1 physical education lesson, the class had lost some interest. The teacher immediately used music as a stimulant. The class, many of whom have mobility and comprehension difficulties, immediately revived and participated wholeheartedly in country dances, ribbon dances and relaxation to a range of appropriate musical genres. All pupils show enthusiasm, a good sense of rhythm and participate with renewed energy. With regard to singing, moving to a beat, responding to musical phrases and matching actions to music, this group demonstrate skills well in line with what seven-year-olds are expected to attain nationally.
171. All music lessons are taught by a specialist teacher, the co-ordinator. This ensures a high standard of musical knowledge and understanding, which is particularly effective at secondary level where the motivation of some pupils is not high. Pupils observed in secondary lessons clearly enjoy the music work they do and value the opportunity to perform to themselves, using for example a keyboard and headphones, or within a larger group for one of the video showcases. Pupil interest is maintained as a result of the co-ordinator's range of musical talents and her high level of enthusiasm and support for individual pupils.
172. At primary level, the school needs to decide if it wishes to continue with specialist teaching. Currently, the high quality teaching is becoming more difficult as timetable demands increase. Similarly, at secondary level, the success of the combined arts programme suggests that the accommodation for this should be reviewed to avoid the constraints currently placed on staff working in small classroom or public areas. Currently the accommodation for music is unsatisfactory as is the level of resources. There will also be some value in reviewing the accreditation to see if performing arts work can link to college-based courses at Key Stage 4.

PHYSICAL EDUCATION

173. Achievement in physical education is good throughout the school. Some pupils in all key stages attain standards in line with national expectations especially in ball games, swimming and some athletic events. This shows that standards of achievement have been maintained at the good level observed during the previous inspection. Pupils with additional special needs such as physical disabilities also achieve well because they are fully included in all activities which are well adapted to their needs.
174. By the age of seven pupils are already showing enthusiasm for physical activities. They demonstrate agility as they change speed and direction during a warm up for country dancing. They show a well-developed sense of rhythm as they join in the dance, encouraged by the good humour and participation of all adults. Ball skills develop throughout Key Stage 2 although some pupils find difficulty in maintaining the self-control which is necessary to throw and catch with accuracy. Most pupils co-operate well with a partner, learning the skills needed for team games such as rounders. Keeping to the rules or adapting them after discussion contributes to good personal development and a sense of what is fair. Swimming helps to boost the confidence and self-esteem of pupils of all abilities; this is because of the trust shown in the teachers and because of the very good facilities for swimming which includes a hoist to aid entry to the pool and good changing rooms. Pupils, who sometimes show initial reluctance to enter the water, soon learn the correct strokes with those most confident diving underwater and gliding.
175. Pupils in Key Stages 3 and 4 continue to achieve well and show enthusiasm for physical education. There are some occasions however, when bad behaviour restricts performance and wastes time. The determination of pupils in wheelchairs ensures that they make the most of physical activities. They manoeuvre their chairs skilfully in relay and chasing games and work hard to stretch and shake their limbs. Enthusiasm for team games is increasingly apparent in the upper part of the school with some pupils having the ability to think tactically and work for the good of the team. The opportunity to represent the school at a number of sporting activities including swimming, football and athletics not only improves physical prowess but raises self-esteem and encourages the good behaviour which is regularly seen at events out of school. Boys and girls co-operate well together in the same teams including football. Two pupils are shortly to compete in swimming events at the paralympic games in Cardiff. Pupils at the Red Cross Street annexe have very good opportunities to sample a wide range of physical activities such as bowling, swimming and football through the good use which is made of a local leisure centre.
176. Teaching and learning are good across the school. Teachers are cheerful, knowledgeable and committed, as are the highly effective support staff. All adults lead by example, providing very good role models not only for physical education but also for co-operative working and showing the benefits of positive relationships. Teachers plan lessons well to match the abilities of the pupils and take good account of short attention spans. Because of this pupils are kept active and usually work hard. They learn that collaborating together has benefits for everyone as could be seen during a country dance when pupils laughed aloud with pleasure at their own success. Teachers build up the self-esteem of pupils by commending them and using them to demonstrate good practice that is often effective in encouraging others to improve their skills. The awarding of certificates for success in many areas of the subject celebrates achievement. Teaching and learning are enhanced by the input of instructors and co-operation with the physiotherapists. The enjoyment of dance and its effectiveness as therapy, when combined with very well chosen music, are obvious in lessons led by a visiting teacher.

177. The school invests a considerable amount time, money and effort into physical education. It is rewarded by the increase in self-esteem and the very good social and personal development of pupils as a result of this emphasis. It is highly successful in including pupils of all physical abilities in a wide range of challenging activities. Clubs such as swimming, dance and basketball are well attended. Pupils of all ages and abilities are encouraged to attend residential trips in this country and abroad which provide excellent opportunities for adventurous activities like canoeing, abseiling and caving, sometimes in specialist centres adapted for pupils in wheelchairs.
178. The appointment of an overall subject leader for physical education from September is planned to enable all areas of the rich curriculum to be well co-ordinated and teaching to be monitored across the school. Resources for the subject are satisfactory, as is accommodation except for the hard playing area for secondary age pupils which is unsatisfactory because of its surface. A very good adventure playground with safety surfaces has recently been installed for primary age pupils as the result of hard work and effective money raising.

RELIGIOUS EDUCATION

179. Pupils achieve well in religious education. The school makes very good use of the subject to contribute to pupils' spiritual, moral, social and cultural development. However, in religious education lessons most pupils begin by learning about religion and as older pupils mature, they begin to learn from religion. This represents good achievement in relation to their prior learning. In response to criticisms in the previous report, pupils aged between 14 and 16 now have regular religious education lessons and those who are studying for the Welsh Certificate of Achievement have an additional weekly lesson. There is now sufficient time allocated to the subject. The school has successfully sustained the good quality of teaching found at the time of the last inspection. Additionally there have been significant improvements in defining the role of the subject co-ordinators and in planning for the subject. This represents good improvement in the subject since the last inspection.
180. During the inspection in three of the five lessons seen teaching was good, in one it was satisfactory and in one it was very good. Judgements about the quality of teaching and learning are also based on a close scrutiny of teachers' plans, pupils' work, discussions with staff and conversations with pupils. All of this evidence indicates that the teaching of religious education is satisfactory for the youngest pupils and good for older pupils in the primary department and in the secondary department. This results in pupils making a satisfactory start to the subject through topics across the curriculum. For example, they learn about caring for growing things such as seeds, about friendship and kind behaviour. By the age of seven they know that different people wear different clothes, eat different foods and play different music.
181. From this sound basis pupils develop an understanding that Christmas and Divali are special events that reflect the beliefs of different groups of people. They explore Bible stories such as 'Joseph and his Coat of Many Colours' through drama and artwork. By the age of eleven, pupils who find it easier to communicate have a good understanding that objects symbolise significant events for people. For example, in a good lesson on Judaism these pupils recalled having learned that chazarat is a food that represents the bitterness of having been slaves, to Jewish people. All the pupils in this class worked well together in a small group with an adult, making a sedar plate.

They paid good attention to detail because staff had suitably high expectations of them. They were justifiably proud of their results. In a satellite class, pupils of a similar age listened closely to the story of 'Moses in the Bulrushes'. The teacher successfully exploited their knowledge in other subjects such as science, by providing a basket for them to look at and think about floating or sinking. He also successfully used the session to help their English by providing tasks that met individual needs. For example, some pupils placed illustrations of the story in a sensible sequence, while others identified a significant event in the story and illustrated it. Consequently all pupils made good gains in their knowledge and understanding of the Old Testament story within the lesson.

182. Pupils in the secondary department benefit from being taught by a teacher with specialist knowledge of the subject. In a very good lesson with a very clear focus on what the Salvation Army does, pupils made impressive gains. They learned that the Salvation Army plays musical instruments and helps the homeless. The lesson was so successful because the teacher had both real instruments and illustrations of instruments to accompany the discussion. She also used a blanket and newspaper to help a pupil appear like a homeless person. These resources enabled her to provide visual clues as she asked questions and promoted discussion. This had a considerable and positive impact upon pupils' understanding. When teaching is satisfactory the high quality of staff relationships with pupils, careful planning and practical activity all produce a good level of co-operation, interest and effort from the class. However, while they begin to understand, for example that we sometimes do unpleasant tasks because it helps someone, they do not develop this into a greater understanding of charity, because there are insufficient visual resources and artefacts to help them.
183. Good planning and subject knowledge help pupils in Years 10 and 11 come to an understanding of forgiveness and compare and contrast Islamic and Christian approaches to forgiveness. Pupils studying for the Youth Award Scheme made decisions about which charity they will support with collections while carol singing. Last Christmas they chose to support the homeless. The considerable skills of staff in identifying and meeting the needs of these pupils have a significant and positive influence upon pupils' learning in this subject. They attend church services before discussing a variety of beliefs and become increasingly respectful of the beliefs of a Catholic member of staff. They also make considerable achievements in respect for Hinduism. They stop 'sniggering' and become far more receptive to ideas that are new to them. The young women wear Kum Kum powder on their foreheads for the day and explain to peers in school that for a devout Hindu the marks signify that a woman is married. Most significantly these pupils begin to identify what they believe in, whether moral or religious viewpoints. They accept that what someone believes influences how they behave and they become more receptive to views and beliefs that differ from their own.
184. Subject co-ordinators have successfully raised the profile of this subject throughout the school. They have clear and suitable plans for the continued development of the subject. While there has been considerable improvement in the provision for this subject since the last inspection, teaching is constrained by a lack of visual and practical resources. Throughout the school there are insufficient visual resources and artefacts to support good quality teaching, in enhancing learning for all pupils.

VOCATIONAL COURSES

PREPARATION FOR ADULT LIFE (careers, community and work-related activities and college links)

185. The school prepares pupils well for living and working in the adult world. This whole area of work is a significant strength of the school.
186. The careers provision is outstanding, very well co-ordinated, well taught and effective in providing pupils with a realistic view of opportunities. The course begins in Year 8 and is taught by specialist staff. Pupils make very good progress in this area, developing a clear understanding of what the world of work is really like, the skills needed for undertaking interviews and how to use their literacy and numeracy skills to write letters and prepare applications. This aspect of the curriculum links very closely with personal, social and health education. Each draws on the other to assist pupils in identifying the skills they have and what are realistic expectations upon leaving school. All of this work is closely linked to the transition plan for each pupil and there is very good support from the careers (Connexions) service.
187. Teaching in careers education is of a high standard and provides not only information, but also confidence-boosting visits and very good resources in the form of a good careers library and database. In a good Year 8 lesson pupils looked at jobs outside school; they have already looked at what staff do in the immediate environment. Half of the group worked on their careers folder with the classteacher, while a second group used the careers database to look at what is involved in the work of a hotel receptionist. In the process pupils considered the necessary reference and information and technology skills they need for getting information. The atmosphere within the classroom was friendly and there was a lot of humour. This provided support for pupils who do not find research and writing easy. Every small success was rewarded and pupils appreciated the support and advice they received from the adults working with them. A similar lesson with the 'nurture' group involved another happy and relaxed group working with very skilled and sensitive teaching assistants. Good support was given to those pupils for whom communication is difficult, although there was not enough use of communication aids to maximise the opportunities for some pupils. Pupils are effusive about the quality of teaching they receive and undertake tasks of increasing difficulty as a result of this support. The very good careers curriculum contributes to the fact that every pupil leaving Florence Brown Community School takes up some form of training.
188. Closely linked to careers work is the wide range of college-based courses that the school facilitates. These are well matched to pupils and thoroughly checked and prepared to ensure the maximum effectiveness for all involved. The school ensures that all Year 10 pupils experience a range of 'taster' courses linked to their local college. In Year 11 they move on to more intensive courses, for example in motor vehicle maintenance, hairdressing and catering. The close links between school and college staff mean that all are clear about the attainment levels of pupils, their individual needs and how the skill in question links to the wider curriculum pupils are following. Thus, in a very good motor vehicle maintenance session with Year 11 pupils, the college lecturer was very clear about both the intellectual and emotional needs of each pupil. He used his planning, the tasks and discussion with individual pupils to move them on and reinforce the skills he sought to teach. Work was sensitive, supportive, but also rigorous and a good preparation for the world of work, setting realistic tasks and demanding high standards of performance and behaviour.

Above all, the work reinforces pupils' responsibility for their own actions and development.

189. Other college links are developing well. The Star Centre, specialising in opportunities for pupils with a range of physical disabilities, provides short courses which match well the needs of a significant minority of pupils at the school. At the City of Bristol College, learning support tutors provide highly skilled sessions for pupils with complex needs through the 'New Horizons' course. In one session pupils were introduced to the college. At the first session of a five-week course, they were given the opportunity to identify what they want to get from the college, how the college works and what they should do on their next visit. The pupils clearly progressed in their use of communication skills and their own confidence in a new environment. There are excellent links between the college co-ordinator and the school co-ordinator and within the school-based team as a whole. This ensures the development of a coherent approach for each student. Work in the annexe provides good college experience for its pupils. The fact that many pupils who have missed much schooling and do not relate well to formal education are now able to participate in college-based courses is a tribute both to the skills of the teaching staff and to the application of the pupils involved.
190. The work-related curriculum is strong and is beginning to link very closely with other schools in south Bristol. It also offers opportunities to pupils from comprehensives who experience problems. From the large number of courses that the school runs, the inspection team was able to look at a few in some depth. These included bricklaying, horticulture and land studies. In a well-planned lesson on erecting scaffolding for Year 10, the pupils were given clear instructions and made to observe good health and safety procedures. They have a very good relationship with the college lecturer and, as a result, behaviour and learning is very good. The high degree of relevance and the good teaching and planning skills that have been mobilised ensure that all involved enhance their work prospects during each session. The highly skilled involvement of college staff could now be further developed by the exchange of skills between school and college staff. School staff are already benefiting from working closely with further education staff, and college staff value insights from school-based staff that assist them in pitching their level of language and questions. New links that have been established with Cannington College are developing very well indeed. The outcome is a school garden which pupils have developed and will now maintain. With skilled tutoring they learn much about their environment and how to protect it. One pupil sums up one horticultural lesson by saying 'This is helping us to know how to look after our area in the future'. The effectiveness of the horticultural course should now be integrated in the accreditation opportunities within the school. The school's mini enterprise, 'Greenfingers plc', can also now provide a sound base for further accreditation of work-related training.
191. The school has recently been awarded the coveted title of 'community school'. This is not easily gained and is recognition of the innovative work carried out between the school and south Bristol. There are now very many opportunities for the school to link to its immediate area. Opportunities that have developed include a highly successful bowling club, a bingo club, community enterprises and lifelong learning opportunities, including aquaerobics, health and safety training, angling and swimming. During the inspection, team members were able to attend the youth club and a barbecue. The commitment of ex-pupils was very impressive, as was the involvement of local professionals, such as the school nurse and an ex-education welfare officer. It is clear those pupils who leave Florence Brown value their experience at the school and

wish to assist future pupils in developing a richer life. One ex-student who is about to start a BTEC course in music was emphatic that 'This school gives you the determination to succeed'. The fact that so many ex-pupils are now involved in school-community links indicates that the title of community school was an appropriate accolade for this area of work. The Community Learning Mix Project regional officer, who also attended the barbecue, emphasised that the school was unique within the field of 'special' education in developing such a coherent and effective community programme. More work could now be provided for pupils currently attending Florence Brown. The richness of community links is such that many more work-related and accreditation opportunities exist and can be built up.