

INSPECTION REPORT

GRANGE PARK SCHOOL

Leybourne, West Malling

LEA area: Kent

Unique reference number: 119051

Headteacher: Mrs J K Hanley

Reporting inspector: Mr M G Whitehead
21061

Dates of inspection: 1st – 4th July 2002

Inspection number: 194676

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils and students:	11 to 19 years
Gender of pupils and students:	Mixed
School address:	Birling Road Leybourne West Malling Kent
Postcode:	ME19 5QA
Telephone number:	01732 842144
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Davis

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21061	M G Whitehead	Registered inspector	Mathematics Art and design Music Physical education	What sort of school is it? The school's results and pupils' and students' achievements How well are pupils and students taught? How well is the school led and managed? What should the school do to improve further?
8991	P Goldsack	Lay inspector		Pupils' and students' attitudes, values and personal development How well does the school care for its pupils and students? How well does the school work in partnership with parents?
17530	M Cureton	Team inspector	English Geography History Modern foreign languages Religious education Equal opportunities	
1249	J Edge	Team inspector	Science Information and communication technology Design and technology Special educational needs	How good are the curricular and other opportunities offered to pupils and students?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Park is a special school for pupils and students whose ages range from 11 to 19 years. All pupils and students have statements of special educational needs. They have autistic spectrum disorders, moderate and severe learning difficulties and many have additional behavioural difficulties. There are 33 pupils and students on roll, comprising 22 boys and 11 girls. There is one black African pupil and one Indian; the rest of the pupils are white European. There are no pupils or students for whom English is an additional language. The attainment levels of all pupils are well below the national average as a result of their autistic spectrum disorders and other learning difficulties.

HOW GOOD THE SCHOOL IS

Grange Park is a very good school with many excellent features. It provides a high standard of education and offers a very high standard of care for its pupils and students. The quality of teaching is good throughout the school with many very good and excellent features. Relationships within the school are very good. All pupils and students achieve well and make good progress. The excellent leadership of the headteacher and the strong support by the management of the school ensure that all pupils and students receive a high quality of education, support and guidance. The school provides very good value for money.

What the school does well

- The headteacher provides excellent leadership and drive for the school and receives very strong support from her deputy.
- The standard of teaching for pupils up to the age of 16 is consistently good, whilst the teaching of students over the age of 16 is very good.
- The school provides a very good curriculum for all its pupils and students.
- The management of all pupils and students by the staff is very good.
- The relationships between staff and pupils are very good and all staff provide excellent role models.
- The inclusion programme is excellent, as are the relationships between Grange Park and its neighbouring schools and colleges.

What could be improved

- The governors' annual report to parents and the school prospectus do not contain all the information that is required by statute and therefore are in urgent need of revision.
- The school does not promote sufficiently amongst its pupils and students an awareness of the richness of their own culture and the multiplicity of cultures within Britain.

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

This is the first inspection since the opening of the school in September 1999. However, it is important to note that the school has fully embraced all subjects of the National Curriculum. This has been a challenging task and the headteacher, staff and governors deserve every credit for the work that has been done during the last three years.

STANDARDS

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

Progress in:	by Year 11	by Year 13	Key	
speaking and listening	B	A	very good	A
reading	B	A	good	B
writing	B	A	satisfactory	C
mathematics	B	A	unsatisfactory	D
personal, social and health education	B	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

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

The major focus on the improvement and development of the provision for post-16 students is fully consistent with the school's targets. This includes the continued development of the curriculum and the use of recently negotiated accommodation within a neighbouring mainstream college. The achievement for students in the post-16 groups is better than the achievement for pupils in Key Stages 3 and 4 because previously, Grange Park was a college for post-16 students. The management staff and the teachers have a wealth of knowledge and experience from working with older students.

The revision of the school's curriculum and implementation of the National Curriculum have been very successful. Pupils and students achieve well throughout the school. The levels of attainment are low when compared with the national average, as one would expect of pupils and students with these particular special educational needs. However, they make good progress even though that progress, for a number of pupils and students, may need to be measured in very small steps. Throughout the school, the boys and girls make equally good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils and students are very attentive and keen to do well. They like the school very much and try hard to do their best.
Behaviour, in and out of classrooms	Overall, behaviour is good. Pupils and students are well aware of what is expected of them. The school is an orderly community with a very good atmosphere for learning.
Personal development and relationships	Very good. Mutual respect is the corner-stone of the excellent role models presented by staff and the very good relationships between adults, pupils and students.
Attendance	Satisfactory and improving. Pupils and students arrive promptly.

Attitudes towards learning throughout the school are very good and this is reflected in the good behaviour which is evident in all classes. The very good relationships that exist between

pupils and students and staff and the excellent role models presented by staff provide a very secure foundation for personal and social development of pupils and students. The clearly defined boundaries and the high expectations that staff have of the pupils and students are very effective in promoting positive attitudes and behaviour from all pupils and students.

TEACHING AND LEARNING

Teaching of pupils and students in:	Years 7 – 11	Years 12 – 13
Quality of teaching	Good	Very good

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

The overall quality of teaching in English is good for pupils up to the age of 16 and very good for students over 16 years of age. Teachers understand the individual needs of the pupils and students and make sure that they all make good progress. The quality of teaching in mathematics is very good with some excellent teaching for the older pupils and those students in the post-16 groups. The teaching of science is good; it is appropriate to the needs of the pupils and students despite the lack of a specialist teaching room. Teaching of personal, social and health education is also good, and much of this takes place in times that are less structured, for example during registration periods, before formal lessons begin, at breaktimes and at the end of the day. The skills of literacy are taught very well and the skills of numeracy are taught well throughout the school. All teachers have high expectations of the pupils and students and there are major strengths in the teaching of English, mathematics and physical education. Teachers have a very clear understanding and in-depth knowledge of the special needs of each pupil and student. They strive to ensure that those needs are being met fully and that the pupils and students enjoy learning and success. Pupils and students are valued highly by all staff and this is reciprocated in the hard work of the pupils and students. Pupils and students learn well. Overall, the learning is good and, for the students in the post-16 classes, learning is very good.

The high standard of teaching in the school results in equally high levels of learning by the pupils and students. They are highly motivated, thoroughly enjoy coming to school and are pleased to celebrate their own achievements and those of others.

The school works very effectively in meeting the needs of all pupils and students. The excellent relationship between the adults and the pupils and students is a major strength of the school. This generates an atmosphere of mutual trust and respect, which is conducive to learning. The care and emotional needs of all pupils and students are met very well by all staff. The learning support assistants play a vital and very effective role.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. Pupils up to the age of 16 cover the full National Curriculum and religious education. There are many beneficial extras, especially the links with mainstream schools and colleges. All pupils and students enjoy a wide variety of experiences that are relevant to their life after they leave the school.

Aspect	Comment
Provision for pupils' and students' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes personal and social development extremely well. This helps pupils and students to mature and move forward both socially and academically. The cultural development of pupils and students is satisfactory but, awareness of multicultural Britain is not so well promoted. The provision for spiritual development is good and moral development is excellent.
How well the school cares for its pupils and students	The school cares very well for its pupils and students. Their happiness and wellbeing are paramount in the work and total commitment of all staff. There is insufficient speech and language therapy in the school, this limits the progress of some pupils and students.

The school's partnership with parents is very effective. This partnership is valued highly by the school and is fostered through the use of the home contact books. With the exception of the omissions in the governors' annual report to parents and the school prospectus, the school provides a good standard of information for parents. Parents are included in school social events and are made very welcome when they visit for any reason.

The school provides a very good curriculum for its pupils and students. It has a breadth of coverage that is good and includes all subjects of the National Curriculum and religious education. The school is particularly effective in its inclusion programmes, which enable many pupils to attend mainstream schools for lessons.

The school is particularly strong in the way in which it cares for its pupils and students. The achievements of pupils and students are carefully recorded and a close monitoring of their progress takes place. The promotion of good behaviour is very good and the school is very effective in eliminating oppressive behaviour. The school provides very good personal support and guidance for all pupils and students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher, the very strong support provided by her deputy and the good work of other key staff ensure that the school runs very effectively and provides a very good quality of education for all pupils and students.
How well the appropriate authority fulfils its responsibilities	The governing body works very well to support the work of the school and promotes the high quality of education that permeates the whole school. However, the governors' annual report to parents and the school prospectus do not contain all of the information that is required concerning the organisation, structure and activities of the school.
The school's evaluation of its performance	The school works well in evaluating its performance. The work of the headteacher, senior management team and other key staff is all monitored and the procedures for this monitoring are under constant review in order to develop an even more effective system.

Aspect	Comment
The strategic use of resources	Resources are used very well to promote the education and welfare of all pupils and students. The use of technology within the school, and its administration procedures, are very good. The links with neighbouring schools and colleges and the inclusion programmes are enhanced by the access that has been gained to outside resources. The school is very effective in applying principles of best value.

The school has a very good number of suitably qualified and experienced staff. There is a very strong commitment by all staff to the work they are doing for the benefit of all pupils and students. There are several specialist teachers who provide an extremely high level of subject expertise, which is shared and valued by all staff. The learning support assistants also provide invaluable support to teachers, pupils and students alike. The school accommodation is generally satisfactory. There are strong features, especially for the teaching of English, mathematics and art and design, but there are weaknesses in the accommodation as far as science, physical education and music are concerned. Learning resources throughout the school are generally satisfactory.

The headteacher and her deputy work very closely together to ensure high quality of management and day-to-day running of the school. They are well liked and respected by all staff and they play a very effective and supportive role for all staff, pupils and students.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, make good progress and behave well. • Teaching is good with high expectations and good leadership by the headteacher. • The school works closely with parents and is easy to approach with any questions. • Parents are kept well informed about their children's progress. • Children are becoming mature and responsible and enjoy an interesting range of activities outside of lessons. 	<ul style="list-style-type: none"> • The amount and frequency of homework.

The team of inspectors agrees with the very positive views of the parents and understands that the school is developing its homework policy to make it more effective and appropriate to the needs of the pupils and students.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' and students' achievements

1. The attainment levels of all pupils and students are well below the national average as is to be expected of pupils and students with autistic spectrum disorders and additional learning difficulties. Nevertheless, the school has a policy that ensures that all pupils and students leave with some form of nationally accredited certificate.
2. It is for this reason that the older pupils and students follow the Award Scheme Development and Accreditation Network (ASDAN) courses. These contain different modules, for example 'Towards Independence', 'Transition Challenge' and 'bronze and silver awards'. The students in the Key Stage 4 classes follow the Transition Challenge courses and complete the appropriate modules. The most able pupils in the school join GCSE courses at the schools they attend as part of Grange Park's inclusion programme. There were no Grange Park pupils entered for GCSE examinations in this current academic year. Such modules cover areas of study including music, English, mathematics, manufacturing. This is very important to the pupils and students as it gives them a target to aim for whilst in school as well as a certificate to take with them when they leave school. This is totally appropriate to the needs of the pupils and students and helps to recognise their strengths, each one at his or her own level. For some pupils, the progress that they make in developing speaking skills is limited because there is not enough speech and language therapy available for them. The school is aware of this shortcoming and continues to strive for improved provision. The information and communication technology (ICT) achievements of pupils during Key Stage 4 are not as good as those by pupils in Key Stage 3 and students in post-16. This reflects the differences that there are in the different groups of pupils. There are some pupils in Key Stage 4 who have more severe difficulties than other pupils and students in the school. They have much greater difficulty in working with computers and controlling the mouse; there are also times when the expectation of the teachers is not high enough.
3. The school is very effective in teaching basic skills to all pupils and students. The levels to which they aspire vary considerably according to their special needs. By Year 11, pupils make good progress in speaking, listening, reading and writing. By the end of Year 13, students make very good progress in all these areas. The school sets many targets for pupils to meet. These cover different subject skills as well as social skills. Targets are carefully designed to meet the individual requirements of the pupils and students and create goals that are achievable for them all. The achievement for students in the post-16 groups is better than the achievement for pupils in Key Stages 3 and 4 because, previously, Grange Park was a college for post-16 students. The management staff and the teachers have a wealth of knowledge and experience from working with older students. A real strength of the school is the quality and appropriateness of the education that it provides for its pupils and students which enables all of them to achieve well in all circumstances.

Pupils' and students' attitudes, values and personal development

4. Both pupils and students have very good attitudes toward learning and respond very well to the range of opportunities available to them. Parents confirm that their children like school and this feature is evident by the positive manner in which they enter the school each morning and easily settle into the day's routine. In lessons, pupils and

students listen carefully and work hard to do their best. A good example of this was seen in a Year 9 lesson in ICT where pupils' prolonged concentration contributed significantly to their success on computers. The high levels of response from pupils and students are the direct result of the well-planned, skilfully taught lessons that teachers deliver to them.

5. Overall, behaviour across the school is good. The school is an orderly community with a very good atmosphere for learning. In general, pupils and students are well aware of the school rules and the high expectations of behaviour. There were many examples throughout the inspection where pupils and students in lessons and outside the school behaved in an exemplary manner. For some pupils and students, the nature of their special needs includes extreme behaviour. As a result of expert intervention by staff members, learning for all is maintained and these individuals are supported with patience, respect and understanding. Ongoing improvement in behaviour for pupils and students is enhanced by the consistently high quality of behaviour management displayed by all members of staff. Pupils and students are polite and courteous and treat resources and displays with care. There is no evidence of bullying, oppressive behaviour or any race related difficulties. Lunch is taken in the classrooms in a friendly atmosphere with members of staff. Some pupils and students are able to help their classmates with dinner trays and they do so willingly and this adds to the family atmosphere that is a hallmark of the school. One student had two fixed-term exclusions and was then permanently excluded for unacceptable misbehaviour over the last reporting year.
6. Relationships within the school and the personal development of pupils and students are very good. Mutual respect is the cornerstone of the excellent relationship between adults and the young people they are teaching and nurturing. Pupils and students thrive in this enriching atmosphere. Their progressive achievement over time is evident in their many accomplishments within the ASDAN programme for students and the inclusion programme for pupils in nearby schools. Pupils and students have a very good level of respect for the feelings, values and beliefs of others. They are attentive in whole-school assemblies and very respectful during acts of collective worship. They value and take pride in their own accomplishments and these take many forms ranging from playing 'Ode to Joy' independently on the keyboard, swimming ten lengths of the pool at the nearby leisure centre, taking part in lessons at mainstream schools or carrying out research on the Internet. Reading and a love of books are promoted very well and students who read independently not only work towards their targets but also read for pleasure.
7. Moral development of pupils and students is very good and this is evident in their good behaviour and progress toward increased independence as they mature. Pupils and students experience a growing awareness of the impact of their actions on others. Good examples were seen in physical education lessons; in one lesson, students competed with each other and recorded points scored together and clearly understood the importance of fair play. Very good moral development contributes to the success of pupils who attend lessons and events at mainstream schools and students who participate in community projects as part of their studies.
8. Social development is very good and, as difficulty in this area is fundamental to the special needs of the pupils and students, the gains that they make are noteworthy. To the best of their ability, pupils and students participate in the life of the school community very well. Ordinary school activities, such as delivering registers to the office, setting up equipment for physical education and tidying up resources, are carried out routinely. Participation in the extra-curricular clubs available at lunchtime is left to the

pupils' and students' discretion. During the inspection, one student took advantage of the ICT club and did so enthusiastically and with good supervision and made the most of his computer skills. An outside counsellor visits the school regularly and some pupils and students make use of this provision to seek confidential advice about their own teenage concerns. Personal responsibility is extended very well within lessons in physical, health and social education and the ASDAN programme. For example, during the inspection, older students worked very well together to make displays on healthy foods. Pupils and students continually improve their social skills while taking part in the many trips and learning experiences such as gardening or shopping trips to Bluewater.

9. Cultural awareness of the pupils and students is good. Religious education lessons provide pupils with an awareness of the world's leading faiths and the different traditions attached to them. Visits and trips include the houses of worship of different faiths along with museums and historical sites. Older students visit the Royal British Legion and Princess Christian's Farm as part of their world of work studies. Students with an interest in drama visit theatre productions. The school has established a link with a similar school in Belgium. Some students met with their counterparts during a day trip to Calais. Pupils' and students' awareness of multicultural Britain is somewhat limited by the monocultural surroundings of the locality and the few opportunities provided to learn more about their own cultural diversity.
10. Attendance is satisfactory but, at 77.2 per cent, the last reporting year is much lower than previous years. This figure is not higher because the small number of pupils on roll means that even one prolonged absence makes a significant impact on the overall rate. Pupils are generally prompt each morning and any lateness is the result of difficulties with taxis or traffic delays. Pupils and students are attending very regularly and the registers indicate that the current attendance rate is improving significantly.

HOW WELL ARE PUPILS AND STUDENTS TAUGHT?

11. The overall quality of teaching at Grange Park is good. Teachers are well qualified, competent and very effective as they work unstintingly in order to meet the needs of the pupils and students. Teachers and learning support assistants work very closely together as they study carefully the differences between pupils and students and make sure that lessons are planned so as to be appropriate to all members of the group.
12. Very good teaching was seen in English, personal social and health education, religious education and physical education for students in the post-16 groups. Very good teaching was seen for pupils in Key Stage 3 in design and technology, mathematics, music, religious education, art and design and English.
13. There were very few weaknesses observed in teaching throughout the inspection. On a very small number of occasions, the work could have been slightly more challenging for the most able pupils. The overall picture of teaching within the school is good with many very good and some excellent features.
14. During the inspection, excellent teaching was observed in music for students in the post-16 groups. Not only was the lesson very well planned and matched to the individual needs of the students, but the teacher also ensured that the least able student was able to succeed, which resulted in the student being absolutely delighted. Excellent teaching was also seen in mathematics with pupils up to the age of 16. The work was well planned and presented a challenge for each and every pupil. There was a wide variety of activities, most of which were well supported by the extremely good use of ICT. Pupils obtained information from the Internet in order to answer questions they had been

set. The pupils used computers and CD-Roms from which they gathered the information they required. Throughout the inspection, the direct relationship between exceptionally high quality teaching and the excellent relationships between teachers and their students and pupils was evident. For example, in a physical education lesson, the teacher, who is an outstanding practitioner, set very clear boundaries for students which they respected. The teacher constantly monitored the progress and attainment of the pupils and students during the lesson time and, with the help of a support assistant, this information was carefully recorded.

15. In an excellent English lesson, the teacher gave students opportunities to extend their imaginative work. The teacher is very highly skilled at questioning pupils and managed to help a pupil to describe a scene using the birdsong that she had heard. Excellent teaching was also seen in a French lesson with an individual pupil. In this lesson, the teacher made very good use of a video recorder, a well-prepared, appropriately pitched worksheet and endless patience. The teacher and the learning support assistant worked extremely well together to ensure that the pupil was safe and focused on her work. Learning support staff are very effective in many lessons. For example, in a physical education lesson, the support staff were busy all the time making sure that the students took a full part in the activities and enjoyed the session.

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

16. The quality and range of opportunities provided for learning are very good, for pupils and students of all ages. The particular strengths are: access for all to provision individually relevant to them; strategies for teaching literacy and communication skills and the uses of the local community and partner schools. Pupils and students receive a very good range of experiences during their schooling. They leave school very well prepared for later life.
17. Both the breadth of coverage and the balance of use of time in the curriculum are very good. The elements which make up the curriculum are very relevant to the needs of pupils and students. The statutory requirements are met fully, that is to provide coverage of National Curriculum subjects plus religious education. Very good use is made of flexibility to use time for work-related education. All pupils and students have sufficient, good quality careers education. The whole school follows a well-thought-out programme for personal, social and health education. The delivery and choice of topics for this programme are well suited to the different needs of the diverse age groups. The programme makes appropriate and effective reference to sex education and gives due attention to the teaching of drugs awareness.
18. During Key Stage 3, all pupils are provided with the full range of National Curriculum subjects and religious education. Each element is allocated sufficient time, with a sensible allocation of time for English and mathematics. Also, they have two distinctive and useful additional elements; they are personal, social and health education for all, plus horse riding sessions for Years 8 and 9. An excellent aspect of the provision for Key Stage 3 is that almost all pupils attend mainstream schools for some lessons.
19. The provision for pupils during Key Stage 4 is much different. About half of the week is used very well, for a mix of work-related learning and practical projects linked to life skills. The other half is used to continue subject study. Pupils continue to receive their entitlement to National Curriculum subjects and religious education. They gain competence to cope with daily tasks. For example, a complex task is cooking a meal but only after shopping carefully to buy the correct items or a simpler task is to use a

toothbrush correctly. The work is covered in various ways, which are different for each pupil, so that specific learning difficulties are met very well. ASDAN is used to formalise and accredit the provision. The extensive use of the local community is a major asset for Key Stage 4. Specific modifications have been made for certain boys, as a response to their specific emotional and behavioural difficulties. The modifications are effective because they allow staff to guide the boys toward integration into a full curriculum.

20. The post-16 curriculum is effective and provides access to a range of skills directly relevant to the needs of all of the individuals, over the three years of this phase of their education. The major strength of the post-16 curriculum is that the students become skilled and knowledgeable enough to do well in life after school. Some pupils have individual programmes, whilst others share provision as a group. There is sufficient overlap between the two styles. For example, the planning for individual programmes ensures that those few pupils share experiences with the group. The individual programmes meet specific needs very well. The outcomes in terms of improved behaviour, and engagement and involvement in life and learning, are very impressive. The individual programmes for members of the Year 14 leavers group include supported attendance at the placements that will be taken up after leaving the school. The others in Years 12, 13 and 14, work in class groups. They have a well-chosen mix of subjects with a strong focus on literacy and numeracy. In addition, they work to improve basic skills, formalised by the very good way in which staff use the ASDAN unit awards systems. A very good range of activities is provided to ensure broad learning of skills, in a variety of settings. A key strength is the extensive use of community facilities, such as the good opportunities for supported, structured learning on work experience.
21. Many pupils and students have learning difficulties which include elements of social development. The school tackles this issue very well. All age groups benefit well from extra-curricular experiences. There are some lunchtime activities and there is an extensive range of on- and off-site activities. Visits are arranged that include good opportunities for participating in sport, and arts-related activities. There are very extensive links with the local community. Examples include many places for work experience, sport-related links such as visits to the school by Chelsea FC plus cricket tournaments, and project work has been supported by visits to the Medway River Project and Meridian TV. Many local facilities are used as venues to improve life skills for Key Stage 4 pupils and post-16 students, which include shops, parks, leisure centres and others. Subject work is enhanced, for example in humanities by museum visits and the Channel Tunnel visit. Careers education and guidance are organised carefully and monitored well by the deputy headteacher. Spiritual provision is helped by visits from the local priest and a counsellor from the health authority. Pupils have ready access to the Internet and many of them research as part of work for subjects, or for their own interests. An excellent aspect of provision is the extensive links with local mainstream secondary schools. Almost all pupils in Years 7, 8 and 9 participate. The benefits are both academic, to learn in a new context, and social because the links lead to considerable socialisation with mainstream pupils. For example, a Year 9 boy with many learning difficulties in communication was supported by boys at the local school as he produced a very competent circuit diagram using specialised computer software. This is a substantial achievement secured in a more inclusive social context. A significant new venture, secure to start next year, is that all post-16 provision is to be housed at a local mainstream secondary technology college.
22. Strategies for the teaching of literacy are good. They are regarded as fundamental to pupils' and students' communication skills and their understanding of the socially acceptable behaviour that is required of them. The strategies for the teaching of numeracy throughout the school are also good. Teachers make good use of the many

opportunities throughout the day to reinforce number skills, especially counting. As lessons start and the register is called, pupils and students are encouraged to count the members present and calculate how many may be absent from that lesson.

23. The school is fully committed to a policy of equal opportunities, where every person is regarded as being of equal value, regardless of their race, gender, class, disability or faith. There is a high level of awareness of this policy throughout the school. The excellent standard of behaviour management fully supports equality, and allows all to make the greatest progress of which they are capable. The school's policy and practice of including pupils into mainstream schools ensure equality of opportunity and experience for higher attainers, and gives them access to a greater range of appropriate qualifications. The policy and practice are well monitored by the headteacher, and seen by all to be effective.

Spiritual, moral, social and cultural development

24. The provision for pupils' and students' spiritual, moral, social and cultural development is good overall, with provision for moral and social development being excellent and cultural development being satisfactory. This helps to enhance their attitudes towards themselves and others and also results in good behaviour. The school's aims are well supported by the quality of this provision.
25. Spiritual development is good because opportunities to explore different feelings are planned for by the headteacher and because teachers also provide pupils and students with opportunities to reflect on their thoughts and religious beliefs. Relevant themes to promote pupils' and students' sense of identity and self-esteem are well addressed. For example, pupils explored the reasons why home is where you feel happy. Pupils and students also learn about the traditions and beliefs of the world's major faiths in religious education lessons. Whole-school assemblies celebrate the success of individual pupils and students and provide them with the opportunity to reflect on their own and their classmates' achievements. The curriculum is well matched to the school's aims, in particular a commitment to develop self-esteem and personal worth in order to become a significant and valued member of the community. The many attractive displays within the school celebrate the individual spirit and achievements of the pupils and students. During lessons, they are encouraged to think about and value their work and develop confidence. Many examples of this were seen during the inspection in lessons that ranged from swimming, reading, French and music. Acts of collective worship take place weekly in whole-school assemblies. Visiting clergy provide a regular further religious dimension. There are also acts of collective worship in each classroom on a daily basis, which allow opportunities for quiet reflection and discussion. The discussions that teachers lead regarding different human emotions are worthwhile and relevant and thus fulfil requirements regarding collective worship to a high degree.
26. Moral development is excellent and the school's high expectations are very well supported by the teachers' expertise in behaviour management. The school's welcoming learning environment is very well supported by the friendly, orderly atmosphere and commitment to helping pupils and students develop a sense of responsibility. Fair play and respect for others are promoted very well, particularly in lessons in personal, social and health education. The school's ongoing reinforcement of respect for others successfully promotes its moral code. Pupils and students behave well and do so because they know right from wrong and not because they are cautious of sanctions. Respect for others is also promoted in practical ways, such as competing fairly in physical education lessons with an understanding of sportsmanship. The school very effectively addresses the needs of pupils and students with difficult behavioural

patterns. The school also provides many opportunities for pupils and students to discuss moral issues and dilemmas as they arise in the life of the school as well as a planned programme of approach.

27. The provision to support social development is excellent. The nature of pupils' and students' needs makes this a most challenging area and the school's very good efforts in promoting responsibility, a sense of community and independence makes this provision a strength of the school. Practical social skills are very well taught and progress is evident in the pupils' and students' success in joining mainstream schools for different lessons and achievements within the ASDAN programme. The wide range of extra-curricular activities, links with the community, shared activities with other schools, trips and visits provide many worthwhile opportunities for pupils and students to extend these social skills. The high quality support provided by teachers and learning support assistants means that these opportunities are well suited to the needs and abilities of individual pupils and students. All staff members are very good role models and this, along with the family-like atmosphere of the school, supports social development very well.
28. Provision to teach pupils and students to appreciate other cultures as well as their own is satisfactory. Religious education lessons provide for the study of the world's main religions and these are supported by visits to nearby houses of worship and the celebration of different religious festivals over the year. The library includes books on different world cultures and religions. History lessons include ancient Egypt and the Aztecs along with English history, and the curriculum also includes visits to museums to further the understanding of these subjects. The school has established a link with a school in Belgium and pupils and students had the opportunity to visit Calais on a day trip. They are also provided with the opportunity to study French. However, there are not enough different opportunities for pupils and students to discover the richness other cultures as well as their own. There are some missed opportunities to promote artists, composers and the unique features of the locale. The school is in a rural location in a mainly mono-cultural area and there is not enough emphasis on raising awareness of multi-ethnic Britain. The school could do more to equip pupils and students for life in our multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?

29. The school's procedures for providing child protection and ensuring the wellbeing of all pupils and students are very good and followed consistently. The happiness and best interests of pupils and students are the main focus of all members of staff. The physical, emotional and intellectual needs of the pupils and students are well known to staff along with their talents, skills and personalities. The headteacher holds responsibility for child protection and is supported in this role by the deputy. The school's policy follows the local education authority's guidelines and staff members are sure of procedures in this area. The governors' premises committee carries out risk assessments of the site twice each term and they are committed to high standards of maintenance and health and safety. The school makes very good use of a wide range of outside professionals to support pupils and students. Parents expressed concern about insufficient visits from the speech and language therapists. Progress in speaking skills is not as good as it should be as there is insufficient speech and language therapy in the school. The school's efforts to improve this provision are ongoing.
30. The last inspection identified the needs for a nurse to visit the school regularly. This has now been addressed and a nurse visits the school for a few hours each day. There are very good arrangements in place to administer medicine and provide first aid.

31. The educational and personal support and guidance provided for pupils and students are very good. There is very good record keeping on all areas of pupils' and students' personal development. Their progress is evident in teachers' records and in pupils' and students' portfolios of work over time. This provision is also greatly enhanced by the staff's genuine interest in pupils and students as individuals and the respect that they show them. Pupils and students are carefully monitored and parents' consistent use of the home contact book to inform teachers of any changes allows them to make necessary adjustments to support pupils and students. Learning support assistants are totally committed to the welfare of the pupils and students. To enable a strong swimmer to exercise and increase his skills and stamina in the water safely, one learning support assistant is prepared to swim with him for ten lengths of the pool on two occasions each week. This is an impressive level of dedication.
32. The procedures for monitoring and improving attendance are good. Registers are kept according to statutory requirements and called at the beginning of each session. Patterns of absence are investigated in order to help pupils and students who may be experiencing difficulties or whose families may need some support. Parents are reminded about the importance of good attendance. However, attendance figures do not appear in pupils' end of year reports to parents, the prospectus or governors' annual report to parents.
33. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. Members of staff have high expectations of behaviour and these are very well linked to the school's success in promoting pupils' and students' social skills. Successful strategies to support individual pupils and students are shared with parents in the home contact book and at annual reviews in order to promote continuity. Teachers and learning support assistants promote good behaviour within a climate of praise complimented by interesting learning activities. An outstanding music lesson for students provided each one with a challenging and enjoyable activity making excellent use of keyboards, computers and correct musical terminology. It was no surprise that the students' behaviour and learning were exemplary. Pupils and students who have acute behavioural difficulties have very good individual programmes for behaviour management to help them. This guidance is followed consistently by staff members and followed up with careful recording and monitoring by the headteacher. In some cases, the success of the school's expert approach to behaviour management has resulted in dramatic progress in social skills for individual students within a relatively short period of time.

Assessment

34. The monitoring of pupils' and students' academic performance and personal development is very good. The monitoring of academic performance is good, and the school is already starting to add further procedures. The monitoring of personal development is very good, especially of behaviour – including very successful action to eliminate oppressive behaviour. In addition, much is done to identify how to improve pupils' and students' personal development. Pupils and students leave the school with very good attitudes, with a very good capacity for personal relationships, and very well prepared for adult life.
35. Procedures for assessing pupils' and students' attainment and progress are good. The school has baseline measures of attainment, collected soon after entry. This procedure was begun for the first intake into the redesignated school, and continued every year. Each year, targets are set for each pupil, for each of their subjects. These are

sufficiently precise and specific to be a sound basis for planning. These targets are elements of the overall individual education plans. However, more could be done to add detail over what is to be achieved, and to explain how this will be measured. Also, the target-setting procedure could be made more useful if the checks were made more frequently, so as to make sure targets remain relevant to the changing situation of each pupil, term by term. As each lesson is planned, teachers make sure that the lesson is suitable for every pupil and that each one benefits as an individual. Brief but pertinent notes are made toward the end of lesson about the progress achieved. These procedures are strong factors sustaining the overall good teaching and learning at the school.

36. The staff are tracking academic progress accurately. There is a good picture for each pupil of the extent of overall achievement in class work. The staff use appropriate measures of attainment, that is National Curriculum levels, and the well-established P scales. This assessment about achievement in subjects is a mix of good, such as for science, mathematics and ICT, and satisfactory, such as for English. The school is ready to take sensible steps, using a commercial assessment system, to improve the effectiveness of the systems. The record keeping about the achievements of pupils on individual programmes rather than class-based work is good. The progress of boys and girls is monitored carefully to ensure that there is equality of opportunity and outcome. Similarly, the progress of the ethnic minority pupils is also carefully monitored to ensure that their needs are met fully and that they have every opportunity to make good progress.
37. Overall, the use of assessment information about achievement to guide curriculum planning is good. The school maintains a good grip on whether or not the curriculum is meeting individual needs. The curriculum is reviewed annually. The annual cycle of assessing achievement against individual targets in the individual education plans is used. In addition, the staff refer to the progress files, that is portfolios of exemplar work for each pupil, covering all the curriculum provision for that pupil. These give a clear picture of actual work and illuminate the written assessments. Also, the overall strategy of withdrawal from classes into individual programmes is reviewed very regularly. A detailed record is kept of positive and negative outcomes by pupils to the elements of their specialised programme. Trends are identified and termly reviews made of the provision, on an individual basis. The use of externally accredited assessment procedures for pupils aged 14+ is linked directly to curriculum planning. For example, the use of units of work accredited using ASDAN gives a beneficial structure for the curriculum planning of work which improves pupils' and students' personal development, at Key Stage 4 and post-16. The excellent links with mainstream secondary provision are opening up significant extra opportunities for external accreditation, such as GCSE and GNVQ. As yet, the school is not formally using assessment and other information to monitor trends, or the performance of specific areas of curriculum provision. The school is well aware that monitoring of this aspect of academic performance is now appropriate, three years after the first intake of pupils aged 11 to 15.
38. The school is fully meeting the requirements of the statements of special educational needs. Every pupil has such a statement. The educational provision is maintained fully. For some pupils, there is a lack of required provision for speech and language therapy. The school is taking sufficient action to ensure that those responsible comply with their duty to provide the staff needed so as to secure this provision. The annual review process is handled very well, for every pupil. The reviews are conducted appropriately, with sufficient assessment to allow staff, pupils and parents to make an informed judgement about the next stages of provision. There are two pupils on roll who do not

have full access to the provision on their statements. Again, matters beyond the control of the school are the root causes of this situation.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents have excellent views of the school and were very generous in their praise for what the school provides for their children. Each pupil and student is reviewed annually to ensure that the provision is appropriate and that their special needs are being met as fully as possible. Annual reviews are very well attended by parents and carers as well as the support services who are involved. Parents and teachers value these meetings highly and they are used very well to share information and make secure plans for the future schooling of the pupils and students. The individual education plans for each pupil and student are very good and made clear to parents during the annual reviews. Overall, the quality of information provided for parents is good.
40. The school values its partnership with parents and the effectiveness of this link is very good. Central to this is providing parents with strategies to support their children's development at home and extend the good experiences they enjoy at school. The school is aware that not all families are in a position to provide this extension but values all efforts that parents do make to support their children. Pupils and students are transported to school by taxi so parents do not meet with teachers as part of their daily routine. The home contact book is a vital communication tool and teachers and parents update it daily with very good quality information about occurrences that may have a positive or negative effect on each pupil and student. Parents are well informed about the school's ethos and expectations for their children, and the shared commitment between home and school is formalised effectively in the home/school partnership agreement. Parents' impact on the life of the school is good. Parents are active members of the friends' association and, since the last inspection, their direct involvement in organising events has increased. Their social and fundraising events are well attended and funds raised help to provide extra equipment and have contributed significantly to the cost of a mini-bus. Parent governors are very committed to the life of the school and the progress of each pupil and student. Parents with children who attend nearby schools for part of the day are very supportive of these arrangements.
41. Nearly all parents participate in the parents' meetings. The school is very welcoming and parents are encouraged to meet with teachers or the headteacher without delay should they have any concerns. Pupils' end of year reports are informative with good information about what pupils have learned in different subjects and very good information about their personal development. The termly newsletters to parents are excellent and relay details about the life of the school as a family and reflect its special atmosphere that values all pupils as individuals. However, the governors' annual report to parents and the school prospectus do not meet statutory requirements, as they are missing information concerning attendance rates. The governors' annual report to parents does not include details of governing body membership or information on resolutions from previous annual general meetings. The school prospectus does not contain a statement about parents' rights to withdraw pupils from religious education lessons and collective worship.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the school by the headteacher and her deputy are extremely good; the headteacher provides excellent leadership. She is an inspiration to her staff who afford her exceptionally high accord. She is well supported by her deputy and together they form a very effective team.
43. The headteacher and senior management team work very well for the benefit of the school. Since the school reopened in September 1999, there has been a tremendous amount of change and this has been instigated by the headteacher through her vision and commitment. The hard work of the deputy headteacher and the other members of the senior management team have brought these visions to fruition.
44. The headteacher has a very clear vision for the future of the school and this includes radical development of the school's provision for post-16 students. This is, of course, in line with the school's aims and values. Since the reopening of the school three years ago, the headteacher has been very successful in appointing well-qualified and suitable members of staff. She and the rest of the staff have embraced the National Curriculum and have put into place a broad, balanced and very relevant curriculum for all the pupils and students.
45. Teachers have taken on subject responsibilities and are working effectively in their new roles as co-ordinators. Management has ensured that the attainment and progress of all pupils and students are carefully recorded and monitored. This gives an excellent picture of the progress of each individual from one year to the next.
46. The governing body is very supportive of the headteacher and her staff. Governors attend meetings regularly and take an active part in the running of the school. They have taken on the responsibility of monitoring the quality of education and in this role they are gaining a clearer knowledge of the workings of the school. This is a relatively new process and is one that is constantly under review. The governors are already reviewing their monitoring forms in order to improve the quality of their work.
47. There is an area where the governors are not fulfilling their statutory duties. Both the school prospectus and the governors' annual report to parents are missing required areas of information.
48. The school has very good strategies for supporting the professional development of all staff. There are clear professional targets set for the headteacher along with a review of her progress towards meeting those targets. Great emphasis is placed upon professional development for all staff and they are encouraged to develop their interests and skills through in-service training. New members of staff who joined the school are very well supported. They are introduced and carefully mentored during their first few weeks. This system of support may continue for as long as is desired or needed.
49. The school's financial management is very strong. The headteacher and the school's administrative staff manage the accounts very well. The school makes very good use of ICT in its administration.
50. The school's accounts have been audited recently and a few minor recommendations that were made have been implemented fully. Good practice is followed regarding the storage of school records. The 12 per cent carry forward figure had already been designated for curriculum development but, at the end of the financial year, it had not been consumed.

Staffing

51. Staffing is very good. The number, qualifications and experience of teachers and support staff match the demands of the curriculum and the needs of the pupils and students very well. There is a wide range of experience amongst the staff. Teachers are very well qualified and all are effectively deployed to meet the needs of a varied student population. Subject specialists are a valuable strength and improve the effectiveness of teaching and the standard of learning. All hold qualifications in the teaching of autistic pupils, and all are now experienced and successful teachers of the autistic. Some have attended a highly specialist and prestigious residential course on the teaching of the autistic which has further enhanced their skills. A course to ensure that appropriate skills are reinforced within teaching in order to meet the special needs of the pupils and students is a strong feature of induction. The learning support assistants are well briefed for the tasks they undertake, and some hold specialist qualifications in the teaching of autistic pupils and in restraint. The school has fully supported one of the learning support assistants to obtain qualifications in order to become a teacher. Teamwork between teachers and learning support assistants is of a high order and key to some of the successful learning and behaviour modification seen during the week of the inspection.
52. The performance of all teachers and staff is very well monitored by the headteacher. In-service training, for all staff, is frequently provided in-house on an ongoing basis as a response to the school development plan or other more immediate needs.
53. Highly efficient clerical officers, midday meal supervisors and cleaners make a valuable contribution to the smooth running and pleasant atmosphere within the school. The school caretaker is a valuable role model to all pupils and students. Pupils' wellbeing is enhanced by a part-time specialist nurse, a part-time counsellor and a physiotherapist. Liaison with visiting professionals is excellent, and the headteacher's excellent standard of communication with the link school psychologist has allowed him to take a key role in the changing nature of the school.
54. Although subject co-ordinators are given non-contact time, there is scope to develop their roles further.

Accommodation

55. Accommodation is satisfactory. The school is exceptionally well maintained and scrupulously clean. The classrooms are bright, gleam with polish and are cosy and welcoming. The work of the pupils and students is celebrated at every opportunity and is used to make up the attractive displays in classrooms and corridors. The school lacks specialist accommodation, such as a science laboratory and a music room, but there is a room specifically used for art and design and design and technology, and another dedicated to computers. There is still a lack of private changing space and a lack of showers for pupils and students. They are unable to shower after physical education lessons. There is an effective rolling programme of refurbishment, expertly carried out by the caretaker, who also maintains the school bicycles and tricycles and checks the minibuses daily. The school is allowed to make use of an adjacent football field without charge. The gardens and playing field of the school are maintained to a high standard, and the school makes good use of the local leisure centre to teach swimming. Plans are well advanced for the development of a resources centre when a room becomes available at the end of term.

Resources for learning

56. Learning resources are adequate for the school's curriculum and range of pupils. Provision of computers is good. Besides a well-resourced specialist room, computers are installed in all classrooms, giving all pupils and students very good access to them. The library is very well stocked; books are very well maintained and attractive. The book stock supports the National Curriculum and pupils' and students' leisure reading. It also contains big books, some tapes and a few cassettes. There is free access to the library, and some pupils and students borrow books unsupervised and are trusted to keep their own records. There are lessons on borrowing and choosing. There is a small careers library. A small professional library for teachers is kept in the staffroom. The school takes a selection of broadsheet and tabloid newspapers daily. There are funds available for centralisation and further development of resources when a room becomes available at the end of term as post-16 students move to mainstream accommodation.
57. Since the last inspection, resources have been improved for English. More books and artefacts have been acquired for religious education and there is now a very good selection of appropriate resources for both subjects. Books are age-appropriate, accessible and sufficient in quality. Resources for music and personal, social and health education are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. Whilst maintaining and developing the school's many strengths, in order to improve further the quality of education, the headteacher, governing body and staff should address the following issues:
- (1) The governing body must meet its responsibilities fully by ensuring that the governors' annual report to parents and the school prospectus contain all the required information. (Paragraphs 41 & 47)
 - (2) The school must promote amongst its pupils and students further awareness of the richness and multiplicity of their own culture and make sure that there are constant visual reminders. (Paragraph 28)
 - (3) The accommodation should be improved to enable pupils to shower following physical education lessons. (Paragraphs 55 & 134)
59. In addition, the governing body should consider addressing the following minor issues in their action plan.
- Ensure that there is sufficient speech and language therapy and other provision as detailed on pupils' statements of special educational needs. (Paragraph 38)
 - Ensure that the work is sufficiently challenging for the most able pupils in the school and add more detail to targets written on some individual education plans. (Paragraphs 13 & 35)

Leavers' group: independence skills, and transition to post-school provision

60. The leavers' group comprises four girls and three boys, all Year 14. They achieve very well in developing their independence skills, and are very well prepared for post-school provision.
61. The curriculum for the leavers' group is, in part, several individual programmes, each for just one student and, in part, organised for the remainder using individual targets within a common activity.
62. The individual programmes differ widely because they are designed to meet specific learning difficulties, including some which are severe. The progress made is consequently slow, but includes very good overall achievement over time. For example, behaviour which is now good enough for a student to go to shops and other public places, if accompanied, as well as certain new steps in learning, such as access to and interest in computers. The strategies used include specific routines each morning which allow the student to progress independently as a response to the student's special needs associated with autism. Students are also encouraged to work together wherever possible. The steps toward independence are also significant. For example, the school supported all students as they moved to their post-school provision. This support was effective so that now the students cope well with visits to their next placements, supported by the staff who will take over when the student leaves.
63. The common activities followed by the majority of the leavers' group are well-balanced within an overall structure which makes extensive use of community facilities beyond school so that students are taught how to be independent. The activities include many visits to work places, to parks and other leisure activities, and to shops and garden centres to obtain materials for preparing meals and for gardening activities. The visits also include work places, including work experience, colleges, and day centres offering sheltered employment. All these provide experience of working life. Overall, most of each week is spent learning by experience. The school has good assessment systems based on units related to ASDAN accreditation to monitor the extent of progress. This system is used very well so that outside community facilities are used very effectively. Students achieve steady improvement in the skills which foster independence.
64. The transition to post-school is handled with great care. The school is successful in that, for almost all students, viable placements have been found. Also, students have made the visits, over a considerable period, with support at first and then unsupported. The success rate is very good. All students understand about the post-school provision and are familiar enough to be making a smooth transition as they come to the end of their time at the school.

The inclusion activities for Years 7, 8 and 9 in local mainstream secondary schools

65. This element of curriculum provision for Years 7, 8 and 9 is excellent. All except two pupils participate, and the access has been growing steadily over the previous year. For example, currently two schools are involved and a third school is seeking to become involved. The current benefits are that the pupils have regular opportunities to work in the larger community of a mainstream school. The personal and social development of the pupils is enhanced by the experience. For example, Year 9 pupils in an art and design class in mainstream engaged fully in the background discussions which accompanied the creative art work. The pupils also share the academic challenges experienced by the mainstream pupils. Overall, pupils are sharing in work for four subjects: design and technology; art and design; music and physical education. As

pupils attend mainstream they sometimes lose some element of the school provision. For example, Year 8 loses ICT lessons. However, this effect is not diminishing the overall balance and entitlement. For example, the Year 8 pupils continue to use ICT as part of the provision in other subjects.

66. The monitoring of academic progress shared between the schools is very good, and is leading to an excellent expansion of the range of the curriculum available to pupils at the school. A high attaining pupil in Year 9 is to start GCSE next term. The further extension is that two pupils, now in Year 12, are to start GNVQ courses, also next term.
67. The school supports pupils fully whilst they are in mainstream; for example teachers or support staff attend with the pupils. The benefits of the links are important elements in the very good use of the community by the school. Pupils come in from mainstream, such as to drama workshops, sports days and music events.
68. The mainstream inclusion initiative is funded and secure to continue into the next academic year. Some of the incoming Year 7 pupils will take classes locally, as now. The inclusion work of the current Years 7 and 8 will continue. A major initiative is to start next term. All of the school's post-16 cohort, possibly 13 students, will be housed on site at the local secondary technology college. They will have their own base. Planning for a major inclusion programme is underway. Already the school is securing a very good impact on the personal and social development of the post-16 students because of extensive work about how to be independent in community situations. The school has very strong capacity to succeed, as past initiatives have shown. This major extension for post-16 is fully consistent with the school's chosen targets for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults, pupils and students	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	15	6	1	0	0
Percentage	16.3	32.6	34.9	14.0	2.3	0.0	0.0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils and students on the school's roll	33
Number of full-time pupils and students known to be eligible for free school meals	11

English as an additional language	No of pupils
Number of pupils and students with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils and students who joined the school other than at the usual time of first admission	2
Pupils and students who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	22.8

Unauthorised absence

	%
School data	0

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

ATTAINMENT

Grange Park offers all its pupils and students the opportunity to follow accredited courses.

All Key Stage 4 pupils follow courses from the AQA Unit Award Scheme. These include: entry level certificates in English and achievement tests in literacy and numeracy.

All students in the post-16 classes follow ASDAN courses. These include: the 'Towards Independence' programme of units and the 'Youth Award Scheme', which is a programme for acknowledging their progress in personal and social skills.

The school ensures that all pupils and students succeed, each at his or her own level.

Ethnic background of pupils and students

	No of pupils and students
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	31
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y14

Total number of qualified teachers (FTE)	7.6
Number of pupils/students per qualified teacher	4.3
Average class size	6.6

Education support staff: Y7 – Y14

Total number of education support staff	17
Total aggregate hours worked per week	478

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	566,558
Total expenditure	497,828
Expenditure per pupil/student	17,166
Balance brought forward from previous year	0
Balance carried forward to next year	68,730

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	3.0
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	33
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	15	0	5	0
My child is making good progress in school.	70	25	0	5	0
Behaviour in the school is good.	45	35	10	0	10
My child gets the right amount of work to do at home.	30	25	30	5	10
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	85	15	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	85	15	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	65	25	0	0	10
The school provides an interesting range of activities outside lessons.	50	35	0	0	15

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

ENGLISH

69. The school makes good provision for English. Pupils achieve well in relation to their previous attainment and capability, and post-16 students do very well.
70. By the time they are 14, pupils listen carefully to simple instructions. They understand them well if they are backed by visual cues. Most pupils make appropriate oral contributions to the lessons. Higher attaining pupils enter into productive discussion with the teacher in response to skilful questioning and prompts. A lesson on media analysis, in which pupils studied the front page of a tabloid newspaper, generated pleasant topical gossip. In this lesson, pupils confidently and clearly read out headlines from the front page, and showed that they understood what they had read.
71. By the time they are 16, lower achieving pupils readily understand and act on simple instructions. All have been enabled to make some sort of oral presentation, using augmentative means of communication as appropriate. Post-16 students successfully follow individual communication programmes. A non-vocal student confidently and appropriately uses a small personal tape-recorder to greet others. Other students are enabled to sustain fairly fluent conversations for short periods, using cue cards to help them. Higher attainers show an interest in what others have to say. All make appropriate responses. Students' ability to make increasing eye contact is a strong feature of their learning. Although a high proportion of students are able to say their name and address, not all students are able to articulate more than these very basic personal details.
72. By the time they are 14, pupils have made good progress in reading. They readily read the simple learning materials, some of them presented in the form of symbols, which enable them to fully understand their lessons. But the time they are 16, all have tackled a carefully abridged Shakespeare play with pleasure, confidence and some measure of success. By the age of 19, students have made very good progress in reading, which they approach with a degree of excitement. Students of average attainment tackle very simple, age-appropriate texts. A few of the higher attainers read demanding novels suitable for young adults, such as Robert Westall's 'Creature of the Dark', a test of both understanding and imagination. The lowest achievers listen to tapes which support their enjoyment and understanding of very simple tales.
73. Pupils make good progress in writing in Key Stages 3 and 4. By the time they are 14, lower attainers copy and overwrite letter sequences and confidently use interactive computer programs to help their spelling. All pupils have good opportunities to write in a wide range of styles. They have written a range of poems, including some in the form of the haiku. Pupils have invented word games, to which they have written instructions. They have written a dialogue between aliens and the diary of an imaginary shipwreck. They write book reviews, letters, stories and accounts. The work of above average attainers is easily legible, with correct use of capital letters and full stops. Others print their work unevenly and do not punctuate consistently. By the time they are 16, pupils have written postcards, informal and business letters, and learned to address an envelope correctly. They have produced books for younger children and are showing an ability to redraft their work. They have used ICT to present the work in striking and original ways. Post-16, higher attaining students write with increasing independence and correctness. They confidently redraft their work. They have researched and written about the lives of famous people. They have written personal diary entries, invitations

and menus. The work of low attainers is copied for them by learning support assistants, but all students make real input into the writing task in hand. A real task for a specific audience was addressed in one excellent lesson where students were helped to write the sports pages for the school newsletter. In this lesson, there was a real sense of decision-making, and a good example of oral collaboration as the students addressed such issues as the meaning of 'tremendous' and the spelling of 'karaoke' and 'barbecue'.

74. Pupils' achievement is good in all key stages, particularly in the progress they make in their understanding of the spoken word which is key to their capacity to learn. The achievement of lower attaining post-16 students is exceptionally good. In one lesson, a boy who has not been able to understand speech, showed real achievement in sitting patiently at his workstation for 45 minutes. During this time, he was able to listen to sounds and match them to pictures. In this lesson, a girl showed exceptionally good achievement as she was able to overcome her echolalia to describe a scenario using her perception of the recorded birdsong which was played to her.
75. Teaching is good in Key Stages 3 and 4, and very good for students in the post-16 classes. The basic skills of literacy are very well taught, with the special needs of autism well and consistently addressed. There is good and effective planning for individuals where it is appropriate. Management of some very difficult behaviour is so good as to be unnoticeable. There is no wasted time. Learning support assistants are well briefed and used particularly effectively to provide a high level of individual support which enables pupils and students to make the greatest progress within their capability. Prompts and word frames to help pupils' and students' writing are of high quality. There are frequent opportunities for recapitulation, which remind them of previous work. Very skilful questioning elicits students' own ideas so they have ownership of what is produced. Very good relationships make for a secure learning environment in which students find the confidence to speak up, knowing that what they have to say will be heard and valued.
76. The curriculum and assessment are of a very good quality and allow all pupils and students to make the good progress that they do. All pupils have opportunities to take an externally validated qualification in the subject. All pupils and students receive certificates of completion having followed the courses. Drama was not seen during the inspection, but the school is well advised to consider its further development as a teaching method. Subject co-ordination is well informed, thoughtful, efficient and highly sensitive to the needs of pupils and students alike.
77. The subject makes an excellent contribution to the social development of pupils and students in their proper understanding of the spoken word. The development of spiritual growth in pupils and students is exceptionally well promoted within all lessons, which provides a climate in which all pupils and students can learn and flourish, respect others and be respected. Lessons consistently provide pupils and students with a sense of identity, self-worth, meaning and purpose.
78. Since the opening of the school, there has been a very good level improvement to the post-16 provision. The standards of teaching and learning, the quality of the curriculum and opportunities to study literature and poetry have all significantly improved. Resources have developed and are now appropriate. Library provision has improved and is now satisfactory.

Literacy

79. The school holds that the capacity to communicate enables pupils and students to understand what is required of them, so promoting socially acceptable standards of behaviour. There is, therefore, a uniform and a consistent approach to all pupils and students individually, particularly as they develop their speaking and listening skills. Communication aids are produced to a high standard to enable pupils and students to make their needs known. Good behaviour is further promoted by written reminders such as 'remember not to swear', or 'try to be polite', and 'let the teacher speak first'. Verbal instructions are further backed by good visual prompts, including the use of symbols. Pupils and students vary widely in their capacity to speak. Higher attainers speak conventionally and well, changing their mode of speech according to whom they are addressing. Not all, however, can vocalise.
80. Pupils and students, with help, read the simple learning materials put before them in lessons, some in the form of symbols. Pupils and students of average achievement read simple, age-appropriate texts and look at tabloid newspapers which reflect their leisure interests. High achievers read more demanding books for pleasure and information. Most understand the use of the school library and are able to borrow books. A high proportion of pupils and students know the alphabet and look up words successfully in a simple dictionary or thesaurus.
81. Lower achieving pupils and students copy and over-write letter sequences, words, phrases and simple sentences. A few of the lowest achievers need a scribe to help them record what they want to say. After redrafting, the simple writing of high achievers is substantially correct. Pupils and students make good use of ICT to present their work to a high standard.

MATHEMATICS

82. Teaching is very good and pupils and students throughout the school are achieving well. The provision is good; it is planned well and is based on the National Numeracy Strategy. Pupils achieve well and, through Years 9 and 11, they make good progress. Students make very good progress by the end of Year 14.
83. The standards of achievement throughout the school are good, which is a direct result of the very high standard of teaching that pupils and students receive. The work of the learning support assistants is of great benefit to the pupils and students. Individual special needs are catered for in every way as they provide very effective support in class. The ways in which difficult behaviour is managed are very effective and make sure that no inappropriate behaviour is allowed to escalate and disturb the lessons for other pupils and students.
84. By the end of Year 9, the most able pupils in the school work very successfully in plotting co-ordinates onto a grid in order to produce recognisable shapes. They have a clear understanding that the 'x' co-ordinate is always written first and represents the horizontal dimension on the graph whilst the 'y' co-ordinate always takes second place and represents the vertical dimension. Lessons begin with a revision of mathematical terms. It is clear that pupils understand the difference between left, right, up, down and north, south, east and west. The teacher encourages pupils to use mathematical vocabulary at all times. The least able pupils also achieve very well as they learn to count in ones and twos up to 20. They have also learned to tell the time using an analogue watch and can recognise the hours, half and quarter hours. The teacher has very good relationships with the pupils and they answer questions willingly; in turn, they

receive praise as they make good progress. During lessons, the behaviour of the pupils is good; they are all busy and interested in their work. There are clearly established routines which the pupils appreciate. The calm atmosphere in the lessons enables pupils to engage in quiet discussion concerning their work without causing any distraction to anyone.

85. By the end of Year 11, pupils continue to make good progress and achieve well. Lesson planning is excellent and takes into account the individual needs of each pupil. For example, a less able pupil was encouraged to learn numbers and colours by playing a 'Connect 4' game. The most able pupils in the class used the Internet in order to obtain information concerning rail travel. Their task was to find the best route and the time it would take to get to Manchester for the two o'clock kick-off at Old Trafford. In this task, they were very successful and used timetables for buses and trains which they accessed through the Internet.
86. The learning support assistants provide invaluable support for the pupils. Many pupils need support when accessing the Internet and others need help to communicate. The pupils and their learning support assistants work very well together. When necessary, they use a picture exchange communication system (PECS) very effectively. Despite the low levels of attainment by these pupils, they all work hard, achieve well and make good progress, albeit in very small steps.
87. By the end of Year 14, students make very good progress which is a tremendous achievement as they overcome some of their difficulties. One student worked particularly hard to identify different coins. He can now tell the difference between a one pound and a two pound coin. Other students in the post-16 group were encouraged to look at catalogues and identify the price of different items which they particularly liked. The task set before each student is carefully matched to his or her individual needs. This ensures that each student is appropriately challenged and also finds the work rewarding. The less able students work well to improve their skills of counting independently to ten. Others learn to divide by two in a practical situation. For example, sharing ten sweets between two pupils. The teacher's management of the students and the relationships with the students are both excellent. The careful work of the learning support assistants promotes learning very well. Throughout the lesson, the teacher marked the work of the students and discussed their work with them.
88. All pupils in Key Stage 4 follow accredited courses in mathematical skills. These include the AEB achievement tests in numeracy. Appropriate certificates are awarded, some endorsed with information about the amount of support that the pupils received. Students in the post-16 groups and the leavers group follow the ASDAN accredited course and complete the 'Towards Independence' and 'Life Skills' modules with a mathematical element to them. Every student leaves with a certificate of competency from an accredited source.
89. ICT is used very well to support the teaching of numeracy in the school. Pupils and students of all ages use computers in the classrooms to help them with their counting and with their calculations. There is a good selection of software, which is appropriate to the variety of learning difficulties experienced by pupils and students. Very good use is made of the Internet as an information base, and pupils and students are confident as they make the connections and search for relevant information.
90. Numeracy is reinforced in many other subjects. For example, during registration periods pupils count the number present, in art and design lessons they develop an increasing

knowledge and understanding of shape and, during physical education lessons pupils and students improve their numeracy skills by counting and adding scores.

91. All lessons are planned extremely well and the teachers set out clearly the objectives of the lessons. Great care is taken to make sure that what is planned for the lessons is appropriate to the abilities of the pupils and students. The teachers and learning support assistants work extremely closely together and camera between them, and ensure that all pupils and students are fully aware of what they are expected to learn and how well they achieve these goals.
92. Within the individual education plan for each pupil and student there is a clearly defined and very prominent target concerning mathematics. These targets are then transferred to the teachers' planning documents for the lessons, and the work of the pupils and students is then carefully monitored to make sure that the targets are being addressed.
93. The school makes good use of its links with mainstream schools and the resources that they have available. The subject is well monitored and there are sufficient members of staff to teach all pupils. The leadership and management of the subject are strong and effective. At present the school is trying a new approach to the teaching and assessment of mathematics with the use of a commercial scheme. It has not yet been decided whether this will be adopted as a permanent feature.

SCIENCE

94. Overall, the quality of provision in science is good. Standards of achievement are good overall. During Year 7, pupils cover, and understand well, the full range of scientific work that is life processes, materials, physical processes and scientific investigation. For example, a pupil explained about how smells travel in air using the technical term 'diffusion' correctly. Another used labelled diagrams to explain how electricity is generated from other forms of energy. By the end of Year 9, pupils increase the extent of their knowledge of science well because the way provision is organised makes sure new areas are covered, or that areas re-visited are covered in new ways. For example, pupils express their additional understanding more precisely. A high attaining pupil understood in detail how living things adapt to be ready for winter, with comparison between plants and animals and with a subtle use of technical terms to explain what he understood. In the same class, a pupil with limited access to spoken and written language understood about incisors and molars, in part because the in-class support helped him to express his ideas, and to complete his work. There is no distinct science provision for older pupils. Science is an element of horticulture and environmental studies for these pupils. For example, Year 10 pupils have cultivated a plot, which gives experience of the growth of plants on a practical basis rather than to understand why and how growth occurs.
95. Only one science lesson was observed. Both teaching and learning were good. The topic was variation in life forms. Pupils examined oak leaves to measure the extent of variation. They made a good effort, including thinking carefully as they recorded information. For example, a high attaining pupil took trouble to decide whether a variation was trivial or accidental rather than concerned with how leaves grow. A low attaining pupil completed all the recording tasks, responding well to the prompting from staff. Both these pupils made good progress in terms of their distinct learning difficulties. This success was because the teacher and support staff teamwork was well organised, and the overall plan for the lesson made sure that there was useful work for all pupils. More could have been planned for the high attaining pupils, who completed the work quicker than expected. A further strength in the teaching was the skilful way that pupils'

behaviour was managed. Some pupils had fragile concentration, with one pupil avoiding work most of the time, and another pupil presented very difficult behaviour. Staff had agreed strategies by which to help these pupils to learn well. These strategies were used successfully, for both pupils.

96. Several other factors have a bearing on what is achieved. The school has no specialist room for science, nor is there a specialist science teacher. The co-ordination of science is effective. The schemes of work are good, which is a key reason for the steady improvements in knowledge and understanding, year by year. The assessment systems are good, giving a clear picture of how well pupils achieve. Staff have the information they need to evaluate and review the provision. The curriculum is reviewed annually. The review this year is to be given special significance because, for the first time, some pupils complete a key stage after three years of studying National Curriculum science at the school.

ART AND DESIGN

97. Overall, the quality of provision in art and design is good. All pupils and students achieve well and make good progress. Pupils who study art and design in the mainstream schools as part of the inclusion programme also make good progress. They enjoy not only the teaching of the mainstream teacher but also the high level of skills provided by the well-qualified teacher from Grange Park.
98. By the end of Year 9, pupils are achieving well and have made good progress. They have learned to work with papiér-mâché and wire to create an Aztec style face mask. In this lesson, there were clear overlaps between art and design, history, sociology and geography. The topic was interesting for the pupils and they were well motivated in their work. Another group of pupils was working on a wire sculpture to represent a sporting figure in action. This lesson formed part of the school's inclusion programme and pupils from Grange Park worked in a nearby mainstream secondary school; this was extremely successful. Grange Park pupils were totally accepted as part of the main school teaching group. Pupils talked with each other, discussed their work and chatted with the teacher and learning support assistant.
99. By looking at the reports that had been written by the teachers about the work of the pupils, and by looking at the displays on the classroom walls, it is clear that pupils follow a wide range of activities using different media. When pupils first join the school, they paint a self-portrait. The next task is to make a frame in which to display their work. By completing these tasks, pupils learn to value their own work and realise also that it is valued by other people. They take pride in their work and are well motivated. During one lesson, pupils were making personalised items of clothing. There were some very impressive ties, gloves and hats as well as a variety of T-shirts. Pupils worked very enthusiastically, they showed independence of choice and were not influenced or distracted by the work of other people. A wide variety of items was made by the group with the help and guidance of the teacher and learning support assistant.
100. By the end of Year 11, pupils have gained sufficient breadth of knowledge to enable them to follow accredited courses through ASDAN. The main modules that they follow are 'printing' and 'making pictures'. These form elements of the 'Towards Independence' module. The pupils benefit greatly from the specialist knowledge of the teacher and her skills in management. As the pupils get older and gain in confidence, they enjoy opportunities to work using different materials. In one lesson, the group of pupils created three-dimensional models of figures using willow as a medium.

101. Students working in the post-16 groups gain an increasing awareness of form and texture. For the least able students, this work takes the form of learning and describing the difference between the textures of fruit and vegetables. For example, a tomato may be described as red and shiny whilst a potato may be described as brown and dull. Other students make comparisons correctly concerning the different sizes of vegetables. The lesson then developed to allow the students to use their newly acquired skills when they arranged a group of fruit and vegetables in a manner which was pleasing to the eye taking account of difference in size, shape, colour and texture.
102. Throughout the school, the teaching is good because the teachers and learning support assistants take great care in making sure that all pupils and students are able to participate fully in the lessons. The tasks set for all pupils and students are very carefully matched to their individual needs and capabilities. Staff also make sure that the tasks are sufficiently challenging to maintain motivation and enjoyment. Lessons are very carefully planned, and this planning takes into account not only the learning objectives for pupils and students, but also the roles and responsibilities of learning support assistants. Each lesson forms a part of a series of lessons which progress through a theme or topic.
103. The subject is well co-ordinated by the specialist teacher who makes sure that there is a wide range of materials and other resources available for all classes. The subject policy and its scheme of work have been carefully written in line with the National Curriculum requirements, with modifications where necessary. The work done by pupils and students is assessed and the results are carefully recorded; this information is then used effectively to track the progress that pupils and students make. One of the many strengths of the management of the subject is the co-ordinator's commitment to meeting the needs of the pupils and students as they change from year to year. There is also an unswerving commitment to ensuring that art and design is available to all pupils and students and that their achievements are recorded and celebrated.
104. ICT is used very well by the teachers of art and design in the school. Very good use is made of the Internet in order to research and gather information. Computer programs are also used effectively in order to look at possible results if certain procedures are followed. There have been building works in the school recently in order to create a specialist art room. This work has been successful and provided a new classroom, which is dedicated to the teaching of art and design. There is a good supply of materials and equipment for the teaching of art and design; these are looked after carefully and great care is taken to make sure that the right materials and equipment are available to any class at any time should they need them.
105. All pupils and students enjoy their work and behave very well indeed. The very good relationships that there are between staff and pupils and students, the high quality of teaching and the good behaviour, all work together to produce a learning experience that is beneficial to all.

DESIGN AND TECHNOLOGY

106. Overall, the quality of provision in design and technology is good. Standards of achievement are good overall. This is because pupils and students are required to think about design as they make objects. For example, when Year 7 pupils make a salad, they also understand how to decide if a meal is healthy or not. By Year 9, pupils will easily judge quality of taste, texture, and appearance because they know more about foodstuffs. They understand how to balance several design criteria. They can plan a tasty, healthy sandwich which also has a good price. The good achievement covers the

appropriate range of materials identified in the National Curriculum for design and technology. These include food studies, making items in wood, plastic etc, and textiles. The achievements of some pupils in Years 7 and 9 are enhanced by additional lessons in design and technology at a local mainstream technology college. During Years 10 and 11, pupils work on projects. The achievement is to understand how to complete a task, such as shopping, and then cooking to make some enchiladas. This is strong achievement towards independence, and especially so in terms of the learning difficulties of these pupils. The achievements during Years 12, 13 and 14 are similar, with good improvements for both low and high attaining pupils in practical activities undertaken for a particular purpose, such as growing and then selling garden produce.

107. The quality of teaching and learning, overall, is good, ranging from very good to satisfactory. At best, learners are interested in the work so that they concentrate well. This is because the lesson content is well planned, and varied. Specific tasks and approaches are planned well so that whatever the learning difficulties of the pupils, each is enabled to learn well. In part, this strength is created by the very good teamwork between teachers and support staff. The satisfactory lessons are when the planned work suits only some of the pupils, whilst others rely too strongly on support staff completing tasks, rather than the pupils. This is especially so for pupils in Key Stage 4 with very limited access to language. Mostly teachers use design and technology lessons well to enhance pupils' use of words, and their understanding about number and shape. For example, Years 8 and 9 pupils had to think about the ingredients for a sandwich. A high attaining pupil was very fluent in describing preferences, and understood how to compare prices. A middle attaining pupil, with rather showy behaviour, made less progress but behaved mostly sensibly because there was plenty to think about. Also, he enjoyed the sense of success created by staff feedback, given if and when his work rate and concentration met their high standard. The specific learning difficulties of both pupils and the rest in the class were matched well by this carefully planned approach.
108. Several other factors have a bearing on what is achieved. There is a specialist teacher, skilled in design and technology. The dual use of a room, for art and design and design and technology, is effective. The new specialist resources for design and technology in this room impress pupils, which helps them learn. The assessment procedures are good, and the curriculum is securely structured. Standards are monitored well and good care is taken to update and improve performance, partly by the annual reviews of curriculum each summer.

HUMANITIES

109. Overall, the quality of provision in humanities is satisfactory. Humanities are taught separately as history and geography for pupils up to Year 9. Some pupils study the subjects in a local school where they are included in mainstream education. Only one lesson in geography and one in history could be seen at Grange Park due to timetable constraints, but work undertaken at both schools was scrutinised and pupils and teachers were interviewed.
110. By the end of Key Stage 3, pupils have studied the continents and the countries of Europe and have looked at agriculture and industry in the British Isles. They have examined methods of transport and local shopping habits. They have a good grasp of names of features of the local landscape. They have studied natural disasters, erosion and the water cycle. Pupils have studied volcanoes, particularly those of Japan. There has been an informative project on Brazil.

111. In history, pupils show interest in their lesson and are generally focused. However, there are times when their manner is rather noisy and distracting. They have looked at the rise of early Islamic states, and have also studied William the Conqueror and the Doomsday village. They have looked at the medieval village and learned about Saladin and Richard the Lionheart. The wide range of studies is appropriate to their needs. Pupils have studied portraits of Queen Elizabeth I, and learned about Shakespeare's Globe Theatre, the Great Fire of London and the Plague. They have continued their studies up to the English Civil War. Pupils are generally well managed and make satisfactory progress in their studies as they are guided through the different topics by the teachers and classroom assistants.
112. It is not possible to make judgements concerning the teaching of geography and history at Key Stage 4 or at post-16 as insufficient evidence was available. However, for pupils in Key Stage 3, teaching of humanities is generally satisfactory, with good, individual behaviour management a striking feature of the best lesson, but unsatisfactory behaviour management in the other. This behaviour which suddenly worsened, was due to an unforeseen change of plan. Good worksheets are provided for pupils, but interesting resources were not sufficiently in evidence in the lessons seen.
113. The curriculum reflects the National Curriculum to allow successful inclusion into the mainstream school to take place. Co-ordination of both subjects is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Overall, the quality of provision in ICT is good. Standards of achievement are good for pupils in Key Stage 3 and for students in the post-16 groups. Pupils in Key Stage 4 make satisfactory progress. Pupils in Year 7, at the end of their first year at the school, have competent levels of skill, and some understanding, about how to use wordprocessing for specific purposes. By the end of Year 9, skills and understanding are significantly stronger. A higher attaining pupil has completed a good variety of work, all of it to a level of competency which makes it possible to work independently. His greeting card, with its own specific design, is close to the presentation found on commercial cards. He has used Internet sources purposefully to support a project on Hawaiian volcanoes. A lower attaining pupil has used symbol-based writing software, and clip-art – mostly unaided – to good effect. The achievements in Years 10 and 11 are consolidated well by the use, for some, of the Assessment and Qualification Alliance Unit Award Scheme accreditation. However, some other pupils in Years 10 and 11 are not yet aware enough of the functions of the screen or mouse. Most students in Years 12, 13 and 14 use ICT regularly as one element to achieve competencies useful for independent living. The achievements are good, such as Internet searches about cosmetics, and creating a daily timetable using the computer. One pupil overcame an aversion to computers and now has a strong interest in ICT. He was given a school award as 'student of the week' for his computer-generated picture. A key feature of the success of ICT is that achievement is developing well for all pupils, irrespective of learning difficulty. Some of the experiences when pupils in Years 7, 8 and 9 are taught in classes at mainstream secondary school have boosted overall achievement as ICT has been used well in their subject work. In the school itself, the use of computers and other equipment is enhancing pupils' overall ICT capability well. For example, there is good use of sampling software in music, and good use of computers for drafting and producing written English.
115. Teaching and learning are both good. Most learners across the school are gaining knowledge, skills and understanding to a good extent. Some pupils with particular special needs in Year 10 do not always make progress because they have not yet learnt

to look at the screen as work is set up for them. In general, pupils make good efforts, both physical and intellectual. For example, Year 7 were setting up a newspaper format. Some pupils overcame physical problems over keyboard and mouse control. Many pupils concentrated hard over how to direct the ICT menus. Higher attaining pupils were keen to understand more so as to achieve a presentable format, 'pasting' in the news they had written earlier in an English lesson. Another pupil concentrated for the full lesson, which was significant progress in terms of her learning difficulties. This overall good learning is because teachers deploy support staff effectively. More could be done if support staff were more skilled in ICT. On occasion, pupils lose concentration as support staff consult each other over technical problems. The overall planning of subject work for lessons is good. Also, there is very good planning of how to meet specific learning needs, especially needs related to behavioural matters. Similarly, the planning carefully focuses on strategies to engage some pupils in Years 10 and 11 who do not look at the screen. Staff sit beside them and do the tasks, and make sure the pupils are aware of what is happening, as best they can.

116. Several other factors have a bearing on what is achieved. The school has ample hardware, and a good range of software. There is a specialist room. The lunchtime club is a good feature of provision. The curriculum is well structured with good schemes of work and satisfactory use of accreditation. There is a good assessment process with annual review, based on targets for each pupil. The subject is well managed and led, the progress of all pupils and students is carefully recorded and monitored. The work of the department is developing well and has the potential to be very successful.

MODERN FOREIGN LANGUAGES

French

117. Overall, the quality of provision in French is good. French is taught to all pupils in Key Stage 3 and becomes an optional subject in Key Stage 4. One lesson in each key stage was seen during the inspection.
118. Progress is satisfactory, although widely variable. By the time they are 14, pupils have a satisfactory knowledge of the vocabulary and constructions to speak and write about the weather. They construct simple sentences such as 'En hiver, il fait froid'. They respond to 'Qu'est que c'est?' confidently using a simple vocabulary of classroom objects. They name the days of the week correctly and the months of the year, and respond appropriately to such requests as, 'Coloriez les fruits', for example. In Key Stage 4, a pupil for whom one-to-one teaching is provided, took great pleasure in naming the different places the school would be visiting in France. In this lesson, the pupil repeated French words with a very good accent. She correctly identified and named in French several favourite things, saying, 'J'aime Linda' and 'J'aime la maison' for example. Other Key Stage 4 pupils make good progress as they acquire a simple basic vocabulary along with some useful phrases.
119. Teaching varies from satisfactory to excellent. Where teaching was satisfactory, planning was adequate and worksheets were well prepared. Not enough use was made of the target language in this lesson, however, or recordings of native French speakers. Where teaching was excellent, very careful individual planning resulted in the pupil achieving maximum progress. Staffing in this lesson was very generous and difficult behaviour was managed exceptionally well.
120. Co-ordination of the subject is satisfactory. The very newly appointed co-ordinator is engaged in making an audit of resources, which are currently satisfactory in quality and

quantity. Plans are well advanced to develop a curriculum to include more real-life situations to be used to stimulate pupils to sustain a simple conversation in French. There has already been a successful school trip to France, and pupils are eagerly anticipating another. The subject makes a good contribution to pupils' and students' cultural development. ICT is used well to support the teaching. Computers and video recorders are used very effectively to make lessons more interesting and appealing.

MUSIC

121. The overall provision for music in the school is good. During the inspection, it was possible to observe the teaching of music for pupils in Key Stage 3 and students at post-16. The teaching and learning for pupils in Key Stage 3 were very good and the teaching and learning of the post-16 students were excellent. By scrutinising the records kept in the school concerning pupils' and students' learning and progress, and planning documents, it is clear that the teaching and the learning of pupils in Key Stage 4 are very good.
122. By the end of Year 9, pupils are beginning to use appropriate musical vocabulary with confidence. For example, in one lesson observed, pupils had written a simple story and the music to go with it. Their task for the lesson was to develop the information into a performance. They discussed their work with the teacher using vocabulary including 'actors', 'director', 'props', 'stage set' and 'rehearsal'. Through the careful questioning and management by the teacher, pupils entered into very mature discussions about the different roles of the director, actors and narrator and, using that knowledge, they allocated responsibilities to classmates who will work with them in the presentation. During the lesson, excellent use was made of a computer program to synthesise a rap tune. This showed how confident the pupils were in the use of this particular software as they dragged and pasted different segments onto each of the five different tracks.
123. Pupils' progress in Key Stages 3 and 4 is very good and they achieve very well; files show how, by the end of Year 11, they have learned to select and use a variety of acoustic and electronic sounds, they also know how sound is created. They learn about and appreciate a wide variety of classical music; they understand that strings, woodwind, brass and percussion form the different sections of an orchestra.
124. The students in the post-16 classes make excellent progress as they follow the ASDAN courses in the 'sound, rhythm and music' module. This is part of the 'Towards Independence' qualification. In one excellent lesson, the teacher worked closely with the students and gave lots of encouragement, which enabled the students to stay on task and maintain their high levels of motivation. By the end of the lesson, students had made very good progress in the planning of their musical project. The teacher created an excellent atmosphere for learning and managed the difficult behaviour without distracting from the main purpose of the lesson. The learning support assistants also worked extremely effectively as they supported the students through any difficulties that arose. Their achievement was excellent.
125. The overall quality of teaching is very good. This is because of the very good planning and the attention that is paid to detail when considering the special needs and learning difficulties of the pupils and students. The learning support assistants work extremely closely with the teacher to ensure that all pupils and students make good progress and gain the maximum benefit from their lessons.
126. The subject is well co-ordinated by a very enthusiastic and committed teacher who has worked extremely well over the last year to establish music on the school timetable and

enable it to enjoy a high profile educationally, as well as being fun for the pupils and students. There is a well-written policy, which explains clearly the value of music within the curriculum and how pupils' and students' spiritual, social and cultural development will be enhanced by such studies. For example, pupils and students learn about the music produced in Africa and India, and how music can be used to change people's feelings.

127. At the moment, music is taught in the same room as ICT, so the two subjects share the same space and have to compete for time. This situation should be resolved during the next term when the post-16 students will be moving to accommodation in a nearby mainstream secondary school. However, there are clear plans for continued development of the resources and there has been a great improvement during the last year.

PHYSICAL EDUCATION

128. The provision for physical education is very good. Pupils and students throughout the school achieve very well and make very good progress. This is because the teaching is by a specialist who brings quality, enthusiasm, rigour and commitment to the lessons. His work is further enhanced by the very high quality work of the learning support assistants. As a result, pupils and students work hard during lessons; they show high levels of concentration and participate well considering the severe difficulties they experience. There is no doubt that all pupils and students enjoy their physical education lessons.
129. All classes make very good progress. By the end of Year 9, pupils have begun to develop skills in throwing and catching, for some it will be a small ball, for others it will be a bean bag. Pupils take part in team games including cricket, football, basketball and uni-hoc. In one swimming lesson, the pupils made very good progress as each one worked to improve on his or her previous best time for swimming a length of the pool. Each pupil had an individual target for the lesson and those targets ranged from 'listen to instructions' to 'swim with a float' and even 'swim ten lengths at your own pace'. During this lesson, the pupils completed their target tasks fully and this was thanks to their determination and the guidance and encouragement that they received from the support assistants.
130. By the end of Year 11, pupils are improving greatly in the skills of physical control as well as social control during lessons. For example, during one lesson, the teacher made very clear to one pupil certain noises were inappropriate and the pupil responded well. During this lesson, the teacher constantly reinforced language skills and word recognition as the whole group went through their warming-up exercises. The pupils were bubbling over with excitement; they smiled and giggled as they took part in the different activities. They slid bean bags along the floor of the hall; others threw bean bags into numbered hoops. One girl set herself the most difficult target and, with her fourth attempt, she succeeded and was justifiably delighted. Throughout the lesson, basic number recognition was reinforced. Staff and pupils together counted one, two, three, before they began each activity. In many cases, pupils and staff worked together to calculate their total scores. This showed outstanding achievement on the part of all pupils.
131. Post-16 students make very good progress as they continue to reinforce the skills that they have acquired. They perform a variety of movements with confidence; these include skipping, marching and brisk walking around the hall. This is part of their warming-up exercise. These exercises were followed by individual activities often

involving throwing and catching. The students learned to follow rules, to work alongside each other and to take guidance and criticism when necessary. All of these skills contribute greatly to students' moral and social development.

132. The quality of teaching is of a consistently very high standard. Lessons are extremely well planned to include activities that extend pupils' and students' skills, and planning also includes literacy and numeracy targets. The teacher takes careful account of the weather, health and safety issues and the individual special needs of the pupils and students. He also has high expectations of all pupils and students concerning skills acquisition and behaviour; he insists that rules are followed and that play is fair. Lessons move at a brisk pace and this maintains pupils' and students' enthusiasm and excitement. The teacher encourages the spiritual, moral, social and cultural development of pupils and students as they are taught to follow rules, take turns and play fairly. Through the recent interest in the football World Cup, there has been an element of culture, looking at the different countries and their peoples around the world. Pupils and students also take part in popular sports which are not native to this country, for example badminton, an Asian sport originally. As lessons progress, the achievements of individuals are recorded and this information is taught within the pupils' and students' personal progress files. Very good use is made of the school's digital camera and video camera to record the activities that take place.
133. The curriculum has very good breadth and richness and includes a wide variety of team games, individual activities and group activities. Each year there is a competitive sports day when the school is divided into four main groups for competition and this proves to be very popular. Members of the school also take part in the Kent Special Schools sports day. There is a discovery day in which pupils and students take part in orienteering exercises, trampolining, New Age curling and many other activities. On the 12th June this year, Grange Park won the Quick Cricket Festival at Kent County Cricket ground. There are extra-curricular activities available for pupils and students at lunchtimes and break-times. The vast majority of these include cycling exercises, and the school has a good range of bicycles and bicycles suitable for its pupils and students.
134. The school's accommodation for physical education is unsatisfactory at present. The school hall is used as a thoroughfare as it provides access to other classrooms. This results in continuous distraction and sometimes disruption to lessons. Despite the difficulty with accommodation, the school makes very good use of the grounds and excellent use of local facilities. There is a public swimming pool only ten minutes drive away and this is very convenient for the school. The school has a good selection of small equipment which allows pupils and students to take part in many group and team activities.

RELIGIOUS EDUCATION

135. Overall, the quality of provision in religious education is good. All pupils and students have lessons in religious education. Provision is supplemented by a short session daily in each class led by the class teacher, and this pursues a common theme. There is, in addition, a weekly assembly for the whole school, taken by the headteacher or her deputy. This reinforces further the whole-school theme for the week.
136. Progress is good. By the time they are 14, pupils have some knowledge of major world religions, and how they are celebrated throughout the year. They have written very well about Christmas and Harvest festivals, Thanksgiving, Divali and Chanukah for example. In a lesson in Year 7, pupils were able to draw inferences from a moral tale to support

the weekly theme of home and family. In their study of Judaism, pupils in Years 8 and 9 made good progress as they learned to play 'Dreidel', a Jewish festival game.

137. By the time they are 16 years old, pupils have extended well their knowledge of their own and other religions, and are able to make creditable comparisons between them. They have learned well about such important figures as Mother Teresa, Martin Luther King and Mahatma Gandhi.
138. Post-16, students respond positively to well-chosen picture books and simple texts to identify the five pillars of Islam and to understand how fundamental these are to the life of Muslims. They become familiar with such words as 'Allah', 'Makkah' and 'Qur'an' to aid their study.
139. Teaching is very good. Teachers have good knowledge of their subject and are highly effective in making lessons interesting and enjoyable for all the pupils and students. They have a very good understanding of pupils' and students' special needs and make sure that the work is carefully matched to their abilities. Tasks are interesting and appropriate. Excellent relationships make for very good learning. Lessons have a pleasant, purposeful atmosphere. Resources of good quality are used well.
140. The subject makes a particularly good contribution to pupils' and students' cultural development. The curriculum is based on the Kent Agreed Syllabus, which has been carefully adapted to suit Grange Park pupils and students. Co-ordination of the subject is good and there is clear planning for the future. The subject has very good resources, including books, video tapes and religious artefacts, to support the teaching of religious education.