

INSPECTION REPORT

HEXHAM PRIORY SCHOOL

HEXHAM

LEA area: NORTHUMBERLAND

Unique reference number: 122386

Headteacher: Michael Thompson

Reporting inspector: Noreen Buckingham
16722

Dates of inspection: 11th - 12th December 2001

Inspection number: 195892

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Maintained
School category:	Special
Age range of pupils:	3 - 19 years
Gender of pupils:	Mixed
School address:	Dene Park Hexham Northumberland
Postcode:	NE46 1HN
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Susan Ramsay
Date of previous inspection:	12 th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hexham Priory School is a maintained day special school for boys and girls aged between 3 and 19 years. The majority of pupils have severe learning difficulties some with very complex needs and an increasing number of young pupils with autistic spectrum disorder (ASD). Attainment on entry is low. Currently there are 38 pupils on roll and this is steadily increasing. In addition there are 8 pupils who are dual registered. All pupils have statements of special educational needs.

The school is in the rural county of Northumberland and some pupils make quite long journeys to school each day. Whilst a significant number of the pupils live in Hexham and Corbridge, some live as far away as Bedlington. The school has one pupil from a white ethnic background. Six pupils are eligible for free school meals.

The school is developing very good links with a number of mainstream schools giving advice and support to a number of pupils with statements of special educational needs. Some of these pupils are dual registered and spend some sessions in Hexham Priory School. In addition a small number of pupils are included in Hexham Middle Schools for specific subjects. The school receives the support and additional finance from the LEA for this work.

HOW GOOD THE SCHOOL IS

Hexham Priory School is an effective school with a number of strengths. The leadership and management of the school by the headteacher are very good and he clearly knows the direction in which the school is moving. He is well supported by a very able deputy head and other key staff who have management responsibilities. Teaching is good overall and this results in good learning opportunities for pupils. Good teamwork exists between teachers and teaching assistants. Achievements are in line with pupils' abilities because all adults know the pupils well and individual education plans (IEP) are well targeted to allow pupils to make progress. Young pupils with autistic spectrum disorder make very good progress in lessons. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and staff with key responsibilities are very good. The school is supported very well by the governors and parents.
- The personal development of pupils and relationships within the school are very good resulting in a very positive ethos and an orderly community.
- The school has introduced the literacy and numeracy strategies very well at Key Stages 1 and 2. Teachers' planning in these key stages is very good.
- The provision for pupils with autistic spectrum disorder is very good and pupils make very good progress in lessons.
- The school has developed very good strategies for outreach work with mainstream schools and also the inclusion of dual registered pupils with special needs is very successful.

What could be improved

- The use and organisation of available time during the current school day to meet the needs of all pupils more effectively and appropriately

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in May 1997 and has successfully tackled the weaknesses identified in that inspection. It has made good improvement since then. In particular the school has developed a very active inclusion programme and has developed strong links with a number of First and Middle schools. It also provides a valuable outreach service to these schools giving practical advice to them about whole management issues regarding pupils with severe learning difficulties. The further development of the provision for pupils with ASD and the improvement of the quality of teaching are both improvements since the last inspection and have a positive impact on pupils' achievement. The school has successfully introduced the National Literacy and Numeracy Strategies and has adapted them to meet the needs of the pupils at Key Stages 1 and 2 who are making good progress. The range of out of school activities has increased and now includes two Saturday clubs and a music club as well as the summer activity scheme running for five weeks during the summer holidays. Post 16 accreditation has been introduced by way of the Equals Moving On curriculum. The schools' commitment to further improvement and capacity to improve are good.

STANDARDS

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

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

Pupils make good and sometimes very good progress towards meeting the targets identified in their individual education plans (IEPs) They make satisfactory progress at post 16 towards meeting their targets for literacy and numeracy. The school has set very realistic targets for the academic year 2002/03 in English and mathematics for cohorts of pupils in Key Stages 1 and 2 and additionally in science for pupils in Key Stage 3. These are soundly based on information from the school's assessment results for this year. These will raise the standards of education for pupils. Achievements are generally in line with pupils' abilities and they make good progress in literacy, numeracy and personal development. Young pupils with ASD make very good progress in lessons. The balance of time allocated to the foundation subjects and science means that pupils only make satisfactory progress over time in these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good. Pupils are happy and responsive in lessons and work to the best of their abilities. They are well motivated when lessons interest them and enjoy participating in the activities offered.
Behaviour, in and out of classrooms	Pupils' behaviour in and outside of lessons is always at least good. They respond well to the expectations of the staff. The school is an orderly community
Personal development and relationships	Pupils' personal development is very good as are the relationships within the school. Pupils are given appropriate responsibilities, such as taking the register to the office or being the " helper" for the day, which are in line with their abilities. Relationships between pupils and between pupils and adults are very good and this has a positive impact on pupils' learning.
Attendance	Attendance is good. There is no unauthorised absence and pupils enjoy coming to school. Pupils' non attendance is usually for medical reasons

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching overall is good. The best teaching occurs in Key Stage 1 where it is very good with some excellent features. In these lessons expectations are high and activities are very well matched both to ability and in variety so that pupils are kept motivated throughout. Resources are very age appropriate and maintain pupils' interest.

Both literacy and numeracy are very well planned and taught well. Communication skills however, for some older pupils and students, are not so well taught. When teaching is good or very good relationships are very positive and pupils are very enthusiastic, teachers make good use of their voice, gesture and signing so that all pupils are fully involved and they see learning as exciting and fun. The very good relationships between pupils and staff result in a positive classroom ethos and pupils learn well. In some lessons the pace and expectations of the teacher are not high enough resulting in some missed opportunities for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers an appropriate breadth but is not always balanced for a number of pupils particularly those with the most complex needs. The time available within the school day is not always effectively organised and used resulting in shortening of time available for teaching. Links with partner institutions are a strength of the school and the school uses community facilities well to enhance the education of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social and moral development are particularly well promoted especially at times such as lunch time and when turn taking in lessons. Teachers provide good role models and pupils know what is expected of them in terms of behaviour. Visits out of school to places of local interest and visitors into school promote pupils' cultural understanding.
How well the school cares for its pupils	The school has good procedures in place which ensure the health and safety of its pupils. Child protection systems are secure and staff care well for pupils' individual needs. Assessment procedures ensure that pupils' progress is well monitored and the information used appropriately in lesson planning.

The school has very effective links with parents and their views about the school are very positive. They feel well informed and made welcome in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher are very good. He has a clear vision for the future direction of the school. He is very well supported by an able deputy head and other key members of staff who have clear areas of responsibility. All staff work well together as a team.
How well the appropriate authority fulfils its responsibilities	The governors are very supportive of the school and have a regular system of focused visits as part of their monitoring procedures. All statutory requirements are in place and an appropriate number of sub committees have been established and meet regularly.
The school's evaluation of its performance	The school development plan sets clear targets for improvement. The plan is monitored regularly by the school and governors. Parent's views are also sought about the quality of education their child is receiving.
The strategic use of resources	The school uses all available resources well for the benefit of the pupils, including other schools and the community. Specific grants are used appropriately.

The school has sufficient staff for the current number of pupils on roll, including those who are dual registered. The accommodation is well used and well maintained. The school has plans to adapt and extend some areas which will enhance the space available for the support services. The only specialist rooms are for food technology and a library which is also used for small group teaching. This means that some aspects of the National Curriculum are restricted. Resources for the current curriculum are satisfactory overall. Leadership by the headteacher is very good and he has a clear view for the future

development of the school. The governors have appropriate regard to achieving the best value for money when planning the school's expenditure and assessment results are beginning to be compared with like schools nationally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed • Pupils like school • They feel comfortable about approaching school • Teaching is good • They are well informed about their child's progress 	<ul style="list-style-type: none"> • the range of activities outside of school • more homework

The inspectors agree with the parents' positive views and consider that the school provides an appropriate range of out of school activities. The school does not have a policy about giving regular homework but it is available if required which is appropriate for a school of this type.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher and staff with key responsibilities are very good. The school is supported very well by the governing body and parents

1. Leadership and management of the school are very good especially by the headteacher who gives the school a very clear direction for future development. His commitment and experience give parents confidence and they hold him in very high esteem valuing his advice and honesty. Other members of staff with key responsibilities and clearly identifiable roles work well with the headteacher to ensure the sound day to day smooth running of the school. The senior management team has recently been increased to include a representative of the teaching assistants who can give a different and additional view of school issues. This works well.

2. Self-evaluation procedures are emerging and developing well and the school monitors a number of areas of its work, for example, parent's views about the education their child is receiving, some monitoring of teaching and assessment results of "P" levels which is allowing the school to set targets for raising standards of achievement. The schools' monitoring and evaluation policy is very thorough and identifies groups of people who have a role in the process. Support has been sought from the local education authority (LEA) about ways to monitor classroom practice and this has been agreed with staff. This practice also fits in with performance management procedures which are now securely in place.

3. Subject leaders have clearly defined roles and are expected to formulate an action plan to identify future development and from which funding is allocated. Any additional funding requests are submitted to the governors and need to be fully justified. The co-ordinators for literacy and numeracy have developed their roles extremely effectively. The high level of support they have given to colleagues has resulted in very good quality planning and good delivery of these subjects. These have been well adapted to meet the specific needs of the pupils whose achievements have improved as a result. Similarly the commitment of the co-ordinators for inclusion/outreach support and for the education of pupils with autistic spectrum disorder is very commendable and is crucial to the success of these projects. To strengthen the team ethos all teaching assistants have a specific responsibility for an area or aspect around the school.

4. The school development plan (SDP) has identified appropriate priority areas for the next financial year and also development areas for the following two years. Staff are consulted prior to the SDP being presented to the governing body. The majority of the targets are aimed at improving opportunities for pupils and include further inclusion experiences and setting targets for raising educational achievement. All the targets are appropriately costed and have a time scale which is realistic. Careful consideration has been given to how success will be met and monitoring and evaluation procedures are built in which match the schools' policy.

5. The governing body is very supportive of the school and understand the direction in which the school is moving. Regular focused visits are undertaken by individual governors and they give a written report to other members. Examples of these are looking at catering, information and communications technology and inclusion issues. Governors are very supportive of the inclusion project in particular and have a strong interest in its development seeing it as a way of increasing pupils' opportunities and improving their academic and social development. They take a keen interest in school activities and undertake their

responsibilities seriously. Their latest visit has focused on this project. All statutory requirements are met.

6. Parents' views of the school are very positive and they have confidence in the headteacher and other adults within the school. They feel very welcome when visiting school and can approach the headteacher and staff with any problems feeling confident that they will be sorted out successfully. There are a number of ways in which parents can be involved in the life of the school and information they are given is of a high quality and very informative. The daily home/school books are much appreciated and make parents feel more in touch and aware of what their children are doing while in school. This is important since the majority of pupils live a distance from school. A Parent Support Group meets monthly in the school and two Saturday clubs have been set up. In addition a sibling support group has been established and this allows brothers and sisters to meet and enjoy activities together. Regular newsletters keep parents up to date with current activities and parents are very appreciative of this.

The personal development of pupils and relationships within the school are very good resulting in a very positive ethos and an orderly community.

7. The personal development of pupils is very good and relationships between pupils and between pupils and adults are very positive. Pupils show pleasure at seeing their friends and will spontaneously greet them. In group sessions all pupils are encouraged to join in and this may involve the use of a "Big Mac" to enable pupils with the most complex learning needs to feel included. Others may use signing to make their individual response. All staff, including the cook and caretaker, know the pupils well and this has a positive impact on increasing pupils' confidence and self esteem. In addition these are further promoted by certificates which are awarded each week to pupils for effort or achievement. The youngest pupils have regular opportunities to socialise with children from a mainstream nursery who visit on a weekly basis to share play activities which are well planned to ensure the maximum benefit for both groups. These sessions enable a high level of interaction between the two groups of pupils and good progress is made in the development of social skills and relationships.

8. Pupils are given tasks within the classroom situation such as, returning the registers to the office, taking turns to ring the bell and being responsible for collecting the home/school books ready for discussions and returning them to the correct places at the end of the session. They respond to these tasks very willingly and perform responsibly. Their independence is encouraged via targets identified in their individual education plans (IEP) and these are monitored systematically at the end of each term. Many of these targets have the intention of promoting self help skills, for example, dressing and undressing skills or taking responsibility for a specific classroom task in addition to the day to day tasks. All pupils have an individual feeding programme with the aim of improving their social independence skills and which results in making lunchtimes a valuable learning and social situation. However no records are kept of the progress made relying on staff knowledge of pupils to assess progress. Staff do encourage pupils to clear away wherever possible and to be as independent as they can which is a positive action for the majority of pupils.

9. Pupils' behaviour both in and out of the classroom is very good. They understand what is expected of them and these expectations are in line with their ages and abilities. Behaviour management plans are devised for those pupils whose behaviour needs modifying and this enhances their personal development enabling them to take advantage of the activities the school offers. Pupils' positive responses result in an orderly community and the overall positive ethos is one in which pupils can learn and make progress.

The school has introduced the literacy and numeracy strategies very well at Key

stages 1 and 2.Planning is very good.

10. The National Literacy and Numeracy strategies have been very well adapted to meet the individual needs of the pupils. An important factor is the very detailed and clear planning which is used and which is very effective in guiding the progress of both strategies. The structure of both literacy and numeracy lessons follows a similar pattern and enables teachers to plan for individual needs more easily. The influence of the co-ordinators is positive and their increased confidence and knowledge supports other teachers and impacts positively on their work. Both subject leaders have worked hard to establish this common planning format and this is now having a good influence on both teaching and learning. Pupils have four literacy lessons each week and three numeracy lessons. Lessons follow the recommended three part format and are well organised. Each lesson is an hour's duration which is just too long for some pupils. Shorter and more frequent lessons could be a more appropriate solution for these pupils.

11. Assessment information is used very effectively to enable staff to place pupils in ability groups for literacy and numeracy and these are reviewed annually. Group targets are set as well as individual targets on IEPs. Assessment results are clearly used to inform curriculum planning.

12. The good teaching has been a significant factor in the successful introduction of the national strategies for literacy and numeracy. This is particularly the case for pupils in Years 1 and 2 where the quality of teaching is very good because lessons are very well planned with clear learning objectives which are linked to pupils' targets on their IEPs. In numeracy an oral mental starter is well focused and used to familiarise pupils with the objectives of the lesson prior to moving into ability groups to continue with the main activity. Care is taken to promote the appropriate mathematical language. Teachers in both literacy and numeracy lessons make good use of questions to not only assess what pupils understand, but also to extend pupils' thinking which enables them to acquire new learning skills. Opportunities are given for pupils to practice and consolidate prior learning to ensure that progress is made. Work is carefully organised to meet the different abilities of the pupils in groups resulting in good progress being made in these lessons. Resources, especially for the youngest pupils are age appropriate and this keeps them interested and motivated. Support and encouragement help to keep pupils on task and maintains their concentration. The least successful part of the literacy and numeracy lessons is the plenary when interest can diminish and pupils pay little attention to others. Teaching assistants (TA) supporting groups of pupils are careful not to give the answers but repeat the teachers' questions and encourage a basic level of independent thinking skills. They help to keep pupils motivated and involved. The work of the TAs is carefully planned and they are seen as an integral part of the team.

13. Both co-ordinators are aware that they still have work to do in monitoring teaching as well as continuing the effectiveness of the planning. They plan staff development as well as looking for ways to improve their own knowledge and their enthusiasm for their subjects makes them good role models for other staff and puts the school in a good position to make further progress.

The provision for young pupils with autistic spectrum disorder is very good and they make very good progress in lessons.

14. The provision the school makes for pupils with autistic spectrum disorder (ASD) is currently very good and very effective. The schools' policy sets out guidelines and their intentions about how these very particular needs will be met. The majority of these pupils are amongst the youngest in the school and are in one class although there are three other pupils

in different classes. Planning and recording procedures are very thorough and clear. Teaching assistants are a stable factor within the class and know the pupils very well and make a significant contribution to the work within the classroom. All adults work very well as a team and this is a strong feature of the success of this provision.

15. The class for the youngest pupils is staffed by two teachers, both of whom have a wide range of experience which is backed up with very good specialist knowledge, who implement a consistent approach. Elements of TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) are incorporated into the teaching but not exclusively. Very good classroom organisation supports the implementation of TEACCH techniques and the physical layout of the classroom helps the pupils understand the system. The consistent and predictable routine along with a specialist communication system, PECS (Pictorial Exchange Communication System) helps to give the pupils a secure environment in which to make progress. In addition, it helps them to make choices and use and initiate communication using pictures or symbols. Pupils are able to build up from one picture to three or four and to a level where short sentences can be used as well. This is particularly well used at snack time when pupils create three word requests/choices and hand them over in exchange for a drink/snack. Speech and language therapists work well with classroom staff to develop pupils' communication skills.

16. Teaching in this class is always at least very good with some excellent features. Teachers are confident, know what they are trying to achieve and how to effectively realize the lesson objectives. All staff know the pupils' specific difficulties very well and also the organisation and structure of each session during the day. Pupils can move, in a structured way, between staff and planned activities without distress or loss of motivation. The use of very good resources mean that pupils are well motivated and kept busy which means that pupils' response is very good. The activities are demanding and teachers have high expectations of the pupils which results in very good learning and pupils make very good progress in these lessons. Staff record responses during the activities which are transferred to IEP sheets. Teachers are very good at restoring calm following any upset or excitement and make good use of voice to gain pupils' attention and to maintain their enthusiasm. Visual means of communication such as signing, as well as pictures and photographs, and well targeted questions enable all pupils to participate in the activities.

17. Parents are very happy with the progress their children are making but express concern that the quality of the current provision will be continued as their children move through the school. This is an area for staff development and also an issue for the school in that a similar intake of pupils could change the nature of the school over time.

The school has developed very good strategies for outreach work with mainstream schools and also the inclusion of dual registered pupils with special needs is very successful.

18. Inclusion is seen as a major part of the school's future development. The LEA has supported the school financially to undertake the current development and the school is determined to move forward on this front. Problems are not seen as barriers but as challenges to be overcome. Parents are very much in favour, although apprehensive at first, and feel that their children are getting the best of both worlds. The schools involved have very positive attitudes towards the project and value the support they receive from Hexham Priory school. Relationships between the schools are very good and this encourages trust and confidence when decisions are made. Currently eight pupils, who are dual registered, and seven First Schools are involved. These pupils spend sessions in Hexham Priory and receive support from the responsible teacher so she knows them very well with the result that support is very specifically targeted at areas for improvement. Four pupils from Hexham

Priory school attend two different middle schools for sessions and are supported by a teaching assistant from Hexham Priory.

19. Giving the responsibility for inclusion to a senior member of staff has not only given the project status but has been crucial to its success. She has the time, which is not taken away, to talk to pupils, parents and staff and also to make regular visits to the mainstream schools involved. It is this support which allows many of the pupils to remain successfully in mainstream school. However as the project evolves and more pupils become involved, and extends to include additional middle school outreach support, more time will be needed to continue the success already achieved and to meet parental expectations and also pupil and school requirements.

20. Each dual registered pupil has a special support assistant who works very closely with the teacher from Hexham Priory school, with the speech therapist and with the SENCO from the host school. Advice is given regarding levels of work and liaison over curriculum content is seen as vital for pupils who spend part of their time at Hexham Priory school. All the schools work closely with the outreach teacher and they work together on formulating appropriate targets for IEPs and subsequently in the monitoring of them.

21. The schools' policy sets out clear criteria for pupil selection for inclusion into a mainstream school and these are seen as essential to the success of the project. Importantly good pupil behaviour is crucial so that any potential friction can be avoided and the good relationships between schools can be maintained. Coping with an age appropriate curriculum and being socially competent are also regarded as basic requirements. Careful thought is given to the subjects and groups pupils join in the middle schools, for example, they usually do not join the same year group but work with pupils younger than themselves. This currently works well. In addition pupils are placed with the most experienced teachers and, given the criteria, every placement is so far successful. Pupils join physical education and art classes which rely less on academic ability. Improved personal and social skills are the focus for one pupil who joins the local middle school for lunch. Parents' views are taken into account and visits arranged to both schools prior to starting.

22. A group of nursery aged children visit Hexham Priory school each week to join activities with Class 1 and this is very successful for both groups. Personal and social skills improve and interaction and communication skills are developed. There is a well established routine with a range of activities which are familiar to all the pupils. They make good use of the soft play room which allows pupils to have fun together while spontaneously developing social skills. In the classroom activities are designed which will develop sharing and turn taking skills, such as playing with dolls or play dough.

23. Each member of staff has a clear role and monitoring the progress of pupils requires a commitment from education psychologists, speech and language therapists, teaching staff, inclusion support workers and other health staff when required. All staff have an input into pupils' IEPs and also at the Annual Review. Record sheets are completed following every visit and these provide valuable information for the co-ordinator. Schools report that pupils are well integrated into the life of the school and join in a range of activities, including after school clubs. They have formed positive friendships with classmates and incidents of teasing or bullying are very rare. Similarly they fit easily into the routines at Hexham Priory school and appear to manage the two placements without any overt difficulties.

WHAT COULD BE IMPROVED

The use and organisation of available time during the current school day to meet the needs of all pupils more effectively and appropriately.

24. Whilst taught time is within the time recommended by the DfES for Key Stage 1 and 2, the time available for Key Stages 3 and 4 is slightly below the recommendations and it is therefore very important that the time pupils are in school is organised and used as effectively as possible.

25. A short time is available at the beginning of the day for registration and circle time and for some pupils this is a very positive time and is well planned when, for example, communication skills are developed but for others this time is unstructured and sometimes overruns the prescribed fifteen minutes and so shortens the next lesson. Similarly at the end of the day ten to fifteen minutes is written into the timetable as preparation for homework. Whilst some staff need time to help pupils with the most complex learning needs to be comfortable in readiness for their transport, more able pupils do not need this and this time becomes a "waiting time" for them and valuable learning time is lost. Breaktime during the morning is half an hour of which fifteen minutes is outside play. The other time is used for snacks and for the development of personal and social skills but often this time has no specific focus and simply extends breaktime. On occasions this session can begin early and end late again cutting into teaching time. Lunchtime is given one and a half hours, which sometime starts early, and although all pupils have a feeding programme a lengthy time is allowed for outside activities and consideration could be given to the effectiveness of this.

26. Whilst on their own these sessions are relatively short, added up throughout the week they represent a significant amount of time and the lack of consistency in using these sessions effectively results in a shortening of taught time and therefore learning opportunities for pupils.

27. The overall curriculum lacks the breadth and balance to give all pupils their entitlement to the most relevant curriculum. The over-emphasis on physical development reduces the time available for other subjects, for example, for science, history and geography which only have a token input. These subjects, along with art and design, personal and social education, design and technology and Spanish, are organised via a three year "topic" cycle and they are not taught every term so that progress made is interrupted. For example, in Key Stages 1 and 2 history is not included in any topic for a complete year and in Key Stages 3 and 4 is only taught for two half terms within the three year cycle

28. The withdrawal from many lessons of pupils with the most complex learning needs creates an imbalance in their curriculum opportunities and the effects of this are not regularly monitored. Many do not move from "experience" to "participation" because of lack of opportunity. For some pupils twenty to thirty percent of their time is taken up with physical activities or therapy and whilst it is acceptable that these activities are very necessary, the effectiveness of them on pupils' learning is not measured, and for example, if more emphasis was given to the implementation of a structured communication system this would enhance the quality of life both in school and when they leave.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to build on existing good practice in school, the headteacher, staff and governors should now:

- (1) Examine the organisation and use of the time available during the school day by;
 - Reviewing the use of the time at the beginning and end of the day and breaktimes and ensuring that it is used effectively and consistently by all teachers,
 - Considering the length of lessons and ensuring that they start and end on time,
 - Reviewing the balance of time allocated to National Curriculum subjects and also the time allocated to physical development,
 - Ensuring greater breadth and balance in the curriculum offered to pupils with the most complex learning needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	8	4	1	0	0
Percentage	5%	26%	42%	21%	5%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	38
Number of full-time pupils known to be eligible for free school meals	6

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

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

Attendance

Authorised absence

	%
School data	6.6%

Unauthorised absence

	%
School data	0%

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	37
Any other minority ethnic group	1

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN – Y14

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	5
Average class size	7

FTE means full-time equivalent.

Education support staff: YN – Y14

Total number of education support staff	11
Total aggregate hours worked per week	345

Financial information

Financial year	2000 - 2001
	£
Total income	458,725
Total expenditure	478,093
Expenditure per pupil	11,952
Balance brought forward from previous year	26,796
Balance carried forward to next year	13,634

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
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	38
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	13	6	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	38	63	0	0	0
My child gets the right amount of work to do at home.	25	31	6	0	38
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	75	25	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	69	25	0	0	6
The school works closely with parents.	63	38	0	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	44	44	0	0	13
The school provides an interesting range of activities outside lessons.	50	25	6	0	19