

INSPECTION REPORT

NORFOLK PARK SCHOOL

SHEFFIELD

LEA area: Sheffield

Unique reference number: 107177

Head teacher: G Croston

Reporting inspector: M H Whitaker
1424

Dates of inspection: 29 January – 1 February 2001

Inspection number: 196036

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:	2-11 years
Gender of pupils:	Mixed
School address:	Park Grange Road Sheffield
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Frank Cunliffe
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9189	J Horwood	Lay inspector		Pupil's attitudes, values and personal developments How well school cares for pupils? How well school works in partnership with parents?
15606	C Humphreys	Team inspector	Science Information and communication technology Design and technology	
15021	N Watling	Team inspector	Mathematics Geography History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norfolk Park is a special school for boys and girls aged between 2 and 11 years. All but three pupils have Statements of Special Educational Need. The majority of pupils have profound and multiple learning difficulties, some have extreme challenging behaviour and autistic spectrum disorders and many have significant medical problems. The number of premature deaths is above the national average. As a result of their special educational needs, the attainment of the pupils when they enter the school is well below the national average for their ages. There are currently 63 pupils on the roll of the school, including eight who attend on a part-time basis. A number of pupils are also on the register of local primary schools because of the schools' inclusion programme. Six pupils are from ethnic minority backgrounds and English is an additional language for these children. Thirty-two pupils are eligible for free school meals.

HOW GOOD THE SCHOOL IS

Norfolk Park is a very effective school. It is very well led and managed, the quality of teaching is very good and as a result all pupils make at least good progress. They achieve good standards in relation to their special educational needs and build well on their learning as they move through the school. Many pupils benefit considerably from the inclusion programme with mainstream schools. Although costs are relatively high, the school provides good value for money.

What the school does well

- Provides excellent support to enable pupils with a wide range of special educational needs to be included in mainstream schools.
- Makes very good provision for children in the nursery and reception classes.
- Makes very good provision for the spiritual, moral, social and cultural development of pupils.
- Has very good leadership and management, which carefully monitors and evaluates the quality of teaching and takes effective action to raise the achievement of pupils. As a result, teaching and learning are very good. Very good relationships exist with parents.
- Provides a very good range of learning experiences that promote very positive attitudes to school amongst pupils. Relationships and teamwork are strengths.
- Has very good procedures for assessing pupils' progress.

What could be improved

- Subject development plans could more consistently identify the priorities for improvement and the intended effect on pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since it was last inspected in 1997. All the areas identified for development have been tackled. The quality of teachers' planning has improved and is now much more closely matched to the National Curriculum, enabling the staff to measure the progress made by pupils far more effectively. The quality of teaching is monitored more closely by the head and deputy head and by some subject co-ordinators. The information gathered is then effectively used to improve teaching further. The appointment of a bursar has released the head from routine administrative tasks and enabled her to focus greater attention on the further development of the school. This has been very beneficial. The school prospectus and the annual report to parents now meet legal requirements. In addition to developing in relation to the issues identified in the last report, the school has also successfully introduced the National Literacy and Numeracy Strategies suitably modified to meet the needs of the pupils.

STANDARDS

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

Progress in:	by age 5	by age 11	Key	
speaking and listening	A	A	very good	A
Reading	B	B	good	B
Writing	C	C	satisfactory	C
Mathematics	A	A	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

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

Pupils of all ages make very good progress in speaking and listening skills. This is a priority for the school and is promoted in all subjects. Good progress is made in reading although writing skills are less well developed. This has been identified as an area for improvement by the school. Progress in mathematics and in personal, social and health education is very good throughout the school. Targets in individual education plans (IEPs) are clear, realistic and challenging and pupils make good progress in a range of areas depending on their individual needs. In the other subjects of the curriculum, pupils make very good progress in history and design and technology and good progress in science, art, geography, music, religious education and physical education. Progress in information and communication technology is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. The vast majority show great enthusiasm for their work and try very hard to succeed. Pupils involved in mainstream schools, as part of their inclusion programmes, are very committed and enthusiastic.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils with very challenging behaviour, however, sometimes disturb the learning of others as well as their own. This is usually managed well by staff.
Personal development and relationships	Relationships throughout the school are very good. Pupils are given many opportunities to take responsibility and show initiative. They respond very well.
Attendance	Attendance is satisfactory. There is no unauthorised absence. All non-attendance is due to medical reasons or holidays.

The attitudes of pupils is a real strength of the school, contributing significantly to their learning. Pupils with autistic spectrum disorders can behave inappropriately but this involves a very small number of pupils and is well managed.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11
Lessons seen overall	Very 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 quality of teaching for the younger children is consistently very good. For pupils up to the age of 11 it is also very good. During the inspection, teaching was never less than satisfactory. It was very good in 43 per cent of lessons seen and good in 50 per cent. In four per cent it was excellent. The teaching of literacy, numeracy and communication skills is very good. The teaching of English and mathematics is very good throughout the school. The very good relationships and teamwork between teachers and all support staff and therapists is a significant feature in the teaching. Lesson planning identifying clear objectives for every pupil is also a strong feature of the teaching, enabling all pupils to make good and sometimes very good progress and effective learning to take place. A very wide range of teaching strategies is used by teachers to enable the very diverse range of needs present in each class to be met. Resources are also well selected and readily available to achieve the objectives of lessons. Teachers have good knowledge of the subjects they teach. All staff have a very good knowledge of the needs of the pupils. They continue to up-date their knowledge and skills in order to meet the needs of the increasingly diverse and challenging pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum is provided, which is very well matched to the needs of individual pupils. It is considerably enhanced by the opportunities provided for inclusion in mainstream schools and by the links with the wider community
Provision for pupils with English as an additional language	Good support is provided for pupils with English as an additional language. This ensures that they have good access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the spiritual, moral, social and cultural development of pupils is very good. Very good provision is made for pupils' overall personal development.
How well the school cares for its pupils	Very good assessment and monitoring procedures are in place in relation to personal and academic development. Child protection procedures are very good.

Parents, rightly think highly of the school. They feel they are partners in the education of their children because they receive good quality information and are able to support their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher, very well supported by the deputy head and other key staff, provides very good leadership and management for the school.
How well the appropriate authority fulfils its responsibilities	The governors provide good support for the school, fulfilling their responsibilities effectively. They are aware of the strengths and weaknesses of the school and are committed to further development.
The school's evaluation of its performance	The systems that are in place to monitor the school's performance are good, although monitoring arrangements have not yet been extended to include all subjects.
The strategic use of resources	Good use is made of resources. Staff are very well deployed to support pupils. Effective use is made of specific grants.

The school has very good levels of staffing expertise to meet the demands of the curriculum. Resources and accommodation are good. The school applies the principles of best value comparing its performance with similar schools. It provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching. • The leadership and management. • The relationship the school has with them and the quality of information they receive. 	<ul style="list-style-type: none"> • The level of therapy support provided.

The inspection team agrees with the mainly positive views of the parents. Leadership and management is very good and teaching is good and often very good. Good quality information is provided to parents. The level of therapy support is adequate to meet the needs identified in the Statements of Special Educational Need.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils of all ages achieve very well in nearly all areas of the curriculum. They often make very good progress, building on their earlier learning as they move through the school. This is equally true of all pupils regardless of their special educational needs. It is also true for those pupils for whom English is an additional language. This is an improvement since the last inspection and is largely the result of the often very good teaching they receive and the very good relationships found in the school. Children in the nursery and reception classes do equally as well. Although pupils enter the school at different ages, their attainment is always well below that expected nationally for children of their age. This is because of their special educational needs and as a result it is inappropriate to compare their achievements with national results. It is important to consider the progress they make and the standards they achieve in relation to their needs.
2. The standards achieved and the progress made by children in the nursery and reception are very good in all six recommended areas of learning. This represents a considerable improvement since the last inspection. Teaching is very good, support assistants are very competent and there is a high level of planning. Effective learning takes place and as a result, children are well prepared for joining the main school. Pupils involved in the project of inclusion in mainstream schools benefit considerably from the excellent provision and very thorough preparation. They make very good progress, not only in their learning, but also in their personal and social development.
3. In English, pupils of all ages make very good progress and achieve very well in speaking and listening. This is a priority for the school and is promoted effectively in all lessons. Signing is used well, where appropriate, to support pupils' learning. Good progress and achievement is evident in reading throughout the school and for pupils with a wide range of attainment. Writing skills are less well developed although standards in these and in spelling are satisfactory. Literacy skills are developed in all subjects and the principles of the National Strategy have been effectively introduced. The standards achieved, again, reflect the high quality of teaching.
4. In mathematics, pupils of all ages achieve very well and make very good progress. Up to the age of seven, pupils at different levels of attainment develop their understanding of number when; for example, learning to recognise numbers to five. The principles of the National Numeracy Strategy have been adapted well and numeracy skills are developed throughout the curriculum. In Key Stage 2, pupils develop their understanding of other mathematical concepts such as two-dimensional shapes, with higher attaining pupils being able to recognise and name shapes like circle, triangle and square. They understand simple addition and subtraction and are able to demonstrate this verbally or using signs.
5. In science, the standards achieved and the progress made are good in both key stages. In Years 1 and 2, for example, they improve their knowledge and understanding of materials using their senses to investigate rough and smooth materials. They develop their understanding in Years 3, 4, 5 and 6 when they learn that materials are used for different purposes. In other aspects of science, similar gains are made because planning carefully identifies individual pupils' learning and plans the next step.

6. Pupils achieve very well in relation to personal, social and health education and make good progress in their individual targets. They achieve very well and make very good progress in history and design and technology and good progress in science, art, geography, music, religious education and physical education. Achievement and progress in information and communication technology are satisfactory.

Pupils' attitudes, values and personal development

7. Attitudes to school are very good and the behaviour in lessons is, in general, good. Pupils are all keen to attend school and are happy during the day. The relationships in school are very good and clearly this is a strength of the school. All the children are friendly and exhibit very good relationships with all the staff. The staff also demonstrate very good relationships amongst themselves with all working as a team to support the children. In spite of some children being unable to maintain concentration and self control, because of their difficulties, there was never any deterioration in relationships between the children.
8. Behaviour around the school is, in general, good. Because of the wide spectrum of disabilities there are inevitably some behaviour problems but the staff are very aware of which children have such problems and provide appropriate support – if the behaviour is affecting the learning of other pupils the child concerned is temporarily removed for individual tuition. This occurs in isolated occasions when classroom strategies do not appear sufficient to deal with the children with the most severe behaviour problems.
9. A strength of the school is also the personal development of pupils with profound and multiple learning difficulties. They try very hard in lessons and around school and are enabled to be involved by the school systems and supportive staff.
10. During the inspection, examination of records confirmed that the attendance rate is fairly constant at 85 per cent, which is typical for this type of school. There is no unauthorised absence with the majority of authorised absence being due to medical problems. There have been no exclusions in the last year.
11. The children all work well together with no issues of race or gender and there is no bullying or behaviour from aggression. Pupils learn, as far as they are able, to understand the impact of their actions on others. They are also given as much responsibility as possible, which will vary from being responsible for some of their own actions to taking registers to the office. Responsibilities are clearly accepted and give the children pride.
12. Most children arrive at school by transport that is outside the school's control. During the inspection the lateness of the transport had a significant effect on the start of the day. This was partly due to the frosty conditions. Whilst a not uncommon, occurrence the school feels it is an issue that is improving.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching throughout the school is very good. This is a significant factor in the progress made and the standards achieved. It represents a good improvement since the last inspection. During the inspection, teaching was never less than satisfactory. It was excellent in four per cent of lessons seen, very good in 43 per cent and good in 50 per cent.

14. Teaching in the nursery and in reception is consistently very good. The support assistants are very competent. They make a significant contribution to the very good quality of teaching. Lessons are very carefully planned. The individual learning programmes for each child are very well informed by the very good assessment procedures, which help to recognise even the small gains made by the children. Resources are very good in range and quantity and for many children the specialist input of the physio, occupational and speech therapists is very effective in supporting teaching and learning. Through a good knowledge of learning targets in their children's IEPs and the good use of the daily home-school diary, the development of many children is well supported at home. By the time they reach the end of the reception, the children are very well prepared to begin their work at Years 1 and 2.
15. The quality of teaching is very good in English. Lessons are very well planned. Often they are a mixture of whole-class and individual work. This helps promote progress because pupils' IEPs contain very precisely stated learning targets that very beneficially guide the work of the support assistants. Learning targets are routinely assessed. Invariably, lessons are made up of tasks that match very well with the needs and abilities of all pupils, even in the lessons when these vary considerably. Lesson time is very well used and pupils are challenged as learners. They respond very well. They participate fully in lessons; for example, even when their physical difficulties are considerable they will press a switch at the correct time to sound recorded seagull noises in the story of The Lighthouse Keeper.
16. The quality of teaching is very good in mathematics. Teachers have a very good knowledge of the subject and feel secure in teaching it. They use a very wide range of strategies to engage and interest all pupils. They are most successful in making learning interesting and fun for the pupils. Very good use is made of a wide range of resources; for example, in one lesson a range of coloured boxes was used, some empty and some with toys inside. When the boxes were opened, the adults sang rhyming songs and signed the numbers. All pupils were totally engaged. Lesson planning is very good. Good use is made of information and communication technology.
17. The introduction of the National Strategies for Literacy and Numeracy suitably modified to meet the needs of the pupils, has been a successful element in the teaching. Both literacy and numeracy are effectively taught and reinforced throughout the curriculum.
18. Throughout the school, the very good relationships and teamwork between teachers, support staff and therapists is a significant strength in the teaching. Everyone in all lessons has a very good understanding of their roles and responsibilities. As a result they all make an effective contribution to the learning of pupils. A junior class gymnastics lesson illustrated this very well when, because of the range and knowledge of the staff, an exciting and ambitious lesson using a wide range of large apparatus enabled pupils with a very wide range of needs to be fully involved in the lesson. As a result very effective learning took place.
19. The strong relationships in teaching is enhanced by the very thorough planning. All lessons have very specific learning objectives for every pupil. Good recording and assessment procedures enable staff to plan stages of learning very effectively allowing all pupils to build on their previous learning at an appropriate level; for example, in science when exploring the use of materials.
20. The management of pupils is generally good, although occasionally pupils with autistic spectrum disorders need to be very well managed so as not to affect the learning of others. This is generally achieved well but strategies are not always consistently

applied initially and this can cause difficulties in the short term. However, this only involves two or three pupils throughout the school.

21. All staff have a very detailed knowledge of the diverse range of needs of the pupils and are able to match work effectively. This coupled with the very good, and often specialist knowledge of the subjects taught by teachers, has a marked effect on standards; for example, in art and physical education. Staff are continually up-dating their knowledge in order to meet the needs of an increasingly diverse population. Teachers work actively with parents to enable them to effectively support work at home.

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

22. The curriculum is very good. The school provides a very good range of subjects and opportunities for learning that is relevant to the needs all pupils, including those with profound and multiple learning difficulties and those with autistic spectrum disorders. This is an improvement since the last inspection. No pupils are disapplied from any National Curriculum subjects and religious education. The school meets requirements regarding the annual reviews of the pupils' Statements of Special Educational Need and the Code of Practice efficiently. It follows due procedures to modify pupils' Statements of Special Educational Need where appropriate.
23. The curriculum is enhanced by the services of a range of therapists including speech and language and physiotherapy. These are used to ensure access to the curriculum for all pupils. The school has the services of two nurses. These highly skilled professionals play an effective part in advising both teachers and parents on the management of pupils. They pay careful attention to pupils' physical and emotional well being, which enables them to make the progress of which they are capable.
24. The multi-sensory provision is very good and makes an important contribution to the curriculum. The school has successfully introduced the National Literacy and Numeracy initiatives appropriately modified. Skills of alternative communication such as signing and the use of symbols are emphasised across the curriculum to better enable pupils to make progress. The curriculum at both key stages places appropriate emphasis on personal, social and health education. The planning for the subject clearly identifies meaningful activities that involve all pupils. Inclusion of pupils into other mainstream schools is a strength of the school. The school makes very good use of the community in its curricular planning. The school contributes to the Norfolk Park Community Newsletter and has been involved in successful campaigns to keep local shops open and, most recently, to get a tram stop near the school. There are work placements for medical students at the school and very strong links with local businesses. The making of musical instruments involved a visiting musician from Ghana and the 'In The Boat' theatre group for the disabled perform each year. All these initiatives and the strong inclusion programme further enrich pupils' learning.
25. The curricular needs of pupils set out in their statements are fully met. The range of extra-curricular activities to support the curriculum are satisfactory. Visits are made to cultural sites and places of interest as part of the curriculum.
26. As a result target setting is well monitored and there is a systematic process of review. The needs of the majority of pupils are met by the very good, carefully focused, sometimes highly inspiring teaching, firmly based on the requirements of the National Curriculum and the locally agreed syllabus for religious education.
27. Pupils, for whom English is an additional language, are very well supported by a full-

time, bilingual support assistant and the school makes good use of her skills as an interpreter and a translator for parents and pupils. The school operates a very effective policy for equality of opportunity. The special support assistants play a significant role in providing the pupils with the fullest possible access to the curriculum with seamless withdrawal for therapies. All pupils were seen to benefit during the week of the inspection.

28. Since the last inspection there has been a very good improvement and progress in the arrangements for monitoring curriculum planning and ensuring that teachers identify how their activities fulfil the requirements of the National Curriculum.
29. The school provides very well for the pupils' spiritual, moral, social and cultural development. Very good opportunities are planned and made use of to extend pupils' spiritual experiences and widen their horizons. The school environment and the local park are made very good use of for learning. In geography, wind is detected with feathers and recreated with fans. In history, pupils watch videos of their recent past and the original Olympic races are recreated in the hall. Pupils experience first-hand, the differences of number, texture, materials, colour, light and sound in mathematics, science, art, photography and music. In food technology, pupils hollow out pumpkins. In music and movement, multi-sensory lessons give pupils with PMLD a sense of awareness of those around them through sounds they hear and make and through their participation in a group experience. Some pupils' needs are met through the planning of sensory walks. All pupils benefit from the multi-sensory garden with fragrant herbs, uneven surfaces for wheelchairs and opportunities to chart the seasons, count and recognise shapes, touch the water feature, hear the chimes and see bird life. In classrooms, pupils also have light sensory tables, curtains and displays. Pupils see photographs of themselves working and are encouraged to use a mirror to see themselves involved in activities. The lives of pupils who die prematurely are celebrated by special assemblies, the planting of trees in the school grounds and pupils reflecting on and sharing their own and other's achievements. Since 1995, each pupil has contributed a leaf to the school tree tapestry. Pupil profiles and displays around school provide effective evidence of achievements for individuals to share with others.
30. Collective worship is only held as a whole-school activity weekly, as it is difficult for everyone to see and hear everything in the hall. However, on these occasions a repertoire of songs and prayers are used to set the context for participation or reflection, which are in-line with broad Christian beliefs about the importance of sharing, caring, community values, awareness of others and individual responsibility. Opportunities are appropriate for the pupils taking part and they enjoy the stories or activities. Achievement certificates and badges, special occasions and religious festivals, are celebrated enthusiastically and helpers provide effective cues for pupils whilst encouraging independent responses. Relationships between staff and pupils are excellent. Daily routines of reflection and worship are established in classrooms at lunchtimes and end of school. In both settings, visual aids are used very well. Pupils were seen to respond individually, and really reflect before smiling. The ability to create different moods, use prayers and songs as a resource, to involve everybody and give adequate time for each component without rushing is an impressive feature of the school day.
31. The school provides very good moral development for pupils. Staff evidently care about the pupils. There is a sense of order in every room. Adults are very good at setting boundaries for pupils, which they reinforce through sensitive and immediate responses to difficult individual behaviour. This involves both verbal reprimand and encouragement to behave better, uses withdrawal and distraction sensitively and appropriately and

pupils are brought back to work with others at the earliest opportunity. This consistent approach increases pupils' awareness of what is acceptable and unacceptable behaviour, within their own limits and was seen to include autistic spectrum disorder pupils. Pupils learn about right and wrong. They apply their understanding in lessons such as physical education. Pupils care about each other and their environment.

32. The school provides very good social development for pupils. In mathematics and other lessons, pupils celebrate each other's successes very frequently. The school is effective in promoting a culture where pupils respect property and regard and touch each other appropriately. Pupils co-operate informally and in structured activities. Their relaxed and warm social interaction reflects the inclusive approach of all staff when responding to and supporting pupils. Pupils benefit uniquely from the high priority given by the school to the inclusion programme which not only integrates pupils into situations where they work very well alongside their mainstream peers, but through exchange visits, provides benefits for pupils from local schools whose parents praise and report on its impact on their children. Pupils are also taken out on visits into the local community to visit a shopping centre for geography and learn about the care of the environment through recycling in science. In the summer there is an opportunity for pupils to enjoy part of a residential week.
33. The school provides very good cultural and multicultural development for pupils. Pupils are given very good learning experiences in the taught curriculum in English, geography, history, art and religious education, to appreciate the traditions of their own culture. They learn about the Ancient Greeks and the Egyptians. They learn about Christian culture. They recreate the style of well-known artists such as Paul Klee, Henry Moore, Claude Monet and Georgia O'Keefe. They have met a visiting artist who has helped them to work with natural materials. They worked with a visiting sculptor to create three-dimensional totem poles that were exhibited at a local gallery. Displays also include African artefacts and the celebration of the Chinese New Year. Musicians visit regularly and these have included Asian and African drummers. In English they hear classic children's stories such as The Owl and the Pussycat and The Snowman. Visiting theatre groups include both a multi-sensory group and a differently-abled theatre group. Pupils visit museums in the local area to find out about pop culture and industry and they visit religious buildings and the Space and the Environment Centres. Pupils are introduced to the cultural background of the Asian pupils in the school, through displays, the celebration of Muslim festivals and the study of Pakistan in geography. Work in Mathematics includes examples using materials from Pakistan and counting in Punjabi. The inclusion programme uses bilingual dictionaries. Pupils hear music from different cultures and in art, teachers dress in Asian dress when teaching about textiles. The work the school does is made more authentic by the support of their Punjabi interpreter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The provision for the welfare of the pupils is very good. This has been maintained since the last inspection. The children have wide ranging difficulties but are well cared for by very caring staff. The school policy on health and safety is very comprehensive and procedures are in place for all foreseeable situations. There are regular safety inspections carried out by the headteacher and safety representatives although there is at present no governor with specific responsibility for health and safety. Staff have an 'alert' form to bring any safety matter to the attention of the headteacher. All child protection requirements are fully in place.
35. There is a consistent approach to welfare across the school provided by a caring and

dedicated staff. All pupils are always well known to at least one teacher and each year at least one care assistant will move up with the pupils to the next class. There are regular specialist visits including the dentist, therapists and the visually impaired team. There is education welfare officer support when required but this is infrequent. Staff are all trained in SCIP (strategies for crisis intervention and prevention) which helps them to deal with issues in ways that are effective and least disruptive for the pupil concerned. The high staff to pupil ratio allows resource to be provided where it is necessary to support health requirements.

36. There is an effective personal, social and health education (PSHE) policy in the school, although due to the short time the co-ordinator has been in post, methods of discussion and feedback are not yet formalised. PSHE is taught mainly as a cross-curriculum issue as well as in a variety of social contexts such as at drink time when skills of independent drinking are developed.
37. A key strength within the school is the very good system of monitoring the achievement and progress in all areas of the development of each child. Academic achievement is carefully monitored and recorded using nationally recognised systems. For each pupil there is a personal profile folder, which is well presented and comprehensive containing a photograph of the child and their characteristics. This file also contains details of changes and achievements. It accompanies the pupil through school and ensures that teachers have easy and accurate access to the history and future needs of the pupil. All pupils have their IEPs to accompany their personal profile and these contain appropriate targets for each pupil. The information ensures that appropriate academic and personal development is provided. As a result, procedures for monitoring and assessing pupils' attainment and progress are very good.
38. Behaviour policies and procedures are well defined in the staff handbook. The monitoring systems in the school ensure that all challenges are identified and for these pupils there are very comprehensive behaviour programmes that identify behaviour problems, actions and the monitoring required. There is a clear policy on restraint which requires the formal approval of governors.
39. The attendance of pupils at school is efficiently recorded. The authorised absence is mainly due to severe medical reasons and procedures to improve attendance are not required.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. This has been maintained since the last inspection. There are good links with parents. They are satisfied with all aspects of the school and very supportive of the senior management team who, together with the dedicated and caring staff, ensure open and effective communications through well informed annual reviews and active involvement of parents.
41. There are good partnerships between the school and parents including parents meetings, which sometimes have a guest speaker on an appropriate issue. The school is fully involved in the local disabilities group as well as other local events. The school involves parents in its decisions by sending out questionnaires on such matters as how parents' meetings are held. The school has an open door policy for parents although many pupils travel from a significant distance and parents cannot always visit easily.
42. A small number of parents do come into school to help; for example, two are regular helpers in the hydrotherapy pool and others will come into school for special events.
43. The quality of information provided for parents is very good. The annual report from governors is comprehensive and meets legal requirements. All pupils receive an annual review that contains full information and enables parents to express their opinions and wishes prior to the meeting. The pupils are then discussed at a formal review meeting for which the minutes are comprehensive and informative. The targets that were set are discussed and their success or failure recorded then new targets are set. There is clear involvement of parents in the pupils' learning by their contribution to and attendance at the review meetings.
44. Parents receive end of key stage reports which meet the required format. The reports identify that parents may make an appointment to discuss the report if they wish.
45. Some parents, although feeling fully informed about progress, felt that news about the school in general was less than they would like. The school has recently started sending out newsletters that contain good information which satisfies any concerns in this area.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school are very good. The headteacher, very well supported by the deputy head and governing body, provides very clear leadership and management. This has a very significant impact on the quality of education provided by the school and the standards achieved by the pupils. A very positive learning environment has been created with a clear emphasis on enabling all pupils to achieve high standards in relation to their special educational needs in the context of a caring community where the rights of all individuals are valued and promoted. The overall leadership and management have improved since the last inspection.
47. The headteacher, together with senior staff, provides a clear sense of educational direction for the school. In recent years a higher percentage of pupils with more profound and multiple learning difficulties and more pupils who exhibit challenging behaviours, including some with autistic spectrum disorders have been admitted. Although there has been no official change to the designation of the school, the headteacher has ensured that a positive response has been made to meet the changing needs, through regular curriculum reviews and monitoring and in-service training of all staff. The programme of inclusion of pupils in their local mainstream

schools, where possible, has continued to develop and this is an important feature in the philosophy of the school. Staff have worked hard and successfully to try to ensure that appropriate provision is made for an increasingly diverse and complex range of needs whilst trying to ensure that all pupils are fully included in all activities. A very small number of pupils with extreme behaviour within the autistic spectrum are particularly challenging in this regard and the school would benefit from a clear indication of the range and mix of needs for whom they are intended to provide.

48. The aims and values of the school, in terms of ensuring that the needs of all pupils are met in the context of a caring and secure environment whilst also ensuring that pupils can benefit, appropriately, from inclusion in mainstream schools, are evident in everything the school provides. These aims and values are shared by all and as a result, the school has a good capacity to improve further. The governing body understand the strengths and weaknesses of the school and fulfil their statutory responsibilities.
49. Since the last inspection, the monitoring of teaching to evaluate its impact on learning and identify aspects of teaching which are successful and those which need improving, has developed very well. The headteacher and deputy head have a regular programme of monitoring teaching and subject co-ordinators are also developing their role in this respect. An important feature of the monitoring is the developmental feedback given to teachers so that they can identify their strengths but also address areas for improvement. Part of the drive to improve the quality of teaching also involves releasing teachers to observe good practice within the school.
50. All staff have clear roles and responsibilities. The deputy headteacher, in particular, has provided very good support for the head, developing a very complementary role. The role of subject co-ordinators has developed since the last inspection. They manage their subjects well and contribute effectively to the overall management of the school. They contribute to the school development planning process through analysing the needs of their subjects and identifying priorities for improvement. This is not yet undertaken in a clear systematic way through subject audits which identify areas for development and the intended effect of developments on pupils' achievements or the quality of education provided. The head recognises the need for a more consistent and systematic approach.
51. Financial control and management systems are good. The school budget is effectively used to meet the priorities identified in the school development plan. A clearer indication of the intended impact of developments on pupils' learning would enable the school to evaluate the use of finance more precisely. However, more subjective systems are in place. The grants available to the school; for example, the Standards Fund or monies to support minority ethnic groups, are used well to support learning. The recommendations in the most recent auditor report have been acted upon.
52. The pupils in the school learn effectively, making good progress and achieving well as a result of the good and sometimes very good teaching; leadership and management are effective in developing the school and ensuring good quality provision. The school uses data to compare its performance with similar schools and principles of best value are applied. Although the costs are relatively high because of the diverse range of special educational needs and the consequential staffing costs, the school provides good value for money.
53. The number, qualifications and experience of teachers and support staff very well match the demands of the curriculum. Whilst the numbers of both teachers and

support staff are higher than in some other SLD schools, the range of special educational needs in this school is very wide. The high level of support staff is instrumental in enabling the school to provide a suitable education for all pupils. There is no evidence that the high staffing level has an adverse effect on pupils developing their own independence. On the contrary it has a very positive effect on promoting this given the wide spectrum of need.

54. The school has in place a very effective system of induction for all new staff including teachers, support staff and meals supervisors. This is led by the deputy head. All staff are particularly expected to be fully conversant with all health and safety issues. Very effective procedures are in place for newly qualified teachers.
55. Resources to support teaching and learning are good in most subjects and very good in some. The very good use of money given by the Friends of Norfolk Park has helped in purchasing good quality resources over a wide range, which have improved since the last inspection. In English, science, design and technology, information and communication technology and music, resources are very good. Resources to meet the special educational needs of pupils so that they can gain best access to the school's curriculum; for example, specially constructed chairs, side-layers, lifting and handling equipment, single and multiple switches and modified keyboards to control electronic equipment, are very good, both in range and quality. For children under five, the extent of construction, sensory, manipulative and cause and effect apparatus is very good. The range of trundle toys and swinging and climbing apparatus to help promote physical development is good. The library is beginning to act as a good resource to promote gains in literacy. Through extending the school's provision of big books and tactile stories, the Sheffield Library Service provides very good additional resources, especially for teaching the literacy hour. The accommodation is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve further the headteacher, staff and governors should
 - (1) Develop the role of subject co-ordinators so that they;
 - (a) analyse the development needs of their subject using a consistent, whole school format; [paragraph 50]
 - (b) produce subject action plans arising from their analysis; [paragraph 50]
 - (c) ensure that developments are evaluated in relation to the effect they have on pupils' learning. [paragraph 50]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.7	50	42.6	3.7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	63
Number of full-time pupils eligible for free school meals	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	15	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	0
Chinese	0
White	47
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	4
Average class size	8

Education support staff: YN – Y6

Total number of education support staff	29
Total aggregate hours worked per week	985

FTE means full-time equivalent.

Financial information

Financial year	99-00
	£
Total income	935237
Total expenditure	920124
Expenditure per pupil	17695
Balance brought forward from previous year	26980
Balance carried forward to next year	42093

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	0	0	4
My child is making good progress in school.	48	40	4	0	4
Behaviour in the school is good.	60	24	0	0	16
My child gets the right amount of work to do at home.	8	24	0	8	16
The teaching is good.	68	28	0	0	4
I am kept well informed about how my child is getting on.	68	24	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	0	0	0
The school expects my child to work hard and achieve his or her best.	48	28	0	0	16
The school works closely with parents.	64	16	8	0	12
The school is well led and managed.	56	36	0	0	4
The school is helping my child become mature and responsible.	36	32	0	0	16
The school provides an interesting range of activities outside lessons.	32	44	8	4	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The standards achieved and the progress made by children in the Foundation Stage are very good over each of the six areas of learning. This represents a considerable improvement since the last inspection. The curriculum provides appropriate emphasis for the development of communication skills, but also meets children's needs in the other learning areas. Teaching is very good. The support assistants are very competent. They make a significant contribution to the very good quality of teaching. Lessons are very carefully planned. The individual learning programmes for each child are very well informed by the very good assessment procedures, which help recognise even the small gains made by the children. Resources are very good in range and quantity and for many children the specialist input of the physio, occupational and speech therapists is very effective in supporting teaching and learning. Through a good knowledge of learning targets in their children's IEPs and the good use of the daily home-school diary the development of many children is well supported at home. By the time they reach the end of the reception class, the children are very well prepared to begin their work in Year 1.

Personal, social and emotional development

58. When they enter the Foundation Stage the children show few social skills and have difficulty working with each other in a collaborative fashion. The key worker programme, which links a support assistant to a pupil and to the family, makes a significant contribution to the very good relationship that all staff have with the children. Children quickly learn to trust staff and feel comfortable with them. The regular routines, which they and the staff follow together, such as drink and meal times and the frequent opportunities, planned into lessons, to work in small groups, also help the children to become sufficiently confident so that they can begin to develop friendships and manage their emotions. By the time they leave the Foundation Stage, they have learned to share and take turns, try new activities with confidence, initiate ideas, they ask or sign for their choice of food or drink, sing and recite rhymes together and say or sign 'hello' and 'goodbye' appropriately. They have progressed to be as well adjusted for their age, as can be expected.

Communication, language and literacy

59. By the time they leave the Foundation Stage, children are making very good use of their ability to communicate. Those without speech difficulties have increased their vocabulary to about 100 words. They explore the meanings of words and can sound out new words with only a little help. They know that print carries meaning and that reading moves from left to right and from the top to the bottom of the page. All children, including those without speech, enjoy listening to and taking part in tactile stories and those from big books. All staff use Makaton and the picture exchange communication system very well in promoting very good progress in communication for those with little or no speech. Good opportunities for children to practise and extend their communication skills occur throughout the day; for example, they are greeted by their key worker in the morning and their first session of work, very well guided by targets in their IEPs and well supported by electronic language aids such as Big Mack, Macaw and Echo4, focuses directly on developing communication skills. Break and lunchtimes, which are friendly, happy occasions full of speech, sound and symbol use, are used very effectively to continue the development of communication skills in a

social setting. The principles of the literacy hour are very well incorporated into language teaching. National scales are very well used to recognise even the smallest gains children make. The information gained is very effectively incorporated into the teaching and considerably benefits the progress made by all children. The speech therapist provides very good specialist support and advice to staff on meeting the needs of children with specific communication difficulties.

Mathematical development

60. Children at the beginning of the Foundation Stage have very limited knowledge and skills in mathematics. By the end of the stage, because of very good teaching, well supported by a wide range of small equipment and computer programs, the highest attaining children have a good understanding of number. They count up to ten, forwards and backwards, match number sounds to symbols to ten and sequence by number to ten. They use their mathematical vocabulary well; for example, when they classify objects as big or small and long or short. Computer programs are very well used to rehearse the skills of matching; for example, by shape, selecting the odd one out and for linking objects by number to ten. As was the case for language development, detailed planning, the writing of good targets in individual plans and the very good use of national scales to recognise the small gains the children make, help make the teaching of emerging mathematical skills very effective.

Knowledge and understanding of the world

61. The very good relationship between all staff and the children makes an important contribution to their confidence as learners. As a consequence, they enjoy finding out about new things, such as what happens when blocks are not stacked exactly on top of each other or what happens when colouring agent is mixed with water. Children know of adults and babies and that one day they will be bigger. They are beginning to know about the weather chart. They can match symbols for sun and rain to their weather. Children know about different tastes and can identify those they like and dislike. They are good at constructing simple models; for example, using duplo equipment or boxes and have learned about the sense of smell, especially from their visits to the sensory garden. Learning objectives for each child are linked to the topic for the term. This is very effective at ensuring that teaching is focused on the child's learning needs and helps to promote the very good progress children make in this area of learning.

Physical development

62. Many of the children have some form of physical difficulty. The very good work of the physiotherapist, the specialist equipment, especially chairs and standing frames supplied by the occupational therapist and the good use of the hydrotherapy pool and outside play area, helps to promote the children's very good progress in physical development. When outside, the good range of trundle toys is well used to increase strength, co-ordination and balance, as are the swings and climbing frames. Children make very good use of the cushioned play area to learn to kick and catch big balls. In designated lessons, they have frequent opportunities to find different ways of moving, to improve their balance and to learn to start and stop under control. They quickly become water-confident and the best swimmers, with flotation support, can move forwards and backwards.

Creative development

63. When they enter the Foundation Stage, children, mostly, act independently of others. At the end of the stage, they collaborate well with each other, especially when they sing

and sign songs, explore relationships when they play or when completing joint work, such as a collage. They are confident when they use construction equipment to build models, find out what floats and what sinks and when they operate the computer through, single and multiple switches, roller switches or modified keyboards. They especially enjoy 'messy play', which may include the use of mod-rock or result in the making of simple tiles. They learn to take a full part in acting out stories and in recognising whether they like or dislike a character. They are excited when they dress up and when they take part in simple imaginative play and role-play. Over the period of the stage, their increasing confidence as learners, the very friendly environment in which they learn and the trust they have in all staff, encourages them to try new things as a first step to finding out for themselves.

ENGLISH

64. The curriculum appropriately emphasises opportunities for pupils to gain in speaking and listening and in reading. Throughout the school the standards achieved and the progress pupils make in these aspects of English are very good and good, respectively. This represents a good improvement since the last inspection. The standards achieved in writing and in spelling continue to be satisfactory. The principles of the National Strategy for Literacy have been incorporated very well into lessons in English. Due regard is routinely taken of them in lessons in other subjects and this benefits the progress pupils make in the development of their language skills. All staff use signing very well to support gains in communication. Overall, the provision enables pupils with a wide range of needs, including those with profound and multiple needs and those with autistic spectrum disorders to achieve at least well in most aspects of English.
65. By the time they are seven years of age, the highest attaining pupils have learned to express themselves in phrases of appropriate length. They speak confidently and accurately about events in the past and about what they may do in the immediate future; for example, at lunchtime, after school or tomorrow. They are beginning to be able to make up and tell an imaginative story about a single character. They use speech, or for those with little speech, a mix of speech and sign, to indicate their needs, such as the need to go to the toilet, or their choice, for example, of drink at lunchtime. By the time they are 11 years of age, they have progressed so that they can retell stories with accuracy using the appropriate words, such as seagulls, sandwich, lighthouse and mustard, after listening to the story of how the seagulls kept taking the lunch sent to the lighthouse keeper by his wife, until she placed mustard in the sandwiches. When telling stories of their own, they can adapt language appropriately using terms such as 'cops' and 'robbers'. Their technical vocabulary, especially as it relates to the events of the school day, such as visiting the physiotherapist or speech therapist or going to the hydrotherapy pool, is very good. Pupils have frequent opportunities to practise their speaking and listening skills, during their visits to shops in the local community, as well as in mainstream schools for those who take part in the inclusion programme. This makes a significant contribution to ensuring that the speaking and listening skills of the highest attaining pupils especially, are sufficient to support their social involvement and to act as a very good base to help them make progress during the next stage of their education. By 11 years of age, pupils with significant difficulties with speech have considerably increased their vocabulary of signs and symbols sufficient to be able to greet visitors to their lessons, answer questions, indicate what they think, like or dislike, as well as to communicate their basic needs.
66. In reading, by the time they are seven years of age, the highest attaining pupils match all letter shapes, some of which can be matched to sound. They have learned a sight

vocabulary of about 100 words and can read small sentences with symbol support. By the time they are 11 years of age, they are beginning to read simple sentences independently. They know the days of the week and can recognise by the sound equivalent, all the letters of the alphabet. They use their emerging word attack skills well, but still have difficulty in reading new words without prompt and support. The lowest attaining pupils continue to learn to match letter shapes and make good progress in matching shapes to sound. The limited emphasis given to writing and spelling in the schemes of work for English, results in the gains pupils make being less in these elements of English than is the case for speaking and listening and reading. In writing, by the time they are seven years of age, the highest attaining pupils can letter trace with accuracy and can trace and make a good attempt at copy writing their first name. By the time they are 11 years of age, they have learned to write three and four letter words, which they spell correctly. They make good use of computers when; for example; they use the program 'Writing with Symbols' to write very short stories and check their spelling.

67. The quality of teaching is very good. Lessons are very well planned. Often they are a mixture of whole-class and individual work. This helps promote progress because pupils' IEPs contain very precisely stated learning targets that very beneficially guide the work of the support assistants. Assessment of pupils' progress is against the P-scales for the younger pupils and Equals criteria for older pupils. This works well. Learning targets are routinely assessed to determine if they have been achieved and this information is well used to plan future lessons. Invariably, lessons are made up of tasks that match very well with the needs and abilities of all pupils, even in the lessons when these vary considerably. Lesson time is very well used and pupils are challenged as learners. They respond very well. They participate fully in lessons; for example, even when their physical difficulties are considerable they will press a switch at the correct time to sound recorded seagull noises in the story of the lighthouse keeper. They especially enjoy acting out parts of big book stories, when they may shout out or whisper quietly as the story dictates.
68. Co-ordination of English is very good. The procedures for monitoring teaching and learning operated by the headteacher are supplemented by visits to lessons by the subject co-ordinator. She has conducted an audit of the subject by comparing the requirements for teaching, the resource support available and the procedures for assessing the gains made by pupils with their needs and abilities. As a result, resources, especially those most recently purchased, relate in a very direct way to the Programmes of Study and to pupils' requirements. The assessment procedures link well with teaching. The in-service training of teachers and support assistants has been well targeted to areas that require improvement; for example, the signing ability of staff. The work of the speech therapist is well targeted. Learning targets for individual pupils are clearly expressed. Over all the school, teachers have a very good knowledge of what they should be teaching and of the resources that can help in particular lessons. Also, the library is beginning to be well used, as are the borrowing privileges of the Sheffield Library Service, especially as these relate to big books and tactile stories to help in teaching the literacy hour. Each makes an important contribution to the very good quality of teaching and the very good quality of learning routinely seen in lessons in English.

MATHEMATICS

69. All pupils throughout the school make very good progress against the clear and regularly reviewed targets in their Individual Education Plans (IEPs). Their progress is clearly recorded using the nationally recommended scales. A very small number of

pupils are operating at level 1 of the National Curriculum in some aspects. Clear progress is evident from looking at pupils' work records over time and from their response in observed lessons.

70. The school has successfully adapted a nationally recognised programme of work to enable them to teach the themes of the National Numeracy Strategy to pupils who have profound and multiple learning difficulties (PMLD). This has ensured that all pupils have access to the curriculum whatever their disability. This also includes pupils with autistic spectrum disorders. Numeracy skills are reinforced throughout the curriculum; for example, in music and physical education.
71. During Key Stage 1, pupils actively engage in group and individual activities to identify numbers; for example, trying to count the number of hand shapes pasted on an outline of their own bodies. They learn to identify numbers up to five and place them accurately on a number line. One group is learning to count to five in Punjabi as well as English. By the end of the key stage, highest attaining pupils recognise numbers one to five without support.
72. In Key Stage 2, pupils build on their previous knowledge and understanding of number and develop an understanding of new mathematical concepts; for example, two-dimensional figures. Higher attaining pupils recognise and name shapes, for example triangle, square and circle. They recognise the numbers on a dice without having to count the digits. They accurately identify colours without help; for example, red, green and yellow. Lower attaining pupils continue to join in the activities, often by tracking with their eyes and experience the concept of number. By the end of the key stage the highest attaining pupils understand the concept of comparative measurement; for example, bigger, smaller and longer. They sort three-dimensional shapes. They record simple sorting activities; for example, sorting boys from girls and recording the numbers. They understand simple addition and subtraction; for example, taking one cup away from seven cups and saying or signing the total remaining.
73. The quality of teaching is very good. Teachers have a very good knowledge of the subject and feel secure in teaching it. They use a very wide range of strategies to engage and interest all pupils. They are most successful in making learning interesting and fun for the pupils. In one lesson learning was reinforced by using seashells to represent numbers and very effective use was made of a number rhyme to encourage pupils to remember. In another lesson very good use was made of a drum to beat out the number of objects. Very good use is made of a wide range of resources. For example, in one lesson a range of coloured boxes was used, some empty and some with toys inside. When the boxes were opened, the adults sang rhyming songs (for example two little birds) and signed the numbers. All pupils were totally engaged. Lesson planning is very good with learning objectives clearly linked to individual targets for all pupils. In one lesson a classroom assistant was very effectively engaged in supporting a pupil with complex difficulties who could then participate in the game of number skittles with evident delight. Good use is made of information and communications technology with one autistic boy operating an enlarged tracker ball to operate a program to match numbers and objects from one to three without adult support. Because learning is made fun, pupils make very good progress, they participate well, their behaviour is usually very good and sometimes they spontaneously applaud the achievement of others especially when playing number games.
74. The subject is well managed. The co-ordinator has developed a programme of support and monitoring. This includes classroom observation, scrutiny of lesson plans and medium-term plans. She has attended a wide range of relevant courses, some with the

local education authority. She has led a series of staff meetings and in-school training. These have all had a positive effect in raising the effectiveness of teaching and learning in this subject.

75. Since the last inspection, the progress made by pupils has developed from satisfactory to very good. The quality of teaching has developed from satisfactory and sometimes good to very good. The monitoring of teaching and pupils' progress is very good. These all represent a very good improvement since the last inspection.

SCIENCE

76. The standards pupils' achieve throughout the school are good in science.
77. Pupils of all abilities make good progress over the time they are in the school in relation to their prior attainment. This includes pupils with profound and multiple difficulties and those with autistic spectrum disorders. There has been good improvement in science since the last inspection.
78. In Years 1 and 2 pupils are encouraged to increase their knowledge and understanding of materials. They use their senses especially of sight, touch and smell as they investigate a range of differing materials. When the teacher presents pupils with a feely bag their curiosity is aroused and the stretchy objects especially create a great deal of interest as pupils feel, stretch and twist materials into different shapes. They accurately detect the difference between rough and smooth materials. They investigate sinking and floating materials and develop their fine motor and pouring skills when exploring capacity. They have an understanding of textures and forces including push/pull forces. They are interested in the world around them and are beginning to look for particular features; for example' shape or colour of objects. When experiencing materials changing they recognise wet and dry and the most able can predict what will happen when water is added and use the word 'sticky'. In Years 3, 4, 5 and 6 pupils can understand that different materials are used for different purposes; that windows are made of glass to see through. In a lesson experimenting with air pressure using a hand pump they can see the needle moving up on the gauge and feel the change in pressure when a blood pressure cuff is inflated. One pupil can predict what will happen when the inflated balloon is let go and the air rushes out. All pupils in both key stages experience a progressively wider range of stimulating experiences and make good progress towards their individual targets.

79. The behaviour of pupils is good. The majority of pupils are willing to respond to instructions and able to concentrate on their work intensively for short periods. They generally respond well to adult help, work well in small groups and often, with help, more independently. All staff are aware of changes in mood, attitude and concentration and are very resourceful when it comes to keeping pupils on task and learning. Pupils are attentive and interested in what they are learning. They respond to questions and to verbal prompting and will allow themselves to be physically helped. Relationships among pupils and between pupils and staff are good. Although few pupils are able to work collaboratively, some higher attaining pupils assist others with more complex disabilities. However, methods for managing the behaviour of pupils with autism are less successful and the response of a small number of these pupils is sometimes unsatisfactory.
80. The quality of teaching is good. Occasionally it is very good. Planning is good, detailed and practical, with appropriate references to resources and methods for pupils of different attainment levels. Teachers and support staff have a good knowledge of their pupils, and their needs and teachers have good subject knowledge and an appropriate understanding of the National Curriculum Programme of Study. All staff have high expectations of what pupils can do, and relationships in classes are good. Activities are well organised to encourage all pupils to learn. Pupils are given sufficient time to answer questions and to understand some concepts. They are allowed to have a go with the activities in order to answer the 'how, when and why' questions that follow. Lessons are well planned with clear outcomes for learning. Assessment in all respects is very good and used consistently well to inform planning, record achievement and monitor progress. Learning activities are well informed by the targets in pupils' individual education plans. Teachers allocate support staff appropriately to make the best use of learning opportunities for pupils. Questions are well used to motivate pupils and to extend their learning. Staff, guide and encourage pupils towards making correct choices and to learn from incorrect answers.
81. The curriculum for science is well suited to the needs of the pupils in the school. There is an up to date policy in place and schemes of work that closely follow the National Curriculum for pupils at Key Stages 1 and 2. All areas of the science curriculum are included in the planning's which is regularly monitored by senior management.
82. The co-ordinator is well qualified, experienced and enthusiastic about the subject. There is an effective development plan for the subject but the overall impact of the subject on pupils learning is not evaluated. The subject is very well resourced in terms of materials and information technology and the accommodation including the display areas is effectively used for teaching and learning and for celebrating pupils' achievements.
83. There has been good improvement in science since the previous inspection.

ART AND DESIGN

84. At both key stages, the standards pupils achieve and the progress they make, regardless of their particular special needs, are good. These have improved since the last inspection when they were judged to be satisfactory. The curriculum in art offers pupils wide-ranging opportunities, which fully reflect the new national requirements.
85. By the time they are seven years of age, the highest attaining pupils draw representational images of common objects from memory. They recognise their own work and can explain parts of their drawing or painting and what they mean. In three-

dimensional work they make marks; for example, star shapes or circles in various soft materials using different tools. Pupils have learned to use colour to form patterns when they work individually and when they work collaboratively. They identify rough and smooth textures and can incorporate these into a collage. They are beginning to create art through computer use and can change the colour of shapes and, with help, print out their work. They can tell of their own preferences and whether they like or dislike the work of others. By the time they are 11 years of age, their knowledge and understanding of art has considerably broadened. They know of the paintings of Henry Moore, Kandinsky and of the work of Paul Klee, Helen Chadwick and Anthony Gormely. They have learned about art from other countries; for example, they know of the meaning and purpose of Aboriginal art and of some of the stories portrayed on ancient vases from Greece. Also, they can tell the difference between printed textiles from India and those from Ghana. They use this knowledge well. The highest attaining pupils can draw or paint from direct observation, evaluate their work by asking questions about it and the work of other artists by showing a preference. They work easily in either 2D or 3D. Over the period of Key Stage 2, pupils use pencils, charcoal, paint and when working in 3D, their hands and clay tools with increasing accuracy and flair. They work collaboratively on tile totem poles and cast in plaster to a good standard. They use photography routinely to record their finished work, and have begun learning about it as an art form. They are beginning to make use of computers to change and file digital photographs.

86. The quality of teaching in art is often very good. Lessons have ambitious aims; for example, understanding that an image can be represented in different ways including in two and three-dimensional. They are characterised by the good match made between pupils needs and abilities and the tasks required of them. Support assistants are very good at providing the right level of help for pupils, so that pupils never lose ownership of the work. In a very good lesson using mod-rock to create a sculpture of an image that had previously been created in two-dimensional, a support assistant applied mod-rock to the wrist of a pupil whose physical difficulties required that she lay on her side. Her sensory-based experience of mod-rock was every bit as meaningful to her as was that of the pupils without physical difficulties who worked collaboratively on creating the sculpture. In the best art lessons pupils are inspired as learners. They enjoy producing artwork and showing it to their friends. They can talk about their work and use appropriate vocabulary accurately when they do.
87. Co-ordination in art is good and has developed considerably since the time of the last inspection. The co-ordinator has excellent specialist knowledge of the subject. Resources are good. Visits to local places meaningfully extend the curriculum in art; for example, to Norfolk Park to learn about the work of Andrew Goldsworthy, to a Victorian classroom in a local museum to introduce pupils to silhouettes, to Whirlow Farm to help in designing animal masks and to Meadow Hall at Christmas time to see the decorations to gain ideas for making Christmas cards. Assessment is against the nationally recognised criteria and adequately informs teaching and learning. The subject has no action plan to map out future developments in the subject.

DESIGN AND TECHNOLOGY

88. One lesson of design and technology was seen during the inspection. Pupils learn about wood, its sensory and physical properties and that it was once a tree. They understand that wood can change, it is rough and when sanded becomes smooth and can be polished. They identify and match wooden items to pictures in books. A Year 2 class making sandwiches as part of their snack time, work with degrees of independence spreading the bread, choosing the filling, assembling the sandwich and cutting into four. They develop their social skills, taking turns and sharing. The pupils' records of achievement, teachers' records and excellent photographic evidence show that the standards achieved across a range of experiences are very good throughout the school. Pupils of all attainment levels make very good progress over the time they are in the school. In Years 1 and 2, pupils build and construct with a wide range of objects. They use modelling kits to make large structures and to model people. Older pupils have developed their construction skills and can make walls from wattle and daub as part of their topic work. They choose their materials and tools and use methods to shape, assemble and join the materials. A pupil in Year 1 makes a very realistic pineapple that he photographs. They can disassemble a bicycle and one pupil can visually and verbally identify the moving parts especially the gears, levers and component parts, successfully matching the spanners to the different sized nuts and bolts to undo them. They can use tools safely and with accuracy especially when cutting and shaping.
89. The behaviour of pupils is good. They enjoy designing and making and concentrate well on tasks for long periods of time. When cutting they try hard to do it accurately and are very pleased when they succeed. They think carefully about what they are doing especially when they choose materials and try something new like weaving natural materials to make a pattern. When using food they really enjoy stirring and mixing the ingredients and are really pleased when they apply their learning about rectangles to cutting their biscuits.
90. Teaching is good overall with some very good and excellent teaching in both the early years and at Key Stage 1. Teachers have clear expectations for the lessons. They use quality dialogue to encourage pupils to make choices and talk about what they are doing and the reasons why. Through carefully constructed questions they successfully encourage links between what pupils have learned in other lessons to what they are making. In a lesson making biscuits, a pupil can say the butter is hard in the cold fridge and warm hands make it soft and it melts. In a lesson linked to making sandwiches for Mr. Gumpy's outing, the organisation and management of the lesson was exemplary and this led to very high standards of achievement for the pupils. Teachers' planning is clear about the focus of the activities and linked to pupils' individual education plans. They record achievements and the progress pupils make. Support assistants are well deployed and make a significant contribution to all aspects of teaching and learning. All staff are involved in evidence gathering for assessment. Lessons are generally well organised with a good balance between teacher directed and independent learning especially at Key Stage 1. Teachers and all staff are vigilant to opportunities to develop the pupils' personal and social skills when working with them.
91. The curriculum for design and technology is well suited to the needs of the pupils in the school. The policy in place is due for review but the current programme of work closely follows the National Curriculum. All aspects of the subject are embedded in the planning, which is regularly monitored by senior management.
92. The co-ordinator is qualified, experienced and enthusiastic about the subject. Areas for development have been identified such as the need to audit resources especially for the early years. The subject is well resourced in terms of materials and information and

communication technology and the accommodation, including the display areas, is effectively used for teaching and learning.

93. There has been satisfactory improvement overall in design and technology since the previous inspection.

GEOGRAPHY

94. Only one lesson was seen during the inspection. A survey of work, records and discussion with the co-ordinator enabled a judgement to be made.
95. All pupils make good progress and achieve well when measured against the targets in their individual plans and in the graded assessment scheme.
96. By the end of Year 2, pupils have an awareness of the layout of the school and its grounds. They know different types of transport; for example, the trams passing the school. They know that other cultures and countries exist. They understand what weather is and how different conditions feel. They know that some cultures have different writing styles; for example China. By the end of Year 6 they have an understanding of different styles of living; for example in Pakistan. They know how other people build their houses through studying the topic of building. They collect suitable materials from the school surroundings to make a wattle and daub wall. Through whole-school themes, pupils develop knowledge of Australia. They experience other cultures through whole school cultural afternoons where they share flags, dress, foods, music and artefacts.
97. The quality of teaching is good. In the one lesson seen, pupils of all abilities were encouraged to participate through an appropriate choice of tasks; for example, a PMLD pupils was able to experience the cold feel of a rustic tile through resting her cheek against it. Another pupil who could not handle heavy tiles was encouraged by the classroom assistant to build a similar pattern using card tiles. Evidence from pupils' work and teachers' planning confirms the good quality of teaching.
98. The subject is well co-ordinated. The provision of a geography folder for each class enables all class teachers to know what is to be delivered and to feel confident. There is now a scheme of work and effective assessment and recording systems in place which enables pupils' progress to be monitored. Monitoring of teaching is not yet formally established. This is an area for improvement.
99. Since the last inspection, a balanced and relevant programme of work has been developed that is closely linked to the national requirements. An effective and efficient scheme of assessment and recording is in place. Pupils' progress has developed from satisfactory to good. This represents good progress.

HISTORY

100. During the inspection it was possible to observe only two lessons. However, a scrutiny of work and records enabled a secure judgement to be made. Pupils make very good progress and achieve very well, regardless of their particular special needs. This is judged through targets in their IEPs, the recording system used and a very comprehensive collection of photographic evidence.
101. In Years 1 and 2, pupils study history through a range of relevant topics; for example, the family or toys then and now. Pupils are encouraged to understand that a baby is part of a family. The mother normally washes and cares for the baby. In one lesson, three babies were brought into the school and one was bathed in the classroom. Pupils were encouraged to participate in washing the child, which some did with enthusiasm. When gaining experience of things old and new, pupils contrast artefacts and sounds; for example, a candle with a light bulb and the sounds of a vacuum cleaner and a carpet beater. By the end of the key stage, pupils with less complex learning difficulties identify the difference between old and new. Pupils with complex needs gain experience of seeing and handling old and new artefacts.
102. In Years 3, 4, 5 and 6 the subject is delivered in discreet modules; for example the Ancient Greeks or the Ancient Romans. They participate in historical dramas, for example the story of Odysseus and the Cyclops. The whole school learns, about historical dates; for example, May Day or Bonfire Night where all pupils participate in games, dancing and tasting relevant food. When studying a topic on the Ancient Egyptians pupils made their own versions of Egyptian, clothing including wigs, shoes and dresses. They experience the concept of a banquet, including dressing up, using make-up and tasting foods that Ancient Egyptians would have eaten; for example, cucumber, dates, spices and garlic. Highest attaining pupils remember the word banquet and can name the Nile as the main river in Egypt. By the end of the key stage, highest attaining pupils correctly identify pyramids and identify Ancient Greek soldiers from pictures. They develop an understanding of time. Lowest attaining pupils gain experience of historical characters.
103. The quality of teaching is very good. Lessons begin with a review of previous learning; for example, examining model shoes and wigs. Very good use is made of regular questioning to reinforce learning; for example, "What did the Egyptians call a party?" All staff adopt a very calm and supportive approach; for example, when helping pupils to apply make-up. This ensures that all pupils participate in the lesson. Clear boundaries are employed to motivate one of the more difficult pupils and good use of signing to reinforce the boundaries. High expectation of behaviour and good behaviour management strategies prevent minor disturbances from escalating. Very good use is made of time, with activities changing from whole-class to small group to whole class.
104. The subject is well co-ordinated. The co-ordinator is very enthusiastic and has developed a sound system of assessment and recording. At present, monitoring is informal with little or no in-class observation. This is an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards of attainment achieved by all pupils throughout the school in information and communications technology are satisfactory. Pupils make satisfactory progress. This is an improvement on the last inspection when progress varied significantly between classes. The main contributors to this progress are good planning and teaching, the development of specialist resources, increased expertise for all staff and the enthusiasm that they have for the subject and its use to support pupils' learning. There is no significant difference in the progress made by pupils with different special educational needs.
106. Since the last inspection there have been some good improvements in the subject. Information and communication technology is planned and taught across the school through progressive individual education planned targets. The use of information and communication technology to enhance and support other subjects across the curriculum is developing very well. There is a comprehensive policy and detailed schemes of work for the subject. Computers are being used more consistently across the school to support and enable pupils' learning. There are examples where it is used in English to support pupils' understanding of language using Widget 2000. In mathematics an example of its use was in practising simple number bonds. Information and communication technology is used in science to reinforce learning about materials by matching words to pictures. At Key Stage 1, pupils build upon the good start they achieve in the nursery. The most able pupils use the mouse to move objects around the screen and to repeat what the computer voice is saying improving their vocabulary. Pupils with more complex disabilities learn to use the touch screen to create and move screen objects. They learn the links between cause and effect, using single-touch switches to operate voice recorders and screen displays in the classroom, or audio and visual displays in the sound and light room. The regular use of information and communication technology to support learning, by all pupils, in all subjects is developing well. By the end of Key Stage 2, higher attaining pupils are able to use the space bar and a very limited selection of keys successfully to support early counting skills. In Year 6 they use computers to support speaking, listening and reading skills and a most able pupil can type in basic words and use the CD-ROM to develop research skills. Pupils with more complex disabilities become more able to use switches in the sound and light room. Some pupils use single touch switches to operate a voice sequence during "Hello" songs in the morning. While there is good use of technology by some pupils, the effective use of technology overall is satisfactory. Speech and language therapists are involved with teachers, support staff and on some occasions, parents in drawing up switch assessment programmes to establish the correct selection of switches to meet individual pupil needs. Computer generated symbols and typefaces are used around the school in displays to annotate pupils' work.
107. Pupils' responses to the computers are mixed; some are interested and concentrate for quite long periods whilst others are less motivated and can easily be distracted by what is going on around them. When pupils receive constant skilled support in lessons from teachers and support assistants they are able to use the computers for extended periods.
108. When specific teaching of information and communication technology takes place, it is very good. However, this standard of teaching has not been in place long enough or consistently throughout the subjects yet to enable good progress to take place. Classroom support assistants are used well, both at the computers and in the sound and light room. Pupils' achievements are assessed and recorded regularly and are used to guide the direction of future lessons. Teachers' planning includes clear

objectives for information and communication technology linked to the main subject of the lesson. Pupils are encouraged and supported well to learn specific skills.

109. The school is now resourced with up to date hardware in each classroom, including colour printers, Intellikeys keyboard and a suitable range of software. A good range of additional resources is available centrally, including access to the Internet and e-mail, scanner and digital camera. The services of a technician is a big benefit in keeping the machines running and computers are now being used on a more regular basis in the classrooms. There has been a very good improvement in resources since the last inspection.
110. The subject leadership is very good. Monitoring the subject and pupils' progress is established. However, the impact of developments on pupils' learning is not yet fully established. Documentation is now relevant, clear and easy to use to support teachers planning and the recording of pupils' achievements. A great many issues have been addressed since the last inspection. Through a comprehensive training programme the staff's confidence and use of information and communication technology in the classrooms is showing a good improvement since the last inspection and the benefit for pupils' learning is developing very well with informed leadership.

MUSIC

111. The standards achieved and the progress all pupils make in music are good throughout the school. These have improved since the last inspection when they were judged to be satisfactory. Year groups are combined for lessons in music. This is sensible because lessons are then made up of a sufficiently large number of pupils for their performances to include a wide range of instruments. However, because of this especially over the four year range of Key Stage 2, identifying the progress pupils make over the full range of musical activity is difficult to monitor.
112. By the time they are seven years of age, the highest attaining pupils have learned to sing or sign to parts of songs; for example, nursery rhymes. Pupils can sustain a rhythm by clapping their hands, the tabletop or their chair, and by playing percussion instruments such as triangles and chime bars. When they play together, they start and stop on time, play loud or soft and slow and fast. They have learned about the importance of the conductor as the leader of the orchestra. They know that music takes different forms and can recognise the type of music they wish to dance to. Only a small number of pupils recall a tune unaided. The lowest attaining pupils recognise a rhythm and can sustain a simple rhythm for a short period of time. By the time they are 11 years of age, the highest attaining pupils confidently take part in lesson performances. Pupils enjoy acting as the conductor and, through moving the baton above their head or lowering it toward the floor, can speed up and slow down the rhythm or make the music louder and quieter. They sing simple songs to completion, often accompanying them with hand or body movements. They are very good at sustaining a rhythm with a wide selection of untuned instruments, such as drums, tambourines and chime bars. They have learned the names of a number of instruments, and of technical terms such as 'fanfare'.

113. The quality of teaching is good. Teachers are good musicians themselves and through playing the piano or the guitar provide very good support for the performance of pupils. The frequent opportunities pupils have to perform music make lessons lively and spirited. They are well planned and characterised by the hearty contributions of the support assistants and the wide range and large number of small, mainly untuned, instruments available to pupils. Pupils very much enjoy lessons in music. They take a full part in all the activities and will spontaneously applaud and cheer when a performance finishes on time. Behaviour is always very good and pupils, even those with serious physical difficulties, work hard at learning music.
114. Co-ordination of the subject is good. The range, quantity and quality of instruments to support teaching and learning are very good. Teaching and learning is monitored by the head teacher. There has been no audit of music, consequently, the link between the Programmes of Study for the two key stages, the assessment procedures, the learning targets for pupils, the resources available to match the learning targets to pupils' needs and abilities and the procedures to recognise continuity and progression in learning, especially for pupils at Key Stage 2, is not sufficiently precise. There is no action plan for music.

PHYSICAL EDUCATION

115. Pupils of all ages make good progress in physical education, building on their learning as they move through the school. They achieve good standards in relation to their special educational needs in a range of activities. For many pupils this is well augmented by the work of therapists in relation to specific individual programmes. These standards have been maintained since the last inspection.
116. In Years 3, 4, 5 and 6, pupils with a very wide range of physical abilities make very good progress in gymnastics. This is the result of very good teaching. The teacher has very good knowledge of the subject and, importantly, of the needs of the pupils. She uses this very effectively to challenge pupils to climb, jump, crawl and use their imaginations to move creatively across large apparatus. Other teachers and support staff are used very well to ensure the safety of the pupils as they take risks in challenging themselves to achieve more. As a result, pupils achieve standards that they felt were not possible and very effective learning takes place. The ambitious use of a wide range of apparatus adds significantly to the level of challenge and consequently to the standards achieved. In games they make good progress in the development of skills when rolling and stopping a moving ball. They work very well together in pairs and pupils with the most challenging behaviour are involved for most of the time by skilled intervention from support staff and other teachers. As a result they make good progress in their ability to work for longer periods and to co-operate with others.
117. In Years 1 and 2, pupils make good progress in a range of activities, for example, they achieve well in relation to their individual targets in gymnastics lessons, developing their awareness of space and responding well to instructions and commands, as they move in and out of obstacles. Again the high quality of teaching and detailed planning are significant features in the achievement of pupils.
118. Pupils of all ages benefit from regular swimming lessons. All improve their confidence in water and many develop their ability to propel themselves across the pool either with aids or unaided.
119. The subject is very well led and managed by the co-ordinator, supported by the deputy head. They ensure that all pupils receive a good range of experiences well matched to their individual needs. As yet there is no detailed subject development plan to identify

the priorities for improvement. The range and quality of resources and the expertise of the staff are real strengths of the subject, contributing very effectively to the achievement of pupils.

RELIGIOUS EDUCATION

120. During the last inspection little religious education was taught and it was not possible to make any firm judgements about what pupils were achieving. This is no longer the case; religious education is now taught regularly and pupils are making good progress each year.
121. Up to the age of 11, all pupils are achieving satisfactorily in relation to the expectations of the locally agreed syllabus. By the age of 11, pupils know about Islam, Christianity and Judaism and have increased their understanding of religious places of worship, life at home and festivals. By the age of seven, they know that people express religious beliefs through actions like being sorry, forgiveness and caring for the natural world and through belonging to faith communities and are familiar with the stories and festivities of Christmas, Eid and Hanukkah. In lessons observed, pupils in Year 1 understood the importance of making the cross in Christian baptism, showed the baby doll it was special by the way they held it, splashed their hands in the large bowl of water and expressed delight when unwrapping the traditional christening presents. Pupils in Year 2 enjoyed linking objects and the sounds of whistle, doorbell, telephone and calling someone's name to religions calling people to worship. By the age of 11, they know that Christianity, Judaism and Islam have their own writings and traditions that give their followers guidance on beliefs and daily living. They study home and family customs, use artefacts and prayers, observe festivals, learn about pilgrimage and visit community buildings with their leaders, symbols and ceremonies that teach and celebrate children as they grow up, and as they learn about the main beliefs and practices of their religion. Pupils have been introduced to the significance of the key figures in each religion, and understand how believers today are reminded of their teachings as individuals, as families and as part of larger groups. In Year 3, pupils recognise that the sound of the Muslim call to prayer is thrilling enough to an Asian pupil for it to be played for everyone again. In Year 5, pupils successfully recreate the party atmosphere of the Jewish festival of Purim through props and clothes, and willingly take part in playing the good and bad characters whom everyone cheers or boos enthusiastically. In Year 6 pupils take an active part in celebrating a Shabbat meal, lighting the candles accompanied by the symbolic shading of eyes. Pupils respond with interest to the senses of touch, taste and smell, as they share the loaves and drink grape juice and a pupil recalls that some special meals take place in religious buildings like the cathedral, which the school has previously visited. Pupils pass around spices so their aroma will linger into the week and finish by singing Shalom communally.
122. The quality of teaching was good in the majority of lessons, with one lesson satisfactory and one lesson very good. Teachers very successfully transfer their skills of planning first-hand experiences for pupils to religious education so that pupils handle objects, listen to music and stories, make Easter gardens or Eid cards, dress up, use display eat food and participate in reflective times. Repetition is used well so pupils come to know and anticipate activities and learning experiences. Time is managed well with good starts in most lessons, the context well set through appropriate artefacts and music and a clear rounding off and calming in all lessons. Very helpful and comprehensive pupil profiles show expected targets of learning and match behaviour expectations to the needs of the pupils. Teachers are sensitive to the engagement of pupils with suitable tasks, their short attention spans and demonstrate an impressive readiness to change and adapt pupil activity accordingly. The attitude of all adults in

classrooms to pupils is helpful, positive, constructive, and inclusive. This reinforces pupils' spiritual, moral, social and cultural development and they respond by being absorbed in their work on practical activities in a quiet atmosphere. There is a growing confidence among teachers in the benefit of pupils learning about expressions of belief from the good use of activities from religions. Some teachers are still hesitant about bringing out the explicit differences between what everybody does, what religions do that are the same and how these religions differ from each other. Effective learning is based more on experiences than the conceptual understanding by pupils of particular religions.

123. The religious education co-ordinator provides very good leadership and educational direction for the subject. She sets high standards through her policy, her selection of resources and her advice and practical and informative support for teachers in all years. This has resulted in schemes of work and lesson plans that are well matched to requirements of the locally agreed syllabus. Since the last inspection, there has been an improvement in the time given to the subject and in the emphasis on using examples from the three chosen religions. As yet there is no subject action plan identifying the future development of the subject, including teachers respective confidence and ways of sharing good practice and collecting evidence of pupils' achievement.

INCLUSION PROJECT

124. The provision for the inclusion of pupils in mainstream schools or working alongside their mainstream peers in Norfolk Park School is excellent. A number of pupils are supported successfully in their own community primary school for two or three days per week and are dually registered. This not only contributes significantly to their learning but is also a significant factor in their personal and social development. Another 14 pupils are involved in their local community primary schools for at least one session per week. This involves twelve different primary schools across the City of Sheffield. In addition, every pupil in the school has the opportunity to work alongside mainstream peers when they visit Norfolk Park on a weekly basis for joint lessons.
125. The success of the programme is the result of very careful planning, ensuring that the foundations are laid for the inclusion programme. Great care is taken to ensure that where pupils have dual placements, work is complementary so that they are not disadvantaged. Record keeping and assessment is detailed and the relationships between the inclusion team at Norfolk Park and the schools involved are excellent. Support staff are very carefully selected and are of high quality. During the inspection, the heads of the primary schools visited, rightly spoke very highly, not only of the benefits to the pupils being included but also of the benefits to their school communities as a whole. The inclusion team based at Norfolk Park, consisting of one teacher and a support assistant, provide excellent support to pupils and to mainstream schools, providing advice and resources to enable pupils to benefit. They are highly regarded by schools and, in addition, provide opportunities for discussion groups and in-service training across the City.