

INSPECTION REPORT

CORBETS TEY SCHOOL

Upminster

LEA area: Havering

Unique reference number: 102362

Headteacher: Mrs S Gardiner

Reporting inspector: Miss A R Anderson
23733

Dates of inspection: 15th – 19th May, 2000

Inspection number: 196897

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community Special
Age range of pupils: 4 to 16 years
Gender of pupils: Mixed

School address: Harwood Hall Lane
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Appropriate authority: Governing Body

Name of chair of governors: Mr J Parker

Date of previous inspection: September, 1996

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Miss A Anderson	Registered inspector	Humanities (Geography and History)	The characteristics and effectiveness of the school Standards Teaching and learning Leadership, management and efficiency
Ms J Bedawi	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Attendance Partnership with parents and carers Inclusion
Ms M Landy	Team inspector	Art English Music	Curriculum
Mr N Watling		Modern foreign languages Personal, social and health education Science Equal opportunities	Assessment
Mr M Bowers		Mathematics Physical education Religious education	Spiritual, moral, social and cultural development
Ms C Humphreys	Team inspector	Design and technology Information technology Special educational needs	Staffing, accommodation and resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corbets Tey caters for pupils aged 4 to 16 years with moderate learning difficulties. There are currently 85 pupils, 35 girls and 50 boys, on roll. It is situated on the outskirts of Upminster, a commuter town on the borders of Greater London and Essex in the London Borough of Havering. Pupils from Barking, Dagenham and Essex also attend the school. Pupils come from diverse socio-economic backgrounds. Twenty-seven per cent of pupils are eligible for free school meals. Ninety-nine per cent of pupils are from white English speaking backgrounds and there are no pupils with English as an additional language. All pupils have statements of special educational needs.

Over the past ten years the placement of more and more pupils with moderate learning difficulties into mainstream schools has meant that pupils now have an increasingly diverse range of learning difficulties, many of which may be termed severe. Attainment on entry is well below national averages. The aim of the school is 'Success for All'.

HOW GOOD THE SCHOOL IS

Throughout the school teaching is very good with an exceptionally high proportion of excellent and very good teaching. Management of pupils' behaviour is very good. Pupils with additional special educational needs are well integrated and supported by their peers. Achievement in relation to pupils' attainment on entry is very good. They make very good progress. **The school provides very good value for money.**

What the school does well

- Consistently high quality teaching ensures very good learning by pupils
- Pupils' behaviour is excellent
- Excellent relationships between pupils and staff and pupils
- Excellent careers and vocational education
- Excellent moral development
- Excellent parental involvement
- Excellent leadership and management by headteacher and senior management team
- Excellent shared commitment to improve and capacity to succeed
- Excellent match of teachers and support staff to the demands of the curriculum
- Excellent in-service training of its own and other schools' staff.

What could be improved

There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since then it has made very good improvement in all areas identified for improvement. It has very successfully addressed all the key issues for action and made very good improvements overall. The school has made very good progress in increasing the range of teaching strategies used and extending

opportunities for less able pupils; lessons are now planned for three different levels of ability. The length of the school day has been extended and the number of support staff increased. Pupils' behaviour is now excellent. The school has made very good improvement in pupils' behaviour and attitudes, spiritual, moral, social and cultural development, assessment, lesson planning and in teaching and learning in mathematics, science, music and personal, social and health education.

STANDARDS

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

Progress in:	by age 11	by age 16	Key	
Speaking and listening	B	B	Very good	A
Reading	B	B	Good	B
Writing	C	C	Satisfactory	C
Mathematics	B	A	Unsatisfactory	D
Personal, social and health education	A	A	Poor	E
Other personal targets set at annual reviews or in IEPs*	A	A		

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

Pupils' progress in relation to their individual education plans is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good
Behaviour, in and out of classrooms	Excellent
Personal development and relationships	Very good
Attendance	Good

Pupils respect and support each other, spontaneous applause for peers' success is commonplace. They have a real understanding of the impact of their actions on others and use it very positively; it is a real strength of the school. Relationships throughout the school are harmonious, pupils and adults enjoy working together. Pupils across the ability range achieve well. They have very good attitudes to learning, settle well and persevere, they have eyes that sparkle and a joy and enthusiasm for learning.

TEACHING AND LEARNING

Teaching of pupils:		Aged 5-11	Aged 11-16
Lessons seen overall	83	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.

Teaching is good in English and science. It is very good in mathematics and personal, social and health education. Teaching has many strengths, including very good planning which ensures pupils of all abilities succeed, well organised lessons, good subject knowledge, excellent use of superb support staff and very detailed knowledge of pupils' abilities and needs. Teachers have very good relationships with pupils and realistically high expectations of performance, effort and behaviour. There are no significant weaknesses in teaching. Tasks and activities are invariably designed at three levels to ensure suitability for all individuals including those with additional special educational needs. Individual education plans are used effectively. Communication skills are taught well, the teaching of literacy is good and numeracy very good. Sixteen per cent of teaching is excellent, 39 per cent is very good and 39 per cent is good. Four per cent is satisfactory and two per cent is unsatisfactory. Pupils' progress is excellent in eleven per cent of lessons, very good in 39 per cent, good 41 per cent. Progress is satisfactory in six per cent of lessons and unsatisfactory in two per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good at Key Stages 1, 2 and 3 and very good at Key Stage 4. Excellent work-related vocational education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral development is excellent, spiritual and social very good and cultural good. Examples of this are found throughout the school, a strong lead being provided by the School Council.
How well the school cares for its pupils	Very good attention to each pupil's welfare and good attendance ensures that pupils are happy and secure.

The school's partnership with parents is very good. Parents are very pleased with the education provided. Parents contribute fully to individual education plans and are involved in their children's learning. Information technology training is provided for parents to support learning at home.

The curriculum is particularly strong in English, mathematics, science, information technology, physical education, personal, social and health education, careers, sex education and drugs education. Vocational education is excellent. The curriculum at Key Stage 4 is very good, especially work-related and work experience. Inclusion, enabling pupils of all abilities to work alongside each other within the school, in mainstream and in the wider community, has a very high profile and the school is justifiably proud of the work in this area. There are no areas of the curriculum which do not meet statutory requirements. The provision for personal, including spiritual, moral, social and cultural development, is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent, this is a strength of the school. The senior management team provide all staff with very positive role models.
How well the appropriate authority fulfils its responsibilities	Good overall. The governing body as a whole, and especially the parent governors, are supportive of the school. However they have yet to fully fulfil the role of providing constructive criticism.
The school's evaluation of its performance	Very good. The headteacher and all staff have a full understanding of the school's many strengths and very few weaknesses.
The strategic use of resources	Very good. Every effort is made by the senior management team and subject co-ordinators to ensure best value for money.

All staff, teaching and non-teaching, have a shared commitment to improvement. The headteacher and senior management team provide exceptional education direction. Excellent delegation and the contribution by all staff with management responsibilities ensures success in all areas of the school. There are very good opportunities for staff development, both in-house and externally. Deployment of the excellent support staff is very good. The quality of resources is good overall, however the library needs more non-fiction books. Not all members of the governing body have a clear understanding of their responsibilities within the school. The school is very successful in obtaining the best value for money in all areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are happy at school.• Behaviour is good.• Good teaching by dedicated teachers.• The school's high expectations of pupils.	<ul style="list-style-type: none">• More frequent reports and parents' evenings.• More homework.• Range of activities outside lessons.• Transport to and from school.

The inspection team recognises that while the school fulfils its legal requirements about reports it understands parents' concerns in this area and the problems of transport to and from school. The amount of homework provided for pupils is satisfactory. The range of activities outside lessons is very good. A few parents do not agree that pupils make good progress or that the school is well led and managed. The inspection team's findings did not agree with this minority view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Achievement in relation to pupils' prior attainment is very good and they make very good progress. Pupils make very good progress against the targets in their individual education plans.
2. Progress is excellent in more than one tenth of lessons, it is very good or better in half of all lessons and good or better in over nine tenths. It is unsatisfactory in one fiftieth. Pupils' work and records show that they make similar progress over time. There has been significant improvement in learning in virtually all subjects since the last inspection. In English it has improved from satisfactory to good, in mathematics and science it has improved from satisfactory to very good. Pupils' attainments on admission are low, but by the time they leave school they have made great progress in all areas of academic and personal development. They are superbly well prepared for the next stage of life.
3. In English, progress is good at all key stages. Progress in speaking and listening at all key stages is good. In Key Stages 1 and 2 pupils listen to instructions and most listen to a story being read to them for a short period of time. In Key Stages 3 and 4 more able pupils express themselves more fluently and use more complex sentence structure. Less able pupils express themselves in single words or short phrases. Pupils' achievement in reading is good at all key stages. More able pupils read simple stories and attempt to sound out unknown words. They have a good comprehension of the content and enjoy the stories. In Key Stages 2, 3 and 4 more able pupils read with fluency and accuracy and answer questions about the text. Pupils' achievements in writing are satisfactory. In Key Stages 1 and 2 more able pupils begin to copy over and then under simple sentences. By the end of Key Stage 2 they write in simple sentences, some independently. In Key Stages 3 and 4 pupils write short paragraphs without support. Handwriting is neat and in a joined script. Spelling is good. Less able pupils at all key stages need considerable support in order to write. Pupils with additional special needs make good progress at all key stages.
4. In mathematics, learning is very good. In Key Stage 1 progress is good. Most pupils add single digit numbers and understand their value. They identify two-dimensional shapes and use the correct names. In Key Stage 2 progress is good, most pupils accurately calculate addition and subtraction sums using tens and units and know that the area of a regular shape is measured in squares. By the end of Key Stage 3 pupils have made very good progress. They have a very good understanding of place position to include thousands, hundreds, tens and units. Pupils understand the relationship between units, the decimal point and tenths and accurately solve time-related problems through graphical analysis. Very good progress is maintained throughout Key Stage 4. Pupils confidently apply their mathematical knowledge to a wide range of practical problems. They cost out ingredients for a meal and accurately set out complex addition and subtraction sums to calculate their financial position. Progress of pupils with additional special needs is good in Key Stages 1 and 2 and very good in Key Stages 3 and 4.
5. Learning in science is good with some very good features. In Key Stage 1 progress is good. More able pupils identify leaves and roots of a plant. Pupils of all abilities

know that jelly dissolves in hot water and that it solidifies when cold. Key Stage 2 pupils make good progress. More able pupils know that old ships had sails and understand that wind can exert a force. They correctly identify parts of a daffodil and draw the plant unaided. With help less able pupils identify the parts and names of plants and using shapes already cut out and coloured produce an accurate picture. Progress in Key Stage 3 is very good. Most pupils identify a range of common garden and field plants. More able pupils confidently construct an electric circuit whilst less able pupils enjoy simple experiments where something is seen to happen. In Key Stage 4 progress is good. Pupils of all abilities identify the factors needed for a fair test. More able pupils accurately record information and draw conclusions from investigations. Less able pupils record their findings using pictures and symbols. Pupils with additional special needs make good progress in Key Stages 1 and 2, very good progress is made by those pupils in Key Stages 3 and 4.

6. Progress in religious education is good. In Key Stage 2 it is good. Pupils know the significance of the Scroll and Kippah in the Jewish faith. In Key Stage 3, where progress is also good, pupils compare the ceremonies of Christian, Jewish and Hindu religions, identifying similarities. In Key Stage 4 pupils make excellent progress. They meditate and reflect on their life experiences and share their feelings. Pupils with additional special needs make good progress in Key Stages 1, 2 and 3 and very good progress in Key Stage 4.
7. Progress in information technology is very good overall. Progress in Key Stage 1 is good. Pupils use touch screens and concept keyboards to respond to programs. In Key Stage 2 progress is good. Pupils wordprocess, load and save with degrees of independence. Progress in Key Stage 3 is very good. Pupils develop data handling skills entering information into database cells. In Key Stage 4 progress is very good. Pupils change fonts and sizes of text, centre and make bold selected pieces of text. Pupils with additional special needs make good progress in Key Stages 1 and 2 and very good progress in Key Stages 3 and 4.
8. Progress is very good in personal, social and health education with pupils achieving a high standard of achievement when compared with their attainment on arrival in school. Key Stage 1 pupils learn to make choices about their midday meals and to take turns. Pupils in Key Stage 2 know that there are differences between various cultures and beliefs and understand the need for tolerance of these differences. By the end of Key Stage 3 pupils understand the concept of respect and the requirements of a dress code. In Key Stage 4 pupils are confident to discuss sensitive issues with their peers and adults and all develop independence, for example, in using various forms of information technology.
9. Good progress is made in art, design and technology, French, humanities, music and physical education.

Pupils' attitudes, values and personal development

10. All pupils, from the youngest age, have very good attitudes to learning and enjoy coming to school. Their attendance is good. The encouragement of independence and responsibility is a very significant strength of the school. Pupils' eyes sparkle with enthusiasm. The quality of pupils' behaviour and of all relationships in this vibrant and very happy school is excellent.
11. The youngest pupils are settled very well into school routines and mix easily with the older pupils in the class. They enjoy and participate well in the good range of

learning and play activities prepared for them. These are often linked to work in literacy and numeracy. They delight in showing their favourite books to visitors, talking about them with growing confidence. They listen carefully to their teacher often acting very promptly on her instructions. They are eager to learn, making very significant gains in developing their social and academic skills. At play they behave sensibly, waiting 'to have a go', if others are using, for example, the climbing frame. In whole-school situations such as assembly, their behaviour is excellent. The staff encourage independence at all times, seen when tidying up, or preparing to go outside.

12. Older pupils too, are eager for knowledge and show very good attitudes to learning. They settle to lessons quickly and listen well, following the teachers' guidance, as seen in a primary class music lesson where each pupil watched and waited with intense concentration for their turn to accompany the 'rainbow song' with their chosen instrument, or dancing and singing to a 'rap' beat, with terrific enthusiasm and style, following the teacher's signing actions. Pupils work well together, with very good co-operation and collaboration, often supporting each other and persevering well when having any difficulty. They show genuine pleasure at others' achievements, perhaps with a gentle pat on the back, or in spontaneous applause.
13. Pupils' behaviour is excellent and this represents an impressive improvement since the last inspection when it was judged 'good'. In class, pupils' excellent behaviour and their desire to learn enables lessons to proceed very well. Pupils are not distracted from their work and remain interested and considerate of others' needs. They often work very productively and quietly, but are not afraid to ask for help when needed. In moving around the school they are orderly and sensible, with individual pupils helping those who are less mobile. They are polite and helpful, for example holding doors open for fellow pupils or adults and offering a friendly greeting. Pupils of all ages play well together and show respect for each other and property. On the very rare occasions when there is minor inappropriate behaviour, staff use positive, consistent and effective strategies, for example a quiet word or through assemblies, to remind pupils about the high expectations of behaviour. There has been one fixed term exclusion, of a pupil with complex long-term difficulties, who no longer attends the school. This is an increase since the last inspection. No bullying or harassment of any kind was seen during inspection. Pupils themselves comment that they are very happy at school. The behaviour of pupils when they go outside the school on visits is highly commended by members of the community.
14. The quality of relationships throughout the school is excellent. All adults, from the site manager to the headteacher, provide very positive role models and exemplars for the pupils. This has a most significant impact on the pupils who thrive within this supportive environment, becoming confident in building successful relationships with people of all ages. There is a very high level of mutual respect. Pupils know that their views are considered important and that they are highly valued as individuals. Teachers know that their pupils will always do their best. There is total social and racial harmony.
15. The importance of every pupil's personal development is given a high priority, to enable them to fully achieve their potential. Pupils' response is very good because staff use every means available to enhance pupils' sense of worth and self-esteem, both in formal lessons, for example encouraging older pupils to talk about difficult experiences, or informally with gentle individual support and use of praise. This is very successfully promoted. As pupils move through the school they know and

understand that they have much to offer the wider society outside school. They are very well prepared for adult life.

16. The development of initiative and responsibility is one of the most important aims of the school. From the earliest age pupils are expected to think for themselves, take decisions and become responsible, not only for their own actions, but also to care for others' feelings, values and beliefs. The school is highly successful in meeting these aims, fostered through, for instance, the 'First Skills' programme perhaps learning to shop for and then prepare delicious meals in the school 'flat', or learning how to travel safely on public transport. The school council is well established with regular agendas and minuted meetings. This gives secondary age pupils a very clear voice in the development of the school, with the senior management team often acting upon the suggestions made. However, their noticeboard is not centrally sited so that visitors and pupils are able to appreciate the work done. Pupils are often involved in charity fundraising. A number of individual pupils have used initiative particularly well, for example in organising events and fundraising for those less fortunate than themselves.
17. Attendance is good. Almost all lateness is caused by delays in transport. There are some instances of excellent daily and weekly attendance, but there are a number of holidays taken during term time, and this affects overall attendance.
18. Since the last inspection the school has improved in all aspects related to behaviour and attitudes. Parents are very pleased with and support the promotion of behaviour. Many feel that their children are being educated in the best possible school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is a strength of the school. Teaching is excellent in 16 per cent of all lessons, very good in 39 per cent, good in 39 per cent, satisfactory in four per cent and unsatisfactory in two per cent. This is a significant improvement since the previous inspection where seven per cent of lessons were very good or better and eleven per cent were unsatisfactory. Teaching is of consistently high quality across the whole school. It is very good in mathematics, information technology and personal, social and health education. It is good in English, science, religious education, art, design and technology, French, humanities, music and physical education. Again this represents an improvement since the last inspection. Strategies for effectively teaching literacy are good and for numeracy they are very good.
20. The effectiveness of the teaching results from many factors. Teachers' planning is invariably very good and often excellent, especially at Key Stage 4. Lessons are well organised and prepared. Teachers have a very detailed knowledge of pupils' abilities and needs and good subject knowledge. When designing tasks and activities suitable for the individual this knowledge is used very effectively. Activities are invariably planned for three different levels of ability. This is an excellent improvement since the last inspection when this area was a key issue. Teachers record the achievements of pupils effectively and make very good use of this information to make assessments of their progress and to prepare individual education plans. Teachers have very good relationships with pupils and realistically high expectations of performance, effort and behaviour. This factor, together with skilful redirection of any inappropriate behaviour and very good use of praise and encouragement, leads to very good management of the learning situation and

ultimately to the overall excellent behaviour of pupils across the school. This has a very positive effect on pupils' learning. There is excellent liaison and close working with support staff, who accept responsibility very well, especially when teaching groups and individuals. They make a vital contribution to the success of lessons and to the progress of the pupils.

21. Where teaching is most effective, in the excellent and many very good lessons observed, there is great enthusiasm by the teacher for what is being taught. Teaching motivates and challenges through the depth of the teacher's subject knowledge and organisational skills, and from the meticulous attention to detail and to the individual needs of pupils. Teachers inspire the trust and confidence of pupils so that self-esteem is cultivated amongst them to work hard and to succeed. There are many examples of these attributes. In the very rare unsatisfactory lessons, whilst planning is still detailed there is a mismatch of expectation and ability, work is pitched at too high a level.

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

22. The curriculum is good in Key Stages 1, 2, and 3 and very good in Key Stage 4. At all key stages it is highly relevant, practical and successfully meets the needs of the pupils. It is broad and balanced and meets statutory requirements as all the subjects of the National Curriculum plus religious education and personal, social and health education are taught.
23. Progress since the last inspection is good as the key issue from the last inspection has been addressed. The school has extended the length of the school day in Key Stages 2, 3 and 4 in line with national recommendations, time for science is now sufficient and the curriculum is more balanced. There has also been significantly good progress in developing as a whole school the core subjects of English, mathematics, science and personal, social and health education. The main progress has been in planning together as a whole staff. The school is now well poised to carry out its plans for the foundation subjects, particularly information technology, art, music and humanities. (Foundation subjects include art, design and technology, geography, history, information technology, modern foreign languages, music and physical education.) Curricular provision is now good in English, mathematics, science, information technology, physical education and very good in personal, social and health education. It is satisfactory in the other subjects.
24. In Key Stage 4, the curriculum is very good. It is very relevant and practical with good levels of accreditation. It is excellent in regard to work-related learning and has been used as an example in a DfEE publication. There is a very well established work experience programme plus extended placements at a work centre for all pupils in Key Stage 4. The school excels in Project Trident Awards. These recognise achievement in work experience, in meeting a personal challenge and in giving a service to the community. Several pupils over the past ten years have achieved the highest gold standard awards, which is commendable. Pupils are very well prepared for the next phase of their education, very good transition arrangements are established and strong links exist with the careers service.
25. The Key Stage 4 curriculum is based on, and accredited through, Certification of Educational Achievement in English, mathematics, science and information and communication technology with options in music, art, food studies and graphic and material design. Pupils also study the First Skills scheme, which is being followed by

all pupils. The school continually reviews the Key Stage 4 curriculum, it is introducing accredited Transition Challenge modules in order to meet the needs of the full range of pupils, especially the less able.

26. The school has an up to date and effective policy for equal opportunities. The enthusiastic commitment of all staff ensures that there is very good equality of access to the curriculum for all pupils. Support from a range of agencies is most effective in ensuring equality of opportunity. All pupils have full access to the full range of provision and staff work hard to enable this to happen, adapting where appropriate. There are no pupils for whom English is an additional language. Provision for personal, social and health education has recently been reviewed across the school and is very good with good opportunities for sex and drugs education the school is sensitive to the individual needs of the pupils.
27. The school provides a very good curriculum for those pupils with additional special needs as set out in their statements. Special programmes are offered to pupils and a great deal of effort is made to ensure that external agency support is well targeted to meet specific needs. Several pupils have additional staffing support allocated to them both individually and in small groups, for example music therapy, speech and language therapy and extra support through information technology for literacy development and the improvement of number skills. This greatly improves the progress that these pupils make.
28. The strategies for the teaching of literacy and numeracy are good. The planning and assessment procedures that have been agreed across Key Stages 1, 2 and 3 are particularly effective. The curriculum for each pupil is reviewed and assessed every three weeks and plans are well monitored and co-ordinated. The school is currently working on the schemes of work for English and mathematics. All subject policies are in place, however several of the foundation subjects policies are old and are to be reviewed. Some subjects such as information and communication technology, music and art have new co-ordinators to lead these developments. The personal, social and health education policy and curriculum has just been completed as a whole-staff project and has begun to be implemented.
29. Provision for extra-curricular activities is very good. There are several opportunities for pupils such as the breakfast club organised and run by school staff, the after-school football club run by a parent and the OSCAR club run by charity youth workers where the pupils stay and play a range of interesting games, which they really enjoy. All of these have a positive impact on extending the amount of learning that takes place and the pupils' social skill development in particular. Several other sporting activities such as running, judo and karate take place and as a result pupils often excel in local and national competitions. For example, one pupil gained three gold medals recently for karate and is performing at a national standard.
30. A very good range of visits out of school significantly enriches the curriculum. Pupils go to such places as Crystal Palace for athletics, regular school camps and residential trips both locally to such places as the Lake District and Devon and internationally to France and Canada.
31. These experiences have a very positive impact both in terms of the pupils' learning and in forging very strong relationships with the staff who support them. Very strong links are also evident with the local community, which vary from an excellent range of work experience placements, to links with an old people's home. An expert cricket coach comes into school to work with the pupils and the local mayor and representatives from churches lead assemblies. The school also helps the

community by assisting with fun runs and uses local facilities, for example for swimming and by holding the Carol Service in the local church. Good links also exist with other schools and with local colleges of further education.

32. The school makes very good provision for the promotion of pupils' spiritual, moral, social and cultural development through the corporate life of the school, acts of worship, religious education and other subjects of the curriculum. This is an improvement since the previous inspection. The school provides a welcoming and caring ethos and effectively shares its aims, values and expectations with parents who are happy that the school's values have a positive effect on their children.
33. The school provides very good quality assemblies that benefit from a variety of formats and styles. The pupils have opportunities to be involved in acts of worship and very good use is made of visitors to extend the range of their experience. There are very good opportunities for moments of silence and reflection and pupils make an excellent response to the provision.
34. There has been careful planning to ensure that provision for pupils' spiritual development is very good. Teachers provide introductory insights into the spirituality of both Christian and non-Christian faiths, involving the handling of sacred artefacts. In art pupils' careful sketches and drawings of flowers promotes aesthetic appreciation of beauty and form. This appreciation extends to care for living things as pupils observe the life cycle of silk moths. The provision of merit awards and the organisation of regular celebration assemblies, where many pupils receive special mentions and awards for endeavour and consideration, effectively promote their self worth. There is a deep spiritual ethos in assemblies where pupils experience sheer joy in their singing which is followed by silent reflection. There are excellent opportunities for links with moral development during personal and social education when the older pupils consider and reflect on the feelings of a person who has been facially disfigured who is due to meet with them. They discuss the layout of the classroom and the agenda for the forthcoming meeting to ensure that she is at ease. In taking part in the initiative they are able to reflect on and come to terms with some of the difficult issues in their own lives and to seek means to cope with them. This represents a good improvement on the findings of the previous inspection.
35. The provision for promoting pupils' moral development is excellent and is a very good improvement on the findings of the previous inspection. Staff continually reinforce pupils' understanding of right from wrong. There are very good constructive friendly relationships between staff and pupils. Classroom rules, which are discussed and decided by pupils, promote successfully a sense of self-respect and an ability to help promote a happy and caring environment. Occasional incidents of misbehaviour are dealt with in a firm, positive and conciliatory manner, reinforcing the fact that a pupil, having chosen to misbehave, also chooses the consequences. All classroom and school rules are written in a positive style. There is a counselling system available to help pupils understand the nature of inappropriate behaviour and the 'yellow merit' award system positively recognises and celebrates good and exemplary behaviour throughout the school with presentations made to pupils during assemblies. Many opportunities are made available for pupils to raise money for charities to help the less fortunate.
36. There has been a good improvement in the provision for pupils' social development since the previous inspection. The pupils' School Council is very effective in organising whole-school activities and recent examples of this include the Ramp

Runner competition and the Treasure Hunt. It provides opportunities for the School Council members to meet together, plan activities, negotiate and make decisions. The Early Breakfast Club and the lunchtime arrangements provide very good opportunities for pupils to meet socially. There are many links with other schools through joint lessons and sporting activities and pupils regularly meet senior citizens from the local old peoples' home. This encourages care and consideration for others. Pupils have regular opportunities to use their initiative to raise money for worthy causes and contribute to community life through the organisation of conservation initiatives and the support of community events. Pupils take on regular duties, which effectively contribute to the day-to-day running of the school. There are very good opportunities for pupils to co-operate together in food technology and to work collaboratively during lessons. Planned activities, such as visits in science lessons to local landfill sites help pupils to gain an understanding of the level of waste and pollution in modern society. The very good provision of residential activities helps pupils to become aware of the needs and presence of others. The provision for pupils' social development is very good.

37. The provision for pupils' cultural development is good. This is an improvement on the findings of the previous report. There are many opportunities provided for pupils to listen to a very good variety of music played by visiting musicians and ensembles. Good use is made of visits to the locality to gain insights into the historical and geographical background of the area. The holiday on a Thames barge and other organised residential activities introduce pupils to ways of life in different environments and links with Canada and America through the Internet introduce them to contrasting world cultures. Pupils have opportunities to sample French, Maltese and Aztec cooking. They study Aboriginal art and participate in multicultural dance workshops. The planned multicultural week is planned to extend pupils' knowledge of world cultures when they meet representatives of non-Christian world religions, visit synagogues and temples, listen to steel bands and watch Irish dancing.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Overall, the provision and quality of attention paid to pupils' welfare and guidance is very good. Procedures for assessment, the monitoring of academic progress and attendance are good. The monitoring and promotion of good behaviour, together with procedures to eliminate bullying are excellent.
39. The school operates successfully within an open, friendly and very caring environment. All staff are highly aware of each pupil's needs, their likes and dislikes and are astute at judging if they are, for instance, troubled or unwell, taking time to ensure that any difficulties are properly resolved. Great care is paid to providing work that challenges and stimulates the pupils, extending their learning experiences.
40. Procedures for assessing pupils' achievements and progress are good overall. They are very good in English and mathematics; good in science, information technology and personal, social, moral and health education. They are sound in all other subjects. All pupils have individual education plans. The quality of targets in individual education plans is good, most are specific, measurable, achievable, relevant and time-limited. All pupils are assessed using baseline assessment tests. These are effectively used. Pupils' progress is assessed at the end of each lesson and monitored weekly by the senior management team. Pupils in Key Stage 4 are entered in accredited courses in a range of subjects.

41. The use of assessment to inform curricular planning overall is good. It is very good in English and mathematics; good in science, information technology and personal, social, health and moral education. It is sound in all other subjects. Lesson plans include learning outcomes for above average, average and below average ability pupils together with some individual pupil targets that are closely linked to the individual education plans.
42. Procedures for monitoring and supporting pupils' academic progress are good in English, mathematics, science, information and communication technology and personal, social, health and moral education. They are sound in all other subjects with a need for improvement. Documentation is good with clear evidence given for targets being met or not met. Individual education plan targets are reviewed termly. Work is dated, marked and annotated as being completely unsupported or otherwise. Very good use is made of photographs to record progress for records of achievement.
43. Procedures for monitoring and supporting pupils' personal development are good, particularly in personal, social, health and moral education. Good use is made of individual targets. Pupils are given awards for progress at the whole-school assembly. These can be school certificates, community awards, attendance awards or celebrations of achievements gained out of school, for example participation in sporting activities.
44. There has been good improvement in this aspect of the school since the last inspection.
45. The monitoring of personal development is good. Individual education plans contain clear, achievable targets, well related to pupils' ages, abilities and needs. Pupils are encouraged to assess their own strengths and to identify and improve their weaker points. Sensitive counselling is offered to pupils experiencing any difficulties. The focus is always on developing and extending independence, self-confidence and esteem. The success of this is seen in the increasing maturity of pupils nearing the end of their time in school, positively looking forward to the future.
46. Virtually all pupils rely on local authority transportation to get to school. Some have very lengthy journeys. The school was able until recently when external funding stopped, to run a whole-school breakfast club, greatly appreciated by pupils. Currently only the youngest pupils have this facility, being offered toast, yoghurt and fruit juice. This clearly enhances their social skills very well and provides a settled start to their day. The school has decided, because of the positive impact that the breakfast club has on learning, to try to re-instate the facility across the school. An after-school club has also just started and is obviously enjoyed by those attending it.
47. The monitoring of attendance is good. Registers are checked daily and if there is any unexpected absence the school makes contact with parents to ensure that there are no difficulties. A bus register is also kept to ensure pupil safety. There is a clear attendance policy and targets to improve overall attendance are set. There is a signing-out book for pupils who leave school during the day. The school is aware that a number of holidays are taken during term-time and has introduced a system of written request for holiday permission. A shield is presented each week to the class with the best attendance the previous week. This is very popular with pupils and has a positive effect on their attendance.
48. The monitoring of behaviour and measures to reduce bullying are excellent. The very good behaviour policy fully supports and offers guidance to staff on positive

ways to promote behaviour and anti-bullying. All staff use consistent, calm and positive strategies to enforce the very high expectations of behaviour so that pupils are made fully aware. The positive atmosphere embedded in all that the school does, ensures harmony and trust so that pupils feel secure and can easily talk to adults. This lessens the possibility of bullying and any incidents are very occasional. When there is inappropriate behaviour, then very detailed, clear records are kept and ways of resolving incidents are actively pursued through mediation involving the pupils or counselling. Parents are always kept fully informed.

49. Arrangements for child protection are good. The policy has been reviewed and amended. Local Education Authority guidance is followed. Reference to child protection is cross-linked to a number of other policies and school records, when appropriate. The designated person is trained and staff are aware of procedure. There is a trained governor with responsibility for monitoring the school's procedures. Links with external agencies are good.
50. The quality of daily care and supervision is very good. Pupils are well supervised at all times and staff are very alert to potential hazards. Lunch is an enjoyable social occasion, allowing the pupils to meet their friends. It is efficiently organised with a good choice of nourishing meals. Several staff are trained First Aiders and some have additional qualifications such as life saving. There is a well equipped medical room and pupils having any additional special needs are well catered for. First aid boxes are sited around the school, including areas of most risk, such as the design and food technology rooms.
51. All the health and safety issues mentioned in the last report have been addressed. Very good attention is paid to risk assessment. It is detailed and comprehensive and all tests and checks including evacuation procedures are practised and recorded. A few issues of potential concern were brought to the attention of the headteacher including, for example, the poor condition of the old metal guttering and drainpipes around the school.
52. Since the last inspection there has been very significant improvement and the key issue related to the number of welfare assistants has been fully resolved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The quality of parental partnership and the level of support and regard that parents have for the work of the school are excellent. There are very positive views expressed by parents at the meeting held before the inspection. Parents speak highly of the warm welcome and sense of 'family' that they find when they visit the school.
54. Although comparatively few parents are involved in helping in classrooms during the day, a considerable number are involved in supporting the very good fundraising of the Parent and Friends association. This commitment is of long standing and has raised a great deal of money through events such as the sponsored run and the Summer Fair. Over the last few years £107,000 has been raised to refurbish and update the school swimming pool which is currently unused. Resources such as the school minibus, adventure playgrounds and a keyboard have also been purchased as well as underpinning the funding for residentials.
55. Many parents help when pupils go out on visits. Those with the youngest pupils are warmly welcomed and invited to stay until their child has settled. Home visits are jointly made by the teacher and the nursery nurse of these pupils, thus ensuring

continuity of approach. Parent governors work hard to sustain close links with parents and listen to their views. They meet parents regularly through the coffee morning discussion group held at the school. They keep parents informed about the most appropriate way to contact the school, or how to contact other parents with children who have similar special needs for mutual support.

56. The quality of information provided to parents is good. They receive regular, useful newsletters and can easily contact staff via the friendly school office, for support or information on their child's progress. All parents are fully involved in the annual reviews and are able to suggest amendments if they wish. They receive a copy of the review and are able to use them to help their children's personal development at home. Many parents mentioned at the parents' meeting that, although pleased with the quality of the annual review, they would appreciate further information and detail on pupil progress in subject areas through an annual report. The prospectus and the annual governors' report do not include a number of required items, such as the date, information about the next parent governor elections, and explanations of arrangements for admission.
57. The contribution that parents make to their children's learning is very good. Parents are able to attend meetings on how best they can help their children at home. Very effective use is made of home-school diaries throughout the school. These are sent home on a daily or weekly basis dependent on the age of the child. They include much information about work and associated activities to support learning. Clear and useful booklets are available to parents such as how to help with reading. Parents are able to make detailed comments on the success of the homework, or ask for further guidance. Sometimes pupils make contributions about their view of the work set. This helps to cement a firm shared commitment between parents and teachers to enable pupils to do their best.
58. There has been sustained good improvement in the partnership with parents since the last inspection and the school is always investigating means of developing this further. The vast majority of parents are very pleased with the quality of education provided at Corbets Tey, and the significant and positive impact this has had on their children's overall education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is excellently led and managed by the headteacher, very ably supported by a most effective senior management team. There is a shared commitment at all levels of management to improve and succeed. That there are no major key issues for action in this report is indicative of the high level of leadership and management. Both the headteacher and the deputy headteacher have a detailed knowledge of the day-to-day activities of the school and of all the pupils. The senior management team as a whole, have worked closely with all staff to ensure the continuing improvement of pupils' academic progress and social development. The school's policy and systems in place for performance management are very good and are well used in practice. The basic aim of the school, Success for All, underpins the whole ethos of the school and is truly reflected throughout the school at all times. The provision of equal opportunities for all pupils, whatever their difficulties, is of paramount importance at all times.
60. The governing body is supportive and encouraging but does not have sufficient in-depth knowledge and understanding to act as a critical friend to the school. The leadership does not fully recognise nor fulfil its responsibilities. Parent governors

make a strong impact and are very successful in providing support, encouragement and advice to other parents. Several governors regularly visit the school and work voluntarily in class and organise riding for some pupils.

61. All subjects have co-ordinators, some are very new to the position, most are successful in supporting their colleagues. Monitoring of long, medium and short-term plans is very good in core subjects but is variable in foundation subjects. The school is aware of this and is working hard to improve the situation. Monitoring of teaching is good. The school development plan is an effective planning document. All staff make some contribution to the school development plan as well as their own subject plans.
62. There is a sufficient number of qualified and experienced teaching and support staff to deliver the curriculum. Staff new to the school are very well supported through the induction programme. Relationships are excellent and very good collaboration and leadership has resulted in a staff that functions as a well integrated team. Teaching assistants make a significant contribution to this team. Therapy staff work well with the pupils, teachers and support staff providing valued advice. Teachers and support staff are employed very effectively, understand their roles and those of others, and share a strong commitment to serve the needs of the pupils.
63. Staff development is very good with opportunities for teachers to improve their expertise, both in the field of special needs, and in the subjects they co-ordinate. Courses include differentiation (planning of lessons to ensure work is suitable for pupils of all abilities within the class), target setting, first aid and information technology training. Several teaching assistants are pursuing external courses from short to degree level, and the school is very supportive. In-house expertise is recognised and used to train staff and parents and staff from neighbouring schools. The school has a manager for staff development. There is a timed staff development plan in place and staff have professional development interviews. The school holds the Investor in People award and is recognised as a provider of quality training for its own staff and staff in other schools and for some parents. It recently achieved runner-up status in the London area for 'Winning with People' competition which in turn attracted £5000 for the school training budget.
64. The number of support staff is now sufficient to meet the needs of all pupils; the previous report commented that there were insufficient to meet the needs of some pupils. They are highly qualified and the support provided by teaching assistants and the nursery nurse makes a very big contribution to pupils' learning. The match of teachers and support staff to the demands of the curriculum is excellent. The contribution of the site manager, kitchen staff, cleaners and lunchtime supervisors is very good, they all carry out their duties most effectively. Along with all staff they provide excellent role models for the pupils.
65. The adequacy of the accommodation for the number of pupils, their specific needs and the curriculum is very good and has a big impact on the effective delivery of the curriculum. The accommodation is well used and the quality displays further add to the stimulating environment. There are specialist rooms for art, design and technology, information technology, food technology and science. The new outdoor area for Year 1 pupils is excellent, providing a stimulating environment for pupils to learn and play. The school's swimming pool is not in use at present as it would be a health and safety risk should it be used. A decision has been made to upgrade it in the very near future with funds raised by the school's parents and friends. The school and its grounds are maintained to a very high standard by the site supervisor

and his staff, whose contribution to many aspects of school life and fund-raising is considerable and highly valued.

66. The provision of learning resources overall is good in most classrooms and specialist areas. However, the library needs more non-fiction books, plays and poetry to encourage pupils to further value reading as a source of pleasure and information and in music more keyboards are required. New resources are being introduced for religious education but there are not enough to fully support pupils learning. Resources in some aspects of art are unsatisfactory. The level of provision of information technology is generally very good and has a positive impact on pupils' learning. The shortage of keyboards and the amount of software for composing and research in music inhibits greater progress in this area. A program is successfully used in English to improve pupils' reading skills. In mathematics a program, that the school played a big role in piloting, is used to improve number skills. At present there is no access to information technology in the art room or the design and technology workshop.
67. The school is making very good use of new technologies, including information technology and Internet applications. A member of senior management ensures the effective use of this technology and of additional grants to update the resource provision for information technology and consults widely applying the principles of best value in the purchase of new machines.
68. The role of the school secretary in the smooth day-to-day running of the school is immense. The office is run very efficiently. She provides an excellent welcome to all visitors to the school and parents particularly are most appreciative of her caring manner.
69. The school is very efficient and effective in its use of funds and staff, all are managed to the greatest benefit of pupils. Day-to-day administration of the budget is very efficiently maintained. Planning for the future is effective and ongoing at all times.
70. As is apparent throughout this report there is an excellent shared commitment of all those working at Corbets Tey School, both staff and volunteers, for continued improvement in all aspects of the school. Their capacity to succeed is apparent in the progress made by the school since the last inspection.
71. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. There are no significant areas for improvement. The following minor areas are already a part of the school's planning:
 - a) Individual education plans to be improved to be consistently specific, measurable, achievable, relevant and time-limited, involving the pupils more in their creation and to be more easily understandable for pupils and teachers. *(paragraph 40)*
 - b) Improve the provision for foundation subjects by updating policies and schemes of work and monitoring teaching and learning through and across phases. *(paragraph 28)*

INCLUSION

73. The programme for inclusion which provides pupils with the opportunity to learn alongside their mainstream peers is well established and of very good quality, significantly enhancing pupils' educational experiences.
74. All in the school are very firmly committed to and enthusiastic about the process of inclusion and work hard to involve as many pupils as is possible, in many ways. The views of parents are considered very important, although some do not wish their child to participate, particularly if they had had negative experiences of mainstream school before arriving at Corbets Tey. The views of parents are respected. Sometimes pupils themselves are unsure about leaving the 'safety' of their school. Often those who had doubts about inclusion are very positive about its success and the positive impact it has had. Staff training on inclusion is a regular feature of staff meetings.
75. Each child is considered regularly for inclusion, based on teacher knowledge and the views expressed by parents and the child. Inclusion is discussed as part of the annual review. The school thoroughly investigates and develops productive links with schools before any pupil placement is started. There are a number of very well established links with many schools including primary and secondary. A number of schools speak very highly about the success of the programme. The school is proactive in extending and developing further links. These links include individual pupils as well as Key Stage 2 classes successfully joining with local schools for music and science lessons led by Corbets Tey's teachers. Mainstream schools and other special schools also send their pupils to Corbets Tey on a regular basis. After half term three pupils will be attending a secondary school part-time participating in agreed courses. They are being well prepared and will have staff from Corbets Tey with them and their progress will be monitored closely. The school has recently successfully fully re-integrated a five-year-old pupil into mainstream school.
76. Pupils in Years 10 and 11 are able to spend time in a 'real work' setting at Bower Enterprises, a light engineering and packaging unit, for at least six weeks or longer on a part-time basis. This is very valuable giving pupils hands-on experience of the world of work, with for instance, products that they make and pack being sold in the open market in well known shops. There are deadlines to meet and pupils have to arrive and 'clock in' on time every day. Pupils are carefully supervised at all times and well instructed in how to operate machinery such as the bag sealer. They are expected to do a professional job and they successfully rise to this challenge. The work is varied and pupils work exceptionally hard. They comment that 'it is better than school here', and on return to school they have increased confidence in their ability to be successful in employment when they leave school. The majority of Year 11 pupils undertake a further work experience alongside mainstream peers.
77. Staff also visit other schools to provide training and advice in aspects of special education. Peer tutoring has been developed with a local high school, two sixth-formers voluntarily, very successfully support pupils in information technology on a fortnightly basis. The use and development of information technology as another means of inclusion are currently being developed, with many possibilities becoming available, including links abroad.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	39	39	4	2	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	85
Number of full-time pupils eligible for free school meals	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.24

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	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	84
Any other minority ethnic group	

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y1 – Y11

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	7.6
Average class size	10.6

Education support staff: Y1 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	198

FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	622,625
Total expenditure	645,324
Expenditure per pupil	6,996
Balance brought forward from previous year	47,935
Balance carried forward to next year	25,232

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	45	43	10	0	2
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	21	40	29	5	5
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	52	36	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	2	5	0
The school expects my child to work hard and achieve his or her best.	60	33	2	0	5
The school works closely with parents.	48	40	12	0	0
The school is well led and managed.	60	26	12	0	2
The school is helping my child become mature and responsible.	58	38	2	0	2
The school provides an interesting range of activities outside lessons.	23	31	19	10	17

Other issues raised by parents

Parents requested more frequent reports and parents' evenings, more homework and that pupils' transport to and from school be improved.

The inspection team recognises that while the school fulfils its legal requirements about reports it understands parents' concerns in this area and the problems of transport to and from school. The amount of homework provided for pupils is satisfactory. The team does not agree with some parents' concerns about the leadership and management of the school and lack of good progress.

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

ENGLISH

78. Pupils make good progress and achieve well at all key stages. Pupils make good progress in speaking and listening and reading and satisfactory progress in writing. This is mainly the result of good whole-school planning, the regular use of assessment and good leadership and management. There has been good improvement since the last inspection when progress was generally satisfactory.
79. The pupils' achievements in speaking and listening skills are good at all key stages. This is the same as the last inspection when pupils were judged to be communicating well. They continue to be successfully supported through various language schemes and through speech therapy. At Key Stages 1 and 2 pupils listen to instructions. More able pupils listen carefully to the teacher and can explain how using different word endings changes the tenses. Pupils with additional special needs match photographs remembering where they were on the table. Most pupils listen to a story being read for a short period of time. Those pupils with extreme difficulties make some sounds, several pupils have speech difficulties, some are reticent to speak, but despite this they join in and achieve well as the staff do not miss an opportunity to get them to talk and to repeat words and phrases, building their confidence.
80. At Key Stages 3 and 4 more able pupils express themselves fluently and use more complex sentence structures. Most know how to pose questions and are able to discuss the contents of a guidance booklet they are writing for visitors to their area. Less able pupils express themselves in single words or short phrases. These pupils need support to repeat words. Most are able to make their wishes known, although some speech is still indistinct. Signing is used appropriately across the school to enhance the communication skills of those pupils without speech or with more complex speech difficulties.
81. Pupils' achievement in reading in relation to prior attainment is good at all key stages; this is an improvement on the last inspection when reading was satisfactory. This improvement is as a direct result of improved teaching across the school and especially for less able pupils. More able pupils read simple texts from the school reading scheme accurately and attempt to sound out a word they do not know. They also use the plot of the story and the context to read unknown words. Pupils have a good comprehension of the content and enjoy the stories. At Key Stages 2, 3 and 4 more able pupils read with fluency and accuracy. Some read with appropriate expression. They answer questions about the text. Less able pupils read simple texts from the school reading scheme and answer questions about the story. At all key stages they match letters or whole words one at a time finding these from a range of words. Those pupils with more additional learning difficulties match up to three simple photographs and show interest when looking at books.
82. Pupils' achievements in writing are satisfactory, as they were at the last inspection. At Key Stages 1 and 2 more able pupils begin to copy over and then under simple sentences after dictating them to the staff. They increase their pencil control and improve their formation of letters through regular practice. By the end of Key Stage 2 they write in simple sentences, some independently. At Key Stages 3 and 4 pupils write short paragraphs without support and have a knowledge of upper and lower

case and basic punctuation. More able pupils use dictionaries correctly to check spellings. They read back what they have written with expression and the most able pupils express themselves very competently in writing. They write clearly and argue the points they make carefully and logically. Handwriting is neat and in a joined script. Spelling is good. Less able pupils' at all key stages need a considerable amount of support in order to write. They all make marks and try to write the letters of their names. At all key stages writing skills are supported well by the use of word processing on the computers. This has a positive effect on the pupils' attitude to writing and greatly improves the quality of presentation of their work.

83. Pupils with additional special needs make good progress at all key stages. A range of well targeted support systems provide extra help for them, these comprise small group and individual support in class, nearly daily work on a computer-based program to help with letter recognition and reading and spelling programs to help them practise. The teaching of reading is regularly enhanced by the use of information technology. However, there is a limited range of factual research texts that are accessible. Pupils enjoy reading the texts on screen. A number of pupils work independently on the computers, others need the support of the teacher or class assistant.
84. The quality of teaching and learning is good overall and often very good at all key stages. Teaching and learning ranged from good to excellent. In the most successful lessons, across the key stages, planning is detailed and there is good use of ongoing assessment to help teachers plan lessons. Support staff are fully involved and know the objectives of lessons, their contribution is very good. A good understanding of the learning and behavioural difficulties of individual pupils and the ability to manage these leads to a very positive, enjoyable and interesting learning atmosphere and good progress being made. Even reluctant learners work hard! Lessons had few weaknesses. Excellent lessons were observed at Key Stages 1 and 4 and these were typified by a very good knowledge of pupils' abilities, very good use of time and excellent relationships between the teacher and the pupils and between the pupils themselves, which ensures pupils' learning is of very good quality. In these lessons pupils were mature and responsible. Key Stage 1 pupils were helping with daily routines and jobs such as reading the date, changing the weather and working happily together. They knew what was expected of them and because their behaviour was managed to 'perfection' achieved expectations. Key Stage 4 pupils worked very well and were fully involved in discussing the poem 'The Highwayman'. Because the teaching was excellent and the pupils were challenged to think, their reaction was so positive and as a result excellent progress in their understanding of the poem and its use of descriptive language was made within the lesson. Individual education plans are sometimes too broad and do not always focus sufficiently on appropriate short-term learning objectives for individual pupils. The agreed assessment format that focuses on each Key Stages 1, 2 and 3 pupil every three weeks records pupils' progress and informs future teaching. Pupils' progress is consistently recorded and monitored. This has a positive impact on the achievement of the pupils.
85. Other lessons offer pupils a good range of opportunities to practise their English skills. In science pupils draft useful notes prior to writing up experiments neatly. In religious education pupils write about their own personal feelings and in design and technology they record their work. As a result, pupils of all abilities are making satisfactory contributions in writing. The speech and language therapist and her assistant make a very positive contribution to the teaching of communication. They are fully integrated in lessons and work closely with staff, they also teach small

groups of pupils separately on a regular weekly basis. Their high quality of work has a profound impact upon pupils' learning across the school.

MATHEMATICS

86. There has been much development work in mathematics since the previous inspection and this has had a very positive impact upon pupils' learning. Numeracy is an important feature of the work of the school and is covered in all class timetables as well as being an important part of other aspects of the school life. Very good use is made of mental mathematics strategies in almost all the observed lessons. This helps pupils to remember number facts and apply them to work out calculations.
87. Pupils make very good progress in their learning. Pupils with additional special needs make good progress at Key Stages 1 and 2 and very good progress at Key Stages 3 and 4. This is a very good improvement on the findings of the previous report. By the time they are seven, most pupils complete additions of single digit numbers. They recognise the number value of these digits and count to 20 and beyond. They identify two-dimensional shapes and use their correct names. They use mathematical language accurately and use counting on methods effectively to work out subtraction sums. Pupils make good progress.
88. By age eleven, pupils calculate sums that include addition and subtraction of tens and ones accurately. They systematically compile tables of records of favourite colours, eye colour and favourite pets using tallying techniques. They re-organise this information to produce bar charts to identify the most popular choices. Their multiplication skills are carefully developed, more able pupils recording 3×3 , 4×4 , 2×2 and 6×6 as square numbers. They are continuing to secure their two, three, four, five and six times-tables and know that the area of a regular shape is measured in squares. Many use a ruler accurately to measure in centimetres.
89. By the end of Key Stage 3 pupils have made very good progress in their learning and achieve good results. They have a very good understanding of place position to include thousands, hundreds, tens and units. They work accurately to investigate equivalent fractions incorporating one-eighth and they know the relationship between units, the decimal point and tenths. Time-related problems are accurately solved through graphical analysis and pie charts and exercises that include symmetry and perimeter are accurately completed. Pupils solve money problems and early algebraic exercises to include $7 \times [] = 28$ and use formulae to calculate the area of regular two-dimensional shapes.
90. Very good progress is maintained throughout Key Stage 4 and, by the age of 16, pupils confidently apply their mathematical knowledge to a wide range of practical problems. They interpret data using graphical analysis involving timetables and information on the Internet. They cost out the ingredients for meals ensuring that their purchases remain below the budget target. They transfer information onto ledger sheets to calculate the income and expenditure incurred in living in a flat, taking into account Community Charge, rent and other recurring costs. They accurately set out complex addition and subtraction sums to calculate their financial position, and check their results using calculators.
91. There is very good achievement against prior attainment throughout the school and all the current Year 11 leavers completed the accredited course in mathematics with very pleasing results.

92. The wide variation in and the complexity of pupils' learning difficulties result in teachers measuring progress and gains in learning in relation to individual ability. The assessment policy for the subject ensures that three pupils in each class are assessed each week. This has helped the school to measure what the pupils can do and the speed at which they make gains in understanding. This is very effectively supported by the introduction of information technology where appropriate software is available to support the teaching that has its own in-built assessment capability. This enables the older pupils to self-assess their own work and leads to very high levels of interest and application.
93. The quality of teaching and learning is very good throughout the school. This is a very good improvement on the findings of the previous report. Teachers have an excellent in-depth knowledge of their pupils and the resulting lesson planning is very accurately related to their requirements. Where teaching is excellent, challenging question and answer sessions make pupils think mathematically to identify sequences and worksheets have been skilfully designed to meet the pupils' needs to help them gain further understanding. This helps the pupils to sustain their interest and concentration and make the progress of which they are capable. Skilled and enthusiastic classroom support assistants are effectively deployed to work with specific pupils and there are excellent relationships between all adults and pupils in all the observed lessons that move forward with brisk pace. Mathematics is used effectively to prepare pupils for adult life. This gives relevance and meaning to the activities. However, occasionally plastic coins rather than real money detract from the reality of the investigation. Mathematical knowledge is used very effectively in many other lessons, for example, budgeting in life skills, shopping for food technology, measuring in design and technology and data handling in science. This planned consolidation of skills by all teachers ensures very good mathematical learning throughout the school day and not just in mathematics lessons. Teachers have realistic expectations of their pupils and only occasionally is there an over-reliance on commercial printed worksheets. Pupils are managed very effectively with regular changes of activity ensuring that their levels of interest are maintained. Lessons are well supported by appropriate mathematical material which pupils use carefully for the intended purpose. Pupils are taught to use calculators to check their calculations.
94. Mathematics is well co-ordinated across the school. There is an appropriate scheme of work based on the National Numeracy Strategy that provides good guidance for teachers. Lessons have been monitored and planning is regularly monitored. The whole school co-ordinated approach to the subject has been underpinned by recent in-service training. Resources for the teaching of mathematics are good and very good use is made of information technology software to support learning.

SCIENCE

95. The quality of learning in science is good with some very good features. Pupils with additional special needs make good progress at Key Stages 1 and 2 and very good progress at Key Stages 3 and 4. In Key Stage 1 pupils plant bean seeds to watch them grow. More able pupils accurately identify parts of the plant, for example leaves and roots. Pupils of all abilities know that jelly dissolves in hot water and that it solidifies when cold. By the end of the key stage they know the difference between plants and animals. In Key Stage 2 pupils of all abilities know that the Earth is mostly covered by water. They know that whales and fish live only in water. More able pupils know that old ships had sails. They understand that wind can exert

a force. They correctly identify parts of a daffodil and draw the plant unaided. They know that plants need light to grow. Average and less able pupils identify plant parts and names with help and using shapes already cut out and coloured. By the end of the key stage pupils of above average ability understand the difference between those items which are battery driven and those which need mains power. They work co-operatively with partners. Pupils of average ability mix colours to make new ones. They listen well to instructions and complete work with the minimum of assistance. Less able pupils attempt to colour drawings illustrating recent work. They understand the use of a magnifying glass in looking at small insects.

96. In Key Stage 3 most pupils know the scientific names for the parts of plants, for example stamen, anther and style. They examine plant parts using magnifying glasses. Most pupils identify a range of common garden and field plants, for example buttercup and dandelion. By the end of the key stage pupils of above average ability construct an electric circuit with confidence. Those of average ability understand that materials can be changed by melting or mixing with different materials, for example melting lead. Less able pupils enjoy simple experiments and investigations as long as something is seen to happen. In Key Stage 4 pupils of all abilities identify the factors needed for a fair test. They understand the meaning of 'durability', for example a rubbing test was not a fair test because different people might use different pressures. More able pupils know the names of different types of graph, for example block graph. They draw them accurately and unaided. Average ability pupils draw block graphs with some support. They understand the concept of scale. Less able pupils cannot identify a block graph and need support in drawing and labelling one. By the end of the key stage more able pupils successfully and accurately record information and draw conclusions from investigations. Less able pupils record findings in pictures and symbols.
97. There has been very good improvement in all areas of the subject since the last inspection, particularly in the quality of teaching.
98. The quality of teaching and learning is good with some excellent features. Teachers have a very good knowledge of their pupils. Lessons are well planned and learning objectives shared with pupils. Planning is effectively monitored by the enthusiastic co-ordinator. Teachers have a very wide range of class management skills, for example praise, encouragement, reflection and good behavioural management, resulting in pupils' enjoyment and willing participation in lessons; consequently they make great strides in their learning. Teachers' knowledge of science varies between good and excellent. Learning is at its best when teachers transfer their own enthusiasm for the subject to pupils. Very good use is made of review at the end of each lesson. Good use is made of information technology to increase pupils' learning, for example, interpreting data on a laptop computer and recording investigations with a digital camera. Teaching assistants and the technician have a significant positive impact on pupils' learning through providing an appropriate and effective level of support to individual and small groups of pupils. Staff and resources are very well deployed, resulting in the improvement of teaching and consequently learning across the school.

ART

99. Standards of achievement in art are good overall and at Key Stages 1, 2 and 3 and very good at Key Stage 4. The school now makes good provision for art and has made good improvement since the last inspection. Last time art was only observed

at Key Stage 3 but scrutiny of pupils' work and displays, together with consideration of teachers' planning and other documentation showed it to be satisfactory. Pupils throughout the school achieve well, particularly in the practical activities of art lessons. They use paint, crayons and pencils to create bright, graphic designs. Pupils at Key Stage 1 observe the changes made to their tee shirts when they tie and then dye them, showing them off in assembly. They enjoy rubbing textured paper and can match this to their specked frog designs. At Key Stage 2 pupils modify their own designs for a pencil holder, deciding what sort and colour of hair they would like to put on their model.

100. Pupils at Key Stages 3 and 4 put very good practical skills to good purpose. They enjoy their work and use a variety of media to produce, for example, vibrant facemasks in hot and cold colours and designs that shimmer inspired by Indian textiles. They demonstrate a good understanding of model making starting with plasticine and building on their designs to produce plaster of Paris heads for their puppets. They show care when using tools and take pride in what they produce. More able pupils become absorbed in the effects they create; less able pupils, those with additional special needs, concentrate for much shorter periods of time, require more support from staff, are less creative and are not as independent, but they achieve well and do their best. Art makes a positive contribution to the spiritual, social, cultural and personal development of all pupils. Attitudes and relationships are positive and behaviour is good and often very good resulting in an actual advance in learning of skills.
101. The quality of teaching and learning is good overall and very good at Key Stages 3 and 4. Teachers successfully adopt a consistent, patient approach to managing pupils' behaviour; staff work well as a team and are very familiar with pupils' needs. Lessons and activities are well planned and organised. They are significantly improved by relaxed, supportive relationships between all concerned, with the result that pupils readily settle to work and are clear about what they are learning and what is expected of them. In the most successful lessons, the teacher uses a variety of strategies which stimulates pupils to learn, such as cross-questioning, in an open, flexible way and to very good effect. Pupils' suggestions are valued and a very good understanding of the subject enables the teacher to channel the pupils' ideas in ways that develop and consolidate their understanding of such concepts as the facial design of expressions for the different faces of their puppets. The lack of a full range of resources restricts pupils' learning across the subject. The good quality displays that brighten the building and celebrate individual and group achievements stimulate interest and learning around the school.

DESIGN AND TECHNOLOGY

102. Pupils in Key Stages 1 and 2 make good progress designing and making. In Key Stages 3 and 4 the progress pupils make is satisfactory. At Key Stage 1, they experiment through play and use a range of construction kits to build vehicles that they test for speed and count the wheels. Recycled materials are used to make a carousel and dough to make a boat to carry teddy at the seaside. With adult support they can talk about what they are doing and how it works. This work is extended to recognising shapes, matching shape to space, using a computer program. They make good gains in their learning, for example in making choices, understanding relationships between different sizes and shapes and in their manipulative skills.
103. By the end of Key Stage 2, pupils discuss and explain what they are making and how to join materials together. With varying degrees of help they make choices and

assemble their puppets in a variety of ways. They make good progress in understanding the sequence of joining different parts together, in knowing the names of different equipment and developing the skills to use them.

104. At Key Stage 3 using food pupils recognise unfamiliar vegetables and spices. They know the routines and the need for good standards of hygiene and safety in the kitchen. They measure accurately and use a wide range of tools safely. Cutting skills are good and they make progress sequencing different tasks working to time. In the workshop pupils use basic drawings to make their bookshelves. Cutting skills are more precise and simple finishes are used to good effect. A pupil on the mainstream liaison programme in a neighbouring school had the opportunity to experience hot casting with pewter to make a fob with inlaid work. There are no facilities to do this at the school. Design ideas are under-developed and there is no access to information technology, so that plans can be refined and developed to be better used to inform making. There are no clean areas for design work in the workshop and this affects standards of presentation of drawing work.
105. By the end of Key Stage 4, pupils work well on individual projects including wood and food. Pupils plan and develop ideas, which they set out on paper before starting their project. They use different tools and processes well in making coffee tables and boxes. Good progress is made in measuring, marking and cutting to size and the most able pupils get a good finish to their work and are entered for an external accreditation in graphical and material products and food studies.
106. Pupils enjoy working with materials and components to design and make. They share equipment, take turns, listen well and use appropriate language to describe what they are doing. As they move through the school their use of technical vocabulary increases. They look after the equipment well, show obvious pride in their work and respect that of others. It is very apparent that pupils' learning is greatly increased by their very positive attitudes and behaviour in lessons.
107. The quality of teaching and learning is good overall with some excellent features and there is a good range of subject expertise. Where teaching is excellent the planning introduces pupils to an increasing range of materials over the series of lessons and they are presented in an exciting way that invites pupils to use and learn from them. The open nature of the lessons encourages pupils to think more for themselves and encourages some innovative designing. As a result the puppets have tongues, wear glasses and take on the role of friends as pupils perform with them in the theatre. There are clear objectives for all lessons, the work is differentiated and support staff are well briefed as to their roles in the classroom.
108. Teaching and support staff work well together encouraging pupils towards making correct choices and to improve their work. Questioning is used effectively in all key stages to encourage pupils to think about what tools, skills and processes are required for particular purposes and to work with some independence at Key Stages 3 and 4. Resources are well used to support learning but there are no opportunities for working with plastics in the workshop.
109. The specialist accommodation for teaching using food is excellent, it makes a real impact on the pupils' quality of learning and their successes in food technology. The state of this accommodation was an issue at the last inspection. The workshop is not well organised to provide access to machinery and facilities for design work including information technology. The present lack of information technology within the workshop has a negative effect upon the standards of design and drawing produced by pupils. The technology trolley is a good provision in the workshop for

younger pupils and the teaching that takes place in classrooms is very well managed and organised impacting very positively on learning.

110. The co-ordinator is well qualified and experienced in the subject. The curriculum is generally well planned but there is no overview of all planning in each key stage. Assessment of pupils' work is on a 'can do' basis. Teachers have a good knowledge of pupils' abilities and progress but it is not consistently monitored by the co-ordinator. A review of the policy and the introduction of more control linked to buggy making are planned.

HUMANITIES

111. Progress in humanities (geography and history) is excellent at Key Stage 1 and good at Key Stages 2 and 3. At Key Stage 4 lesson observation showed unsatisfactory progress but evidence of work and discussions with pupils revealed that over time progress is good. No judgements were made during the last inspection because of insufficient evidence. At Key Stage 1 pupils find their way to and from the office, they match the weather picture to their direct observation of the weather and know that yesterday's date is 'gone'. More able pupils know the differences between town, country and rivers and understand yesterday, today and tomorrow. Less able pupils have little concept of time but show new pupils around the school and find a variety of rooms. Based on their prior attainment, gains in the learning of pupils with additional special needs mirrors that of their peers.
112. At Key Stage 2 pupils recall their visit to the local church the previous week, they remember seeing the lectern, writing on a wall plaque, the organ, the font and many other things of interest. They recognise photographs of this visit and describe them accurately. Pupils understand the differences between our food and that eaten by the Aztecs. They understand the workings of a volcano and make very simple maps of their classroom and the school. More able pupils remember names of fruit and understand why there are differences in menus. Less able pupils colour fruit pictures and extend their literacy work, comparing the colour of the fruit and the coloured pencils, and matching the words on their sheet.
113. Key Stage 3 pupils know that Benidorm is in Spain and that Spanish is spoken there. They draw a simple sketch map to show how to get to Benidorm from Alicante. More able pupils understand why holidays in Spain are relatively cheap. Less able pupils realise the need to have Spanish money and all know a few relevant Spanish words to buy ice creams and sweets. During literacy lessons good cross-curricular links are made, for example studying World War One poets and such stories as 'Bathtime in the 1920s'.
114. At Key Stage 4 pupils understand the concept of independence as applied to themselves and realise the significance of the Americans desire for independence which led to the American War of Independence. They link geographical information with their work in information technology, compiling a chart of Grand Prix Races around the world. Pupils produce impressive humanities work as part of their 'First Skills' work.
115. Teaching and learning in Key Stage 1 is excellent, good in Key Stages 2 and 3. In Key Stage 4 observed teaching is unsatisfactory, however pupils' good progress over time shows that overall it is good. Where teaching is excellent, planning is at just the right level for pupils' abilities and the pupils are enthused by the teacher

who makes all the activities exciting and a treat, for example finding the office with the register and observing the weather to choose the right weather card. Where teaching is unsatisfactory, for example the causes of 'The Boston Tea Party', too much information is given too quickly for pupils to assimilate it, worksheets are poorly produced and are too complicated for the ability of the pupils. This hinders their learning and causes them to lose interest in the lesson.

116. Teachers' planning is usually, but not always, monitored by the co-ordinator and this can have a negative effect on learning when lessons are taught by non-specialists. The co-ordinator for humanities has only recently become responsible for history as well as geography. Co-ordination is satisfactory overall but history resources need a radical overhaul, some worksheets are very old and dated and do not enhance pupils' learning. The co-ordinator is aware of this and is planning to rectify the situation. There are policies and schemes of work, however, the geography policy is very old. The plans for the forthcoming humanities/multicultural week show that these weeks play an important part in extending the humanities curriculum.

INFORMATION TECHNOLOGY

117. The quality of learning is good in Key Stages 1 and 2 and very good in Key Stages 3 and 4. This is an improvement on the findings of the last inspection when progress was judged to be good throughout the school. Pupils of all abilities make very good progress over time in relation to their prior attainments. Pupils with additional special needs make good progress at Key Stages 1 and 2 and very good progress at Key Stages 3 and 4. Very careful planning in the teaching of skills in small steps ensures this successful learning by all pupils. Pupils' enthusiasm for the subject and their mature behaviour is also harnessed to increase learning skills. At Key Stage 1 pupils use touch screens and concept keyboards to respond to programs. The most able can load and use a program independently. At Key Stage 2 pupils use computers for word processing and load and save with degrees of independence. The most able pupils are beginning to import pictures.
118. Key Stage 3 pupils have better control of the mouse as they enter and store information. They draw on prior learning and develop data handling skills entering information into database cells. They can link what they are doing to situations in the work place.
119. At Key Stage 4 word processing is used effectively for drafting creative writing. Pupils are competent at word processing and the use of art and drawing programs. They use data handling to develop questionnaires as part of the First Skills programme. They can change fonts and sizes of text, centre and make bold, selected pieces of text and use graphics packages to add headings and footnotes. The most able enter for an external accreditation in information technology. In the 1999 examination standards achieved were very good.
120. The quality of teaching and learning is very good overall. Teachers have a very good knowledge of the subject and their pupils. They organise activities appropriately to encourage all pupils to learn and develop skills and expertise in information technology. Basic skills are very well taught and expectations are high. Time and praise are used appropriately to encourage pupils to learn. Lessons are well planned with clear learning outcomes relevant to all pupils, for example, teachers allocate the teaching assistants very well to maximise opportunities for pupils' learning, guiding and encouraging pupils when making choices to encourage

skills of independent learning. They work hard to successfully present pupils with positive learning experiences and to sustain the pupils' concentration. Lessons at Key Stages 3 and 4 especially, end with a good review of learning and progress and relate the processes used to real life applications in the work place. Homework makes a very good contribution to the subject. A pupil in Key Stage 2 regularly takes home symbol work linked to writing. The school trained one of his parents in the use of the software to support his learning at home. Teaching in other subjects encourages the use of information technology especially in mathematics where, in a Key Stage 2 lesson, the information technology work shaped the lesson. The information technology suite provides a very good learning environment and the use of computers boosts pupils' self-esteem, especially of the older pupils who are happy to talk about what they can do.

MODERN FOREIGN LANGUAGES

French

121. French is only taught to pupils at Key Stage 3. The quality of learning is good with some very good features. Pupils of all abilities know the French names for simple foods, for example chicken, sausages, fish and fruit. They count accurately up to twenty-five. They know how to greet others and to say thank you. More able pupils accurately recall words that they have learned previously. They count up to forty-five in French. They know the French names of eating utensils, for example knife, fork and spoon. They participate in role-play when acting out ordering a simple meal from a restaurant. They celebrate each other's success through applauding when their peers do well. Pupils make very good progress in lessons and over time in learning simple conversational French. The subject continues to provide the good standards reported in the last inspection.
122. A French tutor who works very closely with class teachers leads the subject. The quality of teaching and learning is good with some very good features. Lessons are well planned. Activities engage and extend pupils of all abilities. Pupils' behaviour is good with some very good features. They participate throughout the lessons with enthusiasm showing confidence before their peers when attempting to answer questions. They relate well to each other and to adults in the class. This all provides a positive atmosphere that is most conducive to very good learning opportunities. There is good use of the French language throughout the lessons. Time is well used and activities are changed at appropriate intervals to maintain the interest of the pupils. Very good use is made of phonetic spelling to enable pupils to remember the more difficult pronunciations. Pupils are actively encouraged to participate in singing French songs. This has a very positive impact on pupils' learning.
123. The subject is well managed. There is a sound policy in place that is in the process of being rewritten. A scheme of work is in place which is informed by the Programme of Study of the National Curriculum and which provides a relevant and broad experience to all pupils. A newly introduced system of assessment and recording is very effective. Pupils receive a school certificate for progress. This is most effective in promoting interest.
124. There is a good range of resources including model food items. Very good use is made of audio tapes to reinforce learning. The Internet has been used to connect to a French site to enable pupils to experience the culture of France. This makes a positive contribution to pupils' cultural development. Staff and resources are very well used.

MUSIC

125. Pupils make good progress at all key stages and this is an improvement since the last inspection when it was judged to be satisfactory and sometimes good. Pupils are acquiring a range of knowledge about aspects of musical composition, through listening to, and discussing, a very wide variety of music, and through composing and performing their own. All pupils develop a repertoire of hymns and songs. Music is used well in assemblies, where the singing is good.
126. At Key Stage 1 pupils learn to respond to the conductor and develop good skills in playing and recognising percussion instruments. Their confidence increases as they improvise and play along, sometimes playing and singing solo. They respond quickly to instructions to stop and start playing. Pupils develop successfully their knowledge and understanding of music, taught by teachers who are enthusiastic and who plan lessons with skill. Classroom assistants support pupils very well.
127. By the end of Key Stage 2 most pupils know the words and actions to a good number of children's songs and sing enthusiastically and tunefully. They respond rhythmically to different beats and can talk about the sorts of music that they enjoy. They know that they are singing loudly or softly. The most able can sing as a group and some can sing independently, whilst the less able can try to vocalise and follow the teacher's lead; for example when composing original boasting songs about their mother.
128. By the end of Key Stages 3 and 4 the most able are confident when developing their own composition and are confident to perform to the group. Some pupils sing well, pitching and sustaining notes. Less able pupils are more likely to listen and clap along. The pupils experience a good variety of music from a range of different composers and cultures. They learn to recognise particular beats, styles and instruments at an appropriate level and learn to say what they can hear and what they like or dislike. They are able to recognise pop, jazz and some understand what classical music means.
129. The quality of teaching and learning is good overall and sometimes very good, especially at Key Stage 4. It ranges from satisfactory to excellent. Most teachers enjoy the subject, and effectively communicate their enthusiasm. Behaviour is very well managed. Pupils respond well to music lessons, because they have positive attitudes and their behaviour is good they listen carefully and join in with enthusiasm. They enjoy playing instruments and are interested during music lessons, listening well and appreciating the performance of other pupils. Because of this pupils are keen and want to participate in interesting activities so positively learning well in lessons. In the best lessons appropriately high expectations are demonstrated by the use of technical vocabulary. There is a good balance between including all pupils, valuing their ideas and the direct teaching of concepts and skills. Lessons have a good variety of activities to maximise pupils' interest and encourage their learning. In the less effective but still satisfactory lesson the pace was slow and too much time was spent clapping the same rhythm therefore inhibiting the maximum learning possibilities of the lesson. Since the last inspection there have been significant improvements in teaching and learning and consequently the achievements of pupils in music since the last inspection. Music makes a good contribution to pupils' personal, spiritual, social and cultural development. The music therapist provides good extra support on an individual and small group basis. This helps with self-expression and helps to build communication skills.

PERSONAL, SOCIAL, MORAL AND HEALTH EDUCATION

130. The quality of learning in personal, social, moral and health education is very good overall. It is excellent in Key Stage 4. It is a strength of the school. Personal, social, moral and health education is an integral part of all aspects of school life and not delivered solely through dedicated lessons. Pupils of all abilities celebrate the success of their friends, for example in assemblies. They actively enjoy sharing in the school community. There has been very good progress in all areas of the subject since the last inspection.
131. In Key Stage 1 pupils develop a sense of self and an awareness of life around them. They learn to make choices and to take turns, for example at meal times. At the end of the key stage most pupils develop table manners and know how to use cutlery correctly. In Key Stage 2 pupils participate in role-play. They know their own addresses and telephone numbers. They use a phone to dial the emergency services. They know what information the operator requires. By the end of the key stage they develop a sense of care and respect for the environment. They understand the need for tolerance and respect for other cultures.
132. In Key Stage 3 pupils are given sex education in single sex groups. They know the physical changes caused by puberty. They understand the scientific names for body parts. They know the meaning of the age of consent. By the end of the key stage more able pupils enter their personal data onto a computer. They understand the requirement of a dress code. They complete a project about themselves. Less able pupils are encouraged to converse through the use of play. They understand the concept of respect. Pupils of below average ability develop knowledge about personal health, relationships and the needs of those who look after them. In Key Stage 4 pupils of all abilities develop a sense of trust so that they feel confident in discussing sensitive issues, including feelings, with their peers and the adults in the class. They all have an opportunity to work in 'the flat' where they prepare a planned meal from ingredients that they have purchased from the shops. They provide a very positive and welcoming experience for guests who they invite to join them. They are well prepared for leaving school. They express their feelings of loss and gratitude well. By the end of the key stage, pupils of all abilities develop independence, for example they choose their own best work for presentation to the 'First Skills' assessor. They use the telephone, photocopier and facsimile machines well.
133. The quality of teaching and learning is very good overall and excellent in Key Stage 4. Lessons are very well planned. Teachers have very good subject knowledge. They use a very wide range of class management skills. The most effective skill in promoting learning is enthusiasm and encouragement. The attitude and behaviour of all pupils are very good overall. They are excellent in Key Stage 4. Pupils of all abilities show enthusiasm for formal subject lessons. They remain on task and relate well to each other and to adults. They are very supportive of each other; older pupils acting as guides for the younger ones and pupils with good verbal skills encouraging those whose skills are less developed, resulting in very good consolidation of learning for all pupils. Teachers and teaching assistants respect pupils and have high expectations of them. Pupils who have disabilities are encouraged to work and develop to their full potential. Teachers have very good knowledge of the needs and limitations of their pupils. Time is well used with activities designed to interest and stretch pupils of all abilities. Teaching assistants make a very positive contribution to pupils' learning. Personal, social, moral and health education makes a very good contribution to pupils' social, moral, spiritual

and cultural development. Although not yet a legal requirement the school already includes Citizenship within this area. Good examples of this are the work of the School Council, the new community award and a visit from the local mayor talking about experiences in the political world. All lesson plans are scrutinised on a regular basis and in class observation of the subject is part of the school development plan. These activities, with effective use of staff and the very good resources ensure very good learning by all pupils.

PHYSICAL EDUCATION

134. Progress in physical education is good overall. It is very good at the end of Key Stage 2 and beginning of Key Stage 4. This represents a good improvement since the previous inspection.
135. There is very good achievement in swimming and almost all the older pupils in Key Stage 2 compete 50 metres distance swims, which is well above what is expected nationally for their age. Pupils successfully work together to erect apparatus during the gymnastics lessons. They confidently work on the apparatus, safely completing climbing, travelling, rolling and stretching movements. Many pupils have perfected good landing techniques when they jump off benches. The youngest pupils change into physical education kit. They successfully learn how to control a ball, rolling then throwing it accurately to a partner. Some pupils make good progress to confidently catch a large, soft ball against their chests. This shows good improvement in the use of eye-hand co-ordination skills. These skills are very carefully taught individually as well as in groups, ensuring maximum learning potential for all pupils within lessons.
136. At Key Stage 3 many pupils make good progress in athletics skills. They know how to pace themselves when running long distances, breathing efficiently and developing a regular style and stride. They take part enthusiastically in sprint races, successfully employing starting strategies to gain maximum advantage. They are perfecting a sprinting style of running, incorporating larger paces, running through the finishing line to complete the event. In games activities pupils complete throwing and catching routines in both practise sessions and during competitive mini games.
137. Pupils at Key Stage 4 make good progress overall. They successfully develop their passing and shooting skills in basketball and their racket skills in tennis. Many are able to take part in basketball and tennis-related competitive activities. They incorporate the skills they have practised during the early part of the lesson.
138. In leisure skills there is very good achievement. Very good teaching ensures a wide range of activities that engage and enthuse all pupils and enable them to progress at their own level of skill and enjoyment. Year 10 pupils make basic throwing falls and holds in judo. They comply with the agreed etiquette for contests and accurately referee matches. Their achievements are in line with what is expected for their age. Other pupils take part in distance runs organised by the community, performing at a high standard and are being selected for representative honours. Other adventurous activities include sailing, horse riding, rock-climbing and abseiling. Photographs of pupils engaged in these activities indicate that they make good achievement.
139. The quality of teaching and learning is good. It is very good in many lessons in Key Stages 2, 3 and 4. Enthusiastic teachers have good subject knowledge and their

planning identifies the levels of competence and agility of the pupils in their classes, which enables them to reinforce their existing skills and then achieve higher levels of performance. Lessons usually begin with a warm up routine. Learning support assistants are efficiently deployed. They are knowledgeable and effectively support groups of pupils enabling them to increase their competence and performance. This is particularly evident in the teaching of swimming where pupils are able to swim a variety of strokes and confidently respond to the coaching to improve their technique and stamina. Very good positive relationships exist between adults and pupils, this ensures that discipline is positive, behaviour is excellent, and that almost all pupils are keen to take part and be successful. During the inspection many pupils were observed persevering to achieve greater skills. This reflects the very good planning in almost all lessons, the pace at which the lessons proceed and the very good length of time set aside for pupils to practise. In very good lessons staff take part in the activities or demonstrate the techniques themselves. Very good use is made of praise and particularly good teaching techniques include the practice of asking pupils to demonstrate their skills to reinforce what makes a good jump and landing in gymnastics. All teachers understand the importance of exercise and the need to increase heart rate. This is evident in many lessons. Almost all pupils work hard during their physical education lessons either practising on their own, working in pairs or participating in competitive activities. These findings indicate an improvement on those contained in the previous report.

140. The good resources across the full range of physical education activities and staff with specialist qualifications in different areas of the subject have a positive effect on pupils' learning. The school outdoor pool is currently out of commission and pupils have to travel to a local pool, this causes a loss of lesson time. Individual teachers are supported through joint lessons and team teaching thus providing pupils with good levels of expertise and consequently greater opportunities for increased learning. Regular assessments of pupils' performance take place with a very good range of in-house certification to reward achievement and effort. This has a very good effect on pupils' progress and motivation and is a further improvement on the findings of the previous report.
141. The school has participated regularly in a range of sporting activities with other schools and there are many successful adventurous activities undertaken by older pupils on a regular basis. These are usually connected with residential activities and with team building.

RELIGIOUS EDUCATION

142. Pupils' progress overall is good. Pupils with additional special needs make good progress at Key Stages 1, 2 and 3 and very good progress at Key Stage 4. It is sound at Key Stage 1, good at Key Stages 2 and 3 and excellent at Key Stage 4. These findings indicate an improvement on those of the previous report. Pupils develop an awareness of others and recognise the importance of sharing. They become aware of the importance of worship and have insights into major Christian religious festivals.
143. Pupils in Key Stage 2 gain good levels of knowledge of Judaism. They learn of the religious significance of the Scroll, Kippah, that Jewish people worship in a synagogue and that their religious minister is called a Rabbi. They successfully recall these words, which were introduced during the previous lesson. This initial insight is enriched as pupils hear the story of the Festival of Hanukkah. Other pupils

in the key stage do not make the same progress in their learning about the Sikh religion.

144. Key Stage 3 pupils soundly compare the ceremonies of Christian, Jewish and Hindu religions. They identify similarities and differences in dress. Older pupils accurately recount the story of Easter and make very good progress to learn about Christ and the stranger on the road to Emmaus and when He visited His friends in the Upper Room.
145. At Key Stage 4 the oldest pupils make excellent progress as they meditate and reflect on their life experiences and share their feelings as they prepare to complete their education at the school. They make excellent gains in personal development as they reflect on the feelings of people who are permanently injured as they identify how they should act and behave when meeting them. This very effectively incorporates Christ's second great commandment 'Treat others as you would expect them to treat you'.
146. Pupils' achievement is generally good. The quality of teaching is good overall. It is excellent at Key Stage 4. In Key Stages 1 and 2 good planning includes the use of religious sacred artefacts, that are part of the Jewish religion. Pupils are taught to handle them with respect. This stimulates their interest and concentration. There are good links with design and technology as pupils are set tasks to assemble a scroll and include a personal message to a family member or friend. They gain new knowledge of the Jewish religion. Teaching assistants make very good contributions to learning, helping pupils to remain on task and giving support when required. Occasionally lesson planning over-estimates pupils' ability to assimilate the new knowledge and the initial explanation, although accurate, is not supported by appropriate resourcing.
147. The teaching and learning at Key Stage 3 is good. Stimulating accounts of the events before, during and after Christ's crucifixion encourages pupils' attentiveness and emotions provoking the comment 'How could they be so cruel?' Very good questioning helps pupils organise their thoughts and opinions. Effective use of photographs enables pupils to compare ceremonies in the Christian, Jewish and Hindu religions. The attiring of two girls in wedding dresses holds pupils' interest.
148. In Key Stage 4 teaching and learning is excellent. Superb planning and adaptation of organisation techniques successfully promotes pupils' interest and concentration. Skilful questioning engages the pupils in discussion. The excellent positive and trusting relationships between the adults and the pupils encourages frank discussion. This enables pupils to consider such concepts as meditation, explore their feelings and consider the needs of those who have physical disabilities and identify how they can be helped and supported. There are excellent links with personal and social education. The subject makes a very good contribution to pupils' spiritual and moral development.