

INSPECTION REPORT

PORTESBERY SCHOOL

Camberley, Surrey

LEA area: Surrey

Unique reference number: 125474

Headteacher: Joy Nuthall

Reporting inspector: Michael McDowell
1405

Dates of inspection: 8 - 11 May 2001

Inspection number: 213882

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	2 to 19
Gender of pupils:	Mixed
School address:	Portesbery Road Camberley Surrey
Postcode:	GU15 3SZ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Roy Goacher
Date of previous inspection:	14 May 1999

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1405	Michael McDowell	Registered inspector	Religious education English as an additional language	How high are standards? The schools results and achievements How well is the school led and managed?
10329	Brian Sampson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
1769	Michael Holohan	Team inspector	Science Information and computer technology Design and technology	
27409	Susan Hunt	Team inspector	English Special educational needs	How good are the curricular and other opportunities offered to pupils?
14943	Dr. Eric Peagam	Team inspector	Mathematics Modern foreign language Music Art	
3055	Clive Tombs	Team inspector	History Areas of learning for children in the foundation stage	How high are standards? Pupils' attitudes, behaviour and personal development How well are pupils taught?
22948	Mary Vallis	Team inspector	Geography Physical education Pupils who are post-16 Equal opportunity	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Portesbery is a community special school for boys and girls aged from 2 to 19 who have statements of special educational need because of severe learning difficulties. A number of children in the foundation stage attend part-time. There are almost equal numbers of boys and girls in each age group. and of the total of 61 pupils 28 are girls and 33 are boys. On entry pupils' attainments are very low in comparison to national averages. Six pupils, aged between three and eighteen, have profound and multiple learning difficulties. A small number of pupils have additional learning difficulties; these include sensory impairment, physical and communication difficulties and autistic spectrum disorder. The majority of pupils are white but three are from Indian, four from Pakistani and one from mixed race families. There are no refugee or traveller children but the Asian pupils have English as an additional language and three are at an early stage of acquisition of English. Twelve pupils, that is, just under 20%, are entitled to free school meals, which is below average for schools of this sort nationally. The school is maintained by Surrey local education authority and most pupils come from within the county; a small number attend from neighbouring counties.

HOW GOOD THE SCHOOL IS

Portesbery is a good and improving school; it is very well led and managed and has eradicated the serious weaknesses identified at the last inspection that were within its power to change. Achievement and progress across the age and ability range is at least good in most subjects and very good in some. The children in the foundation stage group, and those with profound and multiple disabilities make very good progress. Teaching is never less than satisfactory and, overall, is of very high quality. The school gives very good value for money.

What the school does well

- Children under five, and all in the class of youngest children, make very good progress towards the early learning goals
- Pupils with more profound and extensive learning difficulties make very good progress towards the targets set for them
- Pupils achieve well; they make good progress in developing their communication skills, and they make very good progress in drama and religious education, (RE). Older pupils make good progress in physical education, (PE).
- The teaching is of very good quality and enables pupils to learn very well
- There is excellent support for pupils' personal development and for their spiritual, moral, social and cultural growth and understanding
- The behaviour of pupils and their attitudes to work are very good
- The leadership provided by the head teacher has moved the school forward and promoted very good partnership with parents and with other institutions

What could be improved

- The accommodation; this adversely affects teaching and learning opportunities and poses hazards to the health and safety of staff and pupils

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1999 when it was found to have serious weaknesses. Those weaknesses in matters directly controlled by the school have been eliminated and the school has strengths in areas previously found to be inadequate. Weaknesses in the accommodation have been brought to the attention of the local education authority but, as yet, the major changes required have not been made. Overall, however, there has been very good improvement since the last inspection.

STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	Key
speaking and listening	A	A	B	A	very good A
reading	A	B	B	A	good B
writing	A	A	B	A	satisfactory C
mathematics	A	B	B	B	unsatisfactory D
personal, social and health education	A	A	A	A	poor E
other personal targets set at annual reviews or in IEPs*	A	A	A	A	

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

The school has started to gather information about pupils' performance in order to set whole school targets. It has begun to analyse this data in order to set meaningful targets for improvement in school wide performance in the near future. Individual targets for pupils are set in relation to their statements of special educational need. Pupils make very good progress towards these personal targets. Children in the youngest age group make very good progress towards the goals that are set for early learning. By age 11 pupils are making very good progress in communication including speaking and listening and writing. They make good progress in reading and in mathematics. By age 16 and by age 19, progress in communication, including speaking and listening, and literacy, including reading and writing, is good. Good progress is also made by age 16 and age 19 in mathematics. Across the age range pupils make very good progress and achieve very well in drama and religious education, (RE), and in physical education,(PE), by age16. They also make very good progress in personal, social and health education, (PHSE). For pupils aged 7 to 16 progress and achievement in history is barely satisfactory because too little time is given to this subject and gaps between planned learning opportunities are too long. Students in the further education class have their learning accredited at an appropriate level and they are awarded certificates by a nationally recognised body.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils have positive attitudes to work. They work very hard in their lessons and always try to do their best.
Behaviour, in and out of classrooms	Very good; behaviour both in class and in and around school brings about a very positive climate for learning. There are very few recently recorded incidents of bullying, and none of racism or sexism.
Personal development and relationships	Very good; excellent relationships between staff and pupils help to ensure that pupils develop, from the earliest stage, respect for the feelings of others. Older pupils show significant development of independence.
Attendance	Very good; attendance is higher than for similar schools nationally and unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very Good	Very Good	Very Good	Very Good

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

The quality of teaching is very good. Of lessons observed, thirteen per cent were excellent, thirty four per cent were very good, forty four per cent were good and nine per cent were satisfactory. There is some excellent teaching across the age range. Teaching in the foundation stage is never less than good and is mostly very good. Teaching of English is good overall and very good for pupils aged seven to eleven. This contributes to the good development of pupils' communication skills throughout their time at the school. The teaching of English is supported by fresh approaches provided by the National Literacy Strategy; reading and writing develop well so that by the end of their time in school many students have acquired a useful sight vocabulary that is helpful to them in social situations. Teaching is consistently good in mathematics and pupils are able to make use of their developing numeracy skills in a range of social contexts. In science teaching is good and it is very good for those aged eleven to sixteen. There is a carefully planned programme of personal, social and health education that is very well taught. Pupils, as a consequence, have a more secure grasp of how they should behave and the cues that they should respond to so as to act appropriately in social situations. Teaching of pupils with more profound learning difficulties is well informed by the principles of sensory education and is of very high quality. Pupils who have English as an additional language have their needs well met by individual support that acknowledges and meets their communication needs. Very good use is made in this context and throughout the school of additional communication techniques that include signing, picture exchange and symbols. The school meets the needs of all its pupils effectively. Teachers plan their lessons well and have very good knowledge of their pupils. Individual education plans help to target work more precisely to pupils' need. Assessment is carefully used to ensure that lessons have sufficient challenge and for older pupils self-assessment is used to enable them to understand what they have accomplished and consolidate learning. Classroom support staff play a vital role in ensuring that all pupils are able to take advantage of the learning opportunities offered. It is not always appropriate to set formal homework but the school communicates well with parents about areas for development that can be furthered by additional practice or help at home. In those lessons that were judged to be satisfactory, the principle shortcomings were failure to make full use of all opportunities to reinforce learning, and insecure judgement about use of time and the balance of activities within the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; in mathematics, drama, PE, RE, PSHE and for those in the early years or with profound and multiple learning difficulties learning opportunities are very good. There is sufficient time in the school day for pupils of all ages and time given to English, mathematics science and information and communications technology, (ICT), is also sufficient. However, history is not taught with sufficient regularity throughout the year.
Provision for pupils with English as an additional language	Good; well established practices and good relationships between the school and the families of those who have English as an additional language combine to ensure that their communication needs are met.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent; pupils' spiritual development is very strongly supported by daily acts of worship in which all participate. Over their time in school pupils learn from the adults who teach and care for them an understanding of right and wrong and they develop their awareness of being a member of a group. There are outstanding opportunities provided both through the curriculum and more informally to learn about and experience aspects of many cultures.
How well the school cares for its pupils	Good; the performance and development of pupils is monitored consistently to establish how well they are progressing. They are well supported and excellent procedures encourage the pupils to behave as well as they can. Procedures for ensuring child protection and welfare are very good. The accommodation deficiencies do on occasions lead to difficulties in ensuring the health and safety of pupils.

The school enjoys the confidence of the parents; it is effective in keeping them informed about their children's progress and working along side them to meet children's needs. Very effective links with the community make a strong contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good; the leadership provided by the head teacher has proved to be very effective. She is well supported by the senior management team. While staffing is good with sufficient qualified and experienced teachers to meet the needs of the pupils and the demands of the curriculum, accommodation is poor and limits curriculum opportunities.
How well the appropriate authority fulfils its responsibilities	Good; the governors carry out their duties effectively and oversee the school's performance well.
The school's evaluation of its performance	Very good; a performance management policy is in place and targets have been set for the head teacher by the governors. Data to support whole school target setting is being systematically gathered and analysed. The achievement and progress of individual pupils is systematically kept under review. There is a clear, costed and manageable school improvement plan.
The strategic use of resources	Very good; despite the constraints imposed on the school by the restrictive nature of its accommodation it makes very effective use of its resources and strives to ensure that it gets the greatest possible benefit from expenditure.

There is insufficient provision to support the curriculum for secondary age pupils and rooms are too small to manage incidents when they occur. Storage facilities are inadequate and use must be made of corridors to store the range of equipment necessary to support the pupils' mobility and posture. This practice is hazardous.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That the teachers were approachable.• Their children liked the school.• That the teaching was good.• That the school had high expectations of their children.	<ul style="list-style-type: none">• Children should have more homework.• The school should provide more extra-curricular activities.• A small number felt that the school could work more closely with parents.

The inspectors agree with the positive judgements made by parents. In respect of the criticisms made, they believe that the school has the balance right in terms of homework but agree that it should make its policy more clear. They acknowledge the difficulty in providing extra curricular activities when all pupils are transported to and from the school but feel that an extension of these should be explored. Inspectors judge that the school tries hard to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The last inspection reported that pupils, after a good start in the foundation stage, made satisfactory progress until the age of 7. Thereafter progress was less secure and by the age of 14 their overall progress was unsatisfactory. Good teaching and high levels of individual attention revived achievement and progress for pupils beyond this age, and they became satisfactory once more. Achievement and progress for post-16 students were good.
2. There has been a significant improvement in the progress made by pupils across the age range. This is particularly the case for those aged 11 to 14. These pupils now achieve well and make progress that is, at least, good. These improvements stem from improved management of the curriculum and teaching that is more securely based on accurate assessment of what the pupils are capable of achieving.
3. A very good start is made in developing communication skills in the foundation stage; pupils up to the age of 11 continue to achieve very well and they make very good progress in their English. Their skills in speaking and listening, and reading and writing develop at a very good rate. Standards have improved well since the last inspection. Speaking, listening and communication skills were, for example, used extremely well in a lesson where pupils enacted animals, swinging their arms for the elephant's trunk or opening and shutting them to signify the great jaws of a crocodile.
4. For pupils ages 11 to 16, progress and achievement in English are good; again, an improvement since the last inspection. As writing skills develop, pupils' ability to hold and use pencils improves. In lessons with pupils up to age 14, writing by copying or writing over the teachers' marks is practised. Pupils choose books from the book trolley and they enjoy the experience of rehearsing the text and pictures with an adult. A minority of higher attainers read simple words and sentences. A larger group copes well with text that includes symbols. Skills in speaking and listening, and reading and writing develop well. This good progress continues so that by the age of 19 pupils have developed useful communication skills, and in many cases, a sight vocabulary that aids them in the world beyond school.
5. Achievement and progress in mathematics are good; this is an improvement on the standard previously reported. From the age of 5, pupils steadily develop their mathematical knowledge, skill and understanding. Lessons, especially for younger pupils, have been improved by the good practice found in the National Numeracy Strategy. These are used in practical daily routine activities to give learning impact and meaning. Pupils make good progress towards identified individual targets; the younger ones identify common two-dimensional shapes and count out sweets, matching one to one, up to five. Older pupils, by the age of 16, add and take away numbers below ten with accuracy.
6. Pupils across the age range make good progress in science. This is an improvement, particularly for those aged 11 to 14, where standards in science were previously found to be unsatisfactory.
7. In art, design and technology, geography, information technology, and music, achievement and progress for pupils of all ages are good. Pupils make very good progress in religious education, drama and personal, social and health education. In physical education, the good achievement and progress up to the age of 14 becomes very good thereafter as pupils extend their gymnastic skills in activities such as trampolining. Standards in French were highlighted in the last report as being exceptionally good. Too little teaching and learning was seen in the subject to make a full judgement about achievement and progress on this occasion. However, it was clear that pupils make good gains in developing their French vocabulary. Too little time is given to history; the evidence of pupils' past work suggests that standards are satisfactory.
8. Pupils across the age range make very good progress towards attaining the targets set for them

in their individual education plans.

9. Pupils with more profound learning difficulties make very good progress as they respond to the very good sensory curriculum they are offered. The small number of pupils who have English as an additional language achieve well and make good progress. They are greatly assisted by the high level of knowledge of their individual communication needs that teachers, and those who work with them, bring to their work.
10. In the further education group, students aged 16 to 19, work towards accreditation of aspects of their learning by the Award Scheme Development and Accreditation Network, (ASDAN). They undertake modules on themes, such as “starting out” and “towards independence”. They achieve success in these and their achievement is good in courses that provide them with suitable challenges.

Pupils’ attitudes, behaviour and personal development

11. Pupils’ attitudes to school are very good and make a positive contribution to the very good progress they make. All pupils, including those under five, those for whom English is an additional language, and those with profound and multiple learning difficulties, display very good attitudes to learning. Pupils like school. They arrive smiling and cheerful and with a sense of anticipation. They are delighted to be greeted by the support assistants at the door and to meet their friends again. They show an awareness of being loved and valued. In all lessons, they settle quickly to work in familiar routines and show an interest in whatever tasks are set them. Pupils listen attentively, respond readily by eye contact, gesture, signing or speaking and work hard to perfect skills in a range of subjects and respond to challenges with growing confidence and responsibility. They treat books, science and information technology equipment and musical instruments, with care and take great pride in sharing their news and achievements with the rest of the school at assembly.
12. Pupils’ behaviour in lessons, around the school, and when out in the community, is very good. This ensures that they make the most of all learning opportunities. Exclusions are rare. No incidents of racism, bullying, or damage to property were observed. On the contrary, pupils are polite and show respect and tolerance for one another. This is particularly noticeable in the understanding pupils show to those who at times display some challenging behaviour. At a very early age pupils are clear about the way they should behave. All pupils, including those from different minority ethnic backgrounds mix well, both in class, at breaks and at lunchtimes. On the playground they show an awareness of others as they use scooters and tricycles or play football. On the adventure playground, they wait their turn and play co-operatively. The pupils conduct themselves well around school, moving in an orderly manner. They are prompt to lessons. They meet quietly for assembly and sit patiently listening to music. Pupils are courteous to visitors, engage them in conversation and are concerned about their welfare. All staff use effective and consistent strategies, praise and encouragement to promote positive behaviour.
13. Pupils’ personal development is very good. On entry to the school the very youngest pupils have under-developed personal and social skills. As they move up through the school they become more independent and take a more active role in day-to-day life of the school. Very young pupils, for example, are trusted to take the class register to the office. Older pupils help clear up after dinner or take responsibility for looking after parts of the school. One nine year old pupil very proudly showed an inspector around the sensory garden and pointed out the plants he had helped grow in the poly-tunnel. Initially shy and making no communication and eye contact, he positively blossomed in confidence as the tour finished. “And this,” he said, looking the inspector firmly in the eye, “is a watering can!”
14. Relationships between staff and pupils are excellent and contribute to pupils’ achievements and very good behaviour. There is a mutual respect between pupils and all adults, which underpins the ethos of the school. Pupils hold adults in the school in high regard and respond positively to them. They feel valued by the staff and they themselves value other people and the school. They show by their attitude and behaviour that they identify with, and feel part of the school community. Pupils are prepared to try, to risk failing and to work hard, knowing that their best contributions

will be valued and their achievements, no matter how small, will be celebrated.

15. The school has maintained the high standards in pupils' attitudes, behaviour and personal development noted in the previous inspection. This along with the excellent relationships that exist amongst all members of the school community is a continuing strength of the school.
16. The attendance at Portesbery School, for the most recent reporting year, is very good and a significant strength of the school. It has improved considerably since the previous inspection and is now well above that of similar schools nationally. Apart from occasional lateness, caused by unavoidable hold ups in transport, the majority of pupils arrive at school and go into classes on time and most lessons commence promptly. Pupils are absent only with very good reason. This very good attendance contributes considerably towards the successful learning of the pupils at the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. There have been very significant improvements in the quality of teaching since the last inspection, when fifteen per cent of the teaching was judged to be unsatisfactory. Appointments to the teaching staff have improved and strengthened the teaching. Now the quality of teaching is very good overall. During the inspection teaching was excellent or very good in just under half of lessons and it was good in most of the remainder. As a result, pupils of all ages achieve well consistently across a range of subjects. They make very good progress in the foundation stage, and by age 19 in their communication skills and personal development. Those with profound and multiple learning difficulties also make very good progress.
18. High quality teaching is a consistent feature of all lessons in the foundation stage and in the class for pupils with profound and multiple learning difficulties. Teaching is also very good in science for pupils aged eleven to sixteen and in English for pupils aged five to eleven and post-16. It is also very good in physical education and personal and social education for students in the further education class. There is consistently good teaching in all other subjects with the exception of history where no judgement was possible.
19. Teaching in English is very good overall and very good for pupils aged five to eleven and post-16. Teachers take full advantage of all opportunities in the whole-school curriculum to reinforce pupils' language and literacy skills. This is especially so for communication, speaking and listening, when all staff provide good models of spoken language, consistently sign and make good use of rebus symbols. As a result pupils communicate with confidence and enjoyment. The school's strategies for teaching literacy are good and have a positive impact. Rhyme, rhythm songs, drama and role-play are frequently used to consolidate learning. Teaching in mathematics is consistently good because of clear curriculum planning that is linked to targets in pupils' individual education plans. The school has successfully implemented the National Numeracy Strategy and numeracy skills are consistently reinforced across the curriculum and during registrations. In science, pupils up to the age of eleven make good progress and progress is very good for older pupils. A particular feature of science is the care taken to include pupils with profound and multiple learning difficulties in the science curriculum through a range of stimulating and interesting activities
20. The strength of teaching owes much to the seamless teamwork between teachers and support staff, therapists and the school nurse. For example, teachers, support staff and physiotherapists work as a team in the hydrotherapy pool to provide pupils with profound and multiple learning difficulties experience of varied movement that maintains their muscle tone. The speech therapist enhances pupils' language with carefully focused activities. The nurse is at hand to provide medical expertise to those pupils with high dependency needs and this gives teachers, pupils and parents confidence.
21. Detailed planning linked to targets in pupils' individual plans and the provision of activities well matched to pupils' needs are a feature of all very good teaching. Teachers' have good subject

knowledge and very good knowledge of pupils' special needs. This enables them to plan suitably challenging activities, to teach with confidence and to manage pupils' behaviour positively. Thorough preparation of resources beforehand means that lessons flow and learning is not interrupted. Lessons start on time and the pace is good. Effective use is made of a range of methods and resources to enhance learning and motivate pupils. Role play and drama for older pupils promotes their inter-personal skills, skilful questioning challenges them to think and team games develops their awareness of the conventions of fair play, honest competition and good sporting behaviour. Music is often used to set the tone of lessons. Pupils use drums to help beat out their names. Resources are used well; for example, a bag of objects is used to extend pupils' manipulative skills, tactile experience and early mathematical language and a range of switches enable pupils to control and operate sensory stimuli and activities.

22. Teachers use good assessment procedures to monitor pupils' progress in all subjects. Individual education plans are used well. Older pupils and those in the further education class are developing ways of recognising what they have learned. Good oral feedback at the end of lessons encourages them to be more involved and responsible for their own learning. Good use is made of photographs to demonstrate and record pupils' progress and achievement. Homework makes a satisfactory contribution to consolidating and extending pupils' learning but will be more effective when a whole school policy has been agreed.
23. The teaching of pupils with additional special needs and those with profound and multiple learning difficulties and English as an additional language, (EAL), is very good. These pupils make progress in line with other pupils. This is because teachers plan to meet individual needs and adapt their resources appropriately. Although there is no specific additional support for EAL pupils, teachers incorporate in their lessons many opportunities for them to develop their speaking and listening skills in English and they provide good models of spoken and signed language and make all pupils feel welcomed and valued. Teachers are assisted in their work by the appropriate use of technological communication and some mobility aids. There is also very good support and expertise from therapists and the school nurse.

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

24. Since the last inspection there has been a distinct improvement in the quality and range of learning provided for all pupils and students in the school. There is now a developing whole school framework for curriculum planning and recording pupils' achievements. The school now offers all the subjects of the National Curriculum as well as personal, social and health education and religious education.
25. The curriculum is very good for pupils in the foundation stage, pupils with profound and multiple learning difficulties, and students in the further education class. The provision for pupils from five to 16 is very good in mathematics, drama, PSHE and religious education. It is good in English, physical education, design technology (DT), and science. Although provision is good in information and communication technology (ICT) there is a need for the further development of the use of ICT across the curriculum. The curriculum is satisfactory in geography and history, however the pattern of allocation of time to history is such that it does not give pupils the best chance to benefit from their learning since it is not taught every term. Provision for modern foreign language (MFL) is satisfactory but there is too much material in the planned units to make full coverage possible. In art and design there is a good, broad programme of activities but lack of specialist accommodation limits the range and scope of activities that can be offered.
26. Since the last inspection teaching time is at the recommended level for all pupils and students. Policies and outlines of what is to be taught are in place and the head teacher and her staff have worked extremely hard to improve planning and the quality of the curriculum. However, the school timetable does not clearly display the nature of all planned lessons or their time allocation. This makes overall monitoring of the curriculum for balance difficult. Good use is made of Makaton, signing and the picture exchange communication scheme. Training has been jointly planned and

presented by the speech therapist and staff. As a result of this, communication skills are a strength of the school.

27. The provision made for PSHE is very good and now includes sex education for top primary and secondary pupils as well as for students in the further education class, which is an improvement since the last inspection. There are lessons about the misuse of drugs and other matters relating to health. A large part of the middle of the school day is devoted to personal and social skills with detailed eating plans and toileting programmes for the pupils and students who need these.
28. Students who are in the further education class follow the ASDAN programme of study, and there are plans to extend this to pupils aged 14 to 16. There are, however, no accredited courses in literacy and numeracy, for example the certificate of educational achievement; for those few pupils who might be able to make use of such opportunities.
29. The school has continued to develop the National Literacy Strategy and has introduced the National Numeracy Strategy, adapting them to pupils' individual needs. However, not all staff have received full and relevant training in these vital strategies.
30. The content of lessons is well planned to match the different needs of pupils. Pupils are given a wide range of high quality learning opportunities that reflect the schools' aims and values. All pupils have statements of special educational needs and suitable individual education plans, (IEPs). Targets in these plans are clear in English, mathematics and PSHE. All statements and IEPs are reviewed regularly with good involvement from outside agencies and parents.
31. The school provides well for the needs of pupils with additional special needs. Pupils who have profound and multiple learning difficulties, and those with autistic spectrum disorder are well catered for and staff work hard to ensure that they have the same opportunities as others to learn and succeed. However, due to inadequate accommodation, it is not always possible to ensure that all pupils get full access to what is being offered.
32. There is a good provision for careers education, with good input from the careers service. Very good relationships with the community and partner institutions such as work experience providers help to enrich the curriculum. One further education student helps a caretaker at a local mainstream school each week, others work in local charity shops, and in a nearby leisure centre. Further education students attend local college courses at Guildford and Farnborough and there is an excellent provision for drama for three students from the school each week at a nearby adult training centre.
33. Provision for inclusion is excellent. There are links with Collingwood Sixth Form College and some primary aged pupils attend Bisley Primary School for half and full days through the week. Pupils and students from France Hill School and Guildford and Farnborough College visit the school to present drama and sport workshops and work with the pupils and students.
34. The local community is used very well, for example there are links with the local police force and churches involving visits to the local police station and High Cross Church. The school is well supported by outside agencies. There are regular visits by a physiotherapist and input from a speech therapist three days per week. This has helped increase the accessibility of the curriculum to all pupils and it has improved communication. There are summer playschemes run by MENCAP and the army have built and maintained an adventure playground in the grounds of the school. People who work at the local police station are very involved with the Christmas and Summer Fairs. Pupils and students have close contact with local charities raising funds for them by holding sponsored silences, red nose days and collecting harvest produce for a home for elderly people. Every year local people attend the school's Christmas production and carol concert.
35. The school has an annual residential trip to France and visits to the Millennium Dome and a bird sanctuary have taken place. Provision for extra-curricular activities is difficult because of transport problems, but football and athletic fixtures after school have taken place.

36. The school makes excellent arrangements to promote all areas of pupils' personal development. This represents an improvement on the previous inspection where most aspects were very good but there were shortcomings in the provision for social development.
37. The excellent provision for spiritual development includes a significant contribution from assemblies and religious education lessons. They sensitively and consistently offer experiences and knowledge that are carefully matched to the level of understanding of pupils whilst reflecting the high aspirations the school has for its pupils. Acts of worship are included in planned activities and presentations. This creates a climate where worship is seen as a natural response to the sense of wonder promoted. Pupils develop an awareness of the importance of special places and special times in a range of societies through religious education. Music is very well used to support reflection, especially when pupils are invited to explore the feelings engendered by a particular piece, and to provide moments of calm in assemblies and lessons. The sensory room is very effectively used to provide profoundly handicapped pupils with a range of pleasurable experiences to which they are able to respond. Pupils enjoy the sensory garden and are enthralled by the colours, scents and movement they find there.
38. The school achieves a very high level of success in promoting moral development because of the highly moral climate the staff create. The very good PSHE programme provides an excellent basis for pupils to explore moral concepts and apply them to situations both real and imaginary to test their understanding. Staff provide excellent role models, both in their behaviour and in the way in which all rules and expectations are explained by reference to the effect of behaviour on other people and the school community. Pupils have a clear awareness of right and wrong and consistently choose to do what they know to be right. Their relationships are characterised by a high level of concern for one another and a clear wish to be supportive.
39. At the time of the previous inspection, while provision for social development was satisfactory overall, there were significant shortcomings in the range of opportunities for younger pupils to take responsibility. There was also limited provision of education about sex, drugs and alcohol. These issues have been effectively addressed and this, together with other improvements, result in excellent provision for social development. Planning in PSHE ensures that pupils have good opportunities to examine the basis for successfully living together. In subjects such as music, physical education and drama, pupils learn and practise turn taking and sharing. Further improvements in work experience arrangements, including a carefully graduated progression from 'internal' to 'external' placements, increases pupils' social confidence. This is further enhanced by the opportunities for independent travel and the use of a mobile phone to keep in touch with the school. As a result, pupils show high levels of confidence and feel secure when working away from the school. Very good opportunities to relate to mainstream pupils and students further extend pupils' social experiences. The recent moves to create distinctive primary and secondary climates has improved the social development of older pupils through providing greater scope to demonstrate maturity and it has provided opportunities for younger pupils to take responsibility within the primary department. Post-16 students have a formal task rota and assist in preparing the dining room for lunch for younger pupils. One effect of the well-established and widespread use of Makaton signing is the extent to which pupils with language choose to use signing to communicate with their friends who do not have language. Curricular and other visits, including residential, provide very good social experiences, as when pupils were invited to a party at a local restaurant. Pupils, staff and parents participate enthusiastically in charitable fundraising as with the recent Comic Relief appeal, which raised over £300.
40. The school makes excellent provision for pupils' cultural development, providing a very good range of opportunities to experience their own and other cultures. Music, art and drama are well used within the school to enhance pupils' awareness and understanding. When music is used in lessons and assemblies, staff talk about it and draw pupils' attention to salient features. Works of great artists are used as models for group painting for pupils with profound learning difficulties, as well as in the overall art programme. Visits and visitors enhance pupils' life-experiences as with the visit by younger pupils to the Millennium Dome last year and the work developed through the links with Kingston University.

41. There is very good provision to promote pupils' awareness of other cultures. Studies in geography, such as the work on Mim in Ghana, enable pupils to compare it with their own community. Work in religious education provides a very good range of cross-cultural experiences and leads to an understanding of beliefs, practices and symbols from a range of major world faiths. Pupils have an excellent opportunity to experience French culture through the way it is taught and also from their visits to France. The school ensures that pupils have access to a wide range of religious and other artefacts, including musical instruments that reflect a very wide range of cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has very good procedures for child protection and for ensuring the welfare of its pupils. These procedures have been improved and this has raised the high standard commented upon at the previous inspection.
43. The head teacher is the named person for child protection and has received appropriate training. The remainder of the staff have received in-house training and are clear about their responsibilities towards the children. The school works very closely with local social services and maintains its own written policy on child protection, which reflects local priorities. An up-to-date incident book is kept.
44. The school's health and safety representative, together with relevantly trained governors, ensures that very regular risk assessments are carried out around the school for all situations. Details are well documented and the school maintains an up-to-date written health and safety policy. All of the school's portable electrical, physical education and fire equipment is checked and the procedures are recorded. The school holds regular emergency escape exercises and all routes from the school are well marked and accessible. A number of health and safety problems arise because of the unsuitable accommodation and these are recorded; for example, there are insufficient toilets for pupils and staff, and those in place are not fully adapted to meet the needs of pupils with additional physical difficulties. Pupils who could be more independent if they had specialist toileting facilities, are denied this opportunity. Except for the sensory education class, toilets do not possess hoist facilities. This makes it necessary for staff to lift and handle pupils in conditions that are unsafe.
45. Because of very limited space around the school, the arrival and departure of pupil transport at the start and end of the school day involves complex organisation and it is unsafe. Three classroom doors open onto a busy car park, which is an unnecessary hazard. Sliding fire doors, which can be easily opened by pupils, have to be locked and this contravenes fire safety regulations. There is no separate area for early years pupils to play, which limits their opportunities for social and physical development. The further education class is uncomfortably overcrowded. This limits what can be attempted and restricts the methods of teaching that can be used. There are ridges in doorways that make it difficult for wheelchair bound and frame-walking children to cross. Organising entry for these pupils reduces teaching and learning time.
46. The school nurse is full-time and knows the children's needs well. Each class has a list of all of its pupils' special needs and there are up-dated medical sheets. The school maintains very efficient accident and medical procedures and all staff are trained in first aid. In addition to the resident nurse, physiotherapist and other specialist staff, the school makes very good use of outside professional help. This includes teachers for pupils who have hearing and visual impairment, the educational psychologist, social workers and speech and language therapists. The local police make visits to talk about 'Stranger Danger' and road safety. All school meals are cooked, served and consumed in very hygienic conditions. The quality of care that can be provided is adversely affected by the limitations of accommodation. The school does not have a specific medical room for sick pupils. When, during an observed lesson, a pupil became ill and had to be laid on the floor, there was not enough room to do this without moving the class and interrupting learning. Also, the lack of physiotherapy facilities leads to inappropriate and constrained activity.
47. The school has very good procedures for monitoring and improving attendance and these

procedures are reflected in the very high attendance rate at the school. The school has an efficient lateness routine and on the rare occasions when pupil transport is late the school records the incident. When it is required, good use is made of the local educational welfare officer.

48. Procedures within the school for monitoring and promoting good behaviour are also very good whilst those for monitoring and eliminating oppressive behaviour are excellent. These systems improve upon those favourably reported on in the previous inspection. The school has clear detailed home/school agreements of which all parents are well aware. The school's written behaviour policy is very clear and well adhered to by the staff. Where necessary, time limited behaviour management plans are set up for individual children. Management within classes and supervision at playtime, lunch-break and during visits out is very good and account for the very good behaviour witnessed during the whole inspection.
49. The school has successfully addressed the issues identified in the previous report. Very good progress has been made in developing systems that both support pupils' behaviour and carefully monitor their progress. At the time of the previous report assessment was judged to be unsatisfactory, it is now consistently good. This represents very good progress since the previous inspection.
50. The senior management has put in place a uniform system for promoting pupils' personal development and monitoring their progress. Targets for the pupils' individual education plans are carefully considered and make realistic assessments of the pupils' abilities. The school's emphasis on all pupils making progress is reflected both in the good use made of targets in lessons and the frequency with which they are reviewed.
51. The targets for pupils' personal development are clear and precise. They are clearly aimed at developing pupils' independence and have an equally clear focus on developing pupils' social skills. The system of inviting parents' suggestions as to the content of targets is a significant feature of the system.
52. Whilst assessment systems are firmly embedded in the core subjects of numeracy, literacy, science and information technology, in other subjects they require future development to ensure the same level of accuracy.
53. There are some pupils who require behaviour management plans. In the previous report it was judged that they failed to provide targets and strategies to improve behaviour. This is no longer the case. The quality of behaviour targets is very good and this is reflected in the very good behaviour of pupils and the absence of bullying or other inappropriate behaviour. Despite this, however, there is a need to further develop the system of devising targets to ensure a consistent school wide approach

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents of pupils at Portesbery think that this is a very good school. From the views expressed at the parents' meeting and observations on the returned questionnaires, parents state that their children like the school, that behaviour is good and that their children are making good progress. It is the parents' belief that the teaching is good, that the school is well led and managed, and that their children are being helped to become more mature and responsible. They are pleased that their children are expected to work hard and do their best. They generally confirm that the school works closely with them to keep them well informed of their children's progress. Parents are very comfortable about approaching the school with any question or problem. A minority of parents questions whether sufficient homework is given and whether the school provides an interesting range of activities outside the classroom. The school does, in fact, give home tasks, when appropriate, and provides a range of extra-curricular activities. Parents generally agree that the school had improved since the previous inspection.
55. The quality of information provided by the school for its parents is very good. Before children join the school, the early years teachers visit their homes. Parents receive a regular newsletter and

copies of the prospectus and governors' report. Parents receive an end of year report, a report for annual review of statement, a home/school agreement which includes homework and behaviour policies, and copies of 'Fun Learning at Home' and 'Sound Learning – I can do'. Videos, books and other learning aids are available on loan from the school's resource centre. The school has an "open door" policy for parents, and, within the school there is a notice board that is well used. The school supports parents very well, giving them training in Makaton and the Picture Exchange Communication System. In addition, the speech and language therapist regularly explains to parents how she is helping their children. There are parent evenings in the summer term and, recently, there has been an evening on the dangers of drugs and substance abuse.

56. The contribution of parents to children's learning, both at school and at home, is very good. There is good attendance at pupils' annual reviews and parents make positive comments about individual educational plans. The secondary classes have awards at the end of every term and the presentations are well attended by parents. Some parents regularly help with swimming, visits and sporting events. The very energetic parent teachers association is well appreciated by the school. Due to considerable funds raised by them the school has received financial help towards the new play area, swimming changing rooms, blinds in early years classrooms and various classroom resources. Parents are very enthusiastic in helping their children with any homework. The impact of parents' involvement on the work of the school is very good.
57. Overall, the school has very effective links with parents. These links contribute directly, and very successfully, to the good quality of pupils' learning

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Leadership and management of the school are very good; there has been a great improvement since June 1999, when the last inspection found the school to have serious weaknesses, primarily because of failings in this area. It was considered at the time that the school had failed to put right the deficiencies identified in an earlier report and the governors, head teacher and senior managers had accomplished too little in the time between inspections. Specific criticism was made of the monitoring and managing of the curriculum, which was held to be ineffective.
59. The appointment of a new head teacher has galvanised leadership. An action plan to address the serious weaknesses identified was rigorously carried out and the major issues were resolved.
60. The head teacher has a clear understanding of the direction that the school must take to achieve its educational priorities. To ensure that this vision is shared by all, a plan for school improvement has been developed; many of the specific targets within this plan are well on the way to being achieved. Specific measures to improve management have been implemented. A senior management team, which includes the deputy head teacher and experienced teachers who work across the age range, has been set up. Two departments, primary, (including the foundation stage), and secondary, (including further education), have been established, each led by a member of the senior management team. These measures have proved effective in improving communication and have enabled the priorities and needs of key areas of work to be balanced within a broader view of the needs of the school.
61. The structures for management have been further strengthened by increased clarity about the role and requirements of subject co-ordinators. The outcomes of teaching and learning are now monitored. A policy for performance management has been put in place that involves the sharpening of job descriptions for co-ordinators and the setting of performance targets. Progress towards these targets is reviewed. There are well-advanced plans for co-ordinators and senior managers to observe teaching and learning. However, all these measures have increased the confidence of the staff and this is reflected in the purposeful and buoyant attitudes they display in carrying out their roles.
62. The school is now in a very good position to evaluate its own performance and to take action to rectify areas of comparative weakness. It has begun to collect and analyse data derived from suitable performance scales. These scales enable very small steps in knowledge, skill and

understanding to be recognised. Using this information, the school will be able to set appropriate targets for improvement.

63. The governors are active and take strategic planning and overseeing the work of the school very seriously. They regularly visit the school and observe teaching and learning. They have restructured to form the full range of committees required under recent legislation and all meetings are minuted. They are knowledgeable about the school and identify its strengths and weaknesses accurately. The school improvement plan, which properly identifies the major priorities, was drawn up with their input. They are aware of matters of management that remain to be tackled, for example, the development of a strategy for inducting new staff members and of a policy for inclusion that deals comprehensively with the needs and interests of minority groups. They are effective in their role and fully carry out their legal responsibilities.
64. The budget is well constructed in response to the indicative figures given by the LEA. It allocates resources soundly in a way fully reflects the school's educational priorities. A substantial underspend of 7% in the previous budget has been reduced to just above 5% this year. This still leaves a sufficient sum for contingencies. In making its spending plans and in its purchases, the school is mindful to ensure that it spends money wisely and to a planned purpose. It makes very good use of its resources.
65. The school has a list of general aims; it reflects its commitment to these in its work. They have not been recently reviewed in order to set aims that are achievable, measurable and linked to specific educational benefits for pupils.
66. Administrative staff make a strong contribution to the school's effectiveness. Unobtrusive and efficient office procedures underpin its work.
67. The number, qualifications and experience of the teachers are well matched to the needs of the pupils and to the school's curriculum. Teachers' qualifications cover a wide range of subjects with many of the teaching staff and some of the support staff having additional qualifications in special educational needs. However, the school is having some difficulty in recruiting permanent staff of sufficient calibre to fill vacant posts, although the present supply teachers are of high quality.
68. Teachers, especially subject co-ordinators, attend relevant training that is linked to identified school needs as well as for personal development. Support staff are very keen to attend LEA or school based courses and sometimes do so in their own time. The harmonious relationships and joint planning between teachers, support staff and therapists contribute very positively to the learning and physical development of pupils. The school nurse, physiotherapist, occupational and speech therapists are among the highly dedicated professionals who contribute their expertise and care for the benefit of pupils. Administration and ground staff work cheerfully and effectively and the school is fortunate in having the services of volunteers of high quality. At present there is no clear policy or procedures for the induction of new staff members so as to ensure that those new to working in the school understand the needs of the pupils and the school's organisation and ethos.
69. Accommodation is poor. It restricts learning, it detracts from social development, constrains the choice of mobility aids and poses a threat to health and safety. Despite this, the building and grounds are well maintained and the school does the best it can in a difficult situation. Classrooms are too small especially for pupils of secondary age. This makes practical activities difficult and poses problems for pupils using wheelchairs or walking aids. There is insufficient space to lie pupils down when they need immediate attention. There are no specialist areas except for food technology.
70. Accommodation for students in the further education class is particularly cramped with no area for relaxation and no room for those who have mobility problems; therefore they do not have equal access to the curriculum. Narrow corridors are used to store equipment because there is nowhere else for it to go. Storage of equipment in the hall restricts its use for physical education. This subject is further impeded by the amount of traffic using the playground. Toilet facilities for the number of adults and pupils are insufficient. Queues form at certain times of the day. The poor

toilet accommodation and lack of space for hoists and changing beds compromises dignity as well as health and safety. The absence of a dedicated room where the nurse and therapists can meet the needs of pupils is a cause for concern.

71. Much therapy takes place in screened off areas of the hall, leading to distraction and inefficiency, as resources have to be moved between areas. Occasionally the recommendations for mobility aids are governed by the space available. The hydrotherapy pool is a good resource with satisfactory changing and toilet facilities and a hoist for use as necessary. The multi-sensory garden and other outside areas are attractive, contributing positively to the curriculum and providing areas for relaxation and reflection.
72. Learning resources are satisfactory overall. They are selected carefully to meet the needs of groups and individual pupils but a scarcity of storage space restricts what can be held in stock. Resources in English, science and the early years are good. There is a wide selection of big books and reading books and resources in the library are satisfactory. Staff made resources have been particularly effective in supplementing those available in English and PSHE. Resources for geography and history are unsatisfactory; a lack of globes, floor maps and artefacts detract from learning. There are too few special switches to make ICT accessible to pupils with more profound needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. The school has worked hard and effectively to address those issues identified at the last inspection that it had the power solve and it no longer has serious weaknesses. The accommodation, however, identified as a weakness in the last report, remains poor and this has a limiting effect on learning and poses a hazard to the health and safety of pupils and staff.
- In order for the school to continue to improve, the governors, in co-operation with the local education authority, should take action to put in place accommodation that is suitable for the full age range to which the school offers education and that is free from the safety difficulties identified in this report and the last, (paragraphs 25, 31, 44-46, 69-71, 77, 112, 114, 143 and 157).
74. In addition to the above, the following minor issues, which are identified in the body of the report, should be taken into consideration by the governors when they are drawing up their action plan in response to this report;
- The head teacher and the governors should review and revise the allocation of time to history, (paragraphs 25 and 122).
 - They should put in place an induction scheme for new staff, (paragraph 68).
 - They should revise the timetable presentation to make clear how much time is allocated to each subject and area of learning, (paragraph 26).
 - Resources should be improved for geography and history, and the number of ICT switches should be increased, (paragraphs 72, 121 and 125).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

64

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13%	34%	44%	9%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y1 - Y14
Number of pupils on the school's roll (FTE for part-time pupils)	5	56
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 - Y14
Number of pupils with statements of special educational needs	5	56
Number of pupils on the school's special educational needs register	0	61

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	7.89
National comparative data	8.6

Unauthorised absence

	%
School data	0.09
National comparative data	0.6

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0

Black – other	1
Indian	3
Pakistani	4
Bangladeshi	0
Chinese	0
White	52
Any other minority ethnic group	1

Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y 1 – Y14

Total number of qualified teachers (FTE)	11.0
Number of pupils per qualified teacher	5.5
Average class size	7

Education support staff: Y1 – Y14

Total number of education support staff	22
Total aggregate hours worked per week	678

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	847,722
Total expenditure	852,985
Expenditure per pupil	13,983
Balance brought forward from previous year	53,963
Balance carried forward to next year	48,700

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	64	32	0	0	4
Behaviour in the school is good.	54	43	0	0	4
My child gets the right amount of work to do at home.	32	25	11	0	11
The teaching is good.	75	21	0	0	4
I am kept well informed about how my child is getting on.	68	25	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	71	21	0	0	7
The school works closely with parents.	61	29	11	0	0
The school is well led and managed.	64	29	0	0	7
The school is helping my child become mature and responsible.	64	25	0	0	11
The school provides an interesting range of activities outside lessons.	39	21	4	4	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. The school's early years class caters for children from the age of three to five. All children in the class have significant special educational needs and are admitted to the school to meet the requirements of their statements of special educational need. At the time of the inspection there were eight children on roll, six full-time and two part-time. Most, but not all children, are admitted to the main school at the age of five.
76. On entry to the early years class, children's language, mathematical and personal and social skills are well below those normally expected for children of their age. This is confirmed by initial assessment tests, which gives a baseline on which to build and measure progress. Children frequently have additional special needs, for example physical disabilities, and need individual one-to-one support.
77. The early years provision is set in a classroom in the heart of the school. It has an adjoining toilet/changing room and a small sand/water room. The inside of the classroom is well decorated with a range of children's work representing several areas of the curriculum. The classroom is well planned to use all the available space. The toilet area is unsatisfactory and it has an unsatisfactory floor surface. It lacks a proper shower unit and changing bed. There is no hoist, and as a consequence all staff are involved in lifting children. Resources are good and are supplemented by visits to the local toy library. The early years base provides a safe and supportive environment free from harassment, in which the contributions of all children are valued and celebrated.
78. Pupils achieve very well and by the age of five they are making very good progress, in relation to their prior attainment, towards their Early Learning Goals. The curriculum provided for children in the foundation stage is very good. It is well planned and structured. It is designed to meet the full entitlement to an early years education whilst meeting the individual needs of pupils as outlined in their statements. For example, one child attends a local nursery for short periods two or three times a week as part of a reintegration programme. Others need the regular support from a range of therapists.
79. The quality of teaching and learning is always very good and often excellent. The planning is very clear and includes reference to targets in pupils' individual education plans and clear differentiated activities to match the learning needs of the children. Assessment procedures are very good and accurately place children at learning stages so the teacher or therapist can build on prior learning. Pupils' profiles accurately record progress and achievement. There is excellent teamwork between the teacher, support staff and therapists so that the quality of learning is always maintained. There is an excellently managed transition from one activity to another so that learning opportunities are continuous. The staff have an effective working partnership with parents and careers and this enhances learning. The teacher visits parents before a child starts and then maintains a daily contact through home/school diary.
80. In the previous inspection the early years provision was judged to be good. Since then, there have been significant improvements in leadership, teaching and learning, resources, curriculum planning and assessment. It is now very good and a considerable strength within the school.

Personal, social and emotional development

81. Teaching in this area is very good and as a result pupils make very good progress. The school gives a high priority to children's personal social and emotional development. It under-pins the whole curriculum. Pupils enter the early years class with poor personal and social skills and are very dependent on adult support. By the age of five they have made very good progress in dressing, feeding and toileting. They understand what is acceptable and unacceptable behaviour, as a result of consistent management and expectations. They learn to maintain attention and sit

quietly. The teacher makes a game of calling the register. For example, 'Who is Susan Smith?' and 'Is Susan Smith here?' Children point to, or put up their hands to identify the person and in this way the teacher has their full attention. They have formed good relationship with their peers and adults. They select and use resources independently and can work as part of a group taking turns. At drinks and meal times children are encouraged to make and communicate choices. For example, children can choose the food or drink they would like by pointing to one of three symbols. All adults provide good models of spoken language, signing and the use of symbols and in this way pupils' communication skills improve. Group activities led by the speech and language specialist further reinforce language skills. During the day there are opportunities for children to plan and initiate activities by themselves.

Communication, language and literacy

82. Children's achievements are very good and directly reflect the very good skills of the teacher, support staff and speech and language therapist. All children enter the school with immature communication and language skills. Children's communication skills are developed throughout the day, across the curriculum, through structured play and lessons with a specific focus. Signing and symbols are consistently used to support children with very limited speech. Higher attaining children are able to communicate basic needs and wishes and can respond appropriately to questions about familiar events or experiences. The teacher makes good use of books to tell stories. She reads with expression and enthusiasm so that pupils listen with enjoyment, joining in the refrain – for example, the sounds of a train. All children can identify different animals in the story and try to make the sounds and movements – crocodiles, monkeys, bears! One higher attaining child counts the animals up to nine. Fine motor skills are developed through an activity in which children learn to handle tools, construction and malleable materials of different textures. Pupils make good progress in tearing up paper, squeezing plastic bottles to make bubbles, clicking a plastic toy and using adapted scissors. Children are attentive and co-operative throughout. Higher attaining children cut with reasonably accuracy along a line and write their names independently. A group activity led by the speech and language specialist further reinforces language skills. Children show their delight when blowing bubbles or in naming a person before directing them a clockwork toy car.

Mathematical development

83. The teaching of the Early Learning Goals in mathematics is very good and as a consequence children make very good progress in relation to the targets in their individual education plans. Children's knowledge of number and shape when they start school is poor. They make very good progress through games and action songs and because numeracy skills, knowledge and understanding are reinforced across the curriculum. For example, they count the number of children present at registration. They identify shapes in art and through counting songs they increase their awareness of the sequence of numbers. Lower attaining children develop their mathematical experience by interacting with the environment in the sensory room and they learn the functional use of objects. In play, structured and unstructured, children handle shapes and fit them together; they build models and make pictures and patterns. Good questioning by teachers and support staff, for example, 'Is this a square or a circle?' helps children recognise similarities and differences. While playing in the multi-sensory room and the adventure playground, higher attaining children develop their mathematical language of position, size and space.

Knowledge and understanding of the world

84. The children achieve well in developing a knowledge and understanding of their world because very good teacher's planning ensures that pupils have activities based on first hand experiences that encourage exploration and problem solving. Initially pupils learn about their classroom, for example where they sit in whole class lessons. As they become more confident they learn about the school, for example the location of the office and the swimming pool. They play with a range of materials, for example wet and dry sand, coloured and clear liquids and cornflower paste. They play imaginatively in the doll's house and with cars and garage. Staff support, encourage and prompt. They show children how to use tools and equipment properly. Children use the computer with support. One higher attaining pupil writes his name using the keyboard. Others use the touch

screen to complete a variety of programs. Throughout children are developing turn taking skills as they move from one activity to another.

Physical development

85. The opportunities to teach physical development are very good and as a result pupils make very good progress. This is also due to the school's good resources, gymnasium/hall, hydrotherapy pool, adventure playground and multi-sensory room, and the support and expertise of the physiotherapist and assistant. In swimming, more able pupils are developing their basic water skills and confidence. Their learning is enhanced by the appropriate use of good resources (arm bands, floats) that enable the children to be maintained in the prone position and experience buoyancy. Less able children are supported in the water by one-to-one support. They show their enjoyment with smiles and shouts. They experience the feelings of buoyancy and are relaxed. The physiotherapist and her assistant work with them in turn, applying their expertise to muscles and joints. The ethos of the lesson is purposeful and calm and very good learning occurs. In the session in the multi-sensory room and hall, higher attaining pupils become involved in imaginative play, they find different ways of travelling using hands, feet, turning and rolling. They improve in their balance and co-ordination and link actions together. Lower attaining pupils in the multi-sensory room use single switches in order to extend their awareness of cause and effect. In all these lessons, appropriate emphasis is given to improving children's self-help skills of dressing and undressing.

Creative development

86. Teaching is very good and supports children in making very good progress in exploring texture, shape and in investigating musical sounds and learning songs. Children achieve well through the art, music and sensory experiences, which are made available to them. Music and songs are well used to support learning. 'Swing up-Swing down' song introduces lessons. The 'Hello' song is used at registration. They listen attentively to music at whole school assemblies and join in singing the song of 'Creation'. In art, children explore colour, shape, texture form and space in 2D and 3D dimensions. They take it in turn to stir a mixture of cornflour paste. They find it hard work and tell everybody, 'It's getting thicker!' They enjoy pulling, lifting, smelling and stroking the mixture when the teacher pours it on the table. They make very good progress handling simple tools and in working in a variety of materials. Higher attaining children work independently, free painting at an easel and play a leading part in creating a large floor painting using objects with wheels. The teacher reinforces numeracy concepts requiring the children to identify of colours shapes and patterns. The finished products are shared in the plenary session. The teacher asks, 'Who did this lovely gluing?' and the child identifies her work and everyone claps. In this way, the child's self-esteem is enhanced.

ENGLISH

87. Standards of achievement are very good for pupils aged 7 to 11 and those in the further education class; they are good for those aged 11 to 16. This is a significant improvement since the last inspection. The implementation of the National Literacy Strategy and the improved teaching of communication skills have had a very positive impact on standards.
88. Pupils up to the age of seven and those with the most severe and complex needs of all ages are learning to pay attention and respond to others. Many can make choices and express preferences. They communicate through the Picture Exchange Communication System, (PECS), and Makaton signing, and make use of objects of reference that signify specific lessons, activities or needs. They make very good progress. The involvement of pupils in their learning and their developing literacy skills was well exemplified in a lesson in which a seven year old pupil matched words to pictures in a story called 'Pig in the Pond' and was then able to draw a 'P' on the white board. At this, another pupil shouted "She is drawing a P!"

89. Pupils aged 5 to 7 retrieve objects from the “story sack” and either sign or say what it is during their literacy session. They develop their speaking and listening skills through the use of oral language, signs and symbols. Very good input by the speech therapist consolidates the pupils’ oral skills. Pupils enjoy listening to stories and many are beginning to answer questions well. By the age of seven years pupils can hold pencils, copy simple drawings and recognise their name and the names of their peers. The higher ability pupils can overwrite and underwrite their names. Other pupils match functional objects such as brushes and cups or colours, numbers and days of the week to their written forms.
90. Pupils aged 7 to 11, including those who have English as an additional language, make very good progress and they continue to develop their language skills through a range of very good experiences. They respond in different ways, some use pictures (PECS) or symbols while others sign or use spoken language. Whichever means of communication they use they are able to understand each other and the staff. This was well illustrated during a follow-up session after a cookery lesson. The question is asked ‘How do we know no one used tuna fish in their sandwiches?’ to which a pupil replied, ‘The tin is not open.’ Higher attaining pupils make very good progress in reading up to the age of 11 years. The use of the Oxford Reading Tree Scheme and good use of the computer in certain classrooms contribute significantly to this progress and develop independent learning skills.
91. Pupils with pre-reading skills are very articulate in describing a story from picture clues either by speech or by Makaton signing. Higher attaining pupils by the age of 11 years are able to copy their name and address, they can colour keeping within the lines; other pupils overwrite and draw line to line and dot to dot parallel lines.
92. By the age of 14, achievement is good. Pupils describe orally or with signing the work they did in music listening to ‘Peter and the Wolf.’ When asked what was the word they thought about whilst listening to the music for Peter and the Wolf, one boy replied ‘a hunter.’ Due to the good use of praise by the teaching and support staff pupils are sharing in each other’s achievements. Higher attaining pupils use Makaton and Boardmaker to tell the story. One pupil wrote independently short sentences such as ‘Today is Tuesday, 8th May and we are having cheese and tomatoes on toast this morning.’ Other pupils sequence sentences, overwrite without assistance, listen to a story and sequence correctly the pictures from the story. Computers are used by pupils to reproduce their written work whilst less able pupils use a touch screen to make colourful circles and patterns. Pupils enjoy using books and treat them with respect. They particularly enjoy the weekly session when they can choose books from the library trolley that is wheeled around the school. They discuss the pictures in the book with staff; the higher ability pupils read accurately from the simple texts they choose; other pupils “read” Boardmaker symbols, matching words and pictures.
93. Achievement between the ages of 14 and 16 years is good, including that for pupils with English as an additional language; pupils begin to identify initial consonant clusters, and upper and lower case letters. During a session using the Big Book ‘The Ant and the Dove’ pupils recognise ‘tr, cr, cl.” Very good attitudes to learning are shown when one pupil achieved the target set by the teacher and was congratulated by another pupil with the words ‘Well done Michael!’ Higher attaining pupils read accurately whilst other pupils can match written names to pictures of people. The more able write independently, and computers are used to recognise nouns. Using drama as a vehicle for learning is particularly strong within the school for all pupils and students. Pupils enjoy and achieve very well in a range of drama activities.
94. Achievement of pupils with profound and multiple learning difficulties is very good. They receive high levels of support to help them access computers using switches. This ensures that each pupil and student achieves their potential and that they make progress in communicating with others. During a drama session pupils with profound and multiple disabilities re-enacted a sensory trip to the seaside. They experienced their feet in wet sand and wet pebbles, they lay on their beach towels sunbathing and sailed away on a “boat” to the sounds of evocative music.
95. The quality of teaching in English matches achievement, being very good for pupils aged five to eleven and post-16, and good for those who are twelve to sixteen. In all lessons teachers plan well

and link learning outcomes to the schemes of work. Teachers are skilled in the use of different strategies to support literacy. They plan work to suit individual needs and they use resources in an imaginative way. This helps to motivate pupils and students and they respond by working hard and showing high levels of enjoyment. These effective strategies are supported by good assessment. This ensures that tasks are well matched to ability. Teachers and support assistants manage pupils well, they know their pupils and students and relationships are good and play a positive part in the quality of learning in English. Teachers have worked particularly hard in improving communication skills particularly for pupils aged five to eleven. In addition teachers use questions very well to improve speaking and listening skills and to encourage participation. Pupils and students respond very well to each other and they often share and take turns praising each other if they do well in class.

96. Recently the English co-ordinator has become a part-time teacher and so the co-ordinator's post is now shared. Their individual roles have yet to be clarified. However, a considerable amount of hard work has taken place and progress towards meeting the school's targets in literacy, particularly in augmented communication is being achieved. Long, medium and short-term plans are in place and individual education plans (IEPs) are set every term. All pupils have their own English curriculum profile to record progress. These are regularly filled in and kept up to date and so teachers are able to report on emerging skills and progress. Accreditation is through ASDAN for those in the further education class; the school needs to consider further accreditation at Key Stage 4 and at post-16 to accommodate pupils who can benefit from it.
97. Monitoring in lessons is due to be implemented shortly. The literacy allocation time is not sufficiently clearly defined for pupils aged five to eleven. Resources are good with regard to the Big Books and reading scheme books. However, the library provision is satisfactory. The lack of space within the school means that resources cannot be built upon and stored together. This is an accommodation issue that is affecting the learning of the pupils and students.

MATHEMATICS

98. At the time of the previous inspection, progress in mathematics was good for pupils up to the age of 11 and those with the most severe special needs; it was satisfactory for older secondary pupils, but unsatisfactory for those between the ages of 11 and 14. There has been a significant improvement since that time, largely as a result of curriculum development, so that progress is now good throughout the school.
99. By the time they are seven, pupils count along a number line to 10, identifying numbers that have been removed. Pupils recognise two-dimensional shapes and match these when playing a lotto game. They classify objects according to whether they are big or small. By the age of 14, higher-achieving pupils add and subtract numbers to 20 using a number line, tell the time using hours and half-hours and order numbers to 50. By the age of 16, pupils increasingly show confidence in their understanding of number and apply their skills well in other subjects. Pupils with the most severe special needs focus on objects and track movement, showing some awareness of size. They exchange objects with each other. They learn to touch and manipulate objects with confidence, and increase their powers of discrimination by choosing their favourite objects from a bag.
100. Teaching is consistently good, teachers plan effectively to reflect the scheme of work and the targets in pupils' IEPs. Lessons are well structured with a good variation of activities including a good balance of oral and practical work. There is also a good balance between whole-class and group work where pupils' motivation is well supported through constant input with effective use of questioning to focus pupils' attention and ensure that pupils who have communication difficulties are well supported throughout. Support staff have a good understanding of what is required and are very effective in ensuring that pupils have equal access to the curriculum and managing any behavioural problems that threaten to arise. Lessons have good pace and time is well used with a smooth flow of activities. As a result of this good teaching, pupils respond well in mathematics lessons; behaviour is good, and pupils show enthusiasm for the work. They co-operate well in group work and encourage one another to do well. They move quietly and sensibly from one

activity to another and show good regard for each other's needs. From the earliest age, specific use of mathematical language ensures that pupils develop an appropriate vocabulary. In lessons in other subjects, teachers plan effectively to develop and use mathematical skills and knowledge. They seize on every opportunity for counting as in art or snack sessions where one-to one matching is developed. In geography, pupils learn to work with sequences of numbers in different orders as they visit points in the playground and, in physical education, pupils estimate and then measure the distances they throw foam rubber 'javelins'. However, there is limited use of ICT in mathematics lessons especially in terms of computer programs to provide numeracy practice and switches to enable pupils with severe special needs to make choices.

101. There is very good planning to ensure that lessons and activities provide effectively for pupils to build securely on previous learning without undue repetition. The division of work into units ensures that there is full coverage of all aspects of mathematics, which was identified as an area of weakness in the previous inspection. Another shortcoming at that time was a lack of adequate planning for pupils' 'next steps'. This has been effectively remedied by the close relationship between the targets set in pupils' IEPs and the finely graded steps in the scheme of work. Assessment structures are secure and used by all teachers. IEP targets are very effective in ensuring a secure basis for monitoring progress. The co-ordination of the subject is very effective, based on a high level of expertise and experience so that the subject is well managed overall. Monitoring of planning is well established and there is planning to extend this to include the monitoring of teaching in the subject. Resources for mathematics are sufficient overall, but there is a need for more effective use of ICT, which, in turn, requires an upgrading of resources.

SCIENCE

102. The previous report judged pupils' progress in science to be varied and particularly emphasised the unsatisfactory progress made by pupils between the ages of eleven and sixteen. The improvements in teaching, planning and management of science have resulted in consistently good achievement in all age groups.
103. An analysis of pupils' work shows that pupils make good progress from an initially low level of understanding. Standards for pupils up to the age of seven are good. In their work on growing plants, for example, pupils understand the need for water and light to help plants grow. The use of pictures and other art forms to enable pupils to record their work in science enables pupils of all levels of ability to develop skills of observation and recording. An example of this is colouring pictures of dead leaves so that comparisons can be made. Continued progress is made by pupils up to the age of eleven in their ability to observe, record and draw simple conclusions from activities such as recording the weather and hunting for mini beasts in the school grounds. Pupils between the ages of 11 and 16 also begin to develop experimental skills through using simple scientific equipment such as a microscope to observe the differences in colours of dead leaves. Effective teaching targets that link science with work in mathematics also enable older pupils to develop more formal recording skills through graphs, charts and tables.
104. The quality of the teaching and the management of the subject are very good overall. The emphasis that teachers place on pupils undertaking practical tasks matched to ability, combined with a clear understanding of pupils' communication needs, is an important factor in developing pupils' enquiry skills. All pupils were seen to enjoy science and the good quality of support staff enables those pupils who have more profound learning difficulties to fully participate and make good progress.
105. The provision of sufficient monitoring time for the subject co-ordinator has enabled the formation of ability based teaching groups for the secondary aged pupils. This enables the use of teaching approaches, such as the use of signing for groups with significant communication difficulties, or opportunities for independent choice for the more able groups, which closely matches their needs and enables good progress to be made.
106. Teachers encourage pupils to explain their thinking and, through the use of practical exercises

such as “shopping” for a balanced lunch, give them the opportunity to use their initiative and make balanced decisions.

107. The two most significant factors in the improvement of teaching have been the development of formal assessment procedures, which enable teachers to have a clear idea of pupils’ progress and the ability to set targets that are based on accurate data, and the energetic management of the subject. The criticisms of the previous report, that higher attaining pupils were insufficiently challenged and that independence skills were insufficiently addressed, have all been effectively met.
108. Whilst resources are good overall there is a need to further develop the use of computers to further enhance pupils’ recording skills.

ART AND DESIGN

109. At the time of the previous inspection, younger secondary pupils (from 11 to 14) were making satisfactory progress, while progress for all other pupils was good. Improvements in the planned curriculum and the teaching for some pupils have had the effect of raising standards so that progress is now good for all pupils. While at the school, pupils develop skills in drawing and painting, printing, textiles, collage and modelling using a range of materials, as well as participating in activities that develop their awareness of shape and colour. When working with clay, primary aged pupils note the characteristics of the material and develop and practise skills in making, in a material that is new to them. They know that liquid clay is called slip and learn that the surface they have marked can be rolled smooth again. Pupils extend their previous experiences in modelling with dough and make very presentable relief tiles depicting flowers and leaves. Secondary aged pupils work with a range of textiles, which they join in various ways. They weave paper patterns, making choices about colours and go on to create a joint woven ‘water’ picture using plastic netting and a range of materials cut into strips.
110. Pupils enjoy art lessons and activities where they practise and develop their artistic skills. They show willingness to learn new skills and co-operate very well together when working on a joint project. They show satisfaction in achieving pleasing outcomes and willingly participate in clearing up.
111. Teaching is always at least good and very good on occasion. Teachers plan effectively to meet the individual needs of pupils and are very well supported in this by the work of support staff. While pupils are working, teachers constantly assess what is being achieved and give good feedback to enable pupils to improve their skills and the outcome within the lesson. Where teaching is very good the teacher strikes a very good balance between directing work and encouraging pupils to make choices. At the same time, opportunities for social development are very well promoted and speaking and listening skills are consistently fostered through high quality dialogue. Art plays a significant role in supporting pupils’ cultural awareness; there is good use of a range of media in displays, particularly the sensory displays that present different textures, colours and patterns along the corridors.
112. There is a recently developed but entirely appropriate policy, and plans for lessons that ensure that the whole range of the subject is covered in a way that enables pupils to build securely on previous learning. There are good cross-curricular links with other subjects in planning and teaching, especially with science, where pupils have been studying plants. Resources are sufficient for present needs, but the lack of a specialist art room limits the scope of activities, particularly for older pupils where classrooms are already too small.

DESIGN AND TECHNOLOGY

113. The previous report judged progress to be good except for pupils between eleven and fourteen where it was judged to be unsatisfactory. Pupils' learning is now good throughout the school. The issues raised then of some unsatisfactory teaching and a lack of teacher understanding have been successfully addressed. All pupils, including those with more complex learning difficulties, achieve well as a consequence of careful planning and effective organisation of lessons.
114. The improved standards are a result of improved teaching and the best use being made of poor accommodation. Pupils up to the age of seven are taught by the imaginative use of tactile materials, such as mixing water with jelly, which is not only interesting and stimulating for the pupils but also allows the full participation of all pupils, including those with more complex learning needs. Older primary aged pupils can use clay and papier mache models to create three-dimensional shapes and their increasing skill and dexterity is illustrated by pupils aged 10 and 11 being able to make a model of a bird's nest from gathered materials. Although hampered by the poor accommodation, teachers' effective planning and imaginative tasks, such as putting designs on t-shirts, enable pupils to continue to make good progress.
115. The school correctly gives importance to pupils' skills in food technology as preparation for their life after school. Opportunities to further develop pupils' independence skills are integrated well into the teachers' planning so, for example, pupils visit the shops to purchase the materials needed. By the age of eleven pupils are able to prepare simple snacks such as sandwiches and pupils with additional special needs can do so with assistance. Older pupils are aware of the need for a healthy diet and can identify appropriate foods as well as preparing foods such as salads. There is an appropriate emphasis on the need for hygiene and pupils help with clearing and washing.
116. From the limited number of lessons seen, pupils enjoy the subject and this is a reflection of the teaching. Careful and detailed lesson planning ensures that pupils get the support that they need and the high quality of the support staff means that all pupils are able to participate. The development of curriculum planning and the provision of training for staff have been significant elements in further improving pupils' learning

GEOGRAPHY

117. There has been good improvement in geography since the previous inspection. Achievement was not judged because of lack of evidence but the repeating of skills across classes resulted in unsatisfactory progress. Assessment and monitoring of the subject were also in need of development. Since that time a new and evolving curriculum, which is delivered during two terms of the year, ensures that skills are not needlessly repeated. Assessment of the subject is now satisfactory but monitoring is still a weakness.
118. Pupils achieve well throughout their time at the school. By the age of seven more able pupils can find their way around school unaided. They recognise different areas of their classroom on a large plan and can match symbols with each area. They know that weather is changeable and are developing a vocabulary to describe it. Pupils with additional special needs enjoy experiencing different environments and weathers, for example in the sensory garden or encountering the cold of the sea. By the age of eleven some pupils can recognise and sequence their address. They understand that buildings have different purposes, recognising for instance a variety of shops, the local library and police station. Pupils respond well to good opportunities for exploring different environments. Whilst visiting Bird World pupils not only recognised that different animals need different conditions but completed a chart to identify the number of birds, sheep or fish seen.
119. Pupils of secondary age are beginning to understand that maps have different scales. By the age of fourteen they have developed sufficient skills to recognise features such as hills, fields and rivers on maps and understand that symbols can represent features or buildings such as churches. The oldest pupils make comparisons between their local area and other areas in this country and abroad. Very pleasing work results from comparing Camberley with Mim in Ghana.

This is because it is topical and catches pupils' interest, being the village chosen to benefit from Comic Relief. Pupils follow the route of cocoa beans from their growth to Cadbury World, which they then visit. Model making of African huts helps pupils understand differences in accommodation and climate.

120. All teaching is at least good, with the exception of one lesson that was satisfactory, because pupils with additional special needs had insufficient access to computers. Teachers plan stimulating and interesting lessons that make the most of the school buildings and grounds. Support staff play a significant part in the learning of all pupils that is good throughout the school. In one lesson they took groups of pupils in turn into the playground to reinforce their knowledge of direction. Pupils showed perseverance as they planned routes for their peers that they marked with symbols. The confidence of one pupil increased significantly as, with the aid of very good support, he worked in the school grounds. His pleasure in the plants he had grown and the responsibility he felt when tending them brought about a transformation as he communicated his pride and knowledge through words and expression. Teachers develop good links with other areas of the curriculum and develop basic skills well. Good questioning enabled one pupil to describe his experience at Bird World: "I saw a parrot that made me jump because it was squeaking." Teachers' increasing use of information and communication technology means that pupils can dictate their work which is printed in symbol and word form and they can access CD ROMs and the internet when searching for information, for example about the Arctic and Antarctic. Assessment, although satisfactory, is in need of further development to record more closely the discrete skills, knowledge and understanding of the geography curriculum and help in the planning of future work.
121. The head teacher is managing geography on a temporary basis. The adoption of a new curriculum is proving beneficial because of its relevance to pupils with special needs. Monitoring and evaluation of the subject are areas for development; resources are inadequate. Pupils' social and cultural development is good through visits to the local area and further afield including France and by contrasting Surrey with other parts of the world.

HISTORY

122. There is very little time on the timetable for the teaching of history across the school and no history lessons took place during the inspection. History alternates on the timetable with geography, one term of history and two terms of geography. Judgements on history therefore, are supported by the scrutiny of the pupils' work and teachers' planning and curriculum documents, and discussions with staff. It is not possible to make a judgement on the teaching of history.
123. Evidence from pupils' work and teachers' planning and records show that pupils are making satisfactory progress in developing a sense of chronology, and a knowledge and understanding of common words associated with the passage of time. Early Year children and pupils up to the age of eleven are taught history in a cross-curricular way and in the meaningful context of time and place. In each class the teachers take great care to explain the timetable through symbols, words and signing so that children and pupils develop the concept of progression, and the anticipation of daily events. For example, in a Year 2 class, pupils read out together the days of the week and agree it's Thursday – swimming day! They become familiar with words like 'before', 'after' and 'long ago'. They are also developing an awareness of self. Photographs and mirrors are used well to identify themselves and other pupils present in the class. Family photographs identify members of their family and how the pupils themselves have changed since they were babies. A family tree helps pupils identify and learn the vocabulary of the extended family.
124. Evidence from pupils' work and teachers' planning and records show that pupils up to the age of sixteen continue to make satisfactory progress in developing their sense of chronology but also develop a knowledge and understanding of historical sources. They have for example, conducted a study of local buildings – castles, churches, factories and hospitals. They have looked at toys and games through the ages and can see how they have changed. They have some understanding of the different ways the past is represented through pictures, television

programmes and local museums. They have listened to stories about major historical events like the Gunpowder Plot and personalities like Guy Fawkes. They have some understanding of the significance of the Olympic rings and can identify some differences and developments since the original Greek Games and those of the Sydney Olympics.

125. The subject has made little improvement since the previous inspection. Resources are unsatisfactory, although there is some good computer software. The scheme of work is for one year only and there is no permanent co-ordinator to lead and monitor the subject. The school is well aware that history is in need of leadership, review and development.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. The previous report made no judgement on teaching but found the setting of learning targets to be weak and that computers were not used regularly across the curriculum. Although no direct teaching of the subject was seen on the present inspection, vigorous and imaginative management has raised standards by the establishment of highly focused teaching targets and the regular assessment of progress. The subject co-ordinators have also been successful in developing teacher confidence and making them more aware of the advantages to be had from planning the use of computers in their teaching.
127. By the age of seven, as a result of careful planning and the use of computers to support subjects such as reading, pupils are able to use touch screens for word and letter matching exercises. Pupils achieve control through effective use of adapted equipment such as roller ball switches and touch screens. Their increasing confidence in the use of computers is further illustrated by primary aged pupils using computers to generate music and identifying sounds. By the age of 16, higher attaining pupils have reached a level of proficiency that enables them to work independently in the use of graphics programs and print the results unaided. With individual support pupils with more complex learning difficulties are able to effectively interact with the computer by watching and commenting on art and pattern software.
128. The school has significantly developed the use of switches thus allowing pupils to generate sound, movement and colour from range of equipment and toys. There is, however, room for further improvement. The excitement of pupils, especially in early years, in their ability to make bells ring, ducks walk and crabs sing, plays a significant part in stimulating their interest and concentration.
129. The use of computers in other subjects varies. At its best in subjects such as English, computers are used well to support reading and spelling. However, in other subjects such as mathematics or science, further development is need in the handling and recording of data.
130. Computer resources are good overall, although some of the older machines are in need of replacement to make them more user-friendly. Increasing use is being made of the Internet and the amount of available software is increasing.

MODERN FOREIGN LANGUAGES

French

131. Teaching and learning in French were a significant strength of the school at the time of the previous inspection. Only one lesson in French took place during the period of this inspection so that it is not possible to make judgements about teaching, learning and progress. In the one lesson seen, teaching was good with a well-planned structure to the lesson and effective use of the French language throughout, enabling pupils to speak French in an uninhibited way. Support staff underpinned this well by also using the French words that were being taught.
132. There is a curriculum that is structured in units based on a 3-year programme that covers National Curriculum requirements. However, individual units contain so much material that it is not possible to ensure that all pupils achieve full coverage of the syllabus. The overall approach to teaching the

subject is good and provides good access for these pupils. The co-ordinator has recently taken over after a period where there was little effective co-ordination following the departure of the previous teacher. For 18 months class teachers were responsible for teaching French to their own classes, during which time there was some loss of momentum, but now that there is only specialist teaching (albeit from a non-specialist) this lost ground is being made up. Pupils are making good gains in acquiring French vocabulary and applying it in simple settings. They make appropriate response to simple commands or questions, and use appropriate greetings. Pupils are developing an understanding of French life and culture through the experiential nature of lessons and this is powerfully reinforced by the opportunity they have to spend time in France on the regular residential visits that take place.

MUSIC

133. The previous inspection reported that, although music played an important role in the life of the school and progress was satisfactory overall, there was insufficient opportunity for pupils to compose for themselves. Music still makes a very significant contribution, while improved curriculum planning has resulted in pupils making good progress across all strands of the subject.
134. Primary aged pupils (up to the age of 11) listen carefully to a range of music and indicate the feelings it engenders. They play a range of percussion instruments to accompany a piece of 'water' music. They relate well to the music and stop playing when the music stops. They increasingly hold a tune when singing. Secondary aged pupils (from 11 to 16) listen to Prokofiev's 'Peter and the Wolf', identifying the instruments by sound and sight and recalling which creatures they represent. They cut and paste symbols to produce a visual score to record their composition and play back from it. Pupils respond to a conductor and start and stop on a signal and they work in groups to review and revise their score and assess how well they have achieved their aims.
135. Pupils are clearly used to handling the musical instruments and treat them with considerable care. They listen quietly to the music that is playing and clearly enjoy it. Primary aged pupils join enthusiastically in the 'Hello' song. They play effectively together as an ensemble and respond well to the mood of the music. Secondary aged pupils collaborate well together in groups, watch their conductor carefully and follow instructions well. They listen sympathetically to other groups when they perform. Behaviour is excellent as seen when pupils sit closely on the floor to watch a video clip without causing problems for each other.
136. Teaching is always at least good and usually very good. Although teachers are not music specialists, they organise resources well to ensure that lessons provide good learning opportunities and that pupils have opportunities to compose and perform music as well as listening and responding to music made by others. In addition to planned music lessons, teachers provide a good range of opportunities for pupils to sing and use songs very well to support learning in other subjects. In lessons, for which several classes usually come together, very good management enables pupils to learn well as a result of planning for small groups where work and support are well matched to individual needs. When teachers plan for cross-curricular work, the music used is carefully chosen to support the work in other subjects. Teachers established a good balance between intervention and promoting pupils' self-determination, so that, for example, a pupil acting as a conductor is able to exercise genuine control over the music. Resources, including musical instruments are carefully selected to enable the lesson objectives to be successfully addressed. Good oral assessment and feedback to pupils underpins the positive atmosphere within the lesson, promotes pupils' confidence well and offers good preparation for the self-assessment task at the end of the lesson.
137. There is an appropriate curriculum structure that covers all aspects of the National Curriculum at a level appropriate for these pupils and assessment practice enables teachers to monitor not only pupils' musical development but also their response. Resources are very good; they include a good range of tuned and untuned instruments that reflect a variety of cultural traditions. Music makes a very significant contribution to the excellent provision for pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

138. There has been good improvement in physical education since the time of the previous inspection. This is because planning now includes all areas of the subject curriculum and standards of teaching have improved. This improvement has occurred despite the restriction placed upon the subject by the poor accommodation.
139. Standards of achievement are good and, for the oldest students in the school, they are very good because very good use is made of amenities in the local area. From the earliest age it is obvious that pupils enjoy physical activity. This enjoyment contributes to good achievement because pupils are prepared to work hard. By the age of seven pupils are aware that exercise has an effect on their bodies. They notice that they become hotter as they join in a brisk session of 'Simon Says.' Trust in adult help encourages them to be adventurous as they crawl through and over apparatus and their balance improves as they travel along benches. Pupils with more profound difficulties benefit from the input of the skilled physiotherapists who work alongside the teacher to implement individual programmes of exercise. By the age of eleven pupils are further improving their skills of co-ordination. They throw and catch large balls with some accuracy and show pleasure when they knock down skittles. Good listening skills are demonstrated as they respond to sung instructions as they work with beanbags.
140. Pupils of secondary age achieve well with the benefit of specialist teaching because they learn correctly and by the age of 14 they understand and respond well to competition. They practice individual skills before taking part in small team games and strive hard to improve personal performances of throwing or sprinting. By the age of sixteen pupils adopt the correct stance before throwing foam javelins and throw balls over or underarm. They use their arms well to assist them in standing jumps and sprint or steer their wheelchairs round simple slalom courses. Students in the further education class achieve high standards in trampolining with one pupil succeeding well in the local disabled Olympics. They show high levels of determination and skill as they develop a series of jumps into a smooth sequence of movements.
141. Pupils' swimming skills and confidence improve in the hydrotherapy pool, which is a good resource. The less physically able pupils require individual support with some accessing the pool by use of the hoist. They float on their fronts or backs, exercising their limbs and clearly enjoying the freedom of movement, especially enjoying the jacuzzi facility. More physically able pupils swim unaided, some without arm bands, improving arm and leg strokes. The most adventurous rise to the challenge of swimming underwater through hoops or collecting objects from the bottom of the pool.
142. Teaching in physical education is of consistently good quality. This means that all pupils make good progress and students in further education make very good progress because of specialist teaching and additional off site opportunities. Of nine lessons seen, one was satisfactory whilst the rest were good or better. Three lessons were judged to be excellent. Where teaching is at its best, teachers plan in detail to meet the complex needs of all pupils, making the best use of knowledgeable and committed support staff. All staff are to be commended on the way they overcome the limitations of accommodation to provide stimulating and enjoyable lessons. Humour is used well to encourage competition; everyone enjoyed one moment when a pupil in a wheelchair, grinning widely, moved his wheelchair forward so that his next throw would appear to be further. Links with other subjects are encouraged as pupils help to measure their throws or see if times of performance are bettered. Lessons are enthusiastic and expectations are high, leading to good improvement in independence, confidence and physical skill. Because of this, pupils' behaviour is excellent; they have faith in the staff that all activities will be within their physical capabilities and that they will be well supported. Assessment is good. Pupils help assess their own performance during lessons and teachers record brief comments at the end of lessons. Certificates reward achievement in swimming, riding and trampolining.
143. The co-ordinator's knowledge and enthusiasm have been instrumental in raising achievement in the subject. Although she does not yet have the opportunities to monitor teaching formally, she

provides very good advice and has developed good schemes of work which are helpful for non-specialists. The subject policy is in need of up dating. Resources are sufficient, with extra equipment being available after staff undertook further training in the subject. Accommodation is unsatisfactory and places additional stress on staff and limits some pupils' activities. Some furniture and equipment has to be stored in the hall, restricting further the already limited space. The hard playground has severe limitations as it is used by vehicles dropping off and picking up pupils daily or delivering supplies. The outdoor and adventure playground provides good challenge but is only accessible during the summer months. There is currently no field.

RELIGIOUS EDUCATION

144. Between the ages of 5 and 19, the achievement and progress of pupils are very good. This is an improvement since the last inspection reflecting the increasing confidence of the teaching, the better resources to support learning and the strong co-ordination of the subject.
145. Pupils come to know that certain places and times are “special” to individuals and groups of people. They experience the customs associates with the festivals of several world faiths. They know that the stories, rules and customs of faiths are often to be found in sacred books. They have the opportunity to see texts such as the Bible and the Quran.
146. This term work is on “The Creation”. At a level appropriate to their capability, pupils draw, sing, act or experience aspects of the Biblical story to strengthen their awareness of the key events. In a very good lesson pupils who have profound and multiple learning difficulties were seated in a darkened room, their awareness of “dark” being heightened by deep rhythmic music. When a single candle introduced light and lighter music was heard, pupils traced the progress of the flame with their eyes. They vocalised and expressed facially their sense of change. This change from dark to light was then reinforced when daylight was let in and the pupils moved through the open classroom door to experience “creation” in the sunny sensory garden.
147. Again, in another very good lesson, higher attaining pupils recalled what they knew of the making of the world. They remembered that on the fifth day God created the birds. They reinforced and extended their knowledge by considering the huge variety of birds that they knew. They imitated their sounds and illustrated their learning with colourful bird pictures.
148. Pupils aged 12 to 16 explore other Biblical stories and in an excellent lesson taken with older students enacted their understanding of the story of Noah. Their role-play of the animals and of “Mr. and Mrs. Noah” was of a very high standard. They have visited the Jewish village at Ravenswood for the festival of Purim and they recognise a range of terms significant in world religions.
149. The insufficient development of deeper understanding among pupils of this age range noted in the last inspection report is not apparent now.
150. Pupils of all ages enjoy their religious education. They enthusiastically take part in the role-play and making activities and try hard to join in singing. In this, they are responding to teaching that is always at least good in RE lessons or other excellent lessons with a strong element of RE in them. Overall, the teaching of religious education across the age range is of a very good quality. There is a clear understanding of what is required in order to engage the pupils in the lessons and make learning meaningful. The scheme of work produced by the co-ordinator to support teaching is very good and a substantial collection of relevant resources has been gathered. As a result of the well-planned and resourced teaching, the pupils learn very well. They retain knowledge about religions and have a strong awareness of the significance of aspects of faith in everyday life.
151. In developing the scheme of work for religious education the co-ordinator has taken full account of the local syllabus requirements and has made good use of the religious education programme of study produced by EQUALS, which is specially designed to accommodate the learning needs of pupils with severe learning difficulties.

STUDENTS IN THE FURTHER EDUCATION CLASS

152. Since the previous inspection provision for students between the ages of sixteen and nineteen has continued to flourish. Very good opportunities for practical experiences, which contribute positively to independence still remain. There are still good links with other schools and colleges and teaching is good. Progress since the last inspection is therefore satisfactory. Students' achievement in meeting their personal targets is good. These include targets for numeracy, literacy, I.C.T. and personal development. They also achieve well in other areas of the curriculum especially physical education; achievement in art and religious education is restricted by lack of emphasis on these subjects.
153. In the further education class students' reading and writing skills are often linked to their ASDAN studies. Students work on improving their communication skills in everyday situations using sentence blocks and memorising instructions. The less able students work on PECS as a form of communication. They all make very good progress. All the students display a deep enjoyment of looking at books and discussing the stories with staff. A high attaining student was heard to read fluently and with meaning. The less able students use their PECS symbols to read about the food they will eat for lunch. During a writing session when students were writing to a pen pal, the written suggestions by students were 'Ashley has a lovely job at the Arena Sports Centre,' and 'I'm enjoying riding provided the horses don't buck!'
154. Drama is prominent for students who are post-16 when three students each week join a combined drama session held at a local adult centre. They joined in to produce a mimed production of 'Noah and his ark.' It is planned to put this production on during the summer holiday locally in Camberley. During the warm up-session the group were asked to introduce themselves and they were asked to describe their most memorable experience. One student described his holiday experiences in Bali very graphically.
155. The curriculum is currently under review so that it can become even broader and more relevant, for example by the addition of citizenship. Much of it is delivered through the Award Scheme Development and Accreditation Network (Asdan) modules that allow for flexibility and lead to national accreditation. Through modules such as 'Starting Out', 'Towards Independence' or 'Out in the Community' students develop the skills and knowledge necessary to become increasingly independent and ready to cope with, and contribute to, life beyond school. Careers lessons develop into practical opportunities for carefully structured work experience for all students. Younger or less able students complete this work within school; more able students carry out a variety of tasks conscientiously and independently in a range of external settings. They show pride in walking alone to the local leisure centre, using mobile phones to report their arrival or taking clothes to the dry cleaners from the charity shops. Some work experience leads to holiday employment and occasionally offers of work after leaving school. Very good links with day centres and colleges give students the chance for visits and specialist teaching, sampling a range of courses and helping them in their choice for the future. Practical self-help skills are further encouraged through the emphasis on cooking meals and snacks that are shared communally, developing social skills within a relaxed and supportive environment. Students are able to come together as a group and to reflect on significant events in their own lives and those of others. They contribute very well to school events, such as assemblies. Very good planning for physical development means students have very good access to a wide range of physical activities within school and in the community. These include riding, swimming, trampolining and competition against other schools. Camping experiences are enjoyed with the local scouts and French can be practised during the residential visit to France.
156. Teaching is good. The class teacher plans very well to make the best use of support staff and the input of college lecturers, careers staff and outside speakers contribute to the good progress which students are making. The basic skills of literacy and numeracy are taught separately and applied regularly in a range of practical situations. The skills of speaking and listening are taught particularly well, enabling pupils to communicate appropriately in a range of situations and to develop a vocabulary which minimises frustration. Symbols and signing reinforce speech and help pupils with English as an additional language or additional special needs to make progress in line with their peers. Excellent drama sessions at college further develop communication skills

and confidence. Role-play in class has had the significant benefit of preparing pupils for medical procedures such as immunisation. Specialist teaching of the curriculum on one day of the week enables pupils of all abilities to make progress in subjects such as science whilst working with peers of similar ability. Assessment is good with pupils contributing orally to their own assessment. Good records of achievement record success and ASDAN external moderation leads to nationally accredited certificates. Teachers award internal certificates for achievement in other areas of the curriculum.

157. The co-ordinator of secondary education is shortly to receive training in teaching students who are post-16. At present, the provision is very well managed by the competent class teacher, who has been effective in developing the present curriculum. She has been particularly successful in nurturing productive links with a wide range of agencies, colleges and work experience placements. Visits to, and staff from, the adult education centre, the careers office and other establishments advise students and parents on the opportunities available after school. However the school based curriculum is constrained by accommodation which is totally inadequate for the students and limits their personal development within school. Within one very small room pupils cook, learn, eat and relax. Mature students cannot be left unsupervised to enjoy each other's company at break because the multi purpose room has got gas taps. Lack of space means that students with profound and multiple learning difficulties cannot join their peers. This situation is unacceptable. Resources are satisfactory although age appropriate magazines or newspapers are not available.