

# INSPECTION REPORT

## **SHERBOURNE FIELDS SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103760

Headteacher: Elaine Hancox

Reporting inspector: Helen Morgan 22611

Dates of inspection: 14 – 17<sup>th</sup> February 2000

Inspection number: 215489

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:	3 - 19
Gender of pupils:	Mixed
School address:	Rowington Close Coventry
Postcode:	CV6 1PS
Telephone number:	01203 591501
Fax number:	01203 590517
Appropriate authority:	Governing body
Name of chair of governors:	Denis Whittington
Date of previous inspection:	29 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Morgan	Registered inspector	Geography; physical education; ethnic minority achievement project.	The school's results and pupils' achievements.
Geoffrey Humphrey	Lay Inspector		How well does the school work in partnership with parents?
Patrick Hall	Team inspector	Science; personal and social education; equal opportunities.	How well are pupils taught?
Kieron Campbell Platt	Team inspector	English; religious education.	How good are the curricular and other opportunities offered to pupils?
Maria Marsh	Team inspector	Under fives; information and communication technology; history.	Pupils' attitudes, values and personal development.
Linda Rhead	Team inspector	Art; French; music; special educational needs.	How well is the school led and managed?
Diane Pearson	Team inspector	Mathematics; design and technology.	How well does the school care for its pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Sherbourne Fields is a mixed day special school for pupils aged 2 to 19 who have physical disabilities. In addition some pupils have severe or profound learning difficulties. A small number are autistic and a few have challenging behaviour. There are 122 pupils on roll of which 60% are boys. The school admits pupils from parts of Warwickshire as well as the whole of Coventry. Pupils' attainment on entry varies from well below average to below average. Most pupils stay on until they are 19 and all leave school with some externally accredited qualifications. No pupils are disapplied from the National Curriculum.

Ten per cent of pupils are from homes where English is an additional language and a small number are at the early stages of language acquisition. Thirty one per cent of pupils receive free school meals which is above average.

The school is situated on a pleasant site, surrounded by fields and adjoining a conservation area. It has a range of specialist facilities necessary to meet pupils' needs. These include a swimming pool, hydrotherapy pool, physiotherapy department, and an access centre which supports approximately 25% of pupils.

The school aims to:

- Enable all pupils to enjoy success;
- Give everyone an opportunity to develop a positive role within their own group and within the wider community of the school;
- Encourage personal achievement;
- Encourage all pupils to value themselves as people of worth;
- Promote an understanding of the real process and purpose of learning.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Overall, pupils achieve good standards and in some subjects, especially in the secondary and post-16 departments achievements are very good. Pupils have very good attitudes towards their work and their behaviour and personal development are excellent. Overall, the quality of teaching is good. It is very good for children under five and older pupils and students. The curriculum is broad and balanced. The leadership provided by the headteacher is good and the school provides good value for money.

#### **What the school does well**

- Children under five make excellent progress in personal and social education. Older pupils achieve very good standards in science, art, music and physical education.
- Pupils have very positive attitudes towards all aspects of school, including their lessons. Their behaviour in and out of the classroom is excellent.
- Pupils' personal development is excellent because all staff encourage them to become as independent as possible.
- Teachers and support staff work very well together and relationships between all members of the school community are excellent.
- The provision for pupils' moral, social and cultural development is very good.
- The school's links with parents and the community, and the activities offered to pupils out of school hours are very good.
- The school has a very positive ethos, which is shared by staff, governors, parents and pupils and is immediately evident to visitors.

#### **What could be improved**

- Pupils' achievements at Key Stage 4 in Religious Education.
- In some subjects the procedures for assessing pupils' achievements and the use of assessment information in planning.
- The monitoring and evaluation of whole school policy and practice by senior managers and the governing body.
- School development planning and the link with finance.
- The co-ordination of the whole school curriculum and in some subjects the links between Key Stages 2 and 3 are weak.
- The opportunities for pupils to obtain more qualifications in Year 11.

*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**

Satisfactory progress has been made since the last inspection. The high standard of provision for children under five has been maintained. Standards in literacy and numeracy in Key Stages 1 and 2 have improved as a result of the introduction of the

National Literacy and Numeracy Strategies. Pupils' achievements in science have improved, especially in Key Stages 3 and 4. The provision for art, music and physical education in the secondary department has been developed and standards have risen. However, there has been very little improvement in the provision for religious education at Key Stage 4. Pupils' attitudes, behaviour and personal development remain strengths of the school. The quality of teaching was good in 1996 and it has improved, especially for older pupils. The range of courses leading to recognised qualifications has been increased, mostly for post 16 students. The quality of leadership by the headteacher is good but there is insufficient monitoring of the educational provision, and planning for future development is not very detailed or fully linked with finance. The use of support staff has improved and they now work well with teachers and form effective class teams.

## 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	A	A	very good A
reading	B	C	C	C	good B
writing	B	B	B	B	satisfactory C
Mathematics	B	C	B	B	unsatisfactory D
personal, social and health education	A	B	B	B	poor E
other personal targets set at annual reviews or in IEPs*	B	B	B	B	

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

As a result of pupils' special needs it is inappropriate to judge their achievements against age-related national expectations or averages.

Pupils make good progress and achieve well. Overall, the achievements of children under five are at very good. Throughout the schools pupils' achievements in English, information and communication technology and personal, social and health education are good. They are satisfactory in mathematics in Key Stages 1, 2 and 3, and good in Key Stage 4 and post 16. The only subject in which progress and achievements are unsatisfactory is religious education for pupils in Key Stage 4.

Pupils at Key Stage 1 make very good progress in music. Pupils in Key Stage 3 make very good progress in science, art, and physical education and they achieve good standards. Pupils in Key Stage 4 achieve very well in science, art, music and physical education. Post 16 students' achievements in science, music and physical education are very good. Teaching for children under five and for older pupils is very good. This has a very positive effect on pupils' understanding, interest and concentration and consequently on the standards they achieve.

Some pupils in Key Stage 4 achieve externally accredited qualifications, and all pupils who remain at school until Year 14 leave school with some academic and vocational qualifications.

## Achievements 1999

### Key Stage 4:

5 pupils achieved a total of 16 Certificates of Achievement.

3 pupils achieved 1+ General Certificate of Secondary Education (GCSE) grades A – G.

4 pupils achieved pass level in the Oxford Delegacy Young Enterprise Exam.

### Post 16:

2 students achieved 1+ GCSEs at grades A – G.

16 achieved Certificates of Achievement.

10 passed World of Work Basic Test

4 achieved RSA Initial Award in Travel and Tourism.

4 passed the City and Guilds Diploma of Vocational Education

5 students achieved ASDAN 'Towards Independence awards.

11 achieved National Skills Profiles certificates in information technology and 5 achieved this award in numeracy

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They are full of enthusiasm for all aspects of school life. This is evident in the cheerful way they greet each other on arrival. In lessons even the youngest pupils maintain interest, and sustain concentration.
Behaviour, in and out of classrooms	Excellent
Personal development and relationships	Pupils respond very well to the caring approach shown by all staff. They have a sensitive awareness of each other's needs. Relationships with staff and each other are excellent.
Attendance	Good. There is no unauthorised absence. Pupils attend school and lessons on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	Aged 5-14	aged 14-16	aged over 16
Lessons seen overall	Very good	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.*

During the inspection 98% of teaching was satisfactory or better, almost 80% was good or better, 32% was very good or better, and 8% was excellent. The best teaching was for children under five, for pupils aged 14 – 16, and for post-16 students. The good quality of teaching throughout the school has a very positive impact on pupils' learning.

The teaching of English is good throughout the school. However, at Key Stage 3 the teaching of reading strategies is not as good as it could be. Mathematics teaching is good for Key Stage 4 and post 16 students and satisfactory for younger pupils. The introduction of the National Literacy and the National Numeracy Strategies, has provided teachers with useful frameworks for planning, and standards have risen. The quality of science teaching for pupils aged 11 and over is excellent. Personal, social and health education is taught well throughout the school.

The strengths of teaching are the way in which teachers and support assistants work together, their thorough knowledge and understanding of pupils' needs, and the very good relationships between staff and pupils. Some teachers teach their specialist subject and pupils, especially older pupils, benefit from their knowledge and understanding, for example, in science, art, music and physical education. Throughout the school pupils are very well managed.

Sometimes, where teaching is satisfactory rather than good the more able pupils are not always fully challenged or the task or teaching method is inappropriate for the least able pupils. In these lessons pupils do not make as much progress as they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and balanced and there is a good emphasis on vocational education for students aged 16 and over.
Provision for pupils with English as an additional language	Satisfactory. The small number of pupils with English as an additional language receive some extra support once a week. This, combined with good teaching helps them to make good progress. However, cuts in funding mean that these pupils receive less support than they did last year.

## OTHER ASPECTS OF THE SCHOOL continued

Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is good and for moral, social and cultural development it is very good. The very positive whole school ethos supports social and moral development well. Cultural development is promoted well through the curriculum and through very good displays around the school.
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How well the school cares for its pupils	The school very successfully ensures the welfare and safety of its pupils. Teachers and support staff know children very well and are fully aware of their physical and emotional needs. Therapists work well as part of the whole school team.
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The school has very good links with parents. A good range of information is supplied to parents and many parents are regular visitors to the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher inspires loyalty, commitment and hard work from all staff and is successful in promoting a strong, positive ethos in the school. However, there are weaknesses in the monitoring and evaluation of whole school practices and in planning for future development.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its statutory responsibilities but is insufficiently involved in identifying priorities and monitoring the school's progress towards them.
The school's evaluation of its performance	The headteacher and governing body are aware of the school's strengths but too little attention is given to the monitoring and the evaluation of school performance.
The strategic use of resources	Financial control and day-to-day administration are very good and the school apply the principles of best value. The setting of educational priorities linked to finance and the monitoring of the impact of spending decisions are weak.

The match of staff to the demands of the curriculum is good. Teachers work very effectively with support staff and therapists and together form a strong team. The accommodation is very good. The facilities for medical staff are extensive, there is a swimming pool and a hydrotherapy pool and the fields outside adjoin a conservation area, which can be used by the school. Learning resources are satisfactory.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The good ethos, pupils' good behaviour and the way they develop self-confidence and independence.</li> <li>The close link between the educational and medical provision.</li> <li>The standards pupils achieve and the progress they make.</li> <li>The links with the school and the good information given to parents.</li> </ul>	<ul style="list-style-type: none"> <li>The reduction in numbers of support staff in recent years which means pupils with more complex needs receive less individual support than they did previously.</li> </ul>

The inspectors agree with the parents' positive views but they found that the number of support staff is sufficient to meet the needs of all pupils.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Overall, pupils' attainment is below national expectations in all subjects and areas of learning. However, the ability range within the school, and within each class, is very wide. A small number of pupils are attaining standards just below national expectations, whilst others are well below this level.
2. Throughout the school pupils' achieve good standards in relation to their abilities. Young children and older pupils and students achieve very good standards in some subjects as a result of the very good and at times excellent quality of teaching and learning. Throughout the whole school pupils' very good attitudes towards their work, their enthusiasm, and their excellent behaviour make a very positive contribution to their good progress.
3. Overall, standards were good at the time of the last inspection and progress was satisfactory. Since then there have been improvements, especially for pupils in the secondary and post-16 departments.
4. Overall, children under five achieve very good standards. They make good progress in reading, writing and mathematics and excellent progress in speaking and listening. Children are able to concentrate for long periods of time. They listen very well to instructions, to music and to each other. Children take turns, and work well both in small and whole class groups. Their progress in personal and social education is excellent. By the time they go into Year 1, the most able show high levels of confidence, can ask and answer questions, have learned many of the skills that are necessary for early reading and they can write their name. The majority of children can join in number rhymes and match big, little and medium size bears to similar size beds. Children's knowledge and understanding about the world is very good. They enjoy science lessons and most children can recognise and respond to the changes made in substances like oatmeal becoming porridge.
5. Standards in English throughout the school are good. Pupils make excellent progress in speaking and listening. This is promoted very well in lessons and in all other activities during the school day, for example, at lunchtimes. Role play, debating, and expressing opinions are important parts of many lessons and staff ensure that all pupils are included, even though some have very severe communication difficulties. The school council meeting was a fine example of the way in which pupils are confident speakers. Post-16 students demonstrated excellent skills when chairing the council meeting. Progress in writing is good in all key stages. Pupils' progress in reading is satisfactory. The introduction of the National Literacy framework in Key Stages 1 and 2 is having a positive impact on raising standards. However, at Key Stage 3 there are some weaknesses in the teaching of reading strategies which result in progress being satisfactory rather than good. Older pupils work towards a Certificate of Achievement or GCSE.
6. Overall, in mathematics standards are satisfactory. Pupils in Key Stage 4 and post 16 students make good progress and the standards they achieve are good. These pupils and students benefit from good, and at times, very good teaching. Students work towards GCSE, Certificate of Achievement or the National Skills Profile in numeracy. In 1999 three pupils obtained GCSE passes. The introduction of the numeracy strategy at Key Stages 1 and 2 is starting to raise standards. The good use made of plenary sessions to reinforce knowledge and understanding is making a positive contribution to pupils' learning. However, there is little emphasis on numeracy across the curriculum, and the use of information and communication technology especially with younger pupils is under-developed. By Key Stage 4 pupils are carrying out investigations and evaluating their own performance, recognising both their improvements and the areas they need to practice.
7. In science standards are good at Key Stages 1 and 2 and very good at Key Stages 3 and 4 and post-16. These older pupils benefit from teaching which was excellent in all the lessons observed. As a result pupils develop very good skills with which to design, conduct and record investigations and experiments.
8. Throughout the school pupils and students standards in information and communication technology are good. Since the last inspection expenditure on resources has been high, staff training has, and continues to take place and these factors combined have improved pupils' standards.
9. At Key Stage 1 pupils achieve very good standards in music, and good standards in art, history and personal, social and health education. Standards in religious education, geography, and physical education are satisfactory. No judgement could be made about standards in design and technology in Key Stages 1 or 2 as no lessons were taught and only a limited amount of work was seen.

10. At Key Stage 2 pupils standards are good in music and personal, social and health education, and satisfactory in religious education, art, geography, history and physical education.
11. Pupils at Key Stage 3 achieve very good standards in art and physical education. Standards are good in design and technology, French, music, and personal, social and health education. Overall, pupils' standards are satisfactory in geography and history but there is insufficient emphasis on acquiring the skills associated with these subjects. Pupils' progress is not as good in this aspect. In all other subjects progress is satisfactory.
12. Key Stage 4 pupils achieve very good standards in art, music and physical education. They achieve good standards in design and technology, French, and personal, social and health education. Standards are satisfactory in history. Currently pupils do not have the opportunity of following a course in geography although over a 3 year period they will follow a course in Geography as part of their planned programme. There has been little improvement in religious education for Key Stage 4 pupils since the last inspection. Standards are unsatisfactory and pupils make insufficient progress.
13. Post-16 students achieve very good standards in music and physical education, good standards in design and technology and geography, and satisfactory standards in religious education and history. Students work towards a range of qualifications, both academic and vocational. All students leave school with some recognised qualifications.
14. Since the last inspection the range of courses leading to recognised qualifications has increased. However, the majority of pupils take these examinations in Years 12, 13 and 14 rather than in Year 11.

Inspection findings showed that in some subjects some pupils may be able to achieve success in these examinations before they enter the post-16 provision.

15. All pupils and students have individual education plans, which include academic and personal and social targets. However, some academic targets are too broad which makes it very difficult to measure pupils' progress towards them. The school is aware of this weakness.
16. Pupils with severe and complex difficulties benefit from the support they receive from teachers and assistants and they generally make good progress. However, in a small number of lessons these pupils and the most able pupils do not make as much progress as they could because the tasks set or methods used are not well matched to their needs and abilities.
17. A small number of pupils have English as an additional language and they receive some in-class support once a week. This combined with the good quality of teaching across the school ensures these pupils also make good progress.
18. There are more boys than girls in the school, and in some classes there are very few girls. However, girls are fully included in all activities and there is no distinction between the standards achieved and progress made by boys and girls.
19. The school has set targets which indicate that no pupils will reach national expectations in English, mathematics and science at the end of Key Stage 2 or 3 this year. However, they have not yet started to set more useful targets aimed at raising standards further across the school. Baseline assessment takes place on entry to the school and very recently the school has started to look more closely at pupils' progress as they move from one key stage to another.

### **Pupils' attitudes, values and personal development**

20. Throughout the nursery and all key stages, children, pupils and students demonstrate very good attitudes to school. These provide an effective support for their learning. Their enthusiasm is evident in the cheerful way they greet each other and staff in the morning.
21. Behaviour in the school is excellent. Pupils respond positively to the encouraging approach of teaching and non-teaching staff. They listen well, work diligently and often spontaneously support each other when they have difficulties, both in lessons and at break-times. There were no exclusions in the previous year.
22. Throughout the school, pupils' personal development and relationships are excellent. The consistent respect that staff show to pupils and to their colleagues provides an excellent role model for pupils. As they get older pupils respond with growing maturity to the responsibilities given to them. In the nursery, children make sensible choices about what they will eat at lunchtime and by the time they are in the post 16 department, students are mature young adults. The most able can discuss their own futures with a good understanding of their disabilities and needs. They feel very positive about the school but have sufficient self-esteem to evaluate provision and seek desired changes through the school's council. Pupils consistently show a sensitive awareness of each other's needs, which is particularly evident at lunchtimes.

23. Attendance in the school is good. Pupils attend school and lessons punctually. The high levels of medical support make a positive contribution to the lower than average authorised absence for a school of this type.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

24. Overall, the quality of teaching is good. In 98% of lessons it was satisfactory or better. It was good or better in 79%, very good or better in 32% and excellent in 8%. The teaching for children under 5, pupils at Key Stage 4 and students at post-16 is very good. Teaching at Key Stages 1, 2 and 3 is good. The quality of teaching was good at the time of the previous inspection. It has improved since 1996 especially for Key Stage 4 pupils and post-16 students.
25. Children under five benefit from very good teaching which promotes very good learning. Staff have very a good knowledge and understanding of children's development and the requirements of the curriculum for under fives. Planning effectively supports learning and reflects children's individual needs. Children are encouraged to learn through their involvement in activities which interest and motivate them, and they make very good progress.
26. The teaching of English is good throughout the school. The introduction of the literacy strategy has given a good structure to lessons in Key Stages 1 and 2. However, there are some weaknesses in the teaching of reading strategies to Key Stage 3 pupils. Mathematics teaching is satisfactory in Key Stages 1, 2 and 3 and good in Key Stage 4 and post 16. Older pupils benefit from the emphasis placed on oral, practical and investigation work. They are encouraged to evaluate their own performances and recognise areas requiring further practice. In science, teaching is good in Key Stages 1 and 2 and excellent in Key Stage 3, Key Stage 4 and post 16. Science lessons in the secondary and post 16 department are stimulating and demanding, offering a challenge to all. Each pupil is given opportunities to communicate fully however complex that process may be.
27. At Key Stage 1 teaching was good in 70% of lessons and very good in 40%. It is very good in music, good in information and communication technology, art and personal, social and health education, and satisfactory in religious education and physical education.
28. At Key Stage 2 it was satisfactory or better in 93%, good or better in 79% and very good in 17%. Teaching is good in information and communication technology, history and music, and satisfactory in religious education, art geography, personal, social and health education and physical education.
29. At Key Stage 3 teaching was good or better in 59% of lessons, very good or better in 29% and excellent in 8%. It is very good in art and physical education, good in information and communication technology, design and technology, French and music, and satisfactory in religious education, geography, history and personal, social and health education.
30. At Key Stage 4 teaching was at least good in 91% of lessons. It was very good or better in 39% and excellent in 22%. Teaching is very good in art, physical education and music, good in information and communication technology, design and technology, French and personal, social and health education, and satisfactory in history. Teaching of religious education to pupils in Key Stage 4 is unsatisfactory.
31. At post-16 it was at least good in nearly all lessons. It was very good or better in 57% of lessons and excellent in 7%. Teaching is very good in art, music and physical education, good in information and communication technology, design and technology, geography and personal, social and health education, and satisfactory in history.
32. There were examples of excellent teaching in English, mathematics and physical education at Key Stages 3, 4 and post 16. Where teaching is of a very high quality relationships within the classroom are excellent, knowledge of both pupils and subjects is very good and lessons are imaginative. Expectations of all pupils are very high. Teachers and support staff go to great lengths to ensure full access and participation by the least able in these lessons. Technologies such as CCTV and the use of digital imaging are used to create a sense of awe when exploring the use of lichens as indicators of pollution. Support Assistants play a very important part in the good quality of learning. In examples of excellent teaching in mathematics, science and physical education it is both staff and pupils who are driving the level of challenge up. Excellence is the result of many very good features, skilfully combined and often lifted by inspiration and humour.
33. During the inspection the teaching in about one lesson in three was very good. These lessons often contain many of the elements of the excellent teaching. They are based on very good relationships and good use of a variety of communication skills, which may include sign language, contributed to by teachers, other staff and pupils. In some lessons, as in a very good drama lesson on the culture of American Indians, the teacher's skills enable the whole class to work together to very good effect. In other lessons, for example, art and music, excellent knowledge of the subject combined with effective use of praise and criticism led to good progress.

34. Good lessons are seen routinely in most subjects and key stages. Here the impact of very good features are sometimes lessened by failure to fully involve or stretch one or two pupils at the extremes of the ability range, or assessment is less reliable or less well used. Sometimes the pace and challenge within a lesson is not sustained, or the thread of the learning is lost.
35. In the lessons that are broadly satisfactory or occasionally unsatisfactory there are a small number of weaknesses. These include gaps in communication through lack of signing skills, targets that are too general and do not inform the teaching, and the presenting of concepts or activities that are not well matched to pupils' abilities. At times the methods used are not completely appropriate to all pupils and the most and least able pupils make limited gains in knowledge and understanding. For example, sometimes in religious education and geography lessons videos are used for long periods of time and pupils begin to lose a little interest and their learning is not as good as it could be.
36. Children under five and post-16 students benefit from regular homework which reinforces what is learned at school. In all other years the use of homework is generally satisfactory but there are variations in the amount set in different classes and subjects.
37. A small number of pupils with English as an additional language receive weekly support. These pupils benefit from this extra in-class support, and their learning is good. However, the reduction in funding for this work means that pupils do not receive as much help as they did last year. Insufficient information was obtained to assess how this reduction has affected pupils' standards.

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

38. The school offers a broad and balanced curriculum with a good emphasis on vocational education for post-16 students. A good range of accreditation is offered to ensure that all pupils leave school with some acknowledgement of their achievements. However, most pupils do not have the opportunity to obtain accreditation until Years 13 or 14. Few pupils have the chance to obtain qualifications in Year 11. This is a weakness.
39. All National Curriculum subjects are taught as well as religious education, personal, social and health education, sex education and drugs awareness training. The National Literacy and Numeracy Strategies have been introduced and are having a positive effect on pupils' achievements and progress in Key Stages 1 and 2. There is a good range of accredited vocational courses available to post-16 students. These include construction, leisure and tourism, catering, sport and recreation, and law and community.
40. The Early Years curriculum is good. It is very well planned and is soundly based on the Desirable Learning Outcomes whilst taking very good account of individual children's needs. Social and moral development underpins the whole curriculum and provision in this area is excellent.
41. The amount of teaching time is below recommended levels, especially for older pupils. However, time is used well and all subjects receive sufficient coverage except for religious education for pupils in Key Stage 4.
42. Short term planning is at least satisfactory in all subjects but there are some variations in the quality and detail of longer-term planning which impacts on pupils' learning. In art and science plans are detailed and pupils' build on their knowledge skills and understanding as they move through the school. However, in English there is no clear link between the schemes of work for literacy for Key Stages 2 and 3. This causes a lack of continuity in pupils' key literacy skills as they move from Key Stage 2 to 3. In geography and history at Key Stage 3, there is a lack of emphasis on the acquisition of skills. Although subjects are mostly co-ordinated by primary and secondary co-ordinators, there is no whole school monitoring to evaluate the provision over all key stages. Co-ordination of the whole school curriculum is weak.
43. Pupils are given good opportunities to take part in a good range of extra-curricular activities both at lunchtimes and in the evenings. These include sports and music clubs, an evening youth club and residential activities, including trips abroad. Particular attention is paid to making community activities available for pupils' families so that the whole family can join in other activities while the clubs are taking place.
44. The provision for careers education and guidance from Year 9 onwards is good. Older pupils take part in a self-managed enterprise company. Year 12 students complete work experience.

45. Links with the community have been developed since the last inspection and they make a very good contribution to pupils' learning. The post-16 vocational courses are enhanced by the school's extensive links with local and national businesses. A number of pupils undertake projects in the community. The school facilities are utilised on a regular basis by local community organisations, including a youth club.
46. The school's provision for spiritual development is good overall. Good contributions are made in English, art, music, science, and religious education at Key stages 1, 2 and 3. Assemblies provide good opportunities for pupils to deepen their understanding of key ideas. For example, the Year 10 assembly, on the theme of the human race focused pupils' attention on ideas of inclusion and injustice. In a Year 11 English lesson pupils awareness and understanding of the concept of self-worth was raised through discussion about communication with classmates who were currently in hospital.
47. The school very successfully promotes pupils' moral development through its strong ethos in which fairness and equality are fundamental principles. Pupils are taught the difference between right and wrong. Honesty and truthfulness are highly valued. Pupils' social development is promoted in every aspect and is a strength of the school. Pupils are taught to help each other and many examples of spontaneous support for one pupil by another are seen in lessons and about the school. Pupils listen to each other and are prepared to wait if another pupil needs time to communicate. They show genuine concern for each other. Staff treat pupils with respect and receive pupils' respect in return. They provide good models of behaviour and very good teamwork is evident between teaching and support staff.
48. Pupils' cultural development is very good. Work in art is linked to projects pupils are carrying out in other subjects. For example, paper making and printing linking to work on China, tile making replicating designs from Pakistan and masks from North American native cultures. In music, pupils are introduced to songs and musical styles from around the world. They also have opportunities to make music with professional musicians and are involved in a range of public performances. The geography curriculum has an emphasis on life in other lands, including China and Pakistan, and there are some excellent displays throughout the school that reflect other cultures. The cultural and ethnic diversity of pupils in the school is valued and celebrated.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

49. The provision for the care of pupils and students is good and remains a priority of the headteacher and staff. There are comprehensive arrangements to cover all aspects of child protection, health, safety and risk assessment and identified staff are trained in first aid. The working environment is safe and pupils are well supervised at work and at play.
50. All staff know pupils well and understand their educational, social and emotional needs. Pupils demonstrate they are happy and comfortable when working in class. Therapists work as effective members of the staff team, advising staff and monitoring pupils' physical and sensory development. The work of staff in the access centre ensures that pupils with more complex needs are as independent as they can be and this allows them greater access to the curriculum. Procedures to promote good behaviour free from harassment and bullying, and good attendance are very successful. Pupils with long term illness are very well supported. The school provides work for home or for the hospital teaching service. There is little disruption to attendance as pupils and parents are able to attend clinics in school.
51. Independence is promoted well throughout the school. Pupils are encouraged to make choices and decisions. The school council meets regularly and pupils discuss issues for action in an extremely effective way. They are able to put the views of the pupils forward to achieve such things as extra curricular activities. Pupils know their rights and responsibilities. There are strengths in the recording of personal, social and medical records but personal and social targets on some individual education plans are unsatisfactory as they are not as specific as they could be.
52. Overall, arrangements for assessing and monitoring pupils' academic progress are unsatisfactory. However, assessment and recording of children under five's achievements are very good. Targets on children's individual education plans are specific, and progress is carefully monitored. However, in some other year groups targets set in annual reviews do not relate clearly to those on individual education plans,
 

targets are often too broad and this makes progress towards them difficult to measure. Literacy and numeracy targets are written by class teachers.

They are variable in quality and are sometimes unfocused. Recently senior managers have started to monitor the quality of targets on individual education plans but at present many individual education plans are weak and little use is made of them in planning.
53. Questioning is an important feature of most lessons and teachers make good use of the information obtained to inform daily and weekly planning. Good use is made of assessment information in science and in art. However the use of assessment data to inform longer-term plans is unsatisfactory in English, religious education, geography, history and information and communication technology.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. Parents are happy with children's personal development and the educational standards their children achieve. Parents are kept well informed and feel encouraged to develop good relationships with staff. The close link between the academic and medical provision is much valued. Parents are appreciative of the positive attitudes that the school promotes as this helps pupils to become independent and gain in self-confidence. The very positive school ethos and the standards of behaviour and attitudes towards learning are considered by parents to be strengths of the school.
55. Pupils' annual progress reports are comprehensive. They are a record of pupils' achievements throughout the year and include a summary of the work covered, and some pupil self-assessment and target setting. There are regular review meetings between the school and parents. All post-16 students compile a National Record of Achievement.
56. The use of homework to support learning is variable across the school with more consistent practice in Key Stage 4 and post-16. Parents' contribution to pupils' academic development is satisfactory. The 'School Association' which includes parents, staff and friends from the local community is very supportive and has raised substantial sums of money for various projects and learning resources over the years. Recently a parents support group has been established.
57. The last inspection reported that the partnership with parents and the community was a major strength of the school. This judgement is confirmed by the current inspection findings.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The headteacher provides strong leadership. She inspires loyalty, commitment and hard work from all the staff. She has established a very positive ethos in the school, in which the welfare and well being of pupils are paramount. This is clearly expressed in the recently revised school aims. An obvious strength of this leadership is the extent to which every member of the school community is aware of and contributes to the vision represented in these aims.
59. The management of the school is less effective. Systems for the monitoring and evaluation of teaching and the work of the school are weak. Although informal monitoring takes place, this is insufficient to enable senior management to identify weaknesses and support improvement. Currently appraisal is not taking place.
60. Delegation of responsibility is inconsistent. There are co-ordinators for all subject areas. However, as many as three members of staff may be responsible for a single subject. As there is no overall monitoring of the whole curriculum the link between Key Stages 2 and 3 in some subjects is unsatisfactory. There is no whole school curriculum co-ordinator responsible for monitoring the quality of the curriculum across the whole school.
61. While the school is successful in maintaining its previous strengths, and has made improvements in some areas, long-term planning is weak. The school has identified some appropriate targets but the development plan is in outline form and is insufficient to be an effective management tool for staff and governors. It does not clearly identify priorities, show how they are to be resourced, and when the targets are to be completed. There is no information about what the impact of these developments is expected to be. The link between development planning and finance is unsatisfactory. While there is additional documentation to support some aspects of development, such as information and communication technology, they focus on hardware and software improvements, and less on what they are designed to do.
62. The governing body is involved in and committed to the life of the school. Governors fulfil most of their statutory responsibilities. Currently they are discussing ways in which their involvement, particularly in monitoring the work of the school can be improved. However, at present they play only a limited part in shaping the direction of the school or in monitoring the standards achieved and the quality of education provided.
63. Systems for financial control and day-to-day administration are very good. The school applies the principles of best value and ensures value for money when large purchases are made. Some good savings have been made on major purchases.
64. The school has a good provision of well-qualified and experienced staff who are provided with access to a wide range of professional development opportunities. Individual training needs for teachers and support staff are reviewed on a regular basis and training needs are assessed. There are no formal induction programmes for newly qualified or new members of staff but all members of staff are very supportive of each other and share their knowledge of pupils and best practice.

65. The accommodation is very good. The site and buildings are maintained and cleaned to a high standard and the landscaped grounds provide a conservation area and sufficient space for cricket and football. There is a good provision of indoor and outdoor facilities for children under five. There are specialist teaching areas for many subjects, and there is a separate post-16 centre. The school library is located centrally and is readily accessible to all pupils. In addition to the learning and teaching requirements there are very good specialist facilities including a physiotherapy department, an access unit, a soft play area, a sensory room, a hydrotherapy pool and a swimming pool.
66. The provision of learning resources is at least satisfactory. Resources for music are very good and well utilised. They are good for English, science, information and communication technology, art, history and physical education. However, at present in design and technology there is no provision for working with resistant materials and in religious education there are few artefacts.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. To improve further the senior managers and governing body should:
- Improve Key Stage 4 pupils' achievements in religious education. (paragraphs 12, 30, 41, 155)
  - Develop and implement systems for the monitoring and evaluating the work of the school. (paragraphs 42, 59, 62, 98, 111, 129, 135, 141)
  - Identify short and long-term targets for whole school development and link them to finance. (paragraphs 59, 61, 62)
  - Extend the good assessment practices which are evident in some subject areas across the whole curriculum, and use the information obtained in future planning. (paragraphs 52, 53, 88, 98, 111, 129, 135, 141, 161, 168 )
  - Monitor the whole school curriculum to ensure that pupils build on their knowledge skills, and understanding as they move from Key Stage 2 to Key Stage 3.(paragraphs 42, 59, 79, 98, 129, 135, 156, 161)
  - Ensure that the most able pupils have the opportunity to obtain recognised qualifications at the end of Key Stage 4. (paragraphs 14, 38, 83, 109 )

The following weaknesses have been identified in the report but need not be included in the school's action plan:

The teaching of reading at Key Stage 3 is not as good as it could be. (paragraphs 5, 82, 89).

In some lessons where teaching is satisfactory rather than good, insufficient attention is given to the needs of the most and least able pupils. (paragraphs 16, 35, 78, 79, 88, 96, 122, 139).

In history and geography at Key Stage 3 there is not enough emphasis on developing the skills associated with these subjects. (paragraphs 11, 126, 129, 134).

**PART C: SCHOOL DATA AND INDICATORS**

*Summary of the sources of evidence for the inspection*

Number of lessons observed	111
Number of discussions with staff, governors, other adults and pupils	44

*Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	47	19	2	0	0

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



## Information about the school's pupils

<b>Pupils on the school's roll</b>	No of pupils
Number of pupils on the school's roll	122
Number of full-time pupils eligible for free school meals	38

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	13

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

## Attendance

### Authorised absence

	%
School data	9

### Unauthorised absence

	%
School data	0

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

## Achievements 1999

### Key Stage 4:

5 pupils achieved a total of 16 Certificates of Achievement.

3 pupils achieved 1+ GCSE grades A – G.

4 pupils achieved pass level in the Oxford Delegacy Young Enterprise Exam.

### Post 16:

2 students achieved 1+ GCSEs at grades A – G.

16 achieved Certificates of Achievement.

10 passed World of Work Basic Test

4 achieved RSA Initial Award in Travel and Tourism.

4 passed the City and Guilds Diploma of Vocational Education

5 students achieved ASDAN 'Towards Independence awards.

11 achieved National Skills Profiles certificates in information technology and 5 achieved this award in numeracy

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	6
Bangladeshi	1
Chinese	0
White	105
Any other minority ethnic group	3

## Exclusions in the last school year

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YF- Y14**

Total number of qualified teachers (FTE)	18.9
Number of pupils per qualified teacher	6.45
Average class size	11

#### **Education support staff: YF- Y14**

Total number of education support staff	27.6
Total aggregate hours worked per week	902

*FTE means full-time equivalent.*

### **Financial information**

Financial year	98/99
	£
Total income	1299188
Total expenditure	1281047
Expenditure per pupil	10500
Balance brought forward from previous year	114959
Balance carried forward to next year	133100

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	63

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	15	0	0	3
My child is making good progress in school.	47	43	7	0	3
Behaviour in the school is good.	52	45	0	0	3
My child gets the right amount of work to do at home.	39	40	10	0	8
The teaching is good.	71	26	0	3	3
I am kept well informed about how my child is getting on.	57	36	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	3	2	2
The school expects my child to work hard and achieve his or her best.	53	42	2	0	3
The school works closely with parents.	50	42	6	0	2
The school is well led and managed.	73	23	2	0	2
The school is helping my child become mature and responsible.	59	33	3	0	5
The school provides an interesting range of activities outside lessons.	44	46	7	0	3

## **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**

68. The nursery admits pupils from the age of two until the end of their reception year, and offers a mixture of full and part-time places. The children have an extremely broad range of special educational needs.
69. The high standard of provision for Early Years education, which was identified in the last inspection, has been maintained. The very well led and co-ordinated team approach to planning and teaching ensures that children make very good progress and demonstrate excellent attitudes to learning. During the week of the inspection, learning was judged to be good or better in all lessons.
70. Children's achievements in personal and social development are excellent. Children show very positive attitudes to school and high levels of self-assurance. They interact well with teaching and non-teaching staff and they move happily between activities. Children rely on different levels of support, but progress towards independence is very good. During lunchtimes they listen to each other with maturity and they make choices about their food. Behaviour in the nursery is excellent. The teaching of personal and social development permeates through all experiences in the nursery and is excellent. Children are well prepared for work in Year 1.
71. Children's achievement in speaking and listening, and reading and writing are good and they make good progress. They respond well to questions, volunteer information and they listen to the teacher and each other carefully. All children concentrate very hard, particularly at story time. They love books, they join in stories and many understand that written words say something. A few can recognise words. The majority of children learn to hold a pencil and use it carefully, so that by the time they leave some children are able to copy write, or write their name independently.
72. Children's achievements in mathematics are good. They join in counting songs, rhymes and stories, which include mathematical ideas. Through such activities, they learn to count up to ten and they begin to use and understand words such as over and under. During the week of the inspection, many of the pupils showed how well they understood small, medium and big by matching three teddy bears to their beds.
73. A wide range of experiences is provided to develop children's knowledge and understanding about the world and the progress and achievement made by children is very good. Children noticed and explored the differences in porridge as it was being made, and were able to respond to changes in taste, as when one little girl pointed out "that it was salty but nice". There is always at least one computer in use in the nursery and by the time the children enter Year 1 the majority have good mouse control.
74. Children's physical needs are very well met and their achievements are very good. Teaching is very good and liaison between health service professionals and educational staff is extremely effective. Most children are confident in the water and with support many can propel themselves through the water.
75. Children achieve very well in creative activities. They respond well to a wide range of activities, such as taking the parts of Goldilocks and the Three Bears in "The House of the Bears", and to activities such as play dough, and water play. Children sing and interpret music through movement. They listen attentively and recognise familiar tunes. They show imagination and link music of different moods to their own emotions. Teaching in this area is very good.
76. Overall, teaching is very good and makes a very positive impact on children's learning. Children's individual needs are incorporated well into ongoing planning. Daily activities are based on very clear objectives, which lead to focused learning. These are supported by a number of activities, which are fun and meaningful to the children. Learning is enhanced by small group sessions, during which the needs of individual children can more easily be met. For example, during a literacy session, one group of children went to the library, another group had a story which included opportunities for reading print. Another group, who were at an earlier stage of development, learnt to recognise animal pictures and match them to sounds. These approaches lead to high levels of interest and very good achievement at appropriate levels for all children.
77. The nursery co-ordinator offers very clear educational direction, which is based on a clear philosophy, which reflects the overall aims of the school. The very well planned curriculum is soundly based on the Desirable Learning Outcomes. There are very good assessment procedures and children's progress is monitored carefully so that all, including those with more complex needs and English as an additional language, make very good progress. Priorities are made clear and the very good teamwork provides a consistently very good learning environment for all children.

### **ENGLISH**

78. Overall, pupils' achievements are good but there are some variations between standards and progress in different aspects of English. The best achievements across all key stages are in speaking and listening in which pupils make excellent progress. The development of communication skills is especially good at Key Stages 1 and 2 where pupils are supported by the Literacy Strategy and by specialist input from the speech therapist. In most lessons pupils' achievements are well supported by the wide range of strategies and resources used by teachers to involve pupils of all abilities in lessons. However, in a few lessons the achievements of more able pupils across the key stages and at post-16 are limited by the lack of challenging materials and tasks.
79. The scheme of work across key stages provides for literacy and English with the focus being on English literature at Key Stages 3 and 4. There is no clear link between the scheme of work for literacy at Key Stages 1 and 2 and that for literacy and English at Key Stages 3 and 4. The consequence is that some less able pupils' achievements in key skills, especially in reading are variable.
80. By the end of Key Stage 1, pupils' achievements are good in all aspects. Pupils use picture and contextual clues to sound initial letters of unfamiliar words. Some pupils are able to read fluently and with confidence and to recognise words out of context. They understand the concept of a story and take part in shared reading from big books, which also develops their listening skills. Pupils' writing skills are variable but they make good progress and writing implements and word processors are used appropriately to further develop pupils' skills.
81. By the end of Key Stage 2, pupils' achievements are good overall. Pupils make good use of word processors for writing tasks. They are able to access a range of age appropriate texts in shared reading and listening activities, with some support from teachers and assistants. Most able pupils are able to spell high frequency words accurately and are beginning to develop their handwriting skills. These pupils have a good vocabulary. For example, in a Year 4 and 5 lesson some pupils knew that 'weary' means 'tired'. In a Year 6 music lesson, pupils demonstrated their ability to use alliteration and rhyming to good effect.
82. By the end of Key Stage 3, the most able pupils are able to access complex texts, including Shakespeare. Pupils' achievements are supported well by the use of a wide range of appropriate texts and challenging tasks. However, some pupils lack the strategies for decoding high frequency structural words. This limits their access to age appropriate reading material. Pupils' writing skills are developed to a good level by writing for different audiences and purposes, for example, newspaper articles and evaluations of the texts they have read. In these, pupils show the ability to express themselves clearly, providing good reasons for their opinions.
83. By the end of Key Stage 4, pupils' achievements are good in the externally accredited communication skills course. Pupils complete guided work successfully, which includes a varied range of tasks involving communication skills. Most pupils speak confidently and share in whole class discussions. Overall, pupils reading skills are limited. Those who can read more fluently are not always provided with challenging reading materials. The higher achieving pupils write well-planned descriptive pieces but their spellings and punctuation are not always accurate. Pupils work towards Certificate of Achievement or GCSE qualifications. However, few pupils have the opportunity to obtain GCSE in Year 11.
84. Post-16 students' achievements are satisfactory overall with all pupils achieving external accreditation. More able students achieve satisfactory grades in GCSE. Teachers plan well to meet the needs of pupils taking this exam, and include opportunities for students to apply a range of strategies for planning written work. Many students work independently and with confidence, which is reflected in technically accurate writing. Students' standards in reading are satisfactory and supported by regular reading sessions, although the range of current and appropriate reading materials, for example, newspapers and magazines is very limited.
85. Overall, pupils throughout the school make good progress. Teachers' use their sound knowledge and understanding of pupils' personal and social needs to plan appropriate tasks for pupils. The emphasis in teaching on encouraging independent learning, for example, using dictionaries to check spelling, combined with the pupils' good behaviour, supports pupils' good progress.
86. The good use made of information technology for word processing for pupils with handwriting difficulties contributes to their good progress. Pupils make very good gains in their speaking and listening skills. This is supported by the wide range of strategies used by teachers to involve all pupils in classroom discussions. Pupils have very good opportunities to participate in plays within lessons or for assembly. Progress in reading and spelling is not as good as in speaking and listening because currently there is no scheme of work to link the development of literacy skills between Key Stages 2 and 3. At Key Stage 4 grammatical accuracy and punctuation are variable and teacher's marking does not consistently point out errors.
87. Literacy as a whole school issue is at an early stage of development. Recently all teachers and support assistants have had training on the literacy strategy. Currently the provision for supporting pupils' literacy skills is variable across subject areas. For example, in science at Key Stage 3 it is good, in geography the emphasis on writing skills is

developing but in mathematics it is weak as there is little reference to key words which makes it difficult for pupils to fulfil their potential in tests.

88. Overall, the quality of teaching is good. A good range of resources is used creatively by teachers. Support staff are deployed well and make a sound contribution to pupils' progress by providing effective individual and small group support. Good planning and appropriate strategies keep pupils motivated and interested in lessons. There is appropriate challenge provided for the range of pupils except at times for the most able. Teachers' expectation of these pupils' abilities is sometimes too low. In many classes teachers do not consistently focus on pupils' targets for learning from their individual education plans. Some targets are not specific and progress towards them is difficult to measure. The assessment of pupils' achievements is variable between key stages but is unsatisfactory overall. No whole school monitoring of the subject takes place.
89. There have been improvements since the last inspection in the provision for pupils with no or little verbal communication as more communication aids are used. The previous finding that reading skills were as not well developed as verbal skills remains broadly accurate except for Key Stages 1 and 2 where the literacy strategy has had a positive impact. There is now a more consistent use of information technology across the key stages. The quality of teaching has improved and is now good.

## **MATHEMATICS**

90. Achievements in Key Stages 1, 2 and 3 are satisfactory and in Key Stage 4 and post-16 they are good. Young pupils are organised into ability groups, staff teams follow the structure of the teaching of the Numeracy Strategy, and pupils respond well. In Year 1 pupils are successfully developing mathematical skills to sort, sequence, compare and match everyday objects. A firm teaching approach ensures young pupils with more challenging behaviour are developing skills of counting and recognising numbers to 5. They match objects in sets and begin to distinguish between light and heavy when handling everyday objects. The most able pupils count to ten, recognise the correct number and use the words heavy and light.
91. Key Stage 2 pupils make satisfactory progress. They correctly name shapes such as spheres, cubes and cylinders. The most able pupils describe the properties of rectangles. Pupils count out small amounts of money and match them to cards. They sort and match real coins and experience shopping activities. They enjoy singing rhymes and are developing an awareness of number to 5. Pupils with more complex needs work well with support assistants and with careful, sensitive encouragement, pupils communicate their answers to them. During mental mathematics sessions higher achieving pupils use the terms 'more than' and 'less than' correctly. Pupils are challenged at their own level to develop the concept of half of numbers, the most able working to 1000. They are beginning to understand 'equals', 'the same as' and, 'more and less' and they apply these terms to their work with simple weights.
92. Key Stage 3 pupils carry out practical shopping skills and find out different ways of making amounts of 10p and 20p. A variety of resources are used during work with fractions which encourage pupils to identify a half and a quarter. Some explain what these terms mean. The most able pupils make good progress in identifying quarters in numbers up to 16. Most pupils try hard to make a half and a quarter when folding paper. The most able pupils can suggest ways of testing for equal measure by folding and matching. By Year 9 pupils respond well to the challenge of homework which is carefully marked. They used correct words between certain and impossible during a lively session on probability. The good pace of the lesson ensured all pupils were involved at their own level.
93. At Key Stage 4 pupils make good progress. They are appropriately challenged and begin to evaluate their own performance. They recognise improvements in their results and areas they need to practise. A few carry out homework with maturity and commitment. The most able pupils are developing their skills of investigation and are able to recognise the difference between 'random' and 'logic'. Information and communication technology is sometimes used well with pupils with more complex needs. The way in which pupils are actively involved in lessons, combined with the good use of humour, encourages less able pupils to develop concepts of direction. They give instructions to indicate forwards, backwards, sideways and stop. Practise with coins shows pupils are developing concepts of giving change and counting amounts.
94. Post-16 students make generally good progress towards a range of external qualifications. The good use of time to go over homework and the helpful feedback given by teachers ensures students understanding. Some pupils use calculators with confidence and work out problems using graphs. The very good use of closed circuit television ensures a student is enabled to take full part in the problems of estimating. Good teamwork allows individual students

to work at a pace and level appropriate to their needs and abilities. This is successfully supported by the use of appropriate information and communication technology.

95. Pupils' attitudes to lessons are good. Young pupils show great enthusiasm for number rhymes when they sing to a tape. Pupils with restless behaviour respond well to the sensitive handling by staff to engage them in tasks. Pupils in Key Stage 2 are well behaved and show a lot of interest, which is generated by the good teamwork and pleasant learning environment. They are animated and lively and respond well to each other and adults. Older pupils are relaxed, they ask for help when necessary and they relate well to the teacher. More able students often work well with their friends. Key Stage 3 pupils are well behaved and show a positive attitude to work. Pupils in Key Stage 4 concentrate well and respond appropriately to an exam situation. Pupils with more complex needs try very hard to express themselves. Post-16 students discuss their problems and work them out together. The mature attitude towards work is evident in the excellent behaviour and level of concentration.
96. Teaching for younger pupils is satisfactory. Pupils are organised into ability groups and tasks are set which match the groups' abilities. The small size of groups encourages pupils and students to take a full part in lessons. The most effective learning takes place where teachers understand the ability of their pupils and plan to meet individual needs using challenging, interesting tasks. A few staff use sign language well to ask questions and to encourage responses from pupils. The well-structured lessons, which include good demonstrations, games and short activities, encourage a very good response from pupils and learning in these lessons is good. In some lessons teachers use specific vocabulary well and interesting resources, such as real money and home made cards, generate interest and enjoyment. Lively lessons, which include a good use of humour, encourage pupils to enjoy mathematics. Most teachers use questions well and the plenary sessions are successful in consolidating pupils' learning. In Key Stage 3 teaching is satisfactory. However, at times the pace of the lesson is slow and worksheets tend to be the same for all pupils. Lesson plans are clear but activities do not always meet the needs of the most and least able in the group. Targets on individual education plans are sometimes too general to be useful to teachers in their planning. Homework is set regularly, marked well and gives pupils good information on how they can improve.
97. Teaching at Key Stage 4 and post-16 is always at least good. Careful planning meets the needs of all pupils. There is good use of information and communication technology to enable pupils with complex needs to participate fully. There is an emphasis on oral and practical work and good opportunities for investigation work. A variety of methods are used for assessing progress. Excellent teamwork ensures students have maximum support and this promotes effective learning.
98. The National Numeracy strategy is used effectively and most staff have had relevant training. The more able Year 9 pupils follow a course to prepare them more effectively for GCSE. Key Stage 4 and post-16 students work towards suitable accredited courses. Mathematics is not monitored throughout the school therefore standards, teaching, the use of individual education plans and information and communication technology varies between classes. Since the last inspection there has been an improvement in the effectiveness of teamwork by teachers and support assistants. Assessment still does not fully inform planning and there is some uncertainty about pupils' attainment against National Curriculum criteria at the end of key stages.

## SCIENCE

99. Standards of achievement are good in Key Stages 1 and 2 and very good in Key Stages 3, 4, and in the post-16 department.
100. By the end of Key Stage 1 pupils are developing their observational skills and when studying a project on mini-beasts, they begin to separate living and non-living things, and recognise some of their characteristics. They can identify light sources and mark or draw very simple diagrams of the sun, or of light bulbs. They start to use recording sheets to collect observations and to sort animals into sets. They demonstrate good gains in understanding when investigating why rabbits are likely to have better hearing than penguins.
101. By the end of Key Stage 2, pupils can make and illustrate simple circuits including bulbs and buzzers. They use household junk to design simple switches that they can test within their circuits. During this experiment they also make good gains in understanding that some materials conduct electricity well, and others do not. Pupils are able to list a variety of uses of electricity in the home and indicate which of them produce heat, or light, or sound. They identify the requirements of plants and interpret labelling systems. They make good gains in understanding how data from experiments can be displayed when testing the changes in heart rate against activities such as writing or running. Pupil's folders show well-presented work across all aspects of science.

102. By the end of Key Stage 3, pupil's folders again show very good coverage of the subject with the more able pupils presenting work to a good standard. When recording investigations, pupils write coherent and full sentences, for example, when discussing the comparative energy needs of the humans, or when describing the behaviour of light through different types of lenses. During an investigation on sources of heat pupils knew that heat is measured in joules. One pupil recognised that stored and potential energy are the same. Pupils demonstrate developing skills in thinking out the implications of the investigations they have conducted.
103. Achievement in Key Stage 4 is very good. Pupils have completed a relevant unit on body maintenance and they have discussed health and safety in the home. They recognise and record liquids, solid and gases, and label diagrams to illustrate a teacher-led demonstration looking at the effects of heat on water. They record the results of experiments to establish properties of elements such as iron and sulphur and distinguish between mixtures and compounds. Pupils are able to conduct effective tests on a range of bubble bath solutions, showing that they understand the idea of a fair test. If they are not satisfied with their results, or find results that do not appear to fit the predicted patterns they will repeat the tests until they are satisfied.
104. Post-16 students have completed several of the required units for GCSE accreditation. Measurement and investigation is more detailed, writing is used to demonstrate understanding, graphs are well used to record and interpret results but there is little evidence of the use of computers for this purpose. In a lesson on man's impact on the environment, students used computer controlled television and digital cameras to explore and record the effects of air pollution on lichens. They handle the technologies involved very successfully. Students show a very good level of independent leaning skills when they select a range of items of equipment in order to design and conduct a test to separate iron filings from sand.
105. Pupils' attitudes to science are excellent. They are often very good in Key Stages 1 and 2. They are excellent in Key Stages 3 and 4 and in the post-16 classes. Pupils behave sensibly in the science laboratory, sharing space well despite many physical difficulties. They watch and listen closely, and sustain concentration for long periods. They select, collect and share equipment well and progressively learn to set up, conduct and records investigations successfully. Overall, behaviour is very good.
106. The teaching of science is a real strength. It is always at least good and often very good in Key Stages 1 and 2. In the senior part of the school throughout the week of the inspection teaching was always excellent. This is an outstanding achievement.
107. At Key Stages 1 and 2 lessons are well prepared, and based on a very good level of subject knowledge and a sound knowledge of the needs of individual pupils. Teamwork among the staff is very good and enables most of the work to be very closely matched to pupil's needs and abilities. The occasional example where the match of work is less good are quickly discovered and remedied. Assessment both during the lesson and in short assessment tasks at the end of a series of lessons, is well handled and used to inform planning the next stage of learning. Teaching in the secondary and post-16 phases is outstanding. A deep knowledge of both pupils and the subject is used to create stimulating and demanding lessons that challenge and absorb everyone. Teamwork is excellent and each pupil is given opportunities to communicate fully however complex that process may be. Other pupils observe and respect this approach. Relationships are excellent and are focussed on the challenge of learning at the highest individual level possible. As a result pupils develop very good skills with which to design, conduct and record investigations and experiments.
108. Common features of all the teaching are the regular use of review to help pupils recap the main points of the lesson and the very good use of questions and answers to assess learning. Planning has been linked carefully to well thought out curriculum units, and shows very good use of resources. In a small number of lessons throughout the school opportunities for research using books or CD ROM's are missed, as are opportunities to use computers to record and present data.
109. The curriculum is broad and balanced in all key stages but the school has chosen not to offer any external accreditation in Key Stage 4. This limits the opportunities for more able pupils and for those who may wish to go to further education or elsewhere rather than remain at school. However, post-16 students obtain good results in external examinations.
110. The use of technologies to magnify the details of the living world creates a sense of awe in some pupils. The way in which processes of investigation are developed increases pupil's social skills and their general understanding of welfare, health and safety. Assessment systems are well developed and are well used to monitor progress and to shape the pace and structure of future lessons.
111. The specialist teachers effectively co-ordinate science but as yet the subject has not been monitored across the whole school. Policies and other documentation are of high quality. The accommodation for science and the resources are



good. The range of equipment allows choices to be made when designing experiments. Access to books and published reference materials is more limited, but computers and other advanced technologies are available and increasing in use. This supports access and achievement for all pupils. Progress since the last inspection has been good.

## **ART**

112. Pupils' standards of achievement are good in Key Stage 1. Great care is taken by the teacher to support each pupil so that they can produce the best possible results both in drawing and when modelling in dough. Standards are satisfactory in Key Stage 2. Pupils are encouraged to take responsibility for their work but the teacher's limited subject knowledge restricts pupils from achieving better results. Pupils achieve very good standards in Key Stages 3 and 4 as a result of the teacher's very good subject knowledge and good planning. Pupils are given opportunities to develop a wide range of skills and use a range of media. They are exposed to rich and diverse cultural sources and use these to develop their creativity and learn about a range of techniques, including printing from China, mask making linked to North American native cultures and tile patterns from Pakistan.
113. Good interventions from the teacher help pupils to make good progress in Key Stages 1 and 3 and very good progress in Key Stage 4. Pupils in Key Stage 2 make satisfactory progress. Although the teacher offers good support, pupils are not given clear enough instructions about the nature of the task for them to get on independently. In Key Stages 3 and 4, preparatory work and evaluations made by each pupil in their sketchbooks help them to consolidate their learning and maximise the progress they make.
114. Most pupils in all key stages enjoy their art lessons. At Key Stage 1, some pupils need cajoling to take part but do so with good support from their teacher. A few pupils in Key Stage 2 resist handling papier-mâché, but are encouraged to use dough instead. Others engage in the messy processes with great enthusiasm. Pupils in Key Stages 3 and 4 take their work seriously. They work hard and do their best to produce good quality finished pieces. They exercise creativity and skill and show off the results proudly. Older pupils demonstrate good concentration and attention to detail and they show considerable maturity in their approach to art.
115. Teaching in Key Stage 1 is good. Planning is thoughtful, pupils have good opportunities to develop a range of skills and good links are made with work in other subjects. The teacher gives clear Instructions and makes her expectations clear. Challenging behaviour is managed skilfully, enabling pupils to join in and achieve. In Key Stage 2, teaching is satisfactory. Work is developed over a series of lessons, using a range of techniques and allowing pupils a chance to exercise their own judgement. The weaknesses are that time is not always used well and that instructions in the techniques required are not sufficiently clear for pupils to work independently. At Key Stages 3 and 4 teaching is very good. Good reference materials help pupils to base their North American masks on authentic images. A well-planned project enables pupils to carry out a good range of work in clay. The teacher's interventions and knowledgeable questioning leads pupils to improve their work. The teacher encourages pupils to use their sketchbooks thoughtfully to reflect on their work and evaluate their success. This makes a positive contribution to their learning.
116. A particular strength of the art curriculum is the inclusion of art from a very wide range of cultures, giving pupils very good opportunities to develop their understanding of cultural diversity.
117. Overall, teaching and learning have improved since the last inspection.

## **DESIGN AND TECHNOLOGY**

118. No judgements can be made about standards at Key Stages 1 and 2. This term pupils are studying art rather than design and technology therefore no lessons were observed and little evidence was available. However, records show that the provision for this subject is satisfactory. Pupils use a variety of construction kits, develop an awareness of food technology and develop their skills of working with textiles.
119. Achievements for pupils at Key Stages 3 and 4 and post-16 students are good. They make good progress in food technology and textiles. A question and answer session in Year 7 illustrated that pupils understood the process of weaving. They read fluently from their evaluation sheets. In Year 8 pupils were encouraged to think and solve problems during a tie and dye session. The teacher built well on pupils' knowledge and experiences and related tasks to pupils' work in science, art and history. Pupils recognise different patterns and a few can say why the patterns are different.

120. Pupils in Key Stage 4 understand how to make a pattern on fabric. A few can transfer a pattern from paper to material. With help a few pupils use a digital sewing machine. Working in pairs, Year 11 pupils plan and make a curry. They evaluate their finished dish and their method of working. A small number work towards a Certificate of Achievement. A few pupils can read a recipe, with help they can chop, peel and slice vegetables and operate a food processor. Post-16 students attend a Partnership centre where they work with instructors to complete an initial vocational award in construction. They are able to describe their projects, which involve designing and making in wood.
121. Pupils' attitudes towards lessons are very good. They concentrate well and respond to the sensitive, yet firm approach of the teacher. Behaviour throughout is very good. Pupils show a lot of interest and talk quietly to each other while working. Most pupils are happy and relaxed and relate well to staff and each other. They all respond well to the clear structure of the lessons. Pupils with more complex learning needs try hard to communicate using 'yes' and 'no' symbols. Post-16 students are mature in their attitude to work and they express enthusiasm for the experience the good off-site opportunity affords.
122. The quality of teaching is good at Key Stages 3 and 4 and for post-16 students. The sound subject knowledge, use of correct terminology and development of skills enables some pupils and students to obtain success in accredited courses. Relevant questions are used well to assess pupils' understanding. Support assistants work well with individual pupils but sometimes the work set is not very appropriate to abilities of all pupils. Lesson objectives are clearly defined to ensure most pupils build well on their previous knowledge and experiences.
123. The scheme of work is comprehensive and includes all the elements in textiles and food technology. However, resistant materials are not taught at present. Resources at present are satisfactory and there are plans to resource a room for control, the use of information and communication technology and graphic design.. The co-ordinators work very well to plan and evaluate technology across the school. Good progress has been made since the last inspection to provide subject expertise and relevant skills and experiences.

## **GEOGRAPHY**

124. Pupils achieve satisfactory standards. Throughout Key Stages 1, 2 and 3 they make satisfactory progress. Post-16 students make good progress and achieve good standards in their vocational qualification in Leisure and Tourism. Pupils at Key Stage 4 do not currently have the opportunity to follow a course in geography.
125. At Key Stage 1 pupils become familiar with the layout of their classroom. They study photographs showing objects around the room taken from above. Most able pupils are able to recognise where the photographs were taken. Pupils look at classrooms in other parts of the world, recognise differences and the most able can offer simple reasons for these differences, such as their clothes are different because the weather is hot. At Key Stage 2 pupils begin to use geographical vocabulary, such as 'pollution' and 'conservation'. They study the rainforests, understand the impact man has on these areas and show genuine concern for both the vegetation and the animal life. Older pupils recognise features associated with rivers and add information to maps using simple symbols.
126. At Key Stage 3 pupils develop their knowledge and understanding of different countries of the world, including China and Pakistan. They can locate the main physical features and main cities on a map showing part of Asia. The most able pupils can compare the differences in lifestyles between rich and poor people in these areas. However, pupils make unsatisfactory progress in developing geographical skills, as there is insufficient emphasis on this aspect in the current schemes of work. The emphasis on literacy in geography is satisfactory but there are too few opportunities for pupils to improve their numeracy, for example by measuring distances, and extracting information from graphs and tables. Post-16 students consider the employment opportunities available in the tourist industry and the importance of advertising as they work towards their vocational award.
127. Pupils' and students' respond well to lessons. Relationships between pupils and staff are excellent and behaviour is always at least very good. Pupils maintain concentration and try hard even when the pace of lessons is slow. Occasionally Key Stage 3 pupils lose some interest when videos are too long. This has a negative effect on pupils' learning in these lessons.
128. Little teaching was observed at Key Stages 1 and 2 but overall, the quality of teaching is satisfactory. It is at least good for post 16 students. Throughout the school the use of colourful, stimulating wall displays promotes pupils' understanding of other places and videos are frequently used to further develop pupils' knowledge. In all lessons relationships between teachers and support assistants are good and they work well together in supporting all pupils. Post-16 lessons are well planned and questioning is used most effectively to stimulate good class discussions in which all take part.

129. The emphasis on place in the current Key Stage 3 scheme of work, combined with the informative displays throughout the school make a significant contribution towards pupils' cultural development. However, the weakness of the scheme lies in the lack of emphasis on skills. Throughout the school the assessment of pupils' knowledge, skills and understanding is developing but is currently weak and little use is made of assessment information in planning. No whole school monitoring of the subject takes place to ensure that pupils build on previous experiences as they move from Key Stage 2 to Key Stage 3. There has been little change in the provision for geography since the last inspection.

## **HISTORY**

130. Overall, pupils' achievements are satisfactory. In Key Stage 1 no teaching was observed during the inspection and evidence was limited. However, teachers' records suggest that pupils make satisfactory progress. In Key Stage 2, pupils achieve levels which are good in relation to their ability. By the time they reach Year 6, the most able pupils have a secure knowledge of facts associated with a variety of topics including the Greeks and the Romans. Through visits to museums and visiting speakers, they appreciate the contrasting nature of different cultures. They are aware that evidence is important and the most able can give examples of important things they have seen and touched.
131. In Key Stage 3, pupils learn about a range of cultures such as the North American Indians and the Chinese. The most able can use the CD-ROM to find information. In Key Stage 4 pupils recognise the importance of some historical characters. More able pupils have a satisfactory knowledge of how historical events around the start of the First World War affected Coventry. During the inspection all pupils in Year 10 took part in an assembly dramatisation about one of the key historical figures. Students in the post-16 department can remember facts about changes between 1900 and 1945 and discuss the extent to which they have made an impact on life expectancy.
132. Pupils show very good attitudes towards lessons in Key Stage 2 and in post-16. In Key Stages 3 and 4 attitudes are good. Pupils listen carefully, they concentrate well and they are prepared to answer questions. They show particular interest in their lessons when they are involved directly in activities. For example, in Key Stage 2 pupils greatly enjoyed a feast prepared with Egyptian food. Post 16 students became interested in life expectancy, partly because they could recognise that the discussion had a relevance to their own lives.
133. Overall, teaching is satisfactory. It is better at Key Stages 1 and 2 than for older pupils and students. Teachers consistently demonstrate respect for pupils and sensitivity towards their needs. Other strengths include the organisation of interesting events such as the visit of a Roman soldier for Year 6, which brings history alive for pupils and provides an opportunity for discussion based on tangible events. Teachers also frequently employ a good range of questioning techniques. These include sufficient background information to give all pupils and students a good idea of the topic but enable pupils to respond at different levels, according to their individual needs.
134. A wide range of topics is included in the history curriculum and teachers, particularly in Key Stage 2, have worked hard in developing materials and seeking opportunities for pupils to gain first hand contact with historical artefacts, for example by visiting museums. However, there is insufficient emphasis on acquiring skills associated with this subject. Procedures for assessing pupils' achievements are limited and monitoring of the subject is unsatisfactory.
135. In many respects the provision has been maintained at the level identified at the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Pupils' achievements and the progress they make are good in all key stages. By the end of Key Stage 1, the majority of pupils help to work out manoeuvres to programme a roamer toy to make it move forwards, backwards and sideways. The most able pupils can achieve this with very little prompting. During Key Stage 2, pupils learn to use a range of programmes. By the end of the key stage, the majority use drawing programmes which entail choosing and using colours. Many more able pupils manipulate the main functions of a word processing package and import information from other software packages. By the end of Key Stage 3, pupils learn to find and extract information and complete a table. By the end of Key Stage 4 many pupils can use a spreadsheet and make graphs. The most able can move quickly between two programmes and re-size pictures when pasted from one programme to another. Post-16 students become more familiar and confident with computers. They show a good understanding of the network that has recently been installed and share files with ease.
137. Throughout all the key stages, pupils with more complex difficulties use information technology to work out cause and effect, for example in the sensory room. At a later stage they are able to operate switches, use a joystick and many learn to use a mouse.

138. In all key stages, pupils' attitudes to information and communication technology are very good. Pupils respond very well to the positive ethos engendered by teachers and support staff. They consistently concentrate hard and work industriously. They use computers with confidence and can frequently explain what they are doing.
- One post-16 student noted how much more confident he felt about computers since they had had the chance to work on the new network. Behaviour is excellent.
139. Teaching is good in all key stages. There are many strengths which are consistent throughout the school. Teachers are sensitive to pupils' needs and they are mostly good at matching levels of work to pupils' abilities. Teachers and support staff work well together and this makes an important contribution to pupils' learning. However, there are a few occasions when work is less well matched for the most and least able pupils. Explanations to pupils are clear and the manner adopted by all teaching staff is encouraging and at best is also challenging. Work is well organised but does not usually include planned opportunities for pupils to work together.
140. Overall, the good progress that was noted in the school's previous inspection has been maintained. There have been improvements in the use of information technology to support other areas of the curriculum. It is now used well in music and to a lesser extent in art. It is used effectively in mathematics with post-16 students but its use in mathematics in the other key stages and in literacy in all key stages, is limited. The specialist staff working in the access unit ensure pupils with more complex needs have the use of appropriate equipment.
141. A team of three people has direct responsibility for overseeing developments in information technology. They work well together but processes for the monitoring of teaching and detailed assessment of pupils' achievements are limited. They have worked very hard to develop the recent network and they are developing a checklist and scheme of work for the whole school. Since the last inspection staff training has, and continues to take place. This is having a positive effect on the use of Information and communication and on the standards achieved.

## **MODERN FOREIGN LANGUAGES**

### **French**

142. Pupils' achievements are good and they make good progress. At Key Stage 3, pupils can greet each other, ask each other's name and how they are feeling and respond appropriately. They know colours and numbers and the names of familiar classroom equipment. Activities are well presented at different levels and good attempts are made to include every pupil. At Key Stage 4, planning takes account of the very wide range of abilities. Some pupils take the Certificate of Achievement and others are still developing basic skills in French. Work is well matched to the range of needs. Some pupils use a tape recorder to carry out listening exercises while others carry out written work. Pupils have a good knowledge of the vocabulary relating to the house and furniture belonging to each room. Well-designed activities enable pupils to use their French vocabulary to respond to oral questions or to write answers in sentences.
143. Pupils' attitudes to learning and behaviour are very good. They settle to work quickly, responding to the teacher's expectations. They concentrate on their work and help each other.
144. The quality of teaching is good. Subject knowledge is adequate and work is well matched to the pupils' needs. In each lesson, work is provided at several levels to take account of the range of abilities in the groups. Relationships between the teacher and pupils are very good. The teacher manages challenging behaviour well. The lessons start promptly and time and resources are well used. French is taught in a food technology room. This is inappropriate and limits the opportunities to support the teaching of French through display and dedicated resources. Although a computer is available, the school has no software to support French. This is a weakness. The quality of provision in French has been maintained since the last inspection.

## **MUSIC**

145. Pupils' achievements in music are consistently good at every level. In Key Stage 1, Key Stage 4 and for post 16 students, standards of achievement are very good. At Key Stage 1, pupils respond with great enthusiasm to opportunities to illustrate songs with percussion and sound effects using switch technology. They use percussion to accompany songs, developing their responses and alternating playing and silence as indicated by the teacher. At Key Stage 2, pupils respond well to the teacher's high expectations and, despite difficulties in maintaining pitch and keeping time, do the best they can to sing clearly. They achieve a good degree of success. By Year 6, pupils can sing with good pitch and volume and with tremendous enjoyment and feeling. At Key Stage 3, pupils collaborate in playing together and accompanying each other. They have practised their parts for homework and use new technology to good effect to minimise the limitations imposed by their disabilities. Key Stage 4 pupils and post-16 students work hard to

polish their contributions for a public performance with professional musicians. The standards are very high and the pupils' improvisation using a sound beam is of such high quality as to be deeply moving.

146. Pupils make good progress at Key Stages 2 and 3 and very good progress at Key Stages 1 and 4 and post-16. This is due to a large extent to the determination of the teacher to give every pupil access to good quality opportunities to make music. The use of new technologies is particularly effective in giving pupils access to music making.
147. Pupils' attitudes towards music are excellent. Their pleasure in making music is evident in their attitudes as they enter the expressive arts classroom. They are eager to get started and join in readily. They support each other and wait patiently when other pupils are playing their part. They are proud of their achievements and keen to show them off.
148. The quality of teaching is very good. Very good subject knowledge, high expectations and excellent relationships contribute to the high standards achieved and the enjoyment of the subject by all pupils. Lessons are well matched to pupils' needs and interest levels and they are inspired to produce their very best efforts. Challenging behaviour is managed very effectively without detracting from the focus on making music. Pupils' needs are assessed and adaptations made constantly. Music makes a very good contribution to pupils' social and cultural development.
149. The overall quality of music has improved considerably since the last inspection, due mainly to the high quality of the teaching and the effective use of new technologies.

## **PHYSICAL EDUCATION**

150. Overall, pupils achieve good standards. Those in Key Stages 1 and 2 achieve satisfactory standards and pupils in the secondary and post-16 departments achieve very good standards. These older pupils benefit from high quality teaching. The high expectations, excellent understanding of pupils' needs and abilities, and the way in which lessons are tremendous fun for all, contributes to pupils' very good progress. All pupils make very good progress in swimming.
151. At Key Stage 1 pupils follow simple instructions, and respond to music. The most able pupils have an awareness of body parts and shape. All pupils are developing their water skills. The least able use buoyancy aids and often have individual support to help them move through the water. The most able propel themselves on their front and back and many can enter the water independently. Key Stage 2 pupils understand the terms symmetrical and asymmetrical movement. The excellent teamwork by teachers and support staff allows all pupils to experience moving in these ways across low apparatus. They respond very well to instructions and some can make informed observations about others' movements. By Key Stage 3 most pupils have a good understanding of stroke technique and can swim continuously for a prolonged period. In games they aim the ball accurately at targets, follow rules and keep score. Some pupils take responsibility for refereeing. Wheelchair users at Key Stage 4 skilfully negotiate a testing slalom course. Others throw a ball with increasing accuracy. They evaluate their own and others' performances and use the information gained to further develop their skills. Post 16 students work towards a vocational award in sport and recreation and make good progress in understanding sport as an industry. They develop skills in a range of different games and use the facilities at a local leisure centre. Some of the most able pupils have achieved coaching qualifications.
152. Pupils' response to lessons is at least very good and often excellent. The effort, concentration, enthusiasm and desire to improve shown, especially by the older pupils, are excellent. This was most apparent in the wheelchair slalom. However difficult it was for these pupils to manoeuvre around the obstacles they never gave up. Pupils take part in games in a competitive, yet fair and friendly manner. Even the youngest pupils spontaneously help others and applaud their performances. Behaviour, especially of secondary pupils is excellent.
153. The quality of teaching is satisfactory at Key Stages 1 and 2 and very good at Key Stages 3 and 4 and post-16. Staff work together very well as a team, which encourages pupils and improves their performance. The excellent coaching points given by the specialist teacher combined with the pupils' own desire to improve have an immediate impact on pupils' learning. Pupils of all abilities are included in all activities and equipment and apparatus is well chosen and appropriate for each pupil. The teaching at Key Stages 1 and 2 is not as good as that at Key Stages 3 and 4. This is because some teachers are not subject specialists, introductions to lessons are not sufficiently dynamic or challenging, and opportunities are missed to allow pupils to experience a wider range of movement activities. However, in all lessons staff make sure that pupils have fun and this makes an important contribution to their learning.
154. The co-ordination of physical education is good and the curriculum is broad and balanced. It is enhanced by the many opportunities that primary and secondary aged pupils have to take part in local, regional and national competitions. The school is rightly proud that some pupils hold national athletics records. The wide range of lunchtime, after-school, residential outdoor pursuits trips, and competitive sporting events makes a very important contribution to pupils' physical, social and moral development. The way in which staff give up their free time to support pupils in these ventures is a very important factor contributing to pupils' achievements.

## **RELIGIOUS EDUCATION**

155. Pupils' achievements are satisfactory overall. However, achievement at Key Stage 4 is unsatisfactory due to the lack of an appropriate scheme of work and uneven coverage of the areas of study. The school has plans for a relevant course to be put into place in the next school year. Only a small sample of lessons was observed, none of which were in Key Stage 1.
156. Development of religious education across the school is at an early stage and this has a consequence for the pupils' achievements. Achievements are best in Key Stages 1, 2 and 3 as there is a single, progressive scheme of work linked to the Locally Agreed Syllabus. The scheme of work includes spiritually and culturally enriching activities for pupils, which include visits to places of worship and visits by members of the local faith communities. The curriculum is as yet inadequately planned to meet the learning needs of less able pupils. The link between Key Stages 3 and 4 is weak.
157. By the end of Key Stage 2, pupils know about the significance of pilgrimages in Islam and Christianity. They are introduced to concepts such as miracles and healing. However, their progress in understanding key concepts varies according to how teachers use resources, such as videos. Pupils also develop their knowledge and understanding of music in worship through a good range of cross-curricular work.
158. By the end of Key Stage 3, pupils have a deeper knowledge and understanding of the major world faiths including Judaism and Buddhism. They make good gains in knowledge about religions and some of the key symbols and events associated with them. For example, in a Year 6 lesson pupils viewed an appropriate video on the Shabbat, narrated by Jewish children, and discussed the importance of the meal to Jewish family life. Good cross-curricular work was observed in a Year 8 art lesson where pupils made images of the Buddha in clay, deepening their understanding of the role of meditation in Buddhism.
159. In Key Stage 4 and post-16, pupils gain additional understanding of Christianity through visits to local exhibitions. Pupils were able to participate in a range of interactive presentations, clearly building on existing knowledge and understanding. Current year 10 pupils are following a recently established, externally accredited course which is appropriate and relevant. Pupils' work focuses on Christianity with regard to exploring the meaning and purpose of life. Pupils' achievements in their written work are satisfactory. However, insufficient time is allocated to this subject and this has a negative impact on pupils' learning and on the standards they achieve.
160. Overall teaching is satisfactory. Where teaching is good, teachers use questions and answers to assess pupils' understanding of key concepts. They use a range of teaching strategies and appropriate resources to maintain pupils' interest in the lesson. Pupils are encouraged to interact in classroom discussion and support staff provide individual and small group support to help pupils to stay on task. Where teaching was satisfactory, or on one occasion unsatisfactory, teachers relied too much on whole class teaching, or the video used was too complicated for the majority of the pupils and they failed to grasp the main point being made. In these situations pupils become restless and lose interest.
161. Subject co-ordination across the school is not yet sufficiently developed to ensure that pupils build on their knowledge and understanding as they move from one key stage to another. Procedures for assessing and recording pupils' progress are planned but not yet in practice. At post-16, although the school has sound plans for an accredited scheme of work, this is not yet in place. There has been little change in provision since the last inspection.
162. Resources available for the subject are adequate although there are very few artifacts. Resources to meet the needs of the whole range of ability, especially the least able pupils have yet to be developed.

## **Personal, health and social education**

163. Pupils achieve very well in their personal and social development. Achievement in the small sample of lessons seen was good overall. However, this subject is taught in many activities throughout the school day, not just in formal lessons, and overall pupils' good achievements contribute to the excellent behaviour.
164. By the end of Key Stage 2 pupils take part confidently in question and answer sessions, or group discussion. They can distinguish between many forms of appropriate or inappropriate behaviour in classrooms around the school and during play times. Year 4 and 5 pupils think hard about the nature of selfish acts and how it is sometimes difficult to make the right choices. They are beginning to express a range of feelings of their own and in response to other people's actions. In a Year 6 lesson, where pupils were planning and discussing the contents of healthy lunchboxes, they worked well in groups with teachers. The discussion was animated.

165. Key Stage 4 pupils and post-16 students have well-developed social skills. They regularly take part in discussions, and chair the school council, which involves listening to the wishes and views of younger pupils. Pupils develop a good understanding of the workings of their own bodies and how to take care of them, how to manage themselves in public and social settings, and of what is expected of them during work experience and visits into the community.
166. Throughout the school pupils expect to contribute to discussions and to be listened to, as well as to listen. They seek opportunities to help each other and to think and behave well when working in groups. This shows in many other settings within the school including; on school transport, lunch times, sharing equipment during lessons and talking with visitors.
167. The quality of teaching in the small sample of lessons seen varied from unsatisfactory to very good. The best teaching, particularly the good teaching in the senior part of the school, demonstrates a thorough understanding, and sensitivity towards the subject matter. It is built on very good relationships that enable pupils to contribute with confidence, however difficult it may be for them to communicate. Where teaching was unsatisfactory, poor positioning and sharing of resources prevented all pupils from taking part fully in the lesson. This caused some to lose interest.
168. The curriculum is satisfactory and the most recent documentation is very good. Opportunities are built in for external agencies and people from the community to visit school and for pupils to take part in out of school trips. Some older pupils work towards the Award Scheme Development and Accreditation Network (ASDAN) 'Towards Independence' course. Personal and social targets are part of pupil's individual education plans but the quality of targets varies between classes and in some cases it is difficult to measure progress against them.