

INSPECTION REPORT

MANOR MEAD SCHOOL

Shepperton

LEA area: Surrey

Unique reference number: 125473

Headteacher: Mrs F Neal

Reporting inspector: Mrs P Potheary
21765

Dates of inspection: 24 – 27 September 2001

Inspection number: 219397

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	2 – 11 years
Gender of pupils:	Mixed
School address:	Laleham Road Shepperton Middlesex
Postcode:	TW17 8EL
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Forbes
Date of previous inspection:	6 December 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21765	Mrs P Potheary	Registered inspector	Equal opportunities English as an additional language Physical education Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led? What should the school do to improve further?
9619	Mr R Miller	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18261	Mr A Hill	Team inspector	English Art and design Design and technology	Pupils' attitudes, values and personal development
18498	Ms D Morris	Team inspector	Foundation stage Special educational needs Science Geography History	
23412	Mr A Jeffs	Team inspector	Mathematics Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manor Mead is a community special school for 55 pupils aged two to eleven years who have severe learning difficulties. There are 61 pupils on roll (56 full-time equivalent). There are nine part time pupils in the nursery, and one part-time and four full-time pupils in reception. Fifty-one pupils are of white UK heritage, three are Pakistani, two are Bangladeshi and six are from other white ethnic backgrounds. Seven pupils have English as an additional language but are very used to spoken English. Fourteen pupils (23%) receive free school meals, which is broadly typical for this type of school. There are 58 pupils who have statements of special educational needs for severe learning difficulties and three pupils are awaiting a statement. Almost a third of pupils have profound and multiple learning difficulties and six have autistic spectrum disorders. Attainment on entry to the school is low compared to similar schools. There are a high proportion of professional families in the catchment area. There are no exclusions.

HOW GOOD THE SCHOOL IS

Manor Mead is a good school, which offers a very high level of care and a good standard of education to pupils with the most severe learning difficulties. The quality of teaching is good in most lessons and very good in over a third and pupils achieve well. Leadership and management are of a very high standard leading to high staff morale, strong sustained improvement and good value for money.

What the school does well

- The quality of teaching by teachers and learning support staff is usually good and often very good. This leads to good progress being made by most pupils in communication skills. Pupils' progress in mobility and personal and social development is very good.
- The rich and varied curriculum offers a host of opportunities for pupils to learn about the world around them and to grow and develop well.
- The school takes very good care of pupils by monitoring their development well and especially in creating a safe and happy place to be, where rewarding relationships flourish.
- Leadership and management by the headteacher, governors and key staff are of a very high standard. This has resulted in very good improvements and strong development in every aspect of the school since the last inspection.

What could be improved

- The use of curriculum time by:
 - providing more time for teaching subjects in some classes;
 - improving planned links between work in personal and social education and other subjects;
 - identifying where the use of time is inefficient.
- The monitoring of subjects, which are taught through personal and social education during the school day.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1999 and was found to have serious weaknesses. Improvements since then have been very good. All areas have improved.

Leadership and management, which were the key areas of weakness, are now very good. The curriculum is better planned and managed, complies with the National Curriculum and offers many good learning opportunities. However, the balance of time allotted to different curriculum areas, although improved, is still an issue. The quality of teaching has also improved from satisfactory overall to good and learning is now good. All subjects including the five which were previously unsatisfactory achieve an acceptable standard and most including the core subjects of English, mathematics and science are good.

STANDARDS

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

Progress in:	By Year R	By Year 6	Key	
Speaking and listening	B	B	Very good	A
Reading	B	B	Good	B
Writing	B	B	Satisfactory	C
Mathematics	B	B	Unsatisfactory	D
Personal, social and health education	B	A	Poor	E
Other personal targets set at annual reviews or in IEPs*	B	B		

The school set two targets in 2000/2001. The first was for all pupils to achieve 75 per cent of their long-term individual education plans (IEPs) targets by July 2001. This was not achievable as the steps were too big for many pupils to manage within a single year. Pupils did make good progress on their IEP targets, but the school was new to target setting and is planning more realistic goals this year. The second was to have an individual information and communication technology (ICT) target for each pupil based upon assessment by July 2001. This target for ICT was achieved. Therefore it is not possible to use these targets to accurately judge school performance.

All pupils make good progress in lessons in both key stages, including pupils in the foundation stage, those with English as an additional language, and those with additional special educational needs such as autism and profound and multiple learning difficulties. Pupils' attainment on entry is low compared to similar schools and comparisons are not reliable. 'P' scale data and 'PIVATS' which are used to measure progress towards National Curriculum Level 1, show that pupils do make good progress compared to their previous achievements.

Achievements and progress are good in communication and all areas of the English curriculum. They are very good in personal, social and health education. Achievements are also good in mathematics, physical education, religious education, art and design and music. In science pupils' achievements are satisfactory overall although recent progress in lessons is good. In all the other subjects, information and communication technology, history, geography and design and technology the achievement and the progress made by pupils are satisfactory. This represents good improvement since the last inspection in all subjects and very good progress in art and design.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They show enthusiasm and pride in their work and the school and usually do their best
Behaviour, in and out of classrooms	Behaviour is good. Pupils usually do as they are told and are sensitive to the needs of others. A few pupils have behaviour difficulties but respond well to staff support and guidance.
Personal development and relationships	Pupils make very good progress in all areas of their personal development. They become more independent and mature, take responsibility and relate exceptionally well to each other and staff.
Attendance	Attendance is very good and has improved well since the last inspection.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6
Quality of teaching	Good	Good

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

The quality of teaching is good throughout the school in the majority of lessons. In well over a third of lessons teaching is very good. This represents a good improvement since the last inspection. In the core subjects of English, mathematics and science and in personal, social and health education teaching is usually good. This quality of teaching leads to good achievement and progress for pupils in most subjects. The main strengths in teaching include good planning and assessment so that work is usually well matched to the needs of all pupils and they learn well in a way that suits them. In a few lessons the pace is too slow for the most able pupils and they begin to lose interest. The quality of relationships and behaviour management in lessons are very good, leading to increased confidence and a willingness to work hard by the pupils. The use of imaginative and well-prepared resources keeps pupils engaged and focused on their work so that they really understand the main point of the lesson. The skill of the learning support staff and the good teamwork are key features of most lessons. The major weakness in a few classes is a lack of purposeful activity for extended periods for some pupils whilst others are swimming, having physiotherapy or drinks. There is very good organisation and use of these personal and social development times in some classes, but this is not consistent throughout the school. A key strength of the school is the constant high quality work by all staff throughout the day to support communication and literacy development. Numeracy is also taught well, although opportunities to build upon learning during the day are sometimes missed. It is obvious however that teaching and learning are enjoyable experiences at Manor Mead.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and rich with a full and varied range of high quality activities, very good personal, social and health education as well as the full National Curriculum. The timetable is not sufficiently well planned to provide purposeful subject based learning for sufficient time for classes in all key stages.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are familiar with English and the school has taken good care to ensure that their needs are met, through assessment, consultation and the use of signing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very successful in providing for the spiritual, moral and social development of pupils. Pupils have many opportunities to appreciate and celebrate the wonders around them and to learn how to behave towards others as well as become more responsible and independent. Opportunities for cultural development are good overall with satisfactory experience of multicultural aspects.
How well the school cares for its pupils	The school cares very well for all groups of pupils. Pupils are kept safe, their needs are very well understood and their personal and academic development well monitored to ensure provision is suitable. The school works well with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and key staff are very good. The headteacher's contribution to leading the school out of serious weaknesses is outstanding. Delegation is effective in improving all aspects of the school, leading to high staff morale, dedication and a commitment by each member of staff to provide the very best for every pupil.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils all its duties very well. They have recently re-organised to have a clearer view of the work of the school. They now have good information to help them support and guide the many developments throughout the school.
The school's evaluation of its performance	The good monitoring and performance management systems have given the school a good realistic overview of its performance. However, subject monitoring does not provide sufficient information to show where curriculum time is spent unproductively for some pupils.
The strategic use of resources	Resources are used very well to support the good progress made by pupils, and spending decisions are linked very well to the principles of best value. Staffing and accommodation are very good and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The progress pupils make• The quality of teaching• The school is easy to approach• Links with parents are very good• The school is very well led and managed	<ul style="list-style-type: none">• A small number of parents do not agree that the amount of work given for the home to support work in school is sufficient

These views are largely supported by the inspection findings. All major aspects of the school are strong. For the majority the system used to help parents support the work done in school is effective. However, the system for informing parents of progress that might be supported at home is not clear for a minority.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' achievements and the progress that they make in lessons are good in both key stages, for pupils in the foundation stage and for those with English as an additional language. Pupils with additional special educational needs such as autism, visual and hearing difficulties and profound and multiple learning difficulties achieve equally well and in line with their abilities.
2. Achievements are good in communication and all areas of the English curriculum including speaking, listening, early reading and writing skills. They are very good in personal, social and health education. Achievements are also good in mathematics, physical education, religious education, art and design and music. In science, progress is good in lessons but over time achievements are satisfactory. In all the other subjects, information and communication technology, history, geography and design and technology, achievement and the progress made by pupils are satisfactory. This represents good improvement since the last inspection in all subjects and very good progress in art.
3. Pupils do not sit the statutory assessment tests, but are graded on the 'P' scales and 'PIVATS', which measure progress towards the early stages of the National Curriculum. These scales indicate at least satisfactory and usually good progress over time. Comparisons with results in similar schools are not valid because there is a higher proportion of pupils with the most severe learning difficulties at Manor Mead and attainment on entry is very low in comparison. In addition, pupils achieving National Curriculum Level 1 or above move on to other schools.
4. The school's targets this year were for all pupils to achieve 75 per cent of their long-term IEP targets by July 2001 and to have an individual information and communication technology (ICT) target based upon assessment by July 2001. The first one was not achieved. All pupils made satisfactory or good progress on their IEP targets but the targets were too demanding for full achievement within one school year. An example is of a pupil who is aiming to eat independently. The pupil can now help to pick up a spoon and with help guide it towards his mouth, but cannot eat a whole meal without help. He has still made good progress on a highly relevant target. This was the result of the school's lack of experience in setting targets and not slow progress for individuals. The target for ICT was achieved and all pupils now have an individual ICT target based upon an assessment. It is therefore not possible this year to use target setting to judge school performance.
5. In English in both key stages and in the foundation stage, pupils make good progress. They develop their communication, speaking and listening skills well. Pupils with the most profound difficulties quickly learn that they can make choices through gesture, sounds and pointing. They are also helped to communicate through pre-recorded messages, which say 'hello' or 'yes please' for example. As pupils get older, those who can speak are charming to visitors and freely discuss their experiences or act in short plays. Pupils all relate well to books and stories, almost all pupils recognise familiar stories and the older more advanced pupils are beginning to read simple sentences and predict what will happen next. The school is now successful in helping pupils to learn how to write and good progress is evident from the early skills of hand control through to dictating and then copying simple sentences as well as writing a few words from memory.

6. In mathematics, pupils also make good progress. They are all developing an idea of number and some of the most advanced can add and subtract numbers confidently. Pupils with profound difficulties learn well and are showing a good recognition of similarities and differences between things and recognise simple counting songs. All pupils are improving their understanding of shape and many can estimate and compare different sizes.
7. In science, the new curriculum and improved teaching also ensure that good progress is now being made. However, because this improvement is recent, achievements over time are satisfactory. Throughout the school, pupils are developing good investigation skills. They are beginning to understand what is happening in the world around them and to ask questions. Those with the most profound difficulties show an increasing appreciation of their environment linked to their five senses. All pupils are beginning to develop knowledge and understanding of their bodies and how they work.
8. In other subjects such as design and technology, progress over time is slower than the good progress in individual lessons would indicate because the amount of time spent on the subject is very short.

Pupils' attitudes, values and personal development

9. Pupils look forward to coming to school and they enjoy their lessons. They respond happily to the warm welcome they receive from staff on arrival, which sets the tone for the day. The routine 'hello' activity starts relationships off positively and pupils join in with enthusiasm, greeting their friends and the staff.
10. The attitudes of pupils to their work are very good. They show an interest in their work and are pleased to show it to friends and adults, including visitors. Their work is celebrated in very good displays in classrooms and around the school and pupils are proud to show it to visitors. They enjoy the stories told in literacy lessons and pay close attention in others, for example music. Those with more complex special needs respond to lessons with very good attention skills, looking closely, making sounds and gestures to show their pleasure at what is going on around them. They work hard to overcome the barriers to their learning, making good progress in communicating their feelings and their needs to adults.
11. The behaviour of pupils in lessons and around the school is good. The special needs of some pupils, especially those with Autistic Spectrum Disorders, leads to inappropriate behaviour from time to time. However pupils listen to teachers and learning support assistants and try hard to behave as they are told. Behaviour was good in the majority of lessons and often very good. Around the school pupils are pleased to greet visitors, often shaking hands with them and always ready with a smile.
12. The personal development of pupils is very good. Pupils show independence by taking the register to the office for example and helping to lay up tables for dinner and clear away afterwards. Pupils respond well to the high expectations of staff in lessons and take as much responsibility as they are able to. Gradually pupils learn how to dress themselves, eat without help, take themselves to the toilet and walk unaided. Pupils are also keen to help others by pushing their classmates in wheelchairs and often try to help others in class. Relationships between pupils and with staff are excellent and are the foundation on which the pupils' attitudes, behaviour and personal development are built.

13. Attendance has continued to improve since the last inspection in 1999 and is very good. Over 70 per cent of all pupils maintain an attendance record of over 90 per cent and absences are authorised mainly for medical reasons. Registers are completed in accordance with statutory requirements. Pupils' very good attendance continues to make a significant contribution to their progress. In addition punctuality in the morning is very good and ensures a crisp start to the day. Lessons resume promptly after the lunch period and this is an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good throughout the school. This results in good achievements and good progress for the majority of pupils especially in lessons. In 15 per cent of lessons teaching is satisfactory, in 45 per cent it is good and in 40 per cent teaching is very good. There was no unsatisfactory teaching during the inspection. This is a substantial improvement since the last inspection when 9 per cent of lessons were unsatisfactory and teaching overall was satisfactory. Pupils of differing ability and those with additional special educational needs are usually taught equally well.
15. In the core subjects of English, mathematics, science and information and communication technology teaching is usually good. Teaching is also good in religious education, personal, social and health education and art in Key Stage 2. Teaching is very good in physical education and music, and art in Key Stage 1. In history and geography teaching is satisfactory. No lessons were observed in design and technology. The quality of teaching leads to good achievements in lessons. This is better than the progress pupils make over time. This is because the results of improvements in science, information and communication technology, physical education, art and design in Key Stage 1 and music have not yet resulted in higher standards. Slower progress over time in other subjects such as design and technology, geography and history results from too little time spent teaching the subject. In addition not enough is being done to support and consolidate the learning of subjects during personal and social time each day.
16. The teaching of literacy and especially communication is a strength of the school. From the first moments in the morning when pupils are met at the door to the last moment that they go back into the buses, teachers and learning support staff work constantly to interact with the pupils, signing, discussing, questioning, urging pupils to respond, showing them books and objects of interest in order to develop their communication and literacy skills. Numeracy is well taught by all teachers and the numeracy strategy is well implemented. Teachers plan lessons well and pupils' skills with mental mathematics have improved as a result. However there are too few opportunities planned to build on pupils' understanding of number and mathematics at other times. During individual sessions information and communication technology is usually well taught and sometimes very well taught. Careful planning to suit individual needs means that pupils with the most profound difficulties are able to control their environment through switches and those who are beginning to write are able to print out their own messages using good control of the 'mouse' and keyboard. The teachers' skills and confidence in using computers and other technologies to support learning in subject lessons vary in quality, but they are improving.
17. In the good and very good lessons, teachers plan well and keep careful assessments so that the individual needs of pupils, their different learning styles and levels are well matched. In one swimming lesson for example, some pupils were supported so that they could kick their legs freely and develop a sense of how to move in water, whilst another was able to float independently across the pool on his back, strengthening

his limbs and improving his control. In most classes teachers and support staff use a range of good strategies to help pupils with additional special educational needs, such as autism, learn effectively. Occasionally, there is too little evidence of these strategies and learning is slower as a result. In a few lessons the pace is too slow for the pupils who learn more quickly. For these pupils the emphasis on presenting material slowly through the senses limits their opportunity to extend their ideas and concepts in other ways. Sometimes pupils with the most profound difficulties spend too much time waiting for their turn. In both examples, opportunities to teach pupils in smaller groups are missed.

18. The very high quality of relationships, as well as good management of difficult behaviour, are key features of all lessons. These qualities complement the skill, dedication and strong teamwork of teachers and learning support assistants. Through this all pupils are helped to develop a positive sense of self and gain the confidence to try new things, such as counting a set of cups or showing which piece of fruit they prefer. In addition a very wide range of good quality resources, imaginative approaches and engaging presentation helps the majority of pupils to pay attention and so learn well. In one lesson the use of puppets and a familiar counting song led to lots of fun and laughter while the numbers were learned easily.
19. In some lessons however time is not so well organised. When some classes in both key stages have swimming or have finished their lunch, pupils are not occupied purposefully for extended periods. For these pupils the use of time is not well planned and does not link sufficiently to the work they are doing, especially in the subject areas. The heavy workload of the staff and the difficulties of organisation mean that there is little time to check that all pupils are learning purposefully once the session is started. However, in other classes these times are planned and used extremely well and pupils are able to consolidate skills.
20. The home/school diary is used very well to record care issues in great detail, but not used as a tool to send work home. The school arranges for parents to support pupils work at home during the annual review, on the telephone and at other meetings when pupils' targets are set. This is appropriate for the majority of pupils in the school. For a few parents however, this system means that opportunities to support learning at home are unclear. A major factor in the generally high quality of teaching and learning throughout the school is the close attention paid to individual education plans in all subjects. For this reason pupils make steady and good progress on their individual targets.

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

21. The previous report highlighted weaknesses in the development of schemes of work, a lack of balance within the curriculum and play and personal, social and health education (PSHE) sessions, which did not relate adequately to other aspects of the National Curriculum. The school has worked very hard and effectively to rectify many of these shortcomings. It has introduced Curriculum 2000 as well as the foundation stage curriculum and can now boast a rich, stimulating and varied curriculum, which gives all pupils the opportunity to experience a wide range of subjects. The school now meets all of its statutory obligations with regard to the National Curriculum including a clear policy on sex education, which is not formally taught. Very good work has been carried out developing policies and schemes of work for all subjects and this has helped in the development of more refined and detailed objectives for pupils. Every child now experiences an appropriate science and information and communication technology curriculum, which were areas of concern in the previous

report. The school has not addressed fully the concerns regarding curriculum balance. In some classes, long sessions currently identified as 'structured play', 'personal and social education' and 'drinks' do not always create enough opportunities for supporting and developing the good work being done in the subject areas.

22. In the 1999 inspection report provision for spiritual, moral and social education was good and it is now very good to the great benefit of the pupils. Cultural education remains of a good standard.
23. Pupils have a wide range of needs. Like many such schools, Manor Mead is also adapting to pupils with more complex combinations of physical, behavioural, sensory and mental difficulties. This is a challenge, which the staff have addressed very thoroughly and with extreme commitment. They have developed, and continue to develop, the full range of National Curriculum subjects, and adapted them well to their mix of pupils. This runs together with a very sophisticated and effective personal, social and health curriculum, addressing the independence, play and social needs of pupils.
24. All pupils have Individual Education Plans, which incorporate good programmes for mobility, mealtimes and physiotherapy. Pupils are also able to extend their skills through sensory activities and in the swimming pool. During personal and social sessions, lunchtimes and at the start of the day there are often specific opportunities for the development of social skills, independence and taking responsibility, such as turn taking, planning and self-help. These skills are also developed within the subjects. During one lunchtime session, pupils had thirty minutes of well-structured, but relaxed, activities that incorporated a mathematics game fishing for numbers and an opportunity to use the computer. Two pupils also dressed ready for their Victorian lesson in the afternoon. At the same time each pupil followed a structured routine for cleaning teeth, while one boy delivered post around the school without assistance. However, in a number of other such sessions the focus on skills development has not been so well thought through. The time allocated is long and activities are short lived and do little to reinforce curricular or social skills. For some classes this means that time spent directly on curriculum subjects including mathematics and science is low and opportunities for supporting other subjects during these times is missed. The monitoring of teaching and how much lesson time individual pupils receive is not yet refined enough to pinpoint when this occurs.
25. The school has adopted the newest advice from the Qualifications and Curriculum Authority in planning therapies and social and health education within a school such as Manor Mead. However the advice concerning the flexible timetabling of a broad range of subjects is not followed well in all classes.
26. The National Literacy and Numeracy Strategies are well taught. Good use is made of whole class reading experiences, mental mathematics activities and small group work based on skills related to individual education plans.
27. The extra-curricular provision at the school is very good. The inspection team was impressed with the school's imaginative and thorough approach to this aspect of its work. School trips and visits include the local village fair, a raft race, sailing at a local reservoir, the Discovery Centre at Bracknell, a sensory park and many more activities. There are regular horse-riding lessons and the school makes very good use of visiting theatre and music groups. These activities are well planned and structured for individual pupils, extending their developing skills, knowledge and experience. All pupils regardless of ability, nationality or gender are given equal opportunity to take part in all of the activities.

28. Links within the community and between other organisations are very good. The school benefits from a number of very valuable community contacts. In addition to the Friends of Manor Mead School who provide large resources such as the therapy pool, many local people and businesses provide good financial backing for the school. These include a local garden centre, British Telecom, local individuals and social and charitable organisations. These close partnerships have enabled the school to develop a number of exciting curriculum facilities, including the musical playground, the sensory garden and many aspects of information and communication technology. Links with other institutions include the fire brigade, golf, yacht and cycling clubs.
29. Currently, the opportunities that Manor Mead pupils have for developing relationships with mainstream schools are limited. Early initiatives relating to integration are now being reviewed and the school is planning to work more closely with local schools and their staff to enhance this. Links with a local public school have been very helpful in fundraising. A very useful contact has been established with a secondary school to draw upon that school's technical expertise in information and communication technology. Similarly, the school is now able to build upon its strengths in supporting others. This is particularly noticeable in the use of the hydrotherapy pool for the local adult training centre and other schools and toddler groups. Advice is available to visiting teachers on information and communication technology.
30. The school provides very well for the spiritual needs of pupils. Key stage and school assemblies are very effective in creating a thoughtful and enjoyable atmosphere, which celebrates individual achievements, and allows time for reflection. In a very good music lesson with pupils experiencing the most complex difficulties, pupils demonstrated a very real sense of wonder when they listened to the sounds that individual instruments made. At the end of the day, the use of quiet, candles, songs, prayers and stories are effective in helping pupils celebrate what is good in life.
31. Within class and around the school good clear boundaries are set with regard to acceptable behaviour and what is right and wrong. The consistency of this within the practice of teachers and support assistants adds to the message that pupils receive about what is mature behaviour in social settings. The school places a very strong emphasis on independence and social maturity, encouraging individual pupils to make decisions, work with others and interact with visitors. Within classes all adult staff set very good role models for co-operation and social skills. Parents and pupils value very much the photographs and certificates that celebrate this progress. Within some PSHE sessions and particularly at lunchtimes, social skills and good communication are emphasised and practised in a practical context.
32. Pupils have good opportunities to develop an awareness of cultural aspects of life. The school involved everyone fully in the National Poetry Day and World Book Day and in art events and pupils attend concerts, while many musicians and groups come into the school to perform. The school makes pupils aware of festivals relating to other religions. There is satisfactory provision to help pupils understand the customs and practices of cultures and countries other than their own. The visit of the 'Oily Cart' group saw a Chinese dragon in the school, while geography lessons have allowed pupils to experience food from other countries. Opportunities to extend pupils' understanding of other cultures and faiths further are sometimes missed.
33. Curriculum provision for pupils with additional special educational needs is good, and generally meets their needs well. Many different strategies are used successfully to promote learning with different groups of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The provision the school makes for the support, guidance and welfare of its pupils is very good and an improvement on the last inspection. The health, safety and child protection arrangements are a strength of the school and have a positive effect on the quality of education provided.
35. Procedures for monitoring and promoting discipline and good behaviour are very good and a continuing improvement since the last inspection. The school has done a lot of work to agree and implement strategies for behaviour management and staff have undertaken training to deal effectively with the more challenging behaviour that is presented to them. Behaviour targets are now regularly monitored and reviewed for individual pupils. As a result staff are more consistent in their approach to managing difficult behaviour. All staff take care to model the behaviour they would like pupils to learn which is very effective in helping pupils behave appropriately.
36. There are very good systems for monitoring attendance and effective working relationships with the escorts who bring the pupils to school each day. Registration is carried out efficiently and the office staff or the school nurse quickly follows up any unexplained absences.
37. The school keeps detailed records and documentation on all pupils. This ensures that staff know about difficulties individual pupils might encounter and means that pupils receive very good support and guidance. All members of staff are totally committed to the pupils in their care. They all possess information about pupils' learning difficulties and all pupils consequently receive excellent attention to pastoral care. Pupils are encouraged by all members of staff to become independent in their social skills and the records kept enable progress to be tracked over time. These records enable teachers to plan future targets effectively.
38. There is a clear child protection policy and very good procedures are in place. Staff have been trained and they understand the issues. There is effective liaison with the school nurse and physiotherapist. The governing body maintains very good systems for monitoring health and safety which are managed by a staff co-ordinator and the site manager. The school is kept in immaculate condition by the site manager and the cleaner and the lunchtime period is well supervised by an appropriate number of staff members.
39. Assessment procedures for pupils with additional special needs are good. Specific targets are in place, and these are regularly reviewed and monitored. Visiting specialists provide good quality guidance and reports. Documentation and procedures, in line with the Code of Practice, are good. Annual reviews meet requirements and provide an opportunity for all professionals and parents to work together to meet each pupil's individual needs.
40. Procedures for assessment at the school are good and have improved since the last inspection. A particularly good feature is the class recording system, which enables teachers to identify what each pupil has learned during the lesson. This helps teachers to plan appropriately for the next stage of learning. Statutory requirements in relation to the end of key stage assessments are met.
41. Effective assessment systems have been established in all subjects. These help to monitor progress over time and identify what each pupil knows, understands and can do in the subject. They provide useful information for teachers and are used to inform parents as part of the annual reporting process.

42. Teachers make good use of the assessment information to monitor pupils' academic progress and to guide their planning and teaching. The pupils' individual progress files with annotated examples of work provide useful information about how well pupils are achieving. Occasionally, in a minority of lessons, the work planned does not match the pupils' level of ability and some of them do not achieve well enough. This is rare, however, and provision for different groups in most lessons is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents view Manor Mead as a very good school. Overall the effectiveness of the school's links with parents is good and an improvement on the last inspection. The need for more curriculum information and the issue of school timetables, identified in the last inspection report, have been addressed successfully.
44. Parental involvement in pupils' learning is good. They are encouraged to be involved in the Friends of Manor Mead School and this group has been instrumental in raising very substantial amounts of money that have been used effectively in paying for school trips and the purchase of learning resources. A small number of parents come into school to help with swimming lessons and they also accompany school trips. The Home-School books indicate that at least three-quarters of all parents contribute to their child's learning at home. However, a few parents do not feel that they have sufficient information about the learning that pupils are doing during the day. Most parents find it easy to approach the school with questions or concerns and these are effectively dealt with.
45. All parents are invited to attend meetings to discuss the achievement and progress of their children and they are closely involved in setting targets and supporting them. The good end of year academic reports are detailed and informative. The individual education plans clearly identify how parents can contribute to the provision.
46. The quality of information provided for parents is good and an improvement on the last inspection. Newsletters from individual class teachers keep parents well informed about day-to-day matters as well as curriculum areas that have to be covered. The prospectus is informative and both this and the annual governors' report to parents, fulfil statutory requirements. There is high attendance at annual reviews, and parents value the support that they receive from the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher, governors and key staff manage the school very well. The contribution of the headteacher in leading the school from having serious weaknesses to becoming a good school with many very good features in less than two years is outstanding. The quality of the environment, strong committed teamwork, happy and purposeful atmosphere and the good progress pupils make, are a result of a clear direction by the headteacher and the dedication of everyone concerned with the school. These qualities reflect the aims and values of the school very well. This represents a very good improvement since the last inspection when the school leadership and management were unsatisfactory.
48. A commitment to delegate responsibility so that staff work as a team has been successfully achieved through the new management structure. Two assistant headteachers co-ordinate key areas, one for the foundation stage and Key Stage 1 and the other for Key Stage 2. Subject co-ordinators have responsibility for developing their own subjects. Learning support staff also have responsibilities for teaching information and communication technology and developing resources amongst other duties. This delegation is a strength resulting in improvement in all areas.
49. The governors have a very good understanding of the strengths and weaknesses of the school. They have re-organised their role so that each one has a subject responsibility and is involved in the monitoring process. In addition they are successful in overseeing the very good improvements made in ensuring that all

statutory requirements are fulfilled. The minutes of the key committees of finance and curriculum among others show that governors work hard to support and guide the work of the school well.

50. There is a good policy for monitoring the work of the school, including teaching, which is observed by the subject co-ordinators as well as the headteacher. This has contributed to good improvements in the quality of teaching and to the overall success of the school. However the one weakness is that the headteacher and subject co-ordinators do not have a good overview of the amount of time each pupil spends learning, particularly in the subject areas. This has meant that in some classes pupils spend some periods without planned activity linked to their personal or subject targets which in turn slows progress for a few pupils in both key stages.
51. The school has implemented performance management in a detailed and thorough way. All teachers now have their performance management team leader who help them to set personal objectives which are linked closely to the school development plan. Learning support assistants and administrative staff are also part of an appraisal system. The detailed staff development schedule shows how well this is linked to school improvement.
52. The school has very clear objectives for development, which are closely linked to the results of the accurate monitoring and evaluation of its performance. These objectives are for the further development of the curriculum and for improving assessment and target setting. This is highly appropriate in the light of the findings of this inspection and demonstrate an accurate evaluation of key areas. All staff are involved in the very effective action taken to meet the targets for development and there is a very good capacity to succeed and continue improving.

Efficiency

53. The school has made very good progress in improving financial planning and control since the last inspection. The processes of financial management are transparent and understood by staff and the governing body. Budgets are linked closely to the school development plan and are fully discussed by governors giving them a strategic overview of the budget in process. The historically large under spend, resulting from issues connected to the long-term absence of the previous headteacher is being effectively dealt with. Spending on new computers and the upgrading of playground areas are current targets for reducing this under spend. The school uses new technology well to support its work. Skilled administrative staff support teachers well by preparing reports and databases and the school administration officer expertly manages the day-to-day finance. There is sound use of computers and other technology to support pupils' learning and this is developing well. The standards fund is used effectively to support the very good staff training programme and the few specific grants are used according to local authority guidelines. The school understands the principles of best value and employs them in seeking value for money for the school, regularly reviewing its spending decisions.

Staffing

54. There is a very good number of well-qualified and experienced staff at the school to meet the demands of the curriculum and the needs of the pupils. The number of support staff is high, compared to other similar schools, and this has a positive impact on learning. Their quality and commitment add considerably to the success of the school. Professional development systems ensure that all staff have access to a wide range of training, and this also has a very good influence on standards. Induction procedures are very good. New staff are provided with a mentor, support with

planning and regular interviews. This ensures that their confidence is maintained and that all staff work towards a shared ethos.

Accommodation

55. The accommodation is very good and an improvement on the last inspection in 1999. Since that date the school has added a musical playground to help pupils with sensory impairment through sounds as they play. This has benefited pupils greatly and one in particular who was motivated to walk for the first time. Sensory equipment has also been added to the swimming pool area as well as the sensory area itself. New toilet provision has been installed which has successfully addressed the problem identified in the last inspection report. Two classrooms are small in size but with the re-arrangement of class numbers these do not prevent the curriculum being taught effectively. There is a good range of specialist rooms, for example there is a hydrotherapy swimming pool and dark and white rooms for specialist sensory work with vision, hearing and touch. The accommodation is maintained in excellent condition by the caretaking staff and the impressive wall displays enhance this feature and make for a very welcoming atmosphere to pupils and visitors alike.

Resources

56. The schools resources have improved considerably over the past two years and this assists pupils in making progress. Resourcing is good in the majority of subjects. Provision of specialised gymnastic equipment as well as the pool means that physical education is very well resourced and the investment in information and communication technology software and hardware has strengthened this part of the curriculum well. Part of the success of the literacy and numeracy developments has been the very effective investment in good quality resources. Other resources, such as tracking within classrooms and the light and audio equipment in sensory areas also enrich the curricular experience of all pupils considerably. Overall, the school is well resourced and is an exciting environment in which to learn, play and develop socially.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue the very good improvements made in the quality of education provided for all pupils, the headteacher and governors should:
- (1) Improve the use of curriculum time in some classes by:
 - a. providing more opportunities for subject-focused time;
 - b. planning work in personal and social education to link more closely to other subjects being taught during the school week;
 - c. identifying where use of time is inefficient.
(paragraph nos: 8, 15, 16, 19, 21, 24, 25)
 - (2) Improve the monitoring of subjects, which are taught through personal and social education, during the school day. *(paragraph no: 50)*

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

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	24	27	9	0	0	0
Percentage	0	40	45	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	61
Number of full-time pupils known to be eligible for free school meals	14

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

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

Attendance

Authorised absence

	%
School data	9.0

Unauthorised absence

	%
School data	0.3

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	2
Chinese	1
White	53
Any other minority ethnic group	2

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN - Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	7.1
Average class size	8

Education support staff: YN - Y6

Total number of education support staff	24
Total aggregate hours worked per week	692

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	771,580
Total expenditure	745,021
Expenditure per pupil	12,628
Balance brought forward from previous year	93,738
Balance carried forward to next year	120,297

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	58
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	59	32	5	0	5
Behaviour in the school is good.	73	23	0	0	5
My child gets the right amount of work to do at home.	23	32	14	5	27
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	77	23	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	86	9	5	0	0
The school is well led and managed.	95	5	0	0	0
The school is helping my child become mature and responsible.	73	14	0	0	14
The school provides an interesting range of activities outside lessons.	82	14	0	0	5

Summary of parents' and carers' responses

Note: Five per cent represents the views of approximately one parent.

Parents think highly of all aspects of the school. They particularly think that pupils like school, that the school is easy to approach and works closely with them. The quality of teaching and the leadership and management of the school are seen as exceptionally good. The only area for concern from those responding to the questionnaire is regarding homework. The inspection team findings largely support the views of parents. All of the major aspects of the school are of a high quality. The system for enabling parents to support the work of the school at home is suitable for the majority of pupils, but is unclear to a few parents. A few parents expressed a desire for pupils to have more opportunities to mix with pupils from other schools. This is recognised by the school which is working to improve links for greater inclusion with mainstream education.

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

58. Children in the foundation stage make good progress and achieve well in all areas of learning. They benefit from high staffing levels, good facilities, and a broad and balanced range of activities designed to meet their very individual needs. Their curriculum is appropriately linked to the recommended guidelines for children under the age of five. The children are very well cared for and early years provision has improved well since the last inspection when the quality of teaching and overall progress were satisfactory.
59. The quality of teaching in the foundation stage is always good. Lessons are well planned and managed, and teamwork is a real strength. Adults work hard to ensure that all children take part in the activities. Occasionally there is too little planned to meet the needs of children with profound learning difficulties. This is particularly evident during non-structured times, such as break times and after lunch. Children then sometimes sit for too long in their chairs with one toy, and are generally passive. This has a negative impact on the amount of progress that they are able to make. The accommodation is good and allows all areas of the foundation stage curriculum to be taught. There is however a lack of privacy in the toilet area.

Personal, social and emotional development

60. The quality of teaching and the progress pupils make in their personal, social and emotional development are good. Children have many opportunities to take initiative, as they are encouraged to interact with toys and adults. They take turns well and share resources where appropriate. Teachers plan many opportunities for children to explore different and new resources. This helps them to develop independence and turn-taking as they play on the climbing frame, taking simple risks and showing pleasure in achievement. Simple routines have been established to encourage confidence. Children are encouraged to take responsibility for putting their own names on a chart in the morning as they arrive. They make choices of activity as they investigate all the options available. They enjoy school.

Communication, language and literacy

61. The teaching and provision for communication, language and literacy is good, and children develop good skills in this area of learning during their time in the foundation stage. Lively and expressive presentation helps children to focus on stories. Adults use good extended vocabulary to enable the development of receptive language, so that children quickly understand what is expected of them. Effective use of symbols enables children to take some part in their own learning. They choose the appropriate symbol for the activity they wish to take part in. Book skills are developing well, and are fostered by the good modelling by staff. Each child has many opportunities to 'read' individually with an adult, as well as listening to group stories. Communication and listening skills are given a high priority in all areas of learning throughout the day. This ensures good progress over time.

Mathematical development

62. Provision for mathematical development and the quality of teaching in this area is also good. Numeracy skills are fostered through focused individual activities in which children work for short, structured periods with the teacher. For example, during the

inspection, children were learning to match shoes and boots to make pairs. Many could 'find one the same', and showed great pleasure in their achievements. A few children are beginning to recognise colours, and are helped to develop their enquiry skills through well planned exploration activities. In one lesson, children were learning number names through singing nursery rhymes and copying an adult who modelled very well for them. Teachers and learning support assistants engage children well so that they enjoy playing 'shop' and higher attaining children know that money is needed to buy things.

Knowledge and understanding of the world

63. The quality of teaching and provision for the development of children's knowledge and understanding of the world is good. Teachers and learning support assistants make good provision to help children understand about the school's environment, the daily timetable and a wide range of different materials. For example, they are helped regularly to explore paint, sand, water and foam and how they move, change and can be used. Good planning of resources by the teacher brings lessons to life. For example, in one lesson the pupils benefited from meeting and holding a new baby and in others they have enjoyed visits to local places of interest, such as a farm where they were able to feed baby animals. Good use is made of information and communication technology as children communicate through the use of a 'Big Mack' switch. This promotes self-confidence and interactive skills.

Physical development

64. Teaching to support pupils' physical development is also good. Mobility is fostered by careful planning of daily activities, such as using large wheeled toys, climbing and sliding in the playground, and through physiotherapy exercises and positioning. The very good relationships fostered by staff means that children are eager to try new things, and they develop confidence as they experiment on the climbing frame and in the playground. Lessons are well planned to meet a differing range of pupil needs. In one lesson, for example higher attaining children clearly enjoyed being able to kick and throw a large ball independently. Less physically able children benefit from good, skilled support so they also enjoy the experience. All pupils have the opportunity to exercise, swim and receive physiotherapy in the hydrotherapy pool, which they thoroughly enjoy. This contributes substantially to their overall physical development. The good provision for children's physical needs, including physiotherapy exercises, is a strength.

Creative development

65. The quality of teaching to support pupils' creative development is also good and children make good gains in learning about paint, musical activities and about structures. The good range of experiences teachers provide are multi-sensory, colourful and interesting and pupils show high levels of enjoyment and focus strongly on what they are doing. For example, exploration with sand, paint, material and foam or singing familiar songs all help to bring ideas to life. There is a good understanding of appropriate teaching methods. In one lesson, children were making footprints on paper and developed creative appreciation by being able to choose whether they wanted to wear shoes, boots or have bare feet and what colour paint their print should be.

ENGLISH

66. Good communication is at the heart of the school curriculum and pervades all subject lessons and leisure time. The regular development of pupils' speaking and listening skills starts as they are greeted at the school entrance and continues through the school day. It is a strength of the English curriculum. The quality of teaching is good and results in good progress and achievements by the majority of pupils. Learning support assistants are skilled in taking on key roles in the classroom and contribute very well to the good progress pupils make. Personal, social and health education lessons make a significant contribution to the developing communication skills of pupils. Pupils' communication skills are also developed effectively in subjects such as art, physical education, music, cookery and science by using the five senses to engage pupils and help them learn. Very good improvement has been made in English since the last inspection. It is now very well led by a recently appointed co-ordinator who enjoys the direct support of the headteacher in developing her role in the school.
67. The standards achieved, and progress made, by pupils in English are good in both key stages. Pupils with a dual language background work hard to sign, making very good progress over time. In Key Stage 1 pupils with more severe and complex needs respond to their own name with their eyes and voices. They respond well to signs such as 'no' and 'hello' and enjoy communicating with adults. They imitate words and sounds and use pre-recorded messages to answer questions such as 'how are you?' These pupils take an interest in picture books and records of progress show good, sustained eye contact and good progress in responding when people speak to them. Higher attaining pupils show an understanding of past and present and talk eagerly about their evening and weekend activities. In Key Stage 2 the good progress in speaking and listening continues; the most advanced pupils are able to speak in simple complete sentences, welcoming visitors and asking interesting questions. They name up to ten everyday items and use two to three word phrases in describing them. Those with more severe and complex needs follow simple instructions using visual cues and are beginning to understand and follow two or three word verbal prompts and some say a few words clearly. The pupils enjoy role-play and respond clearly to performances, knowing when a person is 'in role'. Several pupils also take part in performing to an audience and keep in character.
68. Pupils also achieve well in reading in both key stages. The majority of pupils in Key Stage 1 listen well to skilfully told stories, looking and responding in appropriate ways as the story unfolds. They anticipate the story line well and recognise characters in the story, pointing and vocalising their interest. Higher attaining pupils respond to questions about the story using short sentences, and sign several words on demand. They also identify the characters in a story by looking at the initial letter of their name. They quickly pick up on words that are the same throughout the book. With some prompting pupils read familiar words in a story. Pupils with more severe and complex needs in both key stages recognise the objects such as puppets and models which are used in story telling and show good anticipation of familiar stories, by looking at the pictures and symbols related to the story. In Key Stage 2 the large majority of pupils handle books well and enjoy sharing stories with adults. They read text with symbols and are beginning to read text without symbols. They recognise most letters by sound and name. Higher attaining pupils point to words when asked to read and know where to start reading on a page. They match the letters of a name and understand that print contains a message.
69. The good development of early writing skills is evident in all classes at both key stages and pupil records show very good gains in writing over time. Those pupils with more severe and complex special needs learn to hold a pencil, with 'hand on hand'

support, making marks as they develop their pre-writing skills. Higher attaining pupils accurately join dots and overwrite their name with some support. They follow simple patterns and letters, learning to hold the pencil effectively. More advanced pupils especially in Key Stage 2 trace words and write their own name independently, showing clear evidence of good progress. They copy a sentence using the computer keyboard with few errors. With prompting they correct their errors. Pupils use picture clues to choose the correct word from six they are given. When writing pupils learn to hold a pencil well, writing clear letter shapes. They write their own name independently.

70. The quality of teaching in English is good throughout the school. Lessons are well prepared and structured effectively to enable a good pace to be maintained through the lesson. In this they effectively follow the broad structure of the National Literacy Strategy. Teachers provide well for independent learning, being very patient and very firm in challenging the pupils to communicate more clearly. Teachers benefit from the very good support of learning support assistants who know the pupils well and who are confident in managing their learning. Staff expect good behaviour and hard work and are rewarded by enthusiasm and concentration. Stories are told expressively, using puppets, real objects, sounds and smells to sustain the interest of pupils, and to reinforce their understanding of the story line and characters. The majority of lessons are well paced so that pupils pay attention throughout. However the occasional lesson is too slow, mainly because the planned activities do not adequately cover the needs of pupils who learn more quickly, this leads to restlessness and slower progress for those pupils. The excellent relationships between pupils and staff means that pupils are confident to say what they think or communicate their preferences with gestures or facial expression. The skilled help of learning support assistants by clear signing and 'hand on hand' support is invaluable in enabling all pupils to play a full part in lessons.
71. The subject benefits from very good leadership and management, supported by the headteacher, who shows good educational direction by helping the school to become a 'total communication' environment. The progress of pupils is monitored well and progress in all English skills is recorded on graphs. The resources are also good with a good range of books, objects and toys to support understanding as well as electronic aids for speech. Computers are also used well; there are touch screens, specialised keyboards and literacy programmes. The curriculum is broad and interesting with a host of real experiences to help pupils learn well. For example the annual visit of the 'Oily Cart' company provides a richly stimulating experience for the whole school. National poetry days are celebrated and staff dress up and take part in an exciting day of reading and performance.

MATHEMATICS

72. There has been noticeable and good improvement in mathematics since the last inspection. Progress and pupils' achievements are now good in both key stages. This results from very good leadership in the subject, which has ensured the effective implementation of the National Numeracy Strategy, good staff training to support it and the development of good resources throughout the school. The support for new staff is effective in sustaining this high quality of provision and good monitoring of teaching skills has begun.
73. Progress is good for all pupils in both key stages. When they enter Year 1, they display a range of mathematical skills and limitations. Those with the most complex difficulties are beginning to respond to adult stimuli during rhymes and song. Within subjects such as music for instance, they are just registering that things begin and end and sounds and sizes differ. They are starting to relate to their environment, and

concepts such as counting, using money and differences of shape and colour are just beginning to have any meaning. More able pupils are developing good skills in counting and are beginning to match objects and see that counting helps in identifying 'more' and 'less'. They are also developing a small, but secure, vocabulary of colours and concepts, such as 'big' and 'little'. In Key Stage 1 both groups make good progress. By the age of seven pupils with profound and complex difficulties are beginning to distinguish between 'big' and 'small', 'long' and 'short' and 'heavy' and 'light'. This development takes place with regard to real activities and objects rather than in the abstract. More able pupils are starting to deal with some abstract concepts. For example they name shapes such as 'square' and 'circle', and recognise and name the numbers 'one' to 'five'. Good progress is also made as they begin to sort and group objects and toys in different ways. Good progress at Key Stage 2 means that by age eleven the higher achieving pupils match six to eight pictures, distinguish between and sort six colours, copy a repeating pattern of shapes or symbols and match two-dimensional shapes. Those with more complex learning difficulties find coins in a bowl of flour, join in with number songs and begin to understand the words 'over' and 'under', 'in front' and 'behind'.

74. Good progress results from good, and sometimes very good, teaching in mathematics. Everyone is given an opportunity to participate, while good use of questioning and adaptation of tasks allow pupils to work at an appropriate level with suitable challenges. Thus, in a very good Key Stage 1 lesson, seven pupils are working on the development of the numbers one to six. Half of the lesson takes place with the class working together in a semi-circle. The teacher uses pace, humour and a loud and soft voice to maintain attention and involve each individual pupil. This is followed by group work where activities range from a colourful rocket worksheet for the most able child to the use of a tambourine to encourage another group of pupils to tap out one, two and three upon request. Similarly in a very good lesson for Years 5 and 6 pupils, the combination of pace, a good range of resources and excellent rapport between the teacher and the assistants encourage all pupils to take part. The good role-models provided by the staff also encourage pupils to show more interest, seek to succeed and be glad when others are successful. For pupils to receive their full allocation of mathematics teaching, the subject is also taught during other subjects particularly personal and social education throughout the day. Very often for example drinks are counted using number rhymes, or shapes are matched. However, in too many of these other subjects opportunities are missed and the language of basic mathematics is not emphasised in a way that is meaningful for pupils. This means that the good progress observed in mathematics lessons is not always reinforced and consolidated into good long-term progress.
75. The good development that has taken place since the last inspection is largely the result of very good leadership in this subject. The subject leader has brought some mainstream skills into the school and these have blended well with the best of good 'special school' practice. She has led by example, providing very good teaching, excellent planning and the development of the imaginative use of a wide range of resources. Schemes of work that were not in place two years ago are well set up. Elements of the numeracy hour have been incorporated well into mathematics lessons and there is now a good combination of mental mathematics and experiences that assist in the exploration of space, shape, time and money. Teaching is well monitored and new staff well supported. The achievement of pupils is also well recorded and monitored using 'P' scales and 'PIVATS' which leads to improved lesson planning for individual work. The school expects mathematics to occur throughout the school day especially within social settings, but this is not well planned and is insufficient to support the good work being done in mathematics lessons to support pupils' achievements and progress further.

SCIENCE

76. Good provision is made in science across the school and pupils achieve well. Pupils are well taught and benefit from many real-life experiences that help to develop their scientific knowledge and understanding. The strong focus placed on investigations is having a positive impact on pupils' learning.
77. In Key Stage 1, pupils achieve well. They enjoy carrying out simple experiments to find answers to questions. For example, in Year 1 they develop their observational skills as they find out about the school's guinea pig. They use their senses well to gather information and make comparisons with other living things. Higher attaining pupils are able to identify many body parts, and show a developing understanding of the need for food and shelter. In Year 2, pupils undertake a simple experiment to find out about differences in hair colour. They work closely with support assistants to identify differences and complete a chart. The highest attaining pupil was able to complete a simple tally chart and display his findings as a bar chart on the computer. Other pupils were able to look carefully at photographs and compare them with actual people in class to see if they could match the hair colours; they make good progress in understanding about the differences and similarities, and their thinking skills are stimulated by good focused questioning. Progress over time is broadly satisfactory across Key Stage 1.
78. In Key Stage 2, pupils continue to achieve well overall in lessons, and satisfactory progress is made over time. Pupils observe, explore and answer questions about living things. For example, in one lesson, pupils were discussing the different habitats of animals. They became fully involved in identifying which animals lived on the land, which lived in the water, and which lived in the air. Higher attaining pupils were able to complete a simple chart showing how they have categorised animals according to habitat. They achieved well and showed good understanding of the objective. Lower attaining pupils in Key Stage 2 sometimes make less progress. This is because the tasks are sometimes too difficult for them to understand, and they do not have enough opportunity to explore and interact with real resources. However, in most lessons there is a high emphasis on differentiation, which helps pupils to learn appropriately and behave well. Evidence from records and prior work shows that, over time, progress is improving, and is broadly satisfactory.
79. The quality of teaching in science is good. It is based on good teaching expertise, which has improved since the last inspection. The improvement in teaching has led to good learning overall in science lessons. Teachers plan lessons well and make good use of many real resources to improve pupils' understanding. Well-organised practical activities engage and interest pupils very well. In one lesson pupils showed delight and pleasure as they watched, stroked and fed the guinea pig. Teachers question well and this helps pupils to think about why things happen. The good use of resources help children to learn through all of their senses as they look, touch, taste, smell things and listen to what is happening. For example, good use is made of the sensory garden to encourage pupils to explore with their different senses. The good recording system, evident in lessons, is having a positive impact on the quality of teaching, as it helps teachers to know what their pupils have learned. They are then able to help each pupil by setting work that suits them. Pupils find this more rewarding as they can then see their successes.
80. Leadership of the subject is good. Appropriate monitoring and effective assessment procedures are well used to guide practice. A good curriculum is being established. Improvements in teaching are the major strength in the subject, and this is having a very positive impact on learning and ensures more equal opportunities. However,

because development of the curriculum and improvements in teaching are recent, progress over time is less evident and is broadly satisfactory.

ART AND DESIGN

81. There is good provision for art and design and pupils are well taught with appropriately high standards expected of them. This results in good achievement and progress for pupils. The subject has made a very good improvement since the last inspection, under a new co-ordinator who is clear about the direction the subject needs to take as it develops further. The very good displays of work around the school show clear evidence that the school values art, and pupils are proud of their work.
82. In Key Stage 1, lessons are effectively planned and well managed by teachers and support staff. This ensures that pupils learn the basic skills needed to hold a pencil or brush and to control the marks they make on paper. Those with more complex special needs use hand and feet to apply colour, using 'hand on hand' support to develop control over the marks they make. They enjoy a good experience of different media, painting, print making, collage and modelling, using the well planned multi-sensory approach to sensitise that experience and maximise the communication of their responses to it. Higher attainers are able to control their colouring within broad outlines, choosing appropriate colours to fill the outline they have made of their hand. They glue coloured fabric to their work, choosing appropriate colours and textures and applying them with care. Those with more complex needs experience the texture of sand and use it to mix with paint, to experience the change in texture. The experience heightens their responses and they show their pleasure in applying the paint with their hands, using 'hand on hand' support. They recognise their own paintings and respond positively to them. In Key Stage 2, higher attaining pupils use their developing skills to produce group multi-media prints using hands, fingers, fabric, block templates and found 'junk'. The results are colourful and vibrant, showing evidence of a rich, multi-sensory experience in the print making process. From looking at the work of Victor Pasmore, they produce colourful individual studies using fingers, gloves, shoes and found textiles. They are able to use the computer mouse to assemble a simple face or figure on the screen, using paint software. Those with more complex special needs use the touch screen, but lack accuracy and need good 'hand on hand' support to produce a figure.
83. The quality of teaching is good and sometimes very good, in particular at Key Stage 1. Teachers know the pupils well and plan for their different needs, ensuring that communication is a crucial outcome of their teaching. They teach confidently and are very well supported by the skilled and caring support assistants. As a team they ensure that the best use is made of the lesson time to support the communication needs of pupils through the subject. Adults generally sign well and make good use of objects of reference and symbols, maximising the responses of pupils. On occasion, opportunities to reinforce the pupils' communication skills are missed, for instance the signing of colours. Teachers evaluate the work of pupils at the end of lessons and usually accompany this with effective signing. They are positive and enthusiastic in encouraging pupils to do their best and communicate their responses in appropriate ways. Occasionally staff lack the strategies necessary to manage the behaviour of pupils effectively, but in the majority of lessons behaviour is managed very well.
84. The co-ordinator works very well to develop the subject throughout the school, in the limited time available to her. She has updated policies and produced good schemes of work that are linked to the new National Curriculum. She has broadened the curriculum and makes good use of a local scrap scheme to extend the resources available to the subject. There are plans to develop information and communication

technology, using digital cameras and software to manipulate images. Each classroom has a good special art area that has a washable floor and appropriate furniture for the range of pupils.

DESIGN AND TECHNOLOGY

85. Owing to timetabling arrangements it was not possible to see lessons of design and technology during the inspection. No judgements can be made on teaching or the pupils' response to lessons. From work seen, teachers' records and discussion with the subject co-ordinator it is clear that standards are at least satisfactory and pupils make at least satisfactory progress. Recorded evidence indicates that the pupils experience a broad range of different types of materials, such as clay, paint, cloth and wood and use these in their designs. The good schemes of work are linked to the National Curriculum.
86. Food technology is a strength of the curriculum and pupils experience the foods they prepare by feeling, smelling, tasting and exploring the selection they choose from. They experience different foods from countries such as India and China. They eat the food they prepare in an organised social setting, which contributes to their social awareness. Those pupils with more complex special needs are given 'hand on hand' support for the practical activities and contribute to the planning of meals by indicating their choice of foods from picture cards and from their experience of food. Higher attainers develop their skills in design, construction and model making. They make moving models without staff support. One pupil designed and made an amusing sock puppet with only minimal support. Group work includes designing and making large junk built 'machines', with imaginative additions and moving parts. Towards the end of the autumn term pupils design and make Christmas cards and help in the making of artefacts for the Christmas production.
87. The co-ordinator has developed a two-year rolling programme of activities. She monitors the work of the department, including teaching. There is a good specialist food studies room, shared with information and communication technology, with cupboards clearly labelled with words and symbols. The resources for the subject are good, and special equipment for remote control is used in information and communication technology.
88. The subject has made a good improvement since the last inspection. Records indicate an improvement in the progress of pupils over time and the schemes of work show that the subject is now clearly separated from art, although cross curriculum links are not yet effective in planning.

GEOGRAPHY

89. Satisfactory provision is made for geography across the school and pupils make satisfactory progress and achievements. Pupils benefit from many visits and so are developing a good understanding of the local environment. Provision has improved since the last inspection.
90. In Key Stage 1, pupils make satisfactory gains in knowledge and understanding about their school. They use real objects to help them find a particular area. For example, in one lesson, pupils with profound learning difficulties were able to look carefully at different locations such as the sensory garden, when a plant from the garden was produced. They showed awareness that it was 'different'. Other pupils were able to locate and record locations, using symbols on a map, as they made sense of their environment.
91. In Key Stage 2, pupils begin to make observations about different features in the environment. They recognise simple geographical vocabulary and use it to describe features, such as 'trees', 'hills', 'river' and 'roads'. They show understanding of different seasons and weather patterns. There are photographs to show that many

pupils learn about the world through tasting and learning about food from other cultures. They also learn about the various countries that the food comes from. Effective use is made of visits to the local shops, and to other places, such as a building site and the beach, to enhance pupils' understanding. Pupils also learn about everyday life as they visit a local fire station, meet the firemen and learn about their special clothes and tools.

92. The quality of teaching in geography is satisfactory overall, with strengths in teamwork and relationships which promote high levels of interaction. Planning and preparation are good and effective use is made of resources. Sometimes, however, there is too little content in lessons and because of this, learning dips. Not enough emphasis is always placed on initial introductions so that pupils understand the context of the lesson. Where geographical questions are not sufficiently focused, pupils fail to understand the lesson. Where objectives are clear, and where specific vocabulary is used to focus pupils' attention, then progress improves. Pupils enjoy geographical activities and benefit from the good relationships. They particularly enjoy their visits into the community.
93. The subject is well led. A good curriculum and clear guidelines have been established, and opportunities to record pupils' achievements are effective. The range of visits and use of the local environment are major strengths of the subject.

HISTORY

94. Provision for history at the school is satisfactory overall with many significant strengths. The range of activities and use of visits to places of historical interest are helping to improve pupils' progress. This is an improvement since the last inspection.
95. In Key Stage 1, pupils make sound progress and achieve appropriate standards as they talk about times past. They are beginning to understand chronology as they put pictures of events in order and arrange their daily timetable. There are photographs to show that pupils benefit from a good range of historical activities, including singing 'old' nursery rhymes, and talking about the immediate past.
96. In Key Stage 2, pupils also achieve appropriate standards. They begin to identify that people lived 'differently' in the past. They look at artefacts from different periods and develop their understanding by dressing up and playing games from the past. For example, pupils were observed taking part in Victorian games. In one lesson, they dressed up as Victorian school children, using slates and chalk to do their 'work'. They showed high levels of enjoyment as they played games, such as 'Hop-Scotch' and 'Oranges and Lemons', and as they played with hoops in the playground. These good resources help pupils to gain new understanding and knowledge of the way things used to be.
97. The quality of teaching in history is satisfactory with many significant strengths. Teachers enjoy teaching the subject and make good provision to ensure that pupils have fun and learn new facts. Lessons are characterised by the use of good resources. Because of this, pupils look forward to their history lessons and take part fully in the activities. Just occasionally, activities for lower attaining pupils, or those with additional special needs, are too complex and these pupils find it difficult to take part. This leads to minor disruptions, which interferes with learning. Overall, learning is satisfactory, with some good learning where activities are practical and 'fun'.
98. Improvements in the procedures and curriculum for the subject have led to improved provision and standards. Leadership is in transition, but the school has taken appropriate action to improve opportunities for historical studies. The range of visits to

local places of historical interest and to local museums is a strength of the provision, and ensures that pupils learn from first-hand experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Information and communication technology (ICT) was a serious weakness during the last inspection, both in the development of a suitable curriculum and the teaching of the subject within the classroom. Over the past two years there has been good progress within this subject; teaching is now good in special ICT lessons and satisfactory within other subjects. Overall provision is good with pupils making at least satisfactory progress and many developing very well indeed. This arises from sensible policies, good investment in relevant hardware and a greater awareness among all staff of strategies for teaching the subject.
100. In Key Stage 1, pupils with the most profound difficulties make sound progress by showing a growing awareness of the link between keyboards, switches and the screen. All have access to some form of control and they gradually develop an ability to use a large switch or touch the screen to register a response. At this stage it is very much an awareness of how a pupil's action can affect the image on the screen or a noise or light source generated. More able pupils enter Year 1 relating the mouse, keyboard and switches to the images on the screen. By the age of seven they have made sound progress and can identify many of the individual letter keys and can perform basic mouse skills, such as using the cursor arrow to pinpoint an object on the screen.
101. Pupils with the most complex learning difficulties make steady progress through Key Stage 2 and by the age of eleven have a degree of confidence in using the computer. One or two pupils have gained enough control to distinguish between a single click and a series. Most can use switches or touch the screen to match symbols and pictures. For pupils who learn more easily, progress through Key Stage 2 is also satisfactory and often good. Many of these pupils develop early word processing skills, write short letters to friends or Father Christmas, make a block graph to record throws of a dice and match up to five pairs of pictures on the screen. Pupils' confidence grows throughout both key stages and they are gradually able to use ICT in other subjects. A typical example was in a good Year 2 science lesson, where one pupil entered data relating to hair colour and produced a simple bar chart, which he then explained. Similarly in a very good Year 6 English lesson one pupil independently wrote simple sentences using the word processor. When the work was printed out he made simple spelling corrections to his own text. Limited opportunity means that there is slower development of skills using controls to move things such as a 'turtle' or 'pixie'.
102. ICT teaching has improved throughout the school and is now good. The imaginative development of a specialist ICT assistant to provide one-to-one programmes to all pupils has worked well. A number of these sessions were observed during the inspection and the teaching seen was always good and often very good. Very imaginative use has been made of new hardware and good, customised programs have been developed, even to the point of using family pictures for recognition purposes. Planning for individuals is detailed and progress carefully monitored. The assistant uses a range of both technical and interpersonal skills to encourage pupils to explore the unknown, while carefully ensuring that early skills are developed and reinforced. For example one Year 5 pupil was helped to play a quiz on the computer and find pictures to match a word and although it was the first time she had been asked to do this she made very good progress.

103. Teachers are developing a growing confidence to incorporate the computer into subject lessons, which is established, but not embedded. In one very good Year 6 art lesson a pupil with profound difficulties used the computer as part of a lesson on faces. He was helped well to point to different parts of the face on the computer screen, join them together and make and print a picture of a complete face. Overall teaching of ICT in the subject areas is satisfactory because it is limited, but improving.
104. The good progress in ICT has arisen from good leadership from the subject leader and the effective support of senior staff and the governing body. There is now good provision of resources and programs. Evidence seen within the inspection week emphasised that the school approaches ICT in its widest context, introducing pupils to fax machines, photocopiers and panda crossings. This is sensible and adds to each pupil's repertoire of life skills. There is good use of switches, and occasional use of programs for pupils control and direct action.

MUSIC

105. The teaching of music at Manor Mead is always good and often very good. Pupils achieve well and make good progress in their responses to music, their control of voice, instruments and movements. Above all, they thoroughly enjoy music. Very good leadership has assisted in this situation. All staff incorporate music into their daily routines.
106. Throughout the school all pupils achieve well in their ability to take turns, to respond to musical stimuli and to imitate rhythms and use dynamics. The high priority placed on equal access to music for all means that pupils with the most complex difficulties progress at least satisfactorily through both key stages. By the end of their primary stage they can all participate in class music lessons and pay good attention. With assistance they can respond to teacher requests, for example to copy a number of beats or play an instrument of their own choosing. More able pupils develop more sophisticated skills of rhythm, playing loud and soft and experimenting with new sounds to contribute to class music performances.
107. Music is taught by a specialist music teacher, the subject leader. Teaching is of a high quality, characterised by strong attention to individuals, good, clear planning and a sense of fun, which suffused all music lessons within the school. In one very good Key Stage 2 music lesson, the whole class, support assistants and class teacher were involved in choosing instruments and following the specialist music teacher's instructions for stopping and starting. This is cleverly emphasised by the dynamics of the playing and the concept of 'stop' and 'go' was reinforced in a very enjoyable way. In addition each pupil had the opportunity to choose and learn how to play at least two different instruments. It is noticeable that where music is used through the school, for example in assemblies, pupils find it settling and show their appreciation. It also adds a valuable dimension to aspects of physiotherapy. In a very good Key Stage 1 physiotherapy session with pupils who have profound difficulties, music is used, together with colour and language, to stimulate and calm pupils. As well as the settling effect there is a very real relaxation generated which helps the physiotherapy to be more effective. All teachers have collaborated well to develop the use of song and music to provide valuable milestones for each pupil's day. Thus, time for drinks, the end of a lesson, the start of dinner time and the end of the day are all marked by recognisable songs. This provides very useful boundaries for pupils, particularly assisting those with communication difficulties.
108. The continuing good development of music results from very effective leadership by the subject leader. The curriculum is regularly reviewed and teachers' comments noted in any revision. Resources have developed effectively and the school draws

well on the expertise of groups such as the Council for Music in Hospitals, 'Live Music Now' and 'Earthsong'. Composition is an area that could usefully be developed and the use of a Soundbeam system is sensibly being investigated. The school has the benefit of a specialist teacher which contributes significantly to the good standards of music provision seen.

PHYSICAL EDUCATION

109. The quality of the physical education provided for pupils has improved well since the last inspection. The quality of teaching, the large variety of activities and the management of physical education are all now very good. The pupils all achieve well and make good progress and some make very good progress. The assessment of pupil skills and monitoring of teaching in the subject has improved and is now good. The organisation and amount of time spent on each activity in the various elements of physical education is an issue but particularly in swimming.
110. Pupils' achievement and the progress they make is good overall with some very good progress in certain skills. In swimming the youngest pupils learn to get used to the water, they push with their arms and legs and float with help. Pupils with profound and multiple learning disabilities are able to use the water for stretching and kicking to strengthen their muscles and keep their joints flexible, they also learn to hold their heads up very well. The oldest and highest attaining pupils have progressed very well, several can swim short distances, as well as show considerable confidence in the water, playing games and moving in a variety of ways.
111. The quality of teaching is very good. The teachers and support staff have a clear and informed idea of what pupils need to do and through very good relationships encourage them to try hard and respond by pushing against the sides of the pool with their legs or to make a big wide shape in gymnastics. Each child is helped in this way to improve their performance. The lessons are well organised and the clear structure means that pupils are confident to try new things as well as improve on their skills. For example in one gymnastic lesson pupils repeated a sequence of movements on a bar and then jumped with confidence and skill, landing in a neat position. In some groups where pupils have conditions which affect their behaviour, very skilled management resulted in the whole class keeping well on task and the pupils with difficulties also being helped to join in and learn. The learning support staff make a considerable contribution to the progress pupils make, they are well briefed and maintain excellent relationships in difficult circumstances. A significant feature of all physical education lessons observed is the enthusiasm shown by pupils, which results from the energy and skill of the teachers and learning support staff.
112. Management of the subject is also very good. Lessons and pupils' progress are well monitored and good training is given to improve staff skills. The curriculum is very broad, with horse riding, sailing, swimming, dance, games and gymnastics among the regular activities provided. These are supported through very high quality resources. However the timetable organisation particularly during swimming lessons for pupils with the most profound difficulties means that pupils spend too long waiting and filling in time. For a few pupils the time spent in the water is also too short, which slows the pace of learning over time. The subject contributes well to personal development with good examples of pupils learning how to dress and undress themselves, co-operate during team games and take responsibility for setting out equipment.

RELIGIOUS EDUCATION

113. Religious education has developed well since the last inspection particularly in the recording and assessment of pupils' work as well as in the quality of resources. The

subject continues to be well taught and pupils make good progress in their understanding of themselves in relation to others as well as in their understanding of the festivals and traditions of Christianity and other religions. The headteacher ensures that the subject continues to be managed well in the absence of a coordinator.

114. Pupils achieve well in both key stages, showing an increasing awareness of the world around them and their place in it. Pupils particularly increase their awareness that they have preferences, other people have preferences and that sometimes these can be different. The older, highest attaining pupils, learn about churches, the festivals and symbols that different religions use and what they mean. All pupils develop a sense of wonder at the world around them and learn to appreciate that people are different from themselves with different beliefs and values.
115. Teaching is good overall with some very good teaching in some classes. Where teaching is good and very good the teachers are well prepared and have brought plenty of exciting resources for the pupils to experience and talk about. In one lesson the flowers picked from the sensory garden and fruits brought from home meant that pupils could relate to the teaching with enthusiasm and they took great pleasure in saying which ones they preferred. Skilled story reading about other children, by the teacher allows the pupils to take part in the action and holds their attention very well. Skilled use of different signs and symbols by teachers and learning support assistants allow the pupils to understand and reply when they find speaking difficult. In all lessons excellent pupil management and relationships within the groups contributes to a positive and enthusiastic attitude by all pupils. Occasionally teaching lacks pace. This is because use of a sensory approach, which is suited to pupils with the most profound difficulties, where for example pupils take turns to taste or smell things and show their preferences, is too slow for those pupils with emerging language. Opportunities to extend the subject matter and allow the highest attaining pupils to discuss their experiences in more detail are too few in these lessons.
116. The subject management is very good. The headteacher is the temporary coordinator and she ensures that good individual records are kept and monitored, subject development and improvement is ongoing and that the curriculum is carefully planned to suit the needs of the majority of pupils in the school. There are, however, too few planned lesson observations to monitor teaching in the subject and so management does not have a clear view of how well the curriculum is taught to match the needs of all pupils. The school is aware of this and is intending to appoint a coordinator to undertake this responsibility.