

# INSPECTION REPORT

**SAMUEL PEPYS SCHOOL**

St Neots

LEA area: Cambridgeshire

Unique reference number: 110951

Headteacher: Denis Baldry

Reporting inspector: Ian Naylor  
20906

Dates of inspection: May 16<sup>th</sup> –19<sup>th</sup> 2000

Inspection number: 220353

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Area Special School; moderate, severe and profound learning difficulties

School category: Maintained

Age range of pupils: 3 - 19

Gender of pupils: Mixed

School address: Pepys Road  
St Neots  
Huntingdon  
Cambridgeshire

Postcode: PE19 2EW

Telephone number: 01480 375012

Fax number: 01480 375012

Appropriate authority: The governing body

Name of chair of governors: Mrs Shirley Cripps

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ian Naylor	<i>Registered inspector</i>	Post 16; Personal and social education.	What sort of school is it? How high are standards? Pupils' attitudes, values and personal development. Special educational needs. Equal opportunities. How well are pupils taught? Integration. What the school should do to improve further?
Margaret Kerry	<i>Lay inspector</i>		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work with parents?
Aileen Webber	<i>Team inspector</i>	Geography; History; Modern foreign languages.	How good are the curricular and other opportunities offered to the pupils?
Brian Fletcher	<i>Team inspector</i>	Science; Physical education.	How well is the school led?
April Dakin	<i>Team inspector</i>	Foundation stage; Art; Music.	Assessment.
Gill Lawson	<i>Team inspector</i>	English; Design and technology.	English as an additional language. Spiritual, moral, social, cultural development.
David Walker	<i>Team inspector</i>	Mathematics; Religious education; Information technology.	Monitoring of teaching, appraisal. Staffing, accommodation and resources.

The inspection contractor was:

*Westminster Educational Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS OR STUDENTS TAUGHT?</b>	<b>11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Samuel Pepys is a Cambridgeshire area special school for 83 boys and girls between the ages of three and nineteen. A quarter of all pupils have moderate learning difficulties and are mainly in the senior part of the school. Half of the pupils have severe learning difficulties. The remainder have complex or profound learning difficulties or autism. The school has a wide ability range and the intake has gradually changed over the years to encompass pupils with more complex needs. Key Stage 4 students attend a local comprehensive Sixth Form two days a week as part of a partnership agreement. They also attend weekly half-day link courses with two local further education colleges. Two Post 16 pupils are permanently based at the Sixth Form. Samuel Pepys provides the staffing for these sessions. The school is currently being re-organised and has recently been re-designated by the Secretary of State. This will involve large-scale extension to school buildings. A building programme has already commenced. A very experienced headteacher was appointed fifteen months ago specifically to address the significant weaknesses identified by the last report in leadership and management. There have been other staff changes with two temporary teachers currently in post. Budget constraints have led to no deputy headteacher being in post for the past year. A newly appointed deputy will commence duties in September. The governing body has had large changes to membership since the previous inspection.

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

There have been significant improvements made to the effectiveness of leadership and management, which are now good. This is largely attributable to the new headteacher, who has worked very closely with the governors. Together they have created the right climate to foster and support the effective teaching that has always been a feature of the school. This contributes to the good standards of achievement and very good behaviour of pupils. The school provides good value for money.

## **WHAT THE SCHOOL DOES WELL**

- Teaching is good overall.
- Achievement is good in most subjects. It is very good in art at Key Stage 4 and at Post 16, it is also very good in personal and social education across the school.
- The leadership of the headteacher is very good.
- Attitudes and behaviour are very good, as the result of very effective behaviour management procedures.
- Personal development is very good and pupils make the transition to community school and college very well.
- Pupils have very good relationships with one another and with staff, in lessons and at other times.
- Attendance is good.
- Provision for spiritual, moral, social and cultural development is good, with particular strength in moral and social development.
- Implementation of the literacy and numeracy policies is good.
- The school has very constructive links with other schools and colleges.
- The governing body is effective in carrying out its responsibilities.
- Links with parents are very good.
- Provision for the foundation years is very good.

## **WHAT COULD BE IMPROVED**

- Accommodation is unsatisfactory with poor facilities for specialist teaching.
- The co-ordination of the curriculum lacks overall coherence.
- Staffing. There are two temporary teaching posts and no deputy headteacher; and no specialist teachers for French, music or design and technology.
- Subject leadership needs further improvement.
- The senior management team is not yet fully established.
- The timetable for religious education is unsatisfactory in Key Stage 1 and Post 16, and for pupils with profound and multiple learning needs in Key Stage 3.
- Standards in music are unsatisfactory in Key Stage 3.
- There is little formal recording or assessment of physical education, history, geography, music, design and technology and religious education, and this affects the reporting of progress and curriculum planning.
- Signing for some pupils who need it, is not consistent across the school.
- There are no whole school targets for achievement and progress.



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been dramatic improvement across many areas, particularly in leadership and management and the serious weakness reported in the previous inspection in 1997, has been eliminated. The very experienced headteacher is a thoughtful and effective leader who has introduced many very necessary changes in a short period of time, with the full support of a reconstructed governing body, which has established strong procedures and systems to enable it to be effective. Together the headteacher and governors have revitalised the educational direction of the school, addressed the majority of the other weaknesses reported, through the Action Plan, and have set further clear plans to improve the remaining weaker areas. The schools' budget has been put in order and long term plans for improving accommodation and facilities have been made in conjunction with the Local Education Authority (LEA) and the Department for Education and Employment (DfEE). Part of the success of what has been achieved is to be seen in the sustained good teaching and the good achievement of pupils.

## STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	<p style="text-align: center;"><b>Key</b></p> <p><i>excellent</i>      A*</p> <p><i>very good</i>      A</p> <p><i>good</i>              B</p> <p><i>satisfactory</i>      C</p> <p><i>unsatisfactory</i>    D</p> <p><i>poor</i>                E</p>
speaking and listening	A	B	B	A	
reading	A	B	B	B	
writing	B	B	B	B	
mathematics	A	A	C	C	
personal, social and health education	A	A	A	A*	
personal targets set at annual reviews or in IEPs**	B	B	A	A	

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

Achievement and progress over time is very good in the Nursery where children make rapid progress from the usually very low levels of attainment they had when first arriving at the school. Achievement then remains consistently good in each key stage and Post 16. Achievement is very good in personal and social education in each key stage and excellent in Post 16. Progress over time is good in speaking and listening skills, reading and writing. Achievement is good overall in English, geography and art. It is satisfactory in all other subjects except music in Key Stage 3, where it is unsatisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school and show interest in their lessons. They work hard and co-operate with staff willingly.
Behaviour, in and out of classrooms	Very good in lessons, on the playground and around the school. At breaks, lunchtimes, and in registrations, behaviour is consistently very good. In the Nursery it is excellent. It is often exemplary when visiting places locally or when at other schools. There is a calm atmosphere throughout the school. There is very good behaviour during lessons and in leisure time at the local Sixth Form and the regional college attended by Key Stage 4 and Post 16 students.
Personal development and relationships	The personal development of pupils is a strength of the school. Pupils are well supported in their emotional development by a climate which fosters success and increases self-esteem, independence and personal relationships; and these are very good by the time pupils leave school at 19.
Attendance	Good, with very little unauthorised absence.

## TEACHING AND LEARNING

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

Teaching is good overall at each key stage with 35 per cent of teaching very good or excellent. 50 per cent is good and most of the remainder is satisfactory with just one lesson unsatisfactory. Teaching is very good in the Nursery. Teaching is good in English, mathematics, science, art, design and technology, physical education, religious education, personal and social education and geography. It is satisfactory in information and communications technology, and music. No lessons were seen in history and French. Teaching is of a high quality and has a good effect upon pupils' learning. Teamwork is good and has a major impact upon the progress and achievement of pupils. Teachers collaborate extremely well with other professionals. Very good planning, preparation and organisation, with a wide range of appropriate activities, feature strongly in lessons, so that they cater for pupils' specific needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Key Stages 1, 2 and 3, Very good in the Nursery, and good in Key Stage 4 and Post 16. The curriculum meets requirements. It has an appropriate emphasis on literacy, numeracy, personal, social and health education (PSHE) and information communication technology (ICT). However, the curriculum is not systematically reviewed and although there has been considerable improvement since the last inspection it lacks overall co-ordination and coherence. There is very good provision for careers education and work experience and there are very good extra-curricular opportunities. The curriculum for music is weak, particularly in Key Stage 3.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for moral and social development, and good provision for spiritual and cultural development. Strongly supported by personal, social and health education and an effective pastoral system, pupils understand right from wrong and the consequences of their actions. The school encourages independent living through teaching life skills. There are many opportunities for pupils to work in pairs or in small groups and this helps them to co-operate with others and to learn the social skills needed for living with others. More able pupils help and support those less able.
Partnership with parents	Parents have a good regard for the school. There is a good and effective partnership where parents are well involved with their child's progress and learning. A good home-school agreement is in place. Home-school books are used to convey information on a regular basis. However, they do not always report progress made during the day, or how this can be reinforced at home, and parents indicate that they would like this.
How well the school cares for its pupils	There are good overall procedures in place which ensure that pupils' emotional, physical, and education needs are all recognised and catered for. In some subjects, there is imprecision in reporting on progress because of the lack of formal recording procedures.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership that is very effective in establishing educational direction and securing improvement. There has been a huge improvement in the way the school is organised and managed. The serious weakness in this area reported in the previous report has been eradicated. There remain weaker areas such as the temporary structure of the senior management team and subject leadership but steps are already being taken to strengthen these, and management overall is good.
How well the appropriate authority fulfils its responsibilities	Many of the governors are quite new, but they have helped to establish a very effective governing body with all the correct procedures and systems to enable governors to provide very good support to the head and all staff. Governors make some visits into school and classrooms, but there is more scope for this.
The school's evaluation of its performance	The headteacher, governors and staff now possess good skills for assessing their own strengths and weaknesses and have shown they can take appropriate action to redress the weaknesses whilst retaining the strengths.
The strategic use of resources	Resources are used well and all money from whatever source, including grants and voluntary donation is spent very sensibly to promote the achievement and well being of pupils, using principles of best value. Accommodation remains unsatisfactory overall. There are no proper facilities for science, design and technology and music, and no leisure area for older pupils. The Nursery areas have insufficient space. Good use is made of the local community to augment existing provision. Excellent plans have been approved in conjunction with the local education authority and central government to extend accommodation. Staffing levels are unsatisfactory. The school is working to secure permanent teaching appointments for every class in the senior school. A deputy head appointment has been made for September 2000.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Standards have improved tremendously.</li> <li>• Management has improved.</li> <li>• The head has brought about a considerable improvement.</li> <li>• Realistic, but high expectations of pupils.</li> <li>• Children love coming to school and grow in self-esteem.</li> <li>• Profound and multiple learning difficulties mix more with more able pupils.</li> <li>• Individual education plans have been restructured and improved and are very effective.</li> <li>• Staff are open, dedicated and work very hard. The school listens to parents' concerns.</li> <li>• They are delighted that music therapy is available again.</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough signing for non-verbal pupils.</li> <li>• Speech therapy provision has declined.</li> <li>• Physiotherapy provision is limited.</li> <li>• Concern about closure of one of senior classes.</li> <li>• Disappointment about the cut in number of learning support assistants.</li> </ul>

Inspectors share most of the views of parents. Teaching in the senior school is judged to be good overall. Inspectors are unable to comment on the provision of services by another department such as health.

## **PART B: COMMENTARY**

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

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

1. The characteristics of the pupils for whom the school caters make it inappropriate to judge attainments against age-related national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about achievement, progress and references to attainment take account of information contained in pupils' statements and in annual reviews.
2. Analysis of achievement overall is good. This is confirmed by lesson observations, the analysis of annual reviews, individual education plans, teachers' records, and accreditation awards under AssessmentScheme Development Accreditation Network (ASDAN) as well the achievement and the rate of progress of pupils over time observed in pupils' work books. Achievement is very good in the foundation stage. Here children make rapid progress in their achievements from the usually very low levels of attainment they have when first arriving at the school. Achievement then remains consistently good in each key stage and Post 16.
3. By the age of 19, when they leave school, students make good progress in their literacy skills and sustain satisfactory progress in numeracy skills. They make very good progress in meeting the targets of their individual education plans and excellent progress in their personal and social development. This is best illustrated by their enormous success in achieving full time integration into a mainstream secondary school Sixth Form, where they operate fully within the social environment they encounter.
4. Post 16 pupils and those in Key Stage 4 undertake college link courses and work experience placements, during which they successfully engage and achieve well in work-related activities and make excellent progress in their social development and independence skills. They are very well prepared for transition to college, work or further training, and by age 16, pupils are equally well prepared and ready for the move to full-time placement at the Sixth Form centre. These two factors mark a very significant element of progress over time for higher-attaining pupils with moderate learning difficulties (MLD) and an even greater rate of progress for lower attaining severe learning difficulties (SLD) pupils, given the low level of attainment of pupils when they arrive in the school. Success has been achieved in the Bronze and Silver awards under the Assessment Scheme Development Accreditation Network accreditation by pupils with moderate learning difficulties, and those with severe learning difficulties in the Towards Independence element of the scheme.
5. In English pupils achieve well and make good progress over time in speaking and listening, reading and writing. By age 11 pupils listen carefully to stories from the 'big book' and answer questions that show they have understood. They enjoy books and make good progress within their reading scheme. They begin to write simple sentences using some

punctuation. At 16 most pupils talk confidently and use language in a variety of situations and make themselves understood. They make good progress with their reading and writing and use these to help them in other subjects. They can write evaluations of their work experience placements and use word processing to record and enhance their work. Profound and Multiple Learning Difficulties (PMLD) pupils respond well by eye contact, gestures and signs to make themselves understood.

6. Pupils' achievements in mathematics and progress over time are satisfactory overall. Pupils make very good progress throughout Key Stages 1 and 2 and by age 11 their achievements are very good. They can count and add simple numbers to 30, recognise and name simple shapes and know how to make graphs. In Key Stages 3, 4 and Post 16, their progress and achievements are lower but nevertheless satisfactory. This is because the Numeracy Strategy is not yet used daily with these pupils. Pupils use the four functions and understand place value. They begin to use practical applications in maths and complete modules of the Assessment Scheme Development Accreditation Network scheme.

7. Achievement in science in Key Stages 1 and 2 is satisfactory in relation to pupils' age and abilities. Pupils make satisfactory progress. In Key Stages 3 and 4, pupils make good progress and, by the age of 16, achievement is good. All pupils make steady gains in scientific skills and in their knowledge and understanding of science. Older pupils learn how scientific ideas and principles are applied to everyday life. All pupils have a broad range of experiences in the study of living things, materials and physical processes such as light and sound.

8. Pupils' achievements in art are good for all pupils in Key Stages 1 and 2, and good for most pupils in Key Stage 3. Achievements are very good in Key Stage 4 and Post 16 for pupils with severe and moderate learning difficulties. The achievements of pupils with more profound learning difficulties are satisfactory in the secondary phase of the school. Younger pupils model clay coil pots and decorate tiles. They use sketchbooks to practice drawing and painting techniques. Older pupils make their own patterns and designs and decorate African masks. They use information and communications technology draw and paint programs successfully to imitate the style of famous artists.

9. Pupils' achievements in design and technology are satisfactory. Younger pupils make collages using papier mache and use simple constructions kits to make a four-wheeled vehicle. Older pupils design menus for imaginary meals using a variety of materials and textures. They construct simple models in clay and wood.

10. Pupils' achievements in geography are good overall. By the end of Key Stage 1 pupils make satisfactory progress. By the end of Key Stage 3 they continue to make good progress. Younger pupils know directions of the compass on a map of the British Isles and find the names of towns. Older pupils understand how industry can alter the environment. They visit local places such as the fire station and find them on a local map.

11. Achievements in history are satisfactory. Younger pupils know how they have changed since they were babies and use a time line to show the main events of their lives. Older pupils understand how children dressed in Victorian times, and what it was like in the trenches in the First World War.

12. In information and communications technology achievement and the rate of progress

over time made by pupils is at least satisfactory. Younger pupils know how to use a mouse and keyboard to select and use programs. Older pupils change fonts and colours when using draw and paint programs. They use word-processing to support the presentation of their work.

13. In French there is insufficient evidence to judge pupils' progress across the key stage.

14. Standards of achievement in music are good in Key Stage 1 and satisfactory in Key Stage 2. However, achievement is unsatisfactory in Key Stage 3 because the curriculum and teaching is weaker. Pupils sing action songs and rhymes they learn by heart, with increasing understanding of melody and rhythm. They play a variety of percussion instruments and understand loud and soft. Pupils for whom music therapy is provided communicate musically with the therapist.

15. Standards of achievement in physical education are satisfactory in relation to pupils' age and abilities, although some of the main areas of activity are not yet fully covered. This is a similar finding to that of the previous inspection. Pupils make good progress in their water confidence and some pupils with profound and multiple learning difficulties (PMLD) swim a few strokes, whilst more able pupils achieve awards for swimming distances. They use good ball skills in a team game. By 16 many can throw a discus and shot and prepare for sports day.

16. Pupils' achievements and progress in religious education are satisfactory overall. In lessons, pupils' progress and achievement are generally good, reflecting the good teaching seen. Pupils know about the life of Jesus and stories from the Old Testament. They begin to explore the differences between world faiths.

17. Achievement in the foundation stage is very good overall, and has been maintained since the last inspection. Children achieve very well in language and well in literacy. Achievement in personal and social development is very good and in physical development they are good, and very good for those pupils with additional physical difficulties. In creative development progress is good and greatly enhanced by the very good specialist teaching of the music therapist, who ensures children have good opportunities for performance and listening. Children make good progress in knowledge and understanding of the world.

18. Progress in personal and social education is very good and by the time pupils make the transition to the Community School Sixth Form for some of their lessons. It is excellent Post 16.

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

19. At the time of the last inspection, attitudes and behaviour were noted as a strength of the school. This continues to be the case, with pupils of all ages and in all groups behaving well and displaying enthusiasm for their work, pride in themselves and in their school.



20. From the youngest pupils in the nursery, through to the Post 16 group, pupils behave well and respond with enthusiasm to interesting work and stimulating social interaction. They work hard, and persevere. Most pupils share and take turns well, co-operating well with staff.

21. Frequently, pupils show keen enjoyment of their lessons. They like to participate and experiment in science, or enjoy the physical challenge of swimming. There is a strong response to the praise and encouragement offered by staff, and evident pleasure and pride in achievement. Many pupils are able to reflect on their own learning.

22. The Post 16 students are mature and good-humoured, able to respond supportively to each other. They are confident within college and school settings, demonstrating good independence skills, and the ability to cope with social and academic demands, and having an impressive ability to cope with life beyond school. Students show very good concentration and interest in their vocational work.

23. Around the school, at breaks, lunchtimes, and in registrations, behaviour is consistently very good. In the nursery it is excellent. There is a calm atmosphere throughout the school. At break times pupils of all ages play sensibly together with no aggressive behaviour. For pupils at Key Stage 4 and Post 16 there is good socialisation during leisure time at the secondary school and at college link courses.

24. The personal development of pupils is a strong feature of the school. They are well supported in their emotional development by a climate that fosters success and increases their self-esteem.

25. Relationships in the school are very good, and this underpins all of the daily routines of greeting and supporting, as well as learning in the classroom. Staff know pupils extremely well as individuals, and have a genuine interest in their needs. When a pupil's behaviour is different from usual, there is immediate awareness of this, and its possible meaning.

26. Pupils enjoy coming to school and attendance is good, above average for a school of this type.

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

27. Teaching is of a high quality and has a good effect upon pupils' learning. Just over a third of teaching is very good or excellent. Half of all teaching is good and most of the remainder is satisfactory, with just one lesson unsatisfactory. This means that teaching in over eight out of ten lessons is good or better and this helps to promote the learning and progress of pupils very strongly. This is an improvement on the good situation reported in the previous inspection and particularly reflects some improvements in subject leadership and subject documentation. Although there have been changes in teaching personnel, and several teachers are temporary, nevertheless, morale and standards have remained high and teachers continue to be committed and dedicated.

28. Teamwork is a very significant factor in determining the success of teaching and has a major impact upon the progress and achievement of pupils. Teachers collaborate extremely well with other professionals, including speech and language therapists, physiotherapists and teacher for the visually impaired. Teachers delegate duties very well, work positively and in close co-operation with learning support assistants (LSAs) who play an essential part in all teaching. Learning Support Assistants contribute particularly to meeting the individual educational, emotional and physical needs of pupils, making good use of their very good experience and knowledge of pupils' needs, and enabling pupils to operate in a safe, secure and positive environment.

29. Teaching is very good in the foundation stage, and good overall at each key stage. Teaching is good in English, mathematics, science, art, design and technology, physical education, geography, religious education and personal and social education. It is satisfactory in information and communications technology. The one unsatisfactory lesson was in Key Stage 3 in music, although teaching in music is satisfactory overall. No lessons were seen in history and French.

30. In most subjects, very good planning, preparation, organisation and use of resources, together with a wide range of appropriate activities ensures that lessons meet the specific needs of each pupil. Learning objectives in lessons are set from individual education plans. They are, therefore, directly relevant to the next stages of pupils' learning. This careful attention to detail is particularly noticeable in the foundation stage and in the literacy and numeracy hours. Teachers' lesson planning is well linked to curriculum plans for each half term in the majority of subjects and is based on realistic goals. Individual needs of pupils are carefully charted and assessed, particularly in English, mathematics, science and personal and social education. This process is less formal, and relatively weaker, in the other subjects. However, as all staff have very good knowledge of pupils' abilities, most lessons have teaching that takes into account pupils' individual differences. Teaching breaks down learning into small stages that are carefully presented, so that each pupil can make assured progress over time in their achievements. This was seen, in particular, in the foundation stage and in the class for pupils with Profound and Multiple Learning Difficulties at Key Stage 3. Individual educational plans have been improved, and they are used effectively, together with teachers' planning, to individualise learning objectives for pupils in literacy, numeracy and personal, social and health education.

31. Teachers have a very positive approach to their teaching, use humour, praise and encouragement liberally and generally promote a warm climate for learning. Teachers have high expectations of what pupils can achieve and of their behaviour and participation, and they manage behaviour very well. This raises pupils' self-esteem and makes them feel secure in their trust of teachers. Pupils, therefore, engage well in the activities set for them and usually make enormous efforts to succeed. This willingness to work and the sheer effort applied is apparent in most lessons. Particular examples of this are seen in the foundation stage when children learn to settle into their new class and listen to instructions and to carry them out. It is shown in Key Stage 1 where pupils with autism learn to understand and follow a timetable for the day, using symbols, and in Key Stage 3, when pupils learn about sharing with others. This effort is also present in the work undertaken by Key Stage 4 and Post 16 pupils and students, learning to mix socially when attending the integration link with Ernulf Community School.

32. Much of the best teaching is imaginative and resourceful, captures the interest of pupils and provides them with challenge. It is based on good subject knowledge and very often it is very practical in its presentation and application. For example, in science pupils learn by doing and are given opportunities to investigate and experiment; or in art, where a broad range of experiences are presented that give strength to pupils' understanding of different cultures, of the passage of time and of the patterns in nature. The use of Treatment and Education of Autistic and related Communications-Handicapped Children (TEACCH) methods is particularly effective for those pupils with autism.

33. In music at Key Stage 3, subject knowledge is weaker as there is no subject specialist, and teaching can be unsatisfactory.

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

34. The school provides a satisfactory range of learning opportunities overall. In Key Stages 1, 2 and 3 the curriculum is satisfactory, in the foundation stage it is very good and in Key Stage 4 and Post 16 it is good.

35. There has been a significant improvement in curriculum planning since the last inspection. There is now a clear curriculum policy statement that includes the school's curriculum aims. The curriculum meets statutory requirements, is broad and balanced and includes all the subjects of the National Curriculum and religious education. It has an appropriate emphasis on literacy, numeracy, personal, social and health education and information communication technology. However the curriculum is not systematically reviewed and, although there has been considerable improvement since the last inspection, it lacks overall co-ordination and coherence. The school is also aware of the need to provide continuity within the curriculum, as a framework for the teaching of pupils with profound and multiple learning difficulties.

36. The range of learning opportunities provided for the foundation stage is very good. It is rich and diverse, and meets the individual needs of pupils. It covers a balanced programme within the areas of learning through a topic-based approach, with an emphasis on language and on personal and social development through play. The policy and curriculum has recently been revised and extended to include information related to the Early Learning Goals. Planning is detailed, and comprehensive. Individual educational plans help teachers to plan lessons well for each pupil.

37. The school now offers a curriculum that builds on the pupils' previous learning opportunities. This has been ensured by adopting the local education authority scheme for pupils in Key Stages 1, 2 and 3. The *Equals*, published schemes of work for pupils with severe and profound and multiple learning difficulties are also being introduced, but as yet, these schemes have not been fully adapted for the pupils at the school or integrated with overall curriculum planning documents. This is, however, clearly identified as the next stage of development.

38. The curriculum in music is weak, particularly in Key Stage 3, and, therefore, opportunities are lost to extend pupils' creative and imaginative skills and to develop their self-esteem and confidence. There is little recording of pupils' progress over time in physical education, history, geography, music, design and technology and religious education and this means that there is insufficient information to make formal assessment of achievement. Consequently, the curriculum and teaching cannot confidently be planned around what the pupils already know, understand and can do in these subjects.'

39. The curriculum provided in Key Stages 1 and 2 is taught by class teachers, and is soundly based around topics that link different subjects. In Key Stage 3, there is a satisfactory amount of subject specialist teaching and the school plans to develop this further. In Key Stage 4, the curriculum is good and it includes a good careers and vocational education programme, incorporating work experience. The pupils work towards accreditation in the Assessment Scheme Development Accreditation Network, Youth Award Scheme, Bronze and Silver Awards, and Transition Challenge. There is a pilot scheme to introduce the Welsh Board examination in science. There is no accreditation in English or mathematics, but the school recognises that some should be provided.

40. The school has implemented the National Literacy Strategy successfully into the school. This is supplemented by *Everyone Reading in Class* (ERIC) daily sessions which are contributing to pupils' good progress in reading. The National Numeracy Strategy has also been implemented well into the school and this enables pupils to make very good progress in mathematics by age 11. Although there is some good use of signing in a few classes, the school has not fully met the action identified at the last inspection, to provide consistent signing across the school.

41. The range of opportunities for promoting pupils' personal development is a strong feature of the curriculum that is relevant to the needs of the pupils and prepares them well for the next stage of their education, and for life after school. For example, pupils are given opportunities to take part in the life of a mainstream school between 14 and 16 and to go to further education colleges. The school now offers a good personal, social and health education programme (PSHE). This follows a suitable scheme of work and includes sex education and opportunities to learn about the misuse of drugs. The amount of time spent on personal, social and health education has now achieved a better balance within the whole school curriculum. This was identified as a weakness at the last inspection.

42. The provision for pupils with additional special educational needs is satisfactory overall. Pupils with autism are integrated into classes and the Treatment and Education of Autistic and related Communications-Handicapped Children (TEACCH) approach is used well to ensure that they have the opportunity to be as fully involved in all learning experiences as possible. Pupils who are visually impaired receive suitable support from the Service for Visually Impairment.

43. The curriculum provides good opportunities for extending pupils' spiritual, moral, social and cultural awareness. Pupils' spiritual development is good. Teachers express spirituality in simple direct terms and they help pupils to know and value themselves and each other. In assemblies and lessons, pupils celebrate their achievements and their uniqueness, and those of others. Regular assemblies celebrate achievements, big and small, of individual pupils,

classes and the whole school. Pupils gain a real understanding of other peoples' lives and beliefs through visits to places of worship. Displays of pupils' work and artefacts make a very tangible contribution to pupils' spiritual development. Religious education also makes a strong contribution to all aspects of pupils' spiritual development.

44. The provision for pupils' moral development is very good and is strongly supported by personal, social and health education and an effective pastoral system. Pupils understand right from wrong and the consequences of their actions. They are encouraged to admit wrongdoing, value each other and respect property. The staff are quick to acknowledge good behaviour and attitudes and do so consistently, acting as very good role models. There are good opportunities in lessons for pupils to consider moral issues.

45. The provision for pupils' social development is also very good. There are many opportunities for pupils to work in pairs or in small groups and this helps them to co-operate with others and to learn the social skills needed for living with others. More able pupils help and support those less able, for example, older higher-attaining pupils help those with severe and complex difficulties. Pupils work together towards the Assessment Scheme Development Accreditation Network, planning and completing projects and challenges. They do this well. The very good links with mainstream schools and colleges provide useful experiences of working and mixing with others. Pupils successfully complete work experience. The school provides a range of residential experiences, which include team building and sporting activities that greatly add to pupils' social development.

46. The provision for pupils' cultural development is good. Pupils are aware of Eastern and European artists. There are visits to theatres and to musical events. The school welcomes musicians, theatre groups and artists on a regular basis. Pupils are prepared well to live in a multi-cultural society. There are posters and signs around the school displaying different cultures and languages. Pupils also learn about other beliefs, cultures, and ceremonies in religious education and celebrate festivals such as Diwali, and the Chinese New Year. Representatives from different cultural groups come into the school to run workshops and support celebrations.

47. The school has very good links with other schools and this contributes to pupils' learning. For example there is an outstanding link with the Ernulf Community School that provides older pupils with the opportunity to be taught within the school for part of the week. Younger pupils also visit the school campus for swimming.

48. The school provides very good enrichment through its extra-curricular provision and opportunities for learning outside the school day. Lunch time clubs include computers, art, knitting and textiles, film, music, dance, sport and games. There is a residential trip offered to all the senior pupils. There are visits that extend after school, such as the visit to the Millennium Dome and theatre visits.

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

49. There are generally good procedures for meeting pupils' emotional, physical and educational needs. Although the monitoring of pupils' academic and personal progress is satisfactory overall, there are weaknesses in using assessment which mean that planning to meet individual educational needs is not as good as it should be for all pupils.

50. There are good procedures for child protection, supported by suitable policies and training for the designated person. Staff awareness of potential concerns is high, and pupils' personal safety is well cared for. The personal social and health education curriculum, and the knowledgeable support offered by the school nurse, further support pupils in this important area. This is good improvement since the last inspection.

51. Procedures for health and safety are good, and again much improved since the last inspection. There are now checks of the site once each term by staff and governors. The outcomes of these checks are properly reported to the governing body who sanction appropriate action. There is evidence of good observance of health and safety requirements in practical lessons, such as design and technology, and of the risks associated with traffic congestion on arrival and departure. These risks, whilst they cannot be entirely eliminated, have been well assessed and controlled.

52. Registration is effective and there is thorough monitoring of attendance by all staff. The headteacher makes sure that the reasons for absence is known and recorded and makes further enquiry where necessary. Legal requirements are now met.

53. Behaviour is very effectively managed and consistently monitored through targets in individual behaviour plans or individual education plans. Strategies such as circle time are used well to encourage good behaviour.

54. There is very effective liaison with other specialists such as speech and language therapy, music therapy, the school nurse, physiotherapy and support for visual impairment. Professional relationships and collaboration are very good for the implementing of therapy programmes, and there is good contact with parents and involvement by therapists and others in annual reviews. Pupils moving into mainstream schools are very well supported, leading to successful integration.

55. The monitoring of pupils' academic progress and personal development is satisfactory. Within this picture, however, there are strengths and weaknesses, and the monitoring of personal development is stronger than the monitoring of academic progress.

56. Since the last inspection the school has maintained and improved the recording and assessment procedures for English, mathematics, information technology, personal and social development and science. Most individual education plans are of good quality and targets are specific, relevant and time related. All pupils' individual educational plans now include targets for personal and social development. Individual education plan targets are set and reviewed every six months, and are valuable in assessing how well pupils are achieving. Occasionally targets are vague, or state what the teacher will do, rather than what pupils will learn. However, recent initiatives to monitor all individual educational plans throughout the school

have been implemented by the senior management team, to address this issue, and as a result good improvement has been made. Progress towards targets is dependent on individual teachers' own records. Links to previous targets are clear. All this information is then used to inform future teaching in the main subjects. This system makes a significant contribution to pupils' overall good achievement.

57. The school is in the process of assessing all lower-attaining pupils using accredited base line assessment, which has been specifically designed to meet the needs of pupils with severe and profound learning difficulties. Some of the results have been analysed and used by the school to find out about how well the pupils are achieving, but as yet there is no use of this or other assessment information for the setting of whole school targets. The school plans to extend accreditation for all pupils in English, science and art, and to provide accreditation for pupils with more profound and multiple learning difficulties.

58. Records of pupils' progress are in place for English, mathematics, science and personal, social and health education. Those sampled are well maintained and show a considerable effort on the part of the school to keep them easily accessible and up to date. There is little formal recording or assessment of physical education, history, geography, music, design and technology and religious education, and this affects the reporting of progress and curriculum planning. Many only record the experiences pupils have undertaken, rather than what they have learnt in the year. The primary department and nursery keep evidence of achievements, and some are annotated well to demonstrate experiences and achievements. The oldest students have the National Records of Achievement.

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

59. Parents have confidence in the school. There is a very effective partnership, which ensures that parents are informed about their child's progress, as well as wider issues to do with learning and the school.

60. Comments received at the parents meeting and in the parents' questionnaire recognised a number of important strengths. Children like school, they make good progress and behaviour is good. Teachers and learning support assistants are seen by parents as having high expectations and as being approachable. Parents think the school is well led. In addition to this, the parents' meeting recognised significant improvement since the last inspection. A concern was raised about the consistency of communication in home-school books.

61. Information for parents is of a high standard. The prospectus gives very detailed information about the philosophy, routines and personnel of the school, giving parents a clear picture of the school's operation. It now fulfils requirements. The governors' annual report is open in its approach and is frank about the issues that the school has had to address. It is very informative, and contains most of the items required.

62. Annual reports are satisfactory and have, where possible, a pupil contribution. They clearly record achievements and improvement within the core subjects of English, mathematics and science. There is also very good information for some subjects, such as music therapy, where parents are able to watch their children on videotape. The reporting of other subjects is not satisfactory; too often it is more concerned with what pupils have covered rather than providing information about progress or achievement.

63. There is very high attendance by parents at annual reviews. Parents' contributions are always very carefully included and there is good written support from other professionals as well as good attendance in most cases. There are also frequent consultation meetings between teachers and parents as well as presentations of aspects of the work of the school. Good links with home exist between parents and visiting specialists. This means that parents are getting good quality information about progress and learning from a range of sources.

64. A good home-school agreement is in place, prefaced by a helpful explanation of its purpose and phrased in terms of commitment to pupils' learning by all parties. There are very good home links with the nursery and this means children make a smooth transition into that part of the school.

65. The ways that parents can support learning at home, are communicated using homework, where this is appropriate. Home-school books are used to convey medical, organisational and behavioural information on a regular basis. However, they do not often report progress made during the day, or how this can be reinforced at home, and parents indicate that they would like this.

66. Parent governors now play an effective part in the life of the school, taking significant responsibilities and making a valuable and valued contribution. This is good improvement since the last inspection. There is an active parent association, and a group of parents who raise funds to support music therapy.

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

67. The school is very well led by the headteacher who is a thoughtful and effective leader who has provided the clear educational direction necessary to re-establish the school as a place of learning that serves well the needs of all its pupils. He is well supported by the governing body and by staff. In a short time, he has successfully brought about many changes in the school's management and organisation which have led to the creation of the right climate for effective teaching and which contribute significantly to the improved achievement and welfare of the pupils. The headteacher has extended the management structure so that all staff have the opportunity to take part in the decision-making process. However, the senior management team is not yet complete, pending the arrival of a new deputy head, but, those currently on the team share the vision for the school's improvement and the heavy workload necessary to bring it about. Not all subject leaders are in place and this means that



the curriculum lacks leadership in some areas, all of which are critical to the school's future development. Nevertheless, management is good largely because of the support given to all areas by the headteacher and the acting senior management team. Leadership and management have greatly improved since the time of the previous report and the serious weaknesses reported then have been eradicated. There are clear plans to remedy the few remaining weaker areas that remain. All who work at the school are dedicated to the welfare of the pupils and are strongly committed to the school's improvement plan. Jointly, they have the capacity to succeed.

68. The governing body was newly constituted in May 1998 and is very supportive of the teachers and the pupils. Collectively, the governors believe in the school. They have a wide range of skills that they employ in the service of the school. The governing body has come to terms quickly with its major functions of helping to develop a long-term strategy for the school and, as a critical friend, that of holding the school to account. The governing body meets regularly to receive reports from the headteacher and to discuss current events and to plan for the future. The governors are clear about the challenges that the school faces and identify the priorities well. The governing body is closely involved in the budgeting of school expenditure through the finance committee and in the appointment of teachers through the personnel committee. The chairperson visit the school every week for an informal business meeting with the headteacher. Some governors are also regular visitors to the school. Teachers welcome the support offered by the governors. The parent governors, for example, have played an important part in helping to restore music therapy to the school. The headteacher encourages and appreciates the contributions that governors make to the life of the school. Governors now meet their statutory obligations thus eliminating the deficiencies referred to at the previous inspection.

69. The school sets out its vision for pupil achievement in the school development plan, which is aptly summarised in the words: *To provide for all pupils a high quality of education that is appropriate to their individual needs.* The school is largely successful in realising this vision but continually seeks new ways of providing for the pupils in its care. The vision underpins all that the school does and is tangible in every classroom. Realistic opportunities are provided for all pupils to enjoy success.

70. The school has made some improvement towards the identified need to extend the role of the subject leaders. There has been training in the clarification of this role and advice has been provided from advisory teachers from the local education authority. The foundations have been laid for leaders to develop their subjects further. Subject leaders have produced policies and schemes of work. There are plans in the school development plan to provide opportunities for observation of lessons by subject leaders and this will assist them in reviewing how the subject is taught. The governing body now has a procedure for ensuring that all policies are reviewed. The subject leadership for geography, design and technology (including food technology) and religious education have not been formally allocated to permanent staff.

71. The headteacher, the governing body and the school have an agreed priority for developing the learning opportunities offered to the pupils and they are making steady progress towards meeting these. The governing body now has a sub-committee and it meets its responsibility to monitor the curriculum. The length of the school day and the taught time for subjects has been reviewed and the amount of teaching time for Key Stage 4 is now

broadly in line with similar schools. The way that the timetable is organised does not ensure that sufficient time is always allocated to the teaching of religious education in Key Stage 1, for pupils with profound and multiple learning difficulties in Key Stage 3, and for students Post 16. The timetable in the junior part of the school is not produced in a consistent format and it is therefore not always clear.

72. The school development plan clearly sets out an extensive list of the priorities and targets for future improvement over a three-year period. The progress of the plan is regularly monitored and updated by the headteacher and the governing body. The process for setting and subsequently monitoring the budget is good. Alternatives are considered when allocating funds based on the priorities in the school development plan and the governing body properly question decisions before agreement is reached. Best value is sought when deciding how funds will be spent. The school is in the process of refining its development planning to include a one-year plan giving details of the costs, success criteria and the personnel who are responsible for implementing it. Development planning is much more secure than at the previous inspection. The budget is now prudently managed.

73. Good use is made of the various additional grants that the school receives and their use is carefully monitored and recorded. The school administrator keeps all accounts meticulously and provides good quality information for the headteacher and the governing body. Effective use is made of the new technology in school administration and this enables the swift and efficient exchange of information. The administrative staff of the school are very committed and hard working. They enable the day-to-day procedures of the school to operate smoothly and efficiently and this allows the headteacher and staff more time to focus on the curriculum and learning.

74. The appraisal of staff is being integrated into a good whole school professional development and performance management package. A professional discussion of performance, the setting of objectives and the identification of training needs have been undertaken. These are proving helpful to teaching and learning support staff in improving the standards of their work and maintaining morale, for example, this was seen in the training provided for the literacy and numeracy strategies. Further training is closely linked to priorities in the school development plan. The information and communications technology co-ordinator gives appropriate training, so that all staff are competent and confident in using computers. The induction of new staff is satisfactory. There is no written induction support for new staff, but in the week of the inspection a newly appointed learning support assistant was shadowing a number of experienced colleagues and gaining a knowledge of the school and its pupils, prior to starting work the next week.

75. Staffing levels are unsatisfactory. The financial restraints of the last two years have brought about a reduction in both the number of teaching staff and the number of hours provided for learning support assistants, so that both are low in relation to national guidelines and to what is provided in other similar schools. However, the school makes the best use of its budgetary resources. There is also a mismatch between most teachers' specialist subjects and the subjects which they co-ordinate, with some teachers having a heavy workload. This

has not led to a lowering of morale and the headteacher and governing body have a school development plan in place that will, over time, redress and alleviate these deficiencies. In particular, a deputy headteacher has already been appointed to take up post in September. The school development plan sets out some redefining of roles, so that a more structured and appropriate designation of responsibilities is in place.

76. Accommodation is much the same as at the last inspection and remains unsatisfactory. However, a full re-development and building programme has been agreed between the Department for Education and Employment, the local education authority and governors. The first phase, the moving of some demountable classrooms, has been completed. The building programme will provide an entirely new teaching block for pupils in Key Stages 3 and 4, while many pupils Post 16 will be even further integrated into a nearby comprehensive school. These developments are in keeping with the provision of the necessary level of accommodation for current and predicted future pupil populations.

77. Staff and pupils make good use of the facilities available and most classrooms and corridors have attractive displays of the pupils' work. Overall, resources are satisfactory. There has been a good improvement in most subjects, particularly in English and mathematics. This has been as a consequence of the school's good response to the two national initiatives, literacy and numeracy. Use of the National Grid for Learning funding has meant good improvement in resources for information and communications technology. Only in religious education and some aspects of music do resources remain unsatisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The headteacher and governors are aware of the strengths and weaknesses in the school. In order to sustain improvement made and address remaining weaknesses, they should address the following points in the Action Plan:

- The governing body and headteacher in conjunction with the Department for Education and Employment and local education authority need to implement the planned improvements to accommodation to provide better facilities for specialist teaching without delay;  
*(Paragraph: 76)*
- The school must ensure the effective development of the deputy headteacher's role in line with the job description already developed. This role should include specific responsibilities for the co-ordination and further development of the curriculum and assessment across the school with clearly defined duties as a member of the senior management team, with day to day responsibility for monitoring and evaluating subject leadership;  
*(Paragraph: 67)*
- Future appointments should include teachers with specialist knowledge and relevant experience in at least one of the following subjects: music and design and technology;  
*(Paragraphs: 70)*
- Revisions should be made to the timetable to ensure that there is adequate and uniform coverage of religious education at each key stage and Post 16;  
*(Paragraphs: 71)*
- Whole school targets to be set for achievement and progress;  
*(Paragraph: 57)*
- Extend the good practice already present in school and make it more consistent and uniform in its application by:
  - \* Completing assessment in all of the foundation subjects and religious education.
  - \* Supporting pupils' learning through the use of signing across the school.
  - \* Completing a scheme of work for music.*(Paragraphs: 58, 97, 153)*

79. Other lesser weaknesses that the governors should consider in their Action Plan:

- Improve resources for religious education and music;
- Standardise the use of home-school books;
- Ensure individual education plans targets are consistently relevant, realistic and achievable;
- Introduce accreditation at Key Stage 4 particularly in English and mathematics;
- Continue to increase the amount of information and communications technology used across the subjects, especially in music and art;
- Complete the schemes of work for information and communications technology and music;
- Make time available to subject leaders so that they can monitor the work of other teachers in their subject.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	80

### *Summary of teaching observed during the inspection*

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very Poor</b>
3	32	51	13	1	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>No of pupils</b>
Number of pupils on the school's roll	83
Number of full-time pupils eligible for free school meals	18

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	<b>%</b>
School data	4.8

#### **Unauthorised absence**

	<b>%</b>
School data	0.5

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

### *Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
Any other minority ethnic group	0

### *Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
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	1	0
Other minority ethnic groups	0	0

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

**Teachers and classes****Financial information****Qualified teachers and classes:****Y N – Y13**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	7.9
Average class size	9.2

**Education support staff:****Y N – Y13**

Total number of education support staff	16
Total aggregate hours worked per week	490

*FTE means full-time equivalent.*

Financial year	1999/2000
----------------	-----------

	<b>£</b>
Total income	694771.00
Total expenditure	672108.00
Expenditure per pupil	8098.00
Balance brought forward from previous year	37400.00
Balance carried forward to next year	22663.00



## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	80
Number of questionnaires returned	20

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	85	10	5	0	0
My child is making good progress in school.	60	30	10	0	0
Behaviour in the school is good.	55	40	0	0	5
My child gets the right amount of work to do at home.	28	39	22	11	0
The teaching is good.	75	15	5	0	5
I am kept well informed about how my child is getting on.	75	5	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	65	30	0	0	5
The school works closely with parents.	60	25	15	0	0
The school is well led and managed.	70	25	0	0	5
The school is helping my child become mature and responsible.	50	45	0	5	5
The school provides an interesting range of activities outside lessons.	72	0	11	6	11

## **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**

80. Standards of achievement in the foundation stage are very good overall, and have been maintained since the last inspection. Children achieve very well in language and in literacy. Language learning is an integral part of all the activities presented. The teacher links effectively the language targets within individual educational plans to the lesson content. Consequently, children make very good progress towards these targets. Symbols are used very well by staff to direct children and to communicate to them what they are to do next. Children with autism use the symbols well to request activities and this gives them the means to communicate and is helping them to structure their day.

81. Children with additional physical difficulties do not always join in story time, as their needs are met most often in one-to-one sessions with support staff. This limits their interaction with their peers to some degree. However, support staff know their children very well, and respond consistently to children's communicative behaviour. They make very good progress through this one-to-one work; they also make increasingly consistent responses to favourite objects and materials.

82. Children learn to hold and use tools correctly and are supported by hand-over-hand methods when necessary. As a result, children make a range of marks and writing patterns more easily, and achieve success. The teacher could use these opportunities more effectively to challenge higher-attaining children to write letters, or to draw shapes.

83. The teaching of mathematics in the nursery is very good and the children make very good progress. Standards of achievement in mathematical skills and understanding are very good overall. Constant repetition of numbers, and the concept of one-to-one matching being taught in a variety of ways and contexts, ensure that children retain number language well and develop good matching skills. However, signing could be used more effectively for children to increase their understanding and use of mathematical words.

84. Standards of achievement and teaching and learning in personal and social development are very good. Children's behaviour is managed consistently and they are very well motivated throughout the day by the very appropriate and interesting work they are given to do. Music therapy contributes highly to pupils' personal and social development. Regular circle times where all children are gathered together to share activities and to take part in stories and song, instils kindness and a growing understanding of right and wrong. Staff promote play in all its forms, and ensure that children learn to work and play well alongside, or with a special friend. Attitudes and behaviour in the nursery are always good and in over half of lessons they are excellent.

85. Standards of achievement and teaching and learning in physical development are good. High quality resources for physical development are set up permanently in the nursery, and there are good opportunities for pupils to play safely in the soft play area of the school each day. This area offers considerable challenges both in physical and social development and compensates, at present, for the limited outside environment, which is shortly due for improvement. Children with additional physical difficulties make good progress due to the dedicated and knowledgeable support staff who work with the physiotherapist in order to provide a consistent programme of support.

86. Standards of achievement and teaching and learning in creative development are good and greatly enhanced by the very good specialist teaching of the music therapist, who ensures children have good opportunities for performance and listening. Children sing every day and have good opportunities to use simple percussive instruments and join in rhymes and songs. Children learn to make choices in creative art sessions and learn to manipulate materials during messy play.

87. Standards of achievement in knowledge and understanding of the world is good, and improved since the last inspection. Staff present a variety of play activities that stimulate this area of learning. Children make good gains in skills, knowledge and understanding of materials. For example, in a water play session bottles of hot and cold water were introduced into the water play and children were encouraged to either use the language or to experience the different temperatures. Children use the computer regularly, and the highest-attaining pupils are beginning to show good progress in control of the mouse. Lower-attaining children are helped through hand-over-hand methods to access programs that link with their topic work, and they make sound progress. Children with additional physical difficulties are presented with a range of exciting textures, sounds, smells, tastes and objects.

## **ENGLISH**

88. Pupils achieve well in English. There has been good improvement since the last inspection, due mainly to clear subject leadership, the successful implementation of a suitably modified version of the literacy strategy, and increased opportunities for pupils to develop their ideas and understanding through speaking and discussion.

89. In all key stages, progress is good. Although many pupils enter the school with little or no communication, by the age of seven most pupils listen carefully, use speech, some signing and gestures or communicate through using pictures. Through patient systematic teaching and planning, pupils begin to acquire reading skills. They learn to make marks on paper in the correct direction and develop initial skills in writing. Higher-attaining pupils form letters correctly and evenly and can write their own name. They copy-write and colour within an outline. At 11, achievement and progress in speaking and listening are good.

Higher-attaining pupils listen carefully and respond appropriately in a variety of situations. Many pupils are confident and speak clearly, and some higher-attaining pupils use a varied vocabulary. Pupils answer questions and join in discussion, generally using short sentences. Lower-attaining pupils need to be prompted by their teachers' questions and reply with single words. The short recapitulation at the end of each English session gives pupils good opportunities to consolidate their ideas and understanding. Generally, pupils listen well to each other, show interest and make sensible contributions.

90. Achievement and progress in reading are good. Pupils have developing word-recognition skills and choose words to put into simple sentences, which they read accurately. Many, enthusiastically and with some accuracy, read familiar, early books from a reading scheme. Older, higher-attaining pupils read simple stories, and use their understanding of phonics to blend sounds into words. They enjoy shared reading and whole class sessions with the 'Big Book'. They can identify the title, author and select patterns in the text. Pupils enjoy books, make deliberate choices and can indicate their favourite parts.

91. Progress in writing skills is good. Higher-attaining pupils form letters neatly and begin to write independently with a minimum of adult support, understanding the structure of simple sentences. They can retell stories in their own words, paying careful attention to simple punctuation, for example capital letters and full stops. Some lower-attaining pupils complete simple sentences with support while others over-write or copy the sentences they dictate to adults.

92. At fourteen higher-attaining pupils' contributions to lessons are more thoughtful and purposeful. Their spoken language is better and they have begun to adjust their speech to different listeners and contexts. Some need support for listening and the appropriate use of language and a few have problems adapting and using their language appropriately to a given situation. Most pupils follow simple spoken instructions well. They listen to each other with interest and work well together in pairs. Pupils with the most severe learning difficulties respond well to sensory resources and show delight at the 'props' which illustrate the class story. They match symbol cards with pictures and can select the letters of their name. Many pupils are reading a widening range of books and recognising familiar words. Higher-attaining pupils can retell the story of their book accurately, showing a simple understanding of plot and character. They can predict story endings sensibly and discuss the books they read confidently, using more than one strategy to work out unknown words. Some pupils at this age are fluent and accurate readers and can select books and talk about their selection with enthusiasm and confidence.

93. Pupils begin to write for a range of purposes in sequences of sentences, which are organised and clear. They pay more attention to the presentation of work. They are more aware of the audience they write for and some begin to write creatively, for example in their response to the books they read. Lower attaining pupils develop good skills in pencil control and letter formation.

94. At 16, many pupils talk confidently and show a good understanding of the work they do in class. Most can use language appropriately in formal and informal situations. For example, they give directions clearly and politely. A few have less confidence when speaking, but they listen carefully, and with the support of their teacher, are successful in making themselves understood. Pupils with severe learning difficulties and those with more complex needs respond well in lessons with signs, eye movements or gestures. Some use signs, gestures and symbols, to make meaning clear.

95. Higher-attaining pupils accurately and fluently read books, at their appropriate level. They show a sound understanding of the plot and characters of books, both those read aloud in class and those read individually. Pupils write for a range of purposes and audiences in response to literature. They accurately complete projects for the Assessment Scheme Development Accreditation Network scheme, with a good awareness of audience and a developing sense of purpose. Pupils make good use of word-processing and illustrations to enhance the quality of their writing. Their handwriting is sometimes joined up and often neat. A few older, higher-attaining pupils develop a handwriting style and take pride in writing in a cursive script with evenly formed letters.

96. Teaching and learning are good overall, and pupils enjoy and have a positive approach to their work in English. Pupils are enthusiastic and enjoy the lively and creative lessons. They listen to each other carefully, take turns and are proud of their work. Pupils develop a genuine interest in books and enjoy sharing them with adults. In all lessons seen Key Stages 1, 2 and 4, teaching was consistently good. In Key Stage 3, half of all the lessons seen were good and half were satisfactory. Good teaching has a clear focus, builds on what the children have learned previously and relates to the individual needs of pupils. Teachers' use questioning sensitively and this enables pupils to extend their ideas and communicate them more effectively. Pupils are keen to answer questions, settle to work very quickly and persevere with work, which is quite hard.

97. Teachers' careful grouping of pupils allows them to develop skills and explore ideas. Learning support assistants make a strong contribution to pupils' learning and work in close collaboration with the class teacher. The best teaching is brisk and challenging. This motivates pupils and they are eager to achieve. In these lessons, teachers are confident with secure knowledge of their subject and they make sure that pupils are learning the right things. Teachers' preparation and organisation is good with clear learning objectives which pupils know and understand. All these qualities were seen in a lesson in which the teacher was using a recent visit to London to inspire pupils to write a 'postcard from the Dome'. Where teaching is particularly good, signing is used with speech, and pupils make good progress in knowledge and understanding. However, not all teachers use signing regularly to aid understanding and this has an impact on some pupils' learning. Teachers and support assistants manage pupil's behaviour very well. They know their pupils well and have very good relationships with them.

98. The subject leader, although relatively new to the position, gives effective educational direction. She is clear about the strengths and areas for development in the subject area and has worked hard to establish a whole-school approach. The National Literacy Strategy has been carefully introduced, sensitively and appropriately adapted to meet pupils' needs, with careful whole school planning and the targeting of key skills. The good progress in reading and writing at all key stages is in part due to the implementation this strategy. Teachers use

the National Literacy Strategy linked to the National Curriculum, to give a broad and balanced range of experiences. However, more attention needs to be paid to the place of literature in the secondary curriculum. The English policy document is in draft form and needs to be extended to cover a coherent whole school approach to communication including signing and symbols.

99. Pupils in Key Stage 4, do not gain accreditation specific to English although pupils do follow the wider Assessment Scheme Development Accreditation Network course. The school should review the accreditation of achievement, particularly for higher-attaining pupils.

100. Pupils at all key stages use their English skills well in other areas of the curriculum. For example, in geography and art they learn the vocabulary associated with the subject. Pupils are encouraged to listen attentively and follow instructions in most subjects, and they do this particularly well in physical education and art. Many lessons in addition to those in English include a reading and writing task and teachers are aware of pupils' literacy targets and reinforce learning in these areas.

## **MATHEMATICS**

101. Pupils' achievements in mathematics are satisfactory overall. Pupils make very good progress throughout Key Stages 1 and 2 and, by age 11, their achievements are very good. In lessons, and over time, pupils' progress and achievement range between excellent and satisfactory. No lessons were observed in Key Stage 1, but discussions with teachers, evidence from teachers' records and reports and pupils' attitudes support the overall judgement. In Key Stages 3, 4 and Post 16 their progress and achievements are satisfactory.

102. By age seven most pupils are able to count to five. Higher-attaining pupils count to 20, recognising 'none' and 'zero'. Some pupils begin to grasp the concept of the addition of two numbers. They know the difference between long and short and have an understanding of on, under and behind. They can recognise a circle, square, rectangle and triangle and know primary colours. Lower-attaining pupils join in clapping rhythms based around one and two and improve hand-eye co-ordination by matching colour, and 'posting' activities based on shape.

103. By age 11, higher-attaining pupils can add to 30, count in twos, threes, and fives, and recognise odd and even numbers. They can recognise and name a square, rectangle, circle and triangle and follow simple patterns. They can collect information, such as favourite colours, and make a pictogram or block chart from it. Lower-attaining pupils are able to use mathematical language to distinguish between high and low, long and short, over and under and top and bottom. They can add to and subtract from ten using a 'steps or stairs' visual aid. They begin to tell the time to the half-hour.

104. By age fourteen, higher attaining pupils can recognise place value of tens and units. They estimate short distances to 20 centimetres with reasonable accuracy and can convert centimetres into millimetres. They carry out investigations such as comparing the number of faces, edges and vertices of regular solids. Lower-attaining pupils can copy some numbers, count to ten and add two numbers to ten.

105. By age 16, higher-attaining pupils can add, subtract, multiply and divide numbers and money. They recognise place value for hundreds, tens and units and decimals when working with money. They understand what a 'square' number is. They measure and use appropriately metres and centimetres and grams and kilograms. They complete bar charts illustrating the different life-span of animals. Lower-attaining pupils can write numbers to 20 and recognise and extend patterns. They know place-value for tens and units and recognise all coins. They can identify the more common three-dimensional shapes, such as sphere, cylinder and cone.

106. Post 16, higher-attaining pupils can understand place value of hundreds, tens and units, and give change of £5. They can measure in centimetres to one decimal place. They use clock faces to calculate elapsed time. They begin to read distances on simple maps, find places where axes have a single figure notation and use railway timetables. Lower-attaining pupils can count objects to ten, and use language, such as lighter and heavier, pair and twice. They recognise the four simple geometric shapes. Pupils successfully complete the mathematical modules in the Assessment Scheme Development Accreditation Network schemes.

107. There are good examples of the use of mathematics in other subjects. These include tables and bar-charts in sports science, geometric shapes in art, when talking about the work of Mondrian, counting to ten in French and during registration, counting the number of pupils present and then calculating the number absent.

108. The quality of teaching and learning are good overall. Teaching and learning are very good or excellent in one third of lessons, good in one third and satisfactory in the remainder. In Key Stages 1 and 2 teaching and learning are very good and in Key Stages 3 and 4 and Post 16, they are satisfactory. Pupils are keen to learn. They settle quickly to their lessons and enjoy the stimulus of the short mental arithmetic session that begins most of the mathematics lessons. Attitudes and behaviour are usually very good or excellent. Pupils have a good rapport with their teachers and work in a mutually supportive atmosphere. They take great pride in the presentation of their written work and most books and files are well maintained.

109. Teachers' knowledge of mathematics is at least satisfactory and often good. This enables a wide range of appropriate learning opportunities to be used. Planning in most lessons is in line with the National Numeracy Strategy. Teachers set realistic and achievable individual education plan targets. Continual challenge is offered by the introduction of increasingly demanding exercises through carefully structured small steps, though, in the best teaching, opportunities are taken to follow the mathematical interests and questions of pupils

and this enables excellent learning to take place. Teachers have high expectations of both work rate and behaviour, which, together with the timely use of praise and encouragement, enables lesson to move along well, with no time wasted. Teachers make frequent assessments of pupils' learning and record them well. A weakness, especially for the higher-attaining older pupils, is the lack of appropriate accreditation.

110. There has been good improvement in mathematics since the last inspection. Subject leadership is also good. In-service training has been used very well to introduce the National Numeracy Strategy. Regular numeracy lessons have been successfully introduced in Key Stages 1 and 2. However, good practice suggests that these might beneficially be made daily for each class. A 'small steps' recording sheet is now used both to record achievement and monitor progress, as well as providing details of the next target for the individual education plan. In Key Stages 3 and 4 some lessons follow the National Numeracy Strategy while others incorporate a published scheme. The school recognises the merit of extending the strategy further in the senior part of the school. There are improved resources for learning in all key stages.

## **SCIENCE**

111. Achievement in science in Key Stages 1 and 2 is satisfactory in relation to pupils' age and abilities. Pupils make satisfactory progress over time.

112. By age seven, pupils learn how to manipulate different materials such as sand, water, play-dough and rice. They distinguish between them by touch, texture and smell and sometimes by taste. By pouring water from one container to another, they learn the correct use of words like empty and full, heavy and light. Pupils also begin to experience cause and effect by using water to drive a wheel.

113. By age 11, pupils understand that there are many different sources of light and examine some of them. They are fascinated by candlelight and how bottles filled with water can magnify its brightness. Pupils try to find the ideal material for a doormat by experiment and quickly conclude that a towel is more absorbent than a plastic bin liner.

114. By age fourteen, pupils know about the human body and the positive effects of exercise on the physical condition. As part of their course in sports science, pupils conduct an experiment to find how much the pulse rate quickens during exercise. They make accurate measurements of the time taken for the pulse-rate to return to normal. They know how blood circulates through the body, bringing oxygen to the muscles.

115. By age 16, pupils know about and use the notion of a 'fair test' in their experiments. They conduct an experiment to show how friction affects motion and discover whether an ice cube moves more quickly on a rough or smooth surface. Pupils tabulate their results and make intelligent conclusions. Most senior pupils understand the need for accuracy in recording results and for caution when interpreting them. They make good use of scientific language such as 'thrust' and 'drag', which helps their understanding and improves the quality of scientific discussion.



116. The quality of teaching and learning throughout the school is good. It is better than at the time of the previous inspection. Teaching is very good in 40 per cent of lessons and good in the remainder. Teaching is imaginative and resourceful and captures the interest of the pupils from the beginning of the lesson. It is essentially practical in nature and pupils learn by doing and by finding out. Teachers encourage their pupils to investigate and to experiment. They ask well-placed questions that lead pupils on to the next step. Pupils' questions are used to encourage a spirit of enquiry. Teachers are ambitious for their pupils and set no limits on learning. In turn, this motivates pupils to achieve at their highest level and raises their self-esteem and motivation.

117. Teaching is well planned and matched to pupils' needs. Pupils are always clear about what they have to do. Relationships are good and all lessons are undertaken in an atmosphere of joint discovery. This adds to the pupils' excitement and fascination for the subject and creates a good climate for learning. For example, in a senior class, the teacher and pupils together pondered why an ice cube would not slide down the specially prepared slope. Teachers are knowledgeable and confident in their delivery of scientific facts and this gives clarity to pupils' learning. Teachers are generous with praise and encouragement which adds a great deal to the 'feel good factor' that promotes pupils' self esteem and increases motivation. Learning support assistants provide invaluable help to the teacher and to the pupils. This is at its most effective when there is clear understanding of the tasks to be undertaken. Pupils respond consistently well to good quality teaching. They are willing to learn and always do their best.

118. The science department is very well led and managed, which is a significant improvement since the previous inspection. Pupils now have the opportunity of obtaining external accreditation in science. This greatly improves the continuity of learning and the motivation of pupils. Every effort is made to overcome the lack of a specialist room for senior science. Teachers are now confident to deliver science to pupils of all levels of ability. Resources have improved, particularly in the senior part of the school. Arrangements for assessing and recording the work of pupils are adequate but not yet applied consistently across the school. There is too little use of information technology to support learning. However, the environment in which science is taught is conducive to good quality learning and to the pupils' enjoyment of science.

## **ART**

119. Pupils' achievements in art are very good overall, in each key stage. The achievements of pupils with more profound learning difficulties are satisfactory in the secondary phase of the school. Very good guidance is provided to teachers of pupils with severe and moderate learning difficulties but the scheme of work does not fully support the teaching and learning of pupils with profound learning difficulties. The school is aware of the need to develop a sensory, creative curriculum for pupils with more profound learning difficulties, and is seeking to appoint staff with expertise in this area. The co-ordinator is also aware of the need to provide a long-term plan for art, and to develop the use of assessment, so that progression through the different elements of art is more secure.

120. Teaching is good overall, and in Key Stage 4 it is very good. It was not possible to see the teaching in Key Stage 1, but the examination of planning records, the evidence from work on display, and discussions with teachers and learning support assistants, indicate that teachers had a good awareness of pupils' differing needs.

121. Teaching provides a broad range of experiences for pupils by age seven, mainly, but not exclusively linked to topics and literacy work. Consequently, higher-attaining pupils learn to draw and paint from memory characters from books, working on a variety of sizes and colours of paper, and develop a language of colour. Pupils make clear prints of fruit, in a variety of colours, to make a display of the food eaten by the *Hungry Caterpillar*, for example. Pupils extend their skills and range of work by making fruit using modelling materials. Lower-attaining pupils explore the same materials, but teachers and support assistants employ a variety of methods to make their work relevant. Learning is good. Teachers set interesting and age-appropriate work and this helps them to manage well the behaviour of pupils. As a result, pupils develop an enthusiasm for the subject and some bring in books from home to support their sketches. Pupils learn to work independently and with considerable creative effort. They work quietly, safely and sensibly at all times.

122. By age 11, pupils are increasing their skills in clay modelling. The teacher broadens the range of modelling work previously covered in Key Stage 1, and develops pupils' new skills and techniques well. Good teacher demonstrations in claywork, and varying degrees of hand-over-hand prompting for lower attaining pupils, enable all pupils to learn or experience how to form simple rolling coils in order to make coil pots. Pupils learn to make tiles by cutting round a template with a knife and decorate the tile by pinching, or impressing different parts of their fingers to form a pattern. In the process of talking with the teacher and support assistants, pupils also learn new vocabulary associated with the process. Sketchbooks have been successfully introduced, in this key stage, for higher-attaining pupils which helps them to extend their skills and techniques in painting, drawing and printing.

123. Teaching in Key Stages 3 and 4 is strong because it provides the opportunities for pupils to study art forms from different cultures and times, and to observe and use the patterns in nature. Book resources, photographs and artefacts are used well as a stimulus for artwork, and sketchbooks are used well to develop ideas for the final version of their work. Skills and techniques are demonstrated well by the teacher and pupils have very good opportunities to practise their drawing and painting skills. Pupils learn about Ancient Greek art forms, and develop their knowledge and understanding of Greek myths, and their way of life. The highest-attaining pupils talk confidently about the shapes used for Greek vases, know how they are decorated, and the colours used. They make their own designs, drawing them carefully in pencil and shading with pastels and crayons in the Greek style.

124. By age 16, pupils learn about African art forms and extend their knowledge and understanding of the pattern and colours used, collecting ideas in sketchbooks. They use this knowledge to decorate the African masks they make from papier-mâché. Pupils develop the language of line and pattern, and use such terms as ‘zigzag’, ‘straight’, ‘spot’ and ‘dot’. Pupils at the end of Key Stage 4 develop knowledge and understanding of ancient Egyptian art, hieroglyphics and letters. They use this knowledge to sketch a frieze on gauze or card and infill with either pastels or paint. Higher-attaining pupils’ work is detailed and carefully executed. Information technology is beginning to be used effectively, and there are some very good examples of pupils using information technology to draw, using paint programs. Older pupils use programs very well to make patterns in the style of Mondrian and Jackson Pollock.

## DESIGN AND TECHNOLOGY

125. Standards of achievement in design technology are satisfactory. Overall progress is satisfactory in Key Stages 2, 3 and 4. Not enough evidence was available to make a judgement about pupils’ progress in Key Stage 1. Pupils miss opportunities to experience a wide range of materials and skills through the lack of suitable facilities and a clear planning structure. The subject has made limited progress since the last inspection. However, there has been an audit of the position of the department and planning is in place for a new specialist room. At present the school is without a subject leader. The school has been working closely with the local authority subject adviser and is aware of the changes that need to be made. There is a good spirit of co-operation between staff, which has enabled pupils, overall, to make satisfactory progress in lessons since the last inspection.

126. No lessons were seen in Key Stage 1 during the inspection. However, pupils’ work and teachers’ planning show that pupils use a variety of tools and materials to make collages and papier-mâché fruit. With support they design and make models of milk-shakes with plastic, glue and coloured sand. Their work is closely linked to the topics and themes for the term and they begin to learn the skills needed for future work in the subject.

127. By age 11, pupils develop an understanding of the materials they work with. In a lesson following an outing to The Millennium Dome, pupils worked with papier-mâché and fast setting plaster to make models of it. They used small tools, spoons and rollers to manipulate different materials. Higher attaining pupils show good dexterity and can mix and cut materials and are beginning to use joining techniques. They use simple construction kits and card to make with some support, buggies and four-wheel vehicles. In food technology, pupils design and make a range of sandwiches inspired by their work in literacy and their current class reader *The Lighthouse Keeper’s Lunch*. They follow their own design sheets. Some work independently cutting and fitting the bread together carefully. Pupils making a *Dome* cake weighed and measured accurately and had a good understanding of the differences in smell, colour and texture in the raw and baked cake. Higher-attaining pupils have well considered design ideas for the completion of the cake. A pupil with autism works well as part of the group, delighting at the feel of flour between his fingers, counting and mixing the ingredients.

128. By age fourteen, pupils develop concentration and improve their cutting, joining and folding skills. Higher-attaining pupils use materials appropriately and make templates for cutting the shapes of their chosen designs. They evaluate their work. Their ideas and finished designs show improved skills and a sense of humour. For example, inspired by Roahl Dahl's *Revolting Recipes* pupils designed a *revolting meal* from wood, card, clay, hessian, string and wire. They designed menus with *wormy spaghetti* and *slug and moustache pancakes*. Pupils with the most severe and complex learning difficulties show obvious enjoyment in mixing ingredients to make small cakes and show extended eye contact and concentration when making their choices and preferences clearly known.

129. By age 16, pupils plan and research their work with appropriate support. For example, in one lesson, pupils were making birds' nests following a project they had completed at college. They observed birds nesting and noted the materials they used. Having collected a range of woodland materials they looked very closely at how the nests were put together, helped by disassembling one they had collected. They practised skills of joining and weaving the materials, and evaluated the best method to use for their final piece of work. Most pupils can follow design and pictorial instructions to make an article. Many understand the processes and skills used in simple construction, for example, working clocks with moveable hands. Higher-attaining pupils can plan work and talk about the sequence of their activity. Pupils with more complex needs choose from a selection of materials and designs and give a range of positive responses to work undertaken.

130. Teaching is good in Key Stage 3 and 4 and is predominantly good in Key Stage 2. No teaching was seen at Key Stage 1. Teachers provide a satisfactory range of materials and resources, and pupils develop an understanding of the materials they work with, and the use of small tools to manipulate them. Skills are taught and demonstrated well and higher attaining pupils mix and cut materials and are beginning to use joining techniques. Teachers manage behaviour well, mainly by the expectation that pupils will do their best. Teachers are skilful at bringing pupils with challenging behaviour back on task and they make good use of individual education plans and behaviour strategies. Pupils, in turn, are aware of behaviour that is acceptable in the classroom and try hard to follow classroom routines. Good attention is paid to the management and needs of pupils with more complex learning needs and autism, and this enables these pupils to function co-operatively in the classroom. Teachers work particularly well with learning support assistants. For example, in a food technology lesson, an eight year old autistic pupil was able to remain in his seat, work with his group, join in the main activities and name all the ingredients through the careful and knowledgeable management of the learning support assistant. Learning is good. At all ages, pupils learn to listen to instructions and follow them carefully. Pupils in Key Stages 3 and 4 work very well in groups; value each other's work, and are respectful to the teacher. They help clear away carefully after the session and they share materials sensibly. Lower-attaining pupils are very enthusiastic and co-operative. They are proud of their work and are pleased to show it to visitors. Attitudes and behaviour are very good because teaching is enthusiastic and motivating, and teachers use very precise and clear explanations so that pupils know exactly what they need to do in order to be successful.

## **GEOGRAPHY**

131. Pupils' achievements in geography are good overall. By age seven, pupils make satisfactory progress. In their work on Transport, pupils design and make a 'junk model car' and a balsa wood helicopter. They choose, with prompts, appropriate methods of transport to local and foreign destinations. By age 11, they make good progress. Pupils use a grid to find places in the British Isles on the map. They know which directions are north, south, east and west. Lower-attaining pupils also find places on the map helped by colour clues to mark the towns.

132. By the age of fourteen, pupils continue to make good progress. Higher-attaining pupils understand the factors determining the location of an industry and can discuss the effects of industry on the environment. They carry out field investigations and interpret maps and diagrams. Lower-attaining pupils name different types of energy production and understand about the side effects of pollution. They can point to a power station when the class is discussing power stations. Pupils with profound and multiple learning difficulties also make good progress. They extend their experience of the local town by visiting the fire station. They put on a fireman's helmet and show great interest in seeing themselves in the mirror. They show they recognise themselves in a digital photograph taken at the fire station by indicating it when offered two or three photographs to choose from.

133. Due to the way the timetable is organised, few lessons were seen during the inspection, but a analysis of planning and pupils' work indicates that teaching and learning is good overall. Teachers have a good dramatic approach, which captures pupils' interest and they use humour and questions well. Teachers' expectations of their pupils' abilities are high and the work is very well planned for pupils of differing abilities, so that all can succeed and take a pride in their success. Interesting activities are used. For example, in one lesson, pupils made their own map with paper roads and Lego buildings, which when peeled away left an impression on special paper. Teachers use a calm, firm approach with clear instructions for the work and guidelines on expected behaviour, which enables pupils to behave well, work independently and show initiative. Pupils with autism are encouraged to stay with the group and to be as much involved in the lesson as possible. Pupils are enthusiastic about the imaginative, well planned, stimulating activities. They sustain their interest throughout long lessons and are confident about their work. They show satisfaction at getting the work right, for example when they find places on the map, or when they make their own plan of objects, seen from above.

134. There has been a satisfactory improvement since the last inspection. Pupils continue to make good progress and teaching has improved from good to very good. The use of the Cambridgeshire Schemes of Work ensures that the work builds on what pupils have learnt previously. However these schemes are not integrated with teachers' term and weekly plans for lessons. There is still no assessment system in place to record what pupils' know, understand and can do in geography and to inform teachers what the pupils should learn next. The subject leader has recently left the school and there is no replacement at present. There is a good use of visits out of school to link different aspects of the work.

## HISTORY

135. It was not possible to observe any lessons during the week of the inspection. However, from discussions with the subject leader, looking at photographs, pupils' work and displays around the school, it is possible to judge that pupils' achievements are satisfactory. For most pupils the concept of past and present is difficult for them to fully understand but by the time they are seven, they make satisfactory progress. They learn about the concept of 'the past' when, for example, they look at photographs of themselves as babies, and when they think about how old they are when someone has a birthday. By the time they are 11, they continue to make satisfactory progress. They make a class time-line starting with photographs of themselves and including photographs of their grandparents. Examples of pictures take the time line back to the Victorian times. By the time they are 14, they continue to make satisfactory progress. For example, higher-attaining pupils show that they understand some of the causes of war and recognise historical figures from that time, such as Churchill and Hitler. They write about life in the First World War trenches. Lower-attaining pupils make posters in the style of the period, asking nurses and soldiers to join the war effort. From the photographs and displays of their work, pupils show enthusiasm in learning about other times in history.

136. There has been satisfactory improvement since the last inspection. There is now an overall plan of work across the school. The learning resources, particularly for Key Stage 3, have been improved and are now satisfactory. Pupils respond very well to interesting artefacts, for example, a trunk containing Victorian objects and clothes is used so pupils can compare life in Victorian times with life today. The subject leader is aware that the school needs more artefacts to extend the range of first-hand experiences of the pupils. There are some imaginative displays in classes and corridors. These demonstrate pupils' positive interest in the work and they are frequently referred to in lessons on other subjects. There is a good use of visits out of school linked to history work.

137. In Key Stage 1, pupils learn about "the past" within different topics. The school has now adopted the Cambridgeshire Schemes of Work for Key Stages 1 and 2, QCA Schemes of Work and the *Equals* Schemes of Work for pupils with profound and multiple learning difficulties, which ensures that what pupils learn builds on what they have learnt previously. However these schemes have not yet been fully integrated with the school's own schemes of work for history activities.

138. There is no systematic assessment and recording of what pupils know, understand and can do and this information is therefore not available to guide the planning of future learning objectives. The subject leader is clear about what needs to be done to develop the subject. Some of this development, such as observation of history teaching in the senior department is dependent on time being made available to the subject leader, and this is planned within the school development plan.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

139. Only one discrete lesson of information and communications technology (ICT) was observed during the inspection, in Key Stage 4. However, conversations with pupils and teachers, analysis of pupils' work and teachers' planning and records show that achievement and progress over time by the substantial majority of pupils are at least satisfactory.

140. By age seven, higher-attaining pupils have good mouse control and are able to move the cursor on the screen with reasonable speed and accuracy. They are beginning to learn keyboard skills. Lower-attaining pupils recognise that they can cause a reaction on-screen by touching it.

141. By age 11, most pupils are able to use a draw and paint program, selecting spray, line or brush and colour options creatively. They can recognise their own work and enter sentences on word processing software. They can switch on the computers with support and understand that switches can be used to operate machines.

142. By age 14, most pupils write their name and address in letter form, using word processing. They understand how to save their work using 'save as' to hard disc and how to close down the computer. They have a very wide range of keyboard skills, and most can copy from previously written text, choose a font and select bold and plain text. They understand the use of the shift key and space bar. They can change fonts and colours. They continue to explore and improve in their use of the paint program. They begin to use computers more frequently to improve the presentation of their work.

143. By age 16, most pupils can use a wide range of software and do so to improve the quality of work presentation. In sports science they produce table and bar-graphs, and in art they use a paint program to make pictures in the style of famous artists.

144. Information and communications technology is used to support other subjects, in English for reading, numeracy and science, while one pupil used a paint programme to experiment in art, producing a remarkable picture of the stable at Bethlehem in religious education. Pupils were often observed in their 'free' time in the computer suite, working hard to improve the quality of presentation.

145. The quality of teaching and learning is at least satisfactory overall. In the one lesson observed teaching and learning were good. When pupils use computers they invariably do well. Teachers are confident when teaching information and communications technology, and are secure in their knowledge and understanding of the subject. They encourage pupils to be as independent as possible, but when explanation or instruction is necessary it is given very clearly, so that pupils are unlikely to misunderstand what they are doing, or what they are required to do. Teachers have very high expectations of behaviour, which, combined with the high self-motivation of the pupils in this subject, enhances the learning process. Most pupils are working at their own level, but teachers know and plan precisely for each pupil from a wide range of very appropriate activities and programmes. Teachers make sound assessments of the work completed, though not all of it is printed, so that pupils are not always able to evaluate their own work.

146. Pupils enjoy using computers; they respond very well to their teachers and work co-operatively together. They are able to concentrate for surprisingly long periods of time, their behaviour is usually good and they can be trusted to use the computers sensibly.

147. There is good subject leadership and there has been a good improvement in information and communications technology since the last inspection. In-service training has been used very well to improve the competence and confidence of both teachers and learning support assistants. Resources are much improved and are now good. A good computer suite has been installed in the library area, as well as at least one stand-alone computer in each classroom. There is a good range of software. Further work needs to be completed on the scheme of work.

## **MODERN FOREIGN LANGUAGES**

148. It was not possible to observe any French lessons during the week of the inspection or to speak to a subject leader because of timetable arrangements and the fact that the school is currently without a subject specialist. French is currently offered to Key Stage 3 pupils, except for a few who are exempted through the statements of special educational needs.

149. The school has identified the need to develop the subject. A linguist has been appointed for September.

150. Since the last inspection the curriculum has been completed and this provides a good foundation framework of Level One French, based on the Cambridgeshire local education authority Scheme of Work which is centred around the topics of 'Meeting People' and 'Surviving', (for example, asking directions, shopping, food and drink, and money). There are assessment procedures and Cambridgeshire Certificates can be awarded for achievement. The provision for a modern foreign language is, therefore, satisfactory but there is insufficient evidence to judge pupils' progress across the key stage. The school development plan addresses the need to ensure that all pupils have their full entitlement to a modern foreign language and that work is fully differentiated for different ages and abilities across the key stage.

151. From analysis of pupils' written work it can be shown that having started French in Year 7, by the end of Key Stage 3 higher achievers are able to copy the phrase 'j'aime' or 'je n'aime pas' about pictures of sweets. Lower achievers taste different French cheeses and have their photograph taken. Pupils learn the days of the week. They match pictures of everyday objects to their French names. Numbers in French are used with a number of objects.



## MUSIC

152. Standards of achievement in music are good in Key Stage 1, satisfactory in Key Stage 2 but unsatisfactory in Key Stage 3. Pupils make good gains in the knowledge of the elements of music, in composition, and the use of symbolic scores in the primary department, and learn songs by heart. However, pupils in Key Stage 3, and in particular those who have moderate or severe learning difficulties do not make enough progress in their knowledge of the elements of music, or in composition. There are not enough age-appropriate resources, nor a music room in which they can be kept permanently, to enable the programmes of study to be taught appropriately.

153. The scheme of work does not meet the needs of pupils with profound and multiple learning difficulties but the newly provided support material is providing a structure for teaching, in Key Stages 1 and 2, those pupils with severe and moderate learning difficulties. The subject knowledge of teachers is very variable, and there is no music specialist on the staff to provide good leadership and support for the subject. There is no long-term plan to show how pupils will progress in their learning as they move through the school. The assessment procedures for music are not used effectively to inform curriculum planning.

154. The teaching of music is at least satisfactory in Key Stages 1 and 2, but was unsatisfactory in the one lesson observed at Key Stage 3. Judgements about the quality of teaching are based on observations of lessons, analysis of pupils' reports and records both in written and video form. Strengths of the teaching in Key Stage 1 and 2 are in the way teachers plan for pupils to receive a broad range of experiences many of which are linked to whole class topics. Teachers use constant repetition and over-learning to help pupils to memorise the words of songs, and this works well. Teachers use questioning well. However, signs and symbols are not used to exemplify musical elements in lessons, and this slows the progress made by lower-attaining pupils in learning subject-specific language. Despite this, pupils learn to take an active part in a range of action songs and rhymes, show increased accuracy in the words and melody, and higher-attaining pupils learn to appraise sounds in terms of rhythm and pitch.

155. Older, higher-attaining pupils in Key Stage 2, begin to develop an understanding of the loudness and softness of sounds. Higher-attaining pupils in Key Stage 1 learn to beat rhythms from a symbolic score and begin to grasp the idea of form and pattern in music. This work links well with learning in mathematics. Lower-attaining pupils learn to hold instruments correctly and to identify them, and they can clap or play a simple rhythmic pattern. They also begin to select instruments with more discrimination for sound stories. Pupils sing and play with awareness of others, stopping and starting at the correct time.

156. Pupils are generally managed well in Key stages 1 and 2. One teacher made good use of praise and set work to meet the majority of needs. As a result the majority of pupils were involved, and interested. However, pupils with additional difficulties were less involved in the lesson because their needs were less well met. Older pupils behave satisfactorily in lessons, even though the content of lessons does not always meet their needs.

157. Good opportunities are given to pupils to experiment with instruments, and as a result, pupils in both key stages in the primary department make at least satisfactory progress in the composition of sound-stories using percussion instruments.

158. In music therapy sessions, the needs of pupils with additional communication or emotional needs are very well met. They communicate with the therapist musically, respond creatively, take musical turns and concentrate very well throughout the session. However, pupils with more profound learning difficulties are not always involved in lessons in the classroom, and do not build on previous learning. Their needs in lessons with their peers are not always well assessed or planned for.

159. Where teaching is unsatisfactory too much time is spent learning the words of songs, and pupils become bored. The pace of lessons is much too slow. Too few activities are offered to keep pupil's interest and there is unsatisfactory modelling of the playing instruments and of singing. Teachers show unsatisfactory knowledge of the elements of music, and of how to raise the standards of singing. The use of information technology to support the subject has been insufficiently explored or planned, particularly for older pupils, who would benefit from investigating music through the use of keyboards.

## **PHYSICAL EDUCATION**

160. Standards of achievement in physical education are satisfactory in relation to pupils' age and abilities. This is a similar finding to that of the previous inspection, despite the fact that teaching overall is better. By age seven, pupils behave confidently and safely in the water. They learn how to float, some without support, and others swim through hoops using well co-ordinated body movements. In gymnastics pupils travel well across the floor and on the apparatus. They link different movements in a caterpillar dance to a musical accompaniment.

161. By age 11, pupils understand the need for a vigorous warm-up before physical activity. They stop, start and change direction to the beat of a drum. They know how to find their own space and how to work as part of a group. They develop fine motor skills by pushing and pulling a small ball around a hoop and practise their ball skills in a team game. In athletics they demonstrate the difference between a jog and a sprint, using energy to the point of breathlessness. Pupils then appreciate the need for cooling down.

162. By age fourteen, pupils with profound learning difficulties develop confidence in the water and practice floating and simple strokes with enormous enjoyment and commitment. In the gymnasium, the same group develops good spatial awareness and learns how to interact with their peers and adults. Higher-attaining pupils play a spirited game of indoor tennis and show a good eye for the ball and a good knowledge of the basic strokes.

163. By age 16, pupils are able to throw the javelin, discus and shot a fair distance and in the right direction. Several have good throwing skills that they will later demonstrate on the school sports day. Pupils also practice standing jumps and accurately record the results of their efforts.

164. The quality of teaching throughout the school is good. It is better than at the previous

inspection. Teaching was good or very good in three-quarters of the lessons seen and satisfactory in the remainder. Teachers plan their lessons well and take full account of the wide range of pupils' needs. They set achievable goals and, through praise and encouragement, help the pupils to achieve them. Pupils therefore enjoy the work and want to do more. Relationships are very good and often excellent. At the hydro pool, all the adults worked superbly well together and provide a very fulfilling afternoon for the pupils. The pupils' determination to succeed is a direct reflection of the amount of time and care invested in them by their teachers. All pupils are well managed with warmth and affection and lessons are conducted with inconspicuous regard for safety. Teachers believe that pupils learn best by doing and provide a wide range of activities where pupils may practise their basic skills. There is little formal assessment of pupils' skills except in swimming, although teachers are well aware of what their pupils know, understand and can do.

165. Pupils respond very well to the good teaching and learning is generally good. They enjoy physical education and want to improve. They behave very well and listen carefully to the teacher. Pupils are always willing to accept a challenge. They work safely and at a good pace. Older pupils are beginning to think for themselves.

166. The subject is well led and managed. There is a spirit of mutual co-operation between teachers that positively influences the behaviour and attitude of the pupils. A scheme of work is in place and provides for the progressive development of skills. The school plans to introduce a programme of dance in the near future, as well as to extend the opportunities for adventurous activity to supplement the present residential week offered to senior pupils. This will broaden the curriculum offered. Swimming is given high priority for all groups and the school is very successful in developing pupils' confidence in the water and their ability to swim. Some pupils have the benefit of horse riding lessons, which extends the curriculum and helps pupils to develop good physical co-ordination.

167. The subject co-ordinator has too little time and opportunity made available on the timetable to monitor the work of her colleagues, although they all evaluate their own lessons and seek to improve performance. Resources are better than they were at the last inspection although the small gymnasium limits the range of activities possible. Good use is made of the large field for athletics and this has a positive impact upon learning. The subject co-ordinator is in a strong position to move the curriculum forward in anticipation of the new building and improved facilities for physical education.

## **RELIGIOUS EDUCATION**

168. Pupils' achievements and progress in religious education are satisfactory overall. In lessons, pupils' progress and achievement are generally good, reflecting the quality of the teaching. The timetable does not ensure that sufficient time is always allocated to the teaching of religious education in Key Stage 1 or at Post 16. Nor does the timetable provide for pupils with profound and multiple disabilities in Key Stage 3. However, discussions with teachers, and pupils' attitudes and work support the overall judgement.

169. By age seven, pupils know about the creation and Noah. They understand the parable of the Good Samaritan. They experience the different celebrations of Harvest, Easter, Hanukkah and Diwali. By age 11, pupils visit two local churches and describe and compare what they find. They understand the story of Rama and Sita and draw and colour Rangoli patterns. By age 14, pupils learn about the life of Christ. They know about the birth in the stable, the visit of the wise men and the flight to Egypt. They can empathise with Mary and Joseph at the loss of Jesus at the age of twelve, when he remained in the Temple discussing the Scriptures with the Priests, and they discuss their different feelings on his being found. At age 16 and Post 16, pupils discuss and write about the Old Testament stories such as Noah, Joseph and Moses. Also, the stories of Guru Nanuk and the early years of the Sikh faith. Lower-attaining pupils were able to gain an understanding of the parable of the sower by actually planting seed in the four types of ground.

170. Teaching is consistently good. Teachers have a secure grasp of the subject. Planning is effective, with the main points of the lesson clearly specified, though planned assessment opportunities for each lesson are often missing. All teachers have high expectations of good behaviour and pupils are usually able to meet them. Teachers manage behaviour well and all have a good relationship with pupils, allowing them to express opinions and treating pupils' views with respect. In most lessons there is a realistic balance between oral, recorded or practical and reviewed work. Pupils' attitude to learning is always at least good and often very good. Pupils listen to teachers and each other attentively, are interested and usually become fully involved in the lesson. They are keen to answer questions and communicate their knowledge and ideas. Concentration can be sustained in the older classes for long periods and discussion is often at a mature level. Pupils listen to each other's answers politely, showing good skills in speaking and listening, and demonstrate a growing independence of thought.

171. Improvement is satisfactory, though there is still much to do. An appropriate scheme of work is in place, but requires further work to ensure continuity and progressive development for all pupils. Systematic monitoring of the curriculum and teaching in this subject is not established, but the headteacher, as acting co-ordinator, is aware of the shortcomings. The library provision and other resources and artefacts, which support the teaching of this subject, are unsatisfactory, but have been the focus of a whole school audit, and the school development plan addresses these deficiencies.

## **PERSONAL SOCIAL AND HEALTH EDUCATION**

172. Achievement and progress over time in personal, social and health education personal, are very good in each key stage and excellent Post 16. The subject contributes strongly to the overall good progress of pupils in their personal and social development.

173. Teachers, support assistants, including dinnertime assistants are well aware of the personal needs of pupils between the ages of three and 11 and teaching and learning are very good. There are few separate lessons in personal, social and health education, but an appropriate amount of time is spent each day in activities to promote social skills and awareness. Teaching is usually informal and relies heavily on close team work between all staff, with each knowing what they have to do. Very good feeding and drinking programmes

are provided in conjunction with the speech and language therapist and these ensure all pupils make excellent progress in learning table manners, chewing, eating a variety of foods, and manipulating feeding utensils. Regular snack times help build on skills and provide a context for belonging to the class family. Relationships between staff and pupils are very good. There is an expectation that the classrooms will be kept tidy and that resources will be well looked after. Pupils are expected to help and in doing so make gains in sorting skills. Specialist seating ensures all children are seated in optimum positions for making gains in feeding themselves or for being given food. There are very high expectations that children will do as much as they can independently. Regular circle times where all pupils are gathered together to share activities and to take part in stories and song, instils kindness and a growing understanding of right and wrong.

174. Between the ages of 11 and 19, personal, social and health education is taught in separate lessons. For example, in circle time pupils learn to appreciate that they are members of a group, to share and recognise the needs of others, and to recognise their own identity. Good teaching, with close co-operation between staff, enables pupils to participate in a variety of activities such as identifying an object in a bag by touch and smell and then passing them on to other pupils. All pupils take part well, show interest and wish to succeed. For example, in a lesson in Key Stage 4, pupils with severe learning difficulties made very good progress over time and achieved well in their work for Assessment Scheme Development Accreditation Network Transition Challenge course. Teaching was well informed, the objectives of the lessons are clear and there is good planning to achieve them. Pupils were well engaged and built on earlier skills. They recorded what they had done in their student activity record sheets using symbols or simple sentences. Learning was good, with pupils very focused on what they had to do and challenged by the activity.

175. Sex education lessons in Key Stage 4 and Post 16 are very successful, relevant and there is excellent teaching because it combines the skills of the teacher, learning support assistant and community nurses in a team teaching approach. Not only is this a very effective method of teaching, it allows a very sensitive approach that takes into account the needs of the individual. The lesson is part of a series on health and sex education. Pupils know the appropriate words for parts of the body, and understand about sexual intercourse and reproduction. Learning occurs in a climate of support and has a correct emphasis on social responsibilities.

176. Personal, social and health education is well managed and led. A recently introduced policy and scheme of work provides a good structure to support pupils' progress. From key Stage 4 pupils are working towards the Assessment Scheme Development Accreditation Network Key Steps award. A recording and assessment document facilitates the identification of what pupils know, understand and can do. Resources are satisfactory. The subject makes an excellent contribution to the very good social and moral development of pupils.