

INSPECTION REPORT

BETHLEM AND MAUDSLEY

HOSPITAL SCHOOL

Beckenham, Kent

LEA area: Southwark

Unique reference number: 100876

Headteacher: Wendy French

Reporting inspector: Paul Greenhalgh
17898

Dates of inspection: 6th – 9th November 2000

Inspection number: 223620

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Hospital school
School category:	Special
Age range of pupils:	4-19 (7-18 during the period of the inspection)
Gender of pupils:	Mixed
School address:	Monks Orchard Road Beckenham Kent
Postcode:	BR3 3BX
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Appropriate authority:	Governing body
Name of chair of governors:	Nick Jacobs
Date of previous inspection:	30 th September – 2 nd October 1996.

INFORMATION ABOUT THE INSPECTION TEAM

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Paul Greenhalgh – 17898	Registered inspector	Mathematics, history, geography	Standards
			Leadership and management
Sue Thomas – 19650	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Kiran Campbell-Platt – 19352	Team inspector	English, art	Curriculum
			Equal opportunities
		Design and technology, modern foreign languages, Religious education, English as an additional language	
Selby Thomas – 15119	Team inspector	Science, information and communication technology, music, physical education	Teaching

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Bethlem and Maudsley hospital school serves pupils with psychological difficulties who are patients at the hospital's psychiatric departments for children and adolescents. School admissions and discharges are at the discretion of the hospital. Pupils remain on roll for periods of between six weeks and one year.

The school is designated to take 23 pupils and at the time of the inspection there were 21 pupils on roll. All but one of the young people on roll at the time of the inspection were residential and cared for by the hospital before and after school. The school offers education to girls and boys of any age between 4 and 19 who are admitted to the hospital. At the time of the inspection there were no pupils in nursery/reception or Key Stage 1, six pupils in Key Stage 2, two pupils in Key Stage 3, five pupils in Key Stage 4 and eight post-16 pupils. At the time of the inspection 62% of the pupils were of white/European ethnic background, with the remaining pupils from a range of ethnic community groups.

The school is funded by the London Borough of Southwark. As a hospital school it is not required to deliver the full National Curriculum or enter pupils for external end of key stage tests.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. The quality of teaching is good. Pupils make good progress in their learning. Leadership and management is good. The school provides good value for money.

What the school does well

- The head teacher provides very good leadership which enables the school to meet its aims.
- The school staff work very well as a team and there are effective links with the hospital staff.
- The school cares for its pupils very well and gives very good support for pupils' personal development. It helps pupils to make very good progress in their personal and social development.
- The school provides good teaching, which is very well matched to pupils' individual needs, and helps them to make good progress in their learning.
- The school provides a good curriculum which is appropriate for the needs of the pupils. The school's work in the creative arts is outstanding.

What could be improved

- The way teachers record pupils' academic achievements. The way teachers use their records to help set specific targets on pupils' individual education plans, to provide information to parents and to provide information for the schools to which pupils move on.
- The way school managers monitor pupils' achievements and the way they use monitoring information to inform school planning and target-setting.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. The school has made good progress since the last inspection. Very good improvement has been made in providing pupils with more opportunities for responsibility and for collaborative learning. Provision for pupils' social development has significantly improved. The length of the school day has been extended, a long-term plan has been put in place, and there are more explicit aims and content in subject policy statements. The school has significantly developed its provision for the creative arts since the last inspection. The proportion of teaching which is very good or better has increased significantly. Some improvement has been made in reviewing accommodation to provide a specialist area for science and design and technology, although improvement in this area has been less strong.

STANDARDS

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

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

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

The school is meeting its targets well. Its current target is to enable 80% of pupils to return to some form of education and for those who do not return to education to be monitored closely. Of the 25 pupils discharged since April 2000, only two were discharged to no placement and these pupils have been closely monitored. The school does not currently set overall school targets for academic attainment.

Pupils make good progress at all key stages in almost all areas of the curriculum. Progress is good at all key stages in English, maths, science, religious education, art and physical education. In information and communication technology and design and technology pupils' progress is good at Key Stages 2 and 3. It is sound in information technology at Key Stages 4 and 5. Pupils' progress is never less than sound in any part of the curriculum. Standards are particularly high in creative writing, drama and the performing arts for pupils at Key Stages 4 and 5, where pupils perform above the national average. Standards are lowest in design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good.
Behaviour, in and out of classrooms	Pupils' behaviour is good.
Personal development and relationships	Pupils' personal development is very good.
Attendance	Attendance is below national expectations.

Pupils show interest and involvement in the activities provided by the school. They respond well to the very effective management of their behaviour by teachers and support assistants. At all key stages pupils co-operate with each other and sustain their concentration. Pupils in Key Stages 4 and 5 initiate debates with each other and collaborate on complex pieces of team work, such as school productions. Pupils manage very disturbing feelings very well and are able to reflect well on such feelings. They show considerable respect for the feelings, values and beliefs of others. The hospital makes decisions about whether pupils should not attend the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11	aged 11-16	aged over 16
Lessons seen overall: 41	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.

The quality of teaching in English, maths, science and personal, social and health education is good. The teaching of basic skills in literacy and numeracy is satisfactory across the school and good in the primary department. Teachers know the pupils well and are very effective in matching the teaching to pupils' individual needs. The behaviour of pupils is managed very well and staff have very good relationships with pupils. Support staff make a very effective contribution to the quality of teaching. In all lessons seen the quality of teaching was satisfactory or better. In 79% of lessons the quality of teaching was good or better and in 28% of lessons it was very good or better. Pupils' learning is good. A particular strength in pupils' learning is their interest, concentration and independence, all of which is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is good. It is appropriate for the needs of the pupils.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is well-matched to their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school cares for its pupils very well. It has very good procedures for monitoring and promoting good behaviour and pupils' personal development. The procedures for monitoring and supporting pupils' academic progress are satisfactory. Whilst teachers have a good knowledge of pupils' attainments and plan well to meet their individual needs in lessons, the attainment of pupils is not well recorded.

The curriculum provides a good balance and relevance to support pupils' recovery and to help them build their self-esteem and confidence. Provision for the creative arts is outstanding and for personal and social education it is very good. The breadth of coverage of some of the foundation subjects is restricted but the school has very limited capacity to deliver the full range of foundation subjects at all key stages. The curriculum provides very good equality of access to all pupils and close attention is paid to the accreditation needs of students in Key Stages 4 and 5. There is a very good range of extra-curricular activities and the community makes a very good contribution to the curriculum.

The school's pupils live over a very wide area. The effectiveness of the school's links with parents is sound. The school works well with those parents who seek support and otherwise links with parents are mainly through arrangements made by the hospital. The quality of information provided for parents overall is satisfactory, there are weaknesses in the information provided for them about pupils' academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good. The head teacher provides very good leadership which enables the school to meet its aims. The school's aims and values are very well reflected in its work.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities well. Governors support the school well and the governing body fulfils its statutory duties well. Governor's understanding of the strengths and weaknesses of the school is satisfactory.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory.
The strategic use of resources	The school' strategic use of its resources is sound.

The school's evaluation of its work is limited by the lack of clear and measurable targets, especially those relating to pupil attainment and progress. The school takes sound measures to ensure that it has best value from its funds. Learning resources are good for the curriculum provided. There is a sound match of teachers to the demands of the curriculum and the school is well provided with support staff. The school's accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The care provided by the school and its support for pupils' personal development. • The balance of the curriculum, including trips out of school. • The creative arts and school productions. • The help for pupils to engage with learning and the progress they make. 	<ul style="list-style-type: none"> • To be better informed about progress made.

Parents view the school as providing good education for their children, particularly in relation to the support provided for pupils' personal development. Some parents indicated that they would like to be better informed about pupils' academic progress. The inspection team agrees with all of these views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils at the school do not take end of key stage tests and there is no external performance data upon which to report. Given this, and the rapid turnover of pupils on roll, it is not possible to report on trends in results over time.
2. The school is meeting its current targets well. Its current target is to enable 80% of pupils to return to some form of education and for those who do not return to education to be monitored closely. Of the 25 pupils discharged since April 2000, 12 have taken up mainstream placements, 11 have taken up special school placements (including pupil referral unit and a therapeutic community), one has moved into work and one has moved to another hospital placement. Only two were discharged to no placement and these pupils have been closely monitored, in line with the school's target for this. The school is also meeting well its current target of developing the autonomy of the individual pupil. In its other target the school recognises that it should undertake further work to develop its approach towards record-keeping. It is a weakness that none of the current school targets focus on the attainment and progress of pupils in subjects of the curriculum. In this respect the school's targets are not sufficiently focused.
3. Pupils make good progress in their learning. They make good progress at all key stages in almost all areas of the curriculum. Progress is good at all key stages in English, mathematics, art and physical education. It is good in information and communication technology (ICT) and design and technology at Key Stages 2 and 3, and sound in ICT at Key Stages 4 and 5. It is sound in science and history at all key stages and in religious education in all the key stages in which this subject is taught. Nowhere in the curriculum is pupils' progress less than sound.
4. The standards achieved by pupils are particularly high in creative writing, drama and the performing arts for pupils at Key Stages 4 and 5. In these areas of learning pupils' achievements are above the national expectation. In all other subjects across all key stages there is a very wide range of attainment and the standards achieved by pupils overall are slightly below the national expectation. In design and technology at Key Stages 2 and 3 standards are more significantly below the national expectation. There are no significant differences in the standards achieved, or in the progress made, by girls and boys or pupils from different ethnic community groups. There is no significant difference in the rate of progress made by pupils of different abilities.
5. At Key Stage 2 the more able pupils spell high-frequency words correctly and are beginning to develop expressive writing such as poems. The higher-achieving pupil at Key Stage 3 writes in a thoughtful and lively manner and show awareness of audience. At Key Stages 4 and 5, the development of pupils' literacy skills is good overall. Pupils enjoy writing poetry and their poems secure the reader's interest and use a range of effects.
6. In numeracy pupils achieve particularly well in numbers and algebra. At Key Stage 2 the highest attaining pupil can use various methods to calculate sums, multiply with two digit numbers and sequence negative numbers. At Key Stage 3 the higher attaining pupil (year 7) can multiply and divide with two digit numbers, to decimal places. At Key Stage 4 higher attainers manipulate complex algebraic equations. Higher-attaining post-16 pupils work on complex algebra and trigonometry problems. Attainment is less strong in other areas of mathematics.

Pupils' attitudes, values and personal development

7. Although pupils' attitude to work is often affected by their medical condition, they generally have a positive attitude to their studies. Most are keen to overcome their problems and concentrate on their work. Pupils often maintained their interest in lessons and sustained their concentration well. This contributes to the good progress they make. Pupils are becoming confident in their subjects. For example, in a Key Stage 4 science lesson pupils were developing the confidence to work on their own using the Internet to improve their research skills. In ICT lessons primary pupils work confidently with support. Secondary pupils in particular make good contributions in lessons. This has a positive impact on their progress. For example, in a Key Stage 4 English lesson, students increased their understanding of the tensions of war by studying the poetry of Wilfred Owen.
8. Despite numerous changes of cast owing to pupils' illness, secondary pupils gave an outstanding performance of 'The Rime of the Ancient Mariner'. They acted with enthusiasm and confidence. Working together and supporting each other, they overcame their individual concerns about performing publicly. Parents and hospital staff who attended appreciated the efforts made to reach the standard achieved. The pupils were justifiably proud of their success.
9. Behaviour is good. With support, primary pupils listen to their teachers and carry out instructions. Primary pupils play quietly on their own or, sometimes, together. When provided with appropriate structures in lessons, they collaborate well with each other. For example, in a game of 'Bingo' which was a format used for mental maths, and in physical education. Secondary-aged pupils collaborate well; for example, initiating debates with each other about the theories of Darwin and the link between these and religious beliefs of the time. The school does not exclude pupils.
10. Pupils' personal development and their relationships are very good. Pupils are aware of the problems of other pupils and are tolerant of each others' difficulties. They respect each other and, when possible, try to help. In a primary history lesson when one pupil observed two others arguing she sensibly moved to sit between the two. Boys and girls relate well to each other. They welcome new pupils to lessons and try to allay their concerns. All pupils relate well to adults. Staff are good role models from whom pupils learn. Teaching and support staff respect all pupils as individuals and enable pupils to respect others' differences. Older pupils are willing to take responsibility and, when given the opportunity such as in the drama production, respond positively and enjoy the experience. In other subjects such as art and English, they willingly share their views with the class. Primary pupils are encouraged by teachers to take responsibility for small tasks in the classroom. They fetch resources in class and tidy away after their snack time. These activities foster a sense of caring and belonging to the community and contribute to the positive ethos in school.
11. Attendance is low when compared with national figures. However, pupils' illnesses can prevent their attendance. The school encourages attendance whenever possible and recognises that hospital staff make the decision as to whether or not a pupil is fit enough to attend. Lessons are often prevented from beginning promptly because teachers are waiting for the children to arrive at school from the hospital.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good overall and is a strength of the school. This maintains the positive picture reported at the last inspection. The proportion of very good teaching has improved since the last inspection. There was no unsatisfactory teaching during the period of inspection. Teaching was good or better in nearly eight out of ten lessons and very good or excellent in nearly three out of ten lessons. The teaching of creative writing for pupils in Key Stages 4 and 5 is excellent. Teaching is best in English, art and physical education throughout the school and in mathematics in the primary department. The good quality teaching has a positive impact on pupils' learning, which is also good.
13. The teaching of basic skills in literacy and numeracy is satisfactory across the school and good in the primary department. For older pupils strategies for teaching word and sentence-level work in literacy are more limited. There is a sound scheme of work in place at Key Stages 2 and 3 based on the framework for the National Literacy Strategy. Several other lessons which are not

part of the National Curriculum play an important part in the pupils' education, such as the plenary sessions and the community groups which provide staff and pupils with important opportunities to review progress in personal and social education. The quality of teaching in these sessions is good. There is good teaching of pupils at Key Stage 2 who follow a curriculum that is based on early learning needs. Overall, teaching meets the needs of all groups of pupils including the most and least able.

14. Teachers' subject knowledge is good in almost all subjects and never less than satisfactory. This is linked to thorough knowledge of pupils and the difficulties they face. This is used to inform a broad range of imaginative teaching strategies which meet the needs of all pupils. In a numeracy lesson for instance, a teacher based the opening of a lesson on a popular television quiz programme. The pupils were enthusiastic and enjoyed the activity. Their confidence is also increased by the skilful targeting of questions by the teacher so that all pupils have a chance to answer at a level that is challenging but within their capabilities.
15. Planning is effective in almost all lessons and enables teachers to confidently set high expectations for their pupils. For example, in art, the teacher's enthusiasm and good subject knowledge were used well to encourage pupils to work quickly and complete the task. The teacher made it clear that the first attempt did not need be perfect and most pupils responded to the challenge and produce work with which they were clearly pleased and, in the case of some pupils, surprised.
16. The management of pupils' behaviour is a strong feature throughout all lessons. Staff are calm and consistently follow the school's routines and policies. They also understand how and why some pupils exhibit challenging behaviour and skilfully look to achieve a balance between recognising the pupils' frustrations and the need to encourage them to return to their learning tasks as soon as possible. Support staff play an important role in this and the teamwork between them and teachers is a very strong feature of teaching overall. In this atmosphere, pupils clearly feel secure in the knowledge that staff will respond to them consistently and fairly.
17. The assessment of pupils' work is not as effective as it should be. Teachers use their knowledge of pupils to plan effectively for them and to meet their individual needs on a lesson-by-lesson basis. While there are many examples of useful recording of pupils' progress, most relate to personal and social development and associated behaviour targets. Too little attention is paid to the recording and reporting of pupils' academic achievements and consequently the monitoring of pupils' progress over time is unsatisfactory.
18. Good use is made of available resources and classrooms are always presented as attractive and stimulating for the pupils. There are some very good and interesting displays of pupils' work. Unusual artefacts are used in some of the meeting areas, such as the main entrance to the school where the morning assembly takes place.
19. Pupils' learning is good. A particular strength in pupils' learning is their interest, concentration and independence, all of which are very good. Pupils generally make good efforts in lessons and work to a good pace. Given their medical conditions they acquire skills, knowledge and understanding well. Pupils' knowledge of their own learning is sound.

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

20. The curriculum provided by the school is good overall. The school provides a 'recovery curriculum' based on English, mathematics, science, ICT, religious education, the expressive arts and some additional subjects. At all key stages the curriculum is appropriate to the needs of pupils and their context. The importance given to communication and self-expression helps to build pupils' self esteem and confidence. Pupils successfully engage in the good range of opportunities aimed at helping them to re-establish their learning skills. Provision for pupils to develop interpersonal and social skills is very good and the curriculum provides very good opportunities for pupils to reflect on their personal development.

21. The school provides a broad range of appropriate opportunities that are relevant to pupils' needs. In addition to core subjects the school provides ICT, art, history (linked for secondary pupils to environmental studies) and physical education for pupils in all key stages. At Key Stage 2, pupils have access to design and technology, to geography during some parts of the school year and to the experience of music. Secondary pupils also undertake media studies and have access to modern foreign languages. Religious education is provided at Key Stages 2 - 4. Some older pupils have individualised time-tables to study subjects for external accreditation and in line with their interests. For example, teachers offer French and Spanish in response to pupils' needs. At Key Stages 4 and 5 pupils have access to individual sessions with a careers adviser to prepare pupils for their placements in further education or work. There are sound arrangements in place for pupils to experience work placements in line with their needs.
22. The school has made good improvements since the last inspection. Clear links to the National Curriculum have been established in the schemes of work for subjects other than ICT, history, geography and music. The school has extended curriculum time for older pupils to include, for example, 'community gathering' sessions which provide very good opportunities for pupils' personal development. Extra curricular activities are now good and pupils also have access to after school clubs, for example the computer club. The school has developed good links with the schools which pupils attend when they are not at the hospital. Pupils benefit from receiving relevant work provided by their 'home' schools, for example to help them continue studies for external accreditation. The school now has very good links with the local community which make very good contributions to pupils' learning in a number of curricular areas. For example, older pupils have worked with the hospital's artist in residence and to develop their pottery skills. Pupils' social development is now very good and is well supported by the school's curriculum. Very good collaborative work was observed, for example in paired reading at Key Stage 2. Pupils have excellent opportunities to develop their social and communication skills through dramatic activities, for example, the performance of the Ancient Mariner, and the high quality discussion in creative writing classes. There is now a wide range of activities, for example, visits to the theatre and museums, to give pupils insights into the wider community. Visiting professionals work with pupils at the school, for example a dance troupe which supported the summer carnival.
23. The curriculum provides very well for personal and social education, including health education, sex education and attention to drug misuse through a wide range of cross curricular activities, through 'community gatherings' and through personal and social education lessons at Key Stages 2 and 3. The school has sound plans to further develop its provision for personal, social education in line with the revised National Curriculum.
24. Provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is very well supported by daily gatherings that provide pupils with time for reflection and meditation on spiritual issues. There is very good use of appropriate and engaging music, poetry and singing to which pupils respond attentively. Religious celebrations are part of the religious education curriculum, and lessons at Key Stages 2 to 4 enable pupils to understand the diversity of values and religious beliefs. Provision for pupils' moral development is equally well supported by the school ethos of valuing and respecting pupils' ideas. The behaviour policy is used sensitively by teachers who provide very good role models and enable pupils to understand the difference between right and wrong. Gatherings and reflective sessions are built into the curriculum which support discussion of moral and ethical issues. The curriculum includes a wide range of activities and opportunities for very good development of pupils' social and interpersonal skills. For example, through their preparations for the Carnival, pupils worked collaboratively and individually to create murals and giant models. Pupils' cultural development is very well supported through learning activities, resources and displays which reflect a range of cultural traditions, including for example, the work of African artists and stories from other countries and historical periods.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school cares for its pupils very well and provides effectively for pupils' welfare and health and safety. The school provides a safe and stable environment for the pupils. School staff liaise closely with hospital staff to ensure pupils' health and safety and to support pupils' personal development. The school's child protection policy is very detailed with clear guidance for staff on how to deal with problems. Staff are aware of the procedures to follow. There is some uneven paving outside the school buildings which is the responsibility of the hospital to maintain.
26. The school has very good, well established procedures for monitoring personal development and behaviour. Teachers contribute to clinical reviews for each pupil which take place every four to six weeks. Each morning and afternoon nursing staff and school staff meet to report on progress during the previous evening and during the day. This enables all staff to be fully informed about each pupil's condition. Pupils are encouraged to discuss their progress with their key teacher. Procedures for promoting positive behaviour are very good. The expectations for pupils' behaviour are high. The behaviour policy is detailed and is applied consistently by all staff. Teaching and support staff provide good role models. They recognise pupils' difficulties and handle them sensitively, forming very good relationships with pupils.
27. Procedures to promote attendance are satisfactory. The hospital determines pupils' attendance but, whenever possible, the school does encourage pupils to be present. However, pupils often arrive late and this has a detrimental impact on their learning and progress.
28. Procedures for assessing pupil's academic attainment and progress are satisfactory overall. Within lessons there are some good assessment strategies taking place and teachers use their knowledge of pupils to plan effectively for them in lessons. However, the recording of pupils' attainment is limited. Procedures are better in the primary department than the secondary. These limitations mean that the school can make only limited evaluations of how much progress pupils make over any one period and there is limited information with which to develop clearly focussed targets on pupils' individual education plans (IEPs). Currently pupils' IEP targets are not sufficiently specific to help support their learning. Although receiving schools are provided with very detailed information about pupils' personal development, they receive limited information about pupils' attainment and progress in the curriculum, which inhibits the ability of receiving schools to plan to sustain the good progress which pupils make. The school has no coherent and consistent system for tracking pupils' progress across subjects and time, which means that the school misses opportunities to consider how pupils' progress could be further improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

29. Most parents who returned the questionnaire or who wrote to inspectors were supportive of the school. Some are very appreciative of how the school has contributed to their child's progress.
30. The school has developed a sound partnership with parents. It operates an open door policy for them. All staff are willing to speak to parents if they telephone or come into school. Some parents of primary school pupils who collect their children at the end of the week take up this opportunity. Secondary pupils are more likely to be in residence at the hospital over the weekends. Their parents, therefore, have fewer opportunities to speak with staff. Some parents live a long way from the school. This further prevents them from becoming involved in the work of the school. All parents are invited to sports day and school productions and about half attend.
31. Overall the quality of information parents receive is satisfactory. The prospectus is a useful introduction to the school. The annual newsletter provides appropriate information about major events during the year. As pupils are discharged from the school throughout the year, the school does not provide annual reports at the end of the academic year. Instead parents receive a discharge report. This reports in detail on pupils' personal and social development but contains little information about academic progress or attainment. Some of the parents who returned the questionnaire felt they were not well informed about their child's academic achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. The head teacher and key staff manage the school well. The head teacher provides very good leadership. This enables the school to commit to an appropriate set of aims, reflect its aims in its work and meet its aims. The head teacher provides a clear educational direction for the school. She gains from staff a shared commitment to improvement and nurtures the capacity of staff to succeed. School development planning has improved since the last inspection and a satisfactory three-year plan is in place. The delegation of responsibility is satisfactory overall. However, there are inadequate arrangements for the co-ordination of assessment and the co-ordination of foundation subjects across the primary and secondary departments is limited.
33. The governing body fulfils its responsibilities well. It includes a very good range of expertise and governors are highly committed to the work of the school. The hospital is appropriately represented on the governing body. Governors have a clear and corporate view about the aims of the school. Governors support the school well. The governing body is well organised and it fulfils its statutory responsibilities. Governors' understanding of the strengths and weaknesses of the school is sound. They receive termly reports on the implementation of the school development plan, visit the school on a rotation basis, write up reports of their visits, and plans are in place for them to begin hearing presentations from curriculum co-ordinators. These are improvements since the last inspection. However, governors' knowledge of strengths and weaknesses of the school is inhibited by limited measurable performance indicators in the school development plan and a lack of reporting on the overall attainment and academic progress of pupils. Governors play a sound role in shaping the educational direction of the school.
34. The school's evaluation of its work is satisfactory. Managers promote an ongoing dialogue about the quality of provision through team teaching and weekly curriculum planning meetings. Teacher appraisal was completed during the last year and all teachers have agreed objectives for the current term. The school is appropriately putting in place new requirements for performance management. The school development plan identifies appropriate areas for development and this is kept under termly review. Staff training is well matched to appropriate identified needs. Arrangements for the induction of new staff are appropriate. However, the school's evaluation of its work is limited by the lack of clear and measurable targets, especially in relation to pupil attainment and progress, both in the school development plan and in teachers' objectives which were set for the term of the inspection.
35. The school makes sound strategic use of its resources. Decisions on spending are linked to educational priorities. A high priority is placed on using resources to purchase support staff. Specific grants and other funding are used for the purpose intended. Staff are invited to bid for budgets to support developments in subject areas. Budget monitoring and financial control is securely in place and the school has addressed the few minor issues which were raised in the audit report which it received in August 2000. The school makes good use of information technology to support its budgetary processes.
36. The school takes sound measures to ensure that it has best value from its funds. It has agreed amounts above which tenders are required. The school is required to use a hospital contractor for external repairs but nevertheless acquires tenders to test the price. The governing body is involved in considering tenders and there is understanding that the lowest tender does not necessarily provide the best value. For purchases below the agreed amount for tenders prices are compared using a range of catalogues. The school does not sufficiently collate data to compare and evaluate its outcomes and costs.
25. Learning resources are good for the curriculum provided. There is a sound match of teachers to the demands of the curriculum and the school is well provided with support staff. The school makes satisfactory use of its accommodation. The school continues to make good use of the hospital gymnasium and swimming pool. However, the issues raised in the last inspection with regard to accommodation for science and design and technology have not been fully addressed, whilst relatively large amounts of accommodation are used for occupational therapy and music therapy. The issues raised in the last inspection regarding poor upkeep of the school environment and the poor use of directional signs have not improved. Currently the upkeep of the immediate external environment to the school is poor. The inspection team understands that this is a responsibility of the health service.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. In order to improve further the school should address the key issues in the section 'What could be improved', in the summary of the inspection report. These are restated below:

(1) *To improve the way teachers record pupils' academic achievements and the way teachers use their records to help set specific targets on pupils' individual education plans, to provide information to parents and to provide information for the schools to which pupils move on, the school should:*

- develop better systems for recording pupils' academic progress;
- use this information to set more specific individual education plan targets with pupils;
- provide more information for parents and receiving schools about the specific attainments and progress of pupils in the curriculum.

(See paragraphs 17, 28, 31, 39, 47, 52, 56, 60, 64, 69, 73).

(2) *To improve the way school managers monitor pupils' achievements and the way they use monitoring information to inform school planning and target-setting, the school should:*

- co-ordinate the collection of assessment information across classes and over time;
- evaluate this information and use it:
 - to identify strengths and weaknesses in provision;
 - to set further targets for pupil attainment and progress for the whole school and for individual members of staff.

(See paragraphs 2, 28, 32, 33, 34, 48).

POST-16

38. Provision for pupils at Key Stage 5 is good overall. Pupils have access to a broad range of opportunities to develop their communication skills through the English and expressive arts curriculum. They study mathematics, science, ICT and some other subjects and have opportunities to follow individualised timetables to support work for accredited courses. There is a wide range of attainment.
39. The teaching of post-16 pupils is good. Most pupils respond enthusiastically to teachers' strategies for active learning; for example, in creative writing and drama lessons. They concentrate and are able to produce written work which is engaging and well presented, for example, reflective writing on their artwork and in poetry. In most lessons, teachers provide very good individualised work relevant to pupils' abilities. Pupils were observed to respond well to fast paced and challenging lessons where they had good opportunities for collaborative and individual learning. A small minority of pupils engage in limited ways and have poor concentration. The development of word and sentence-level basic literacy skills of the lowest-attaining pupils is not fully in place. Although teachers have very good knowledge and understanding of pupils' needs, targets on IEPs are not yet sufficiently specific, for example to support literacy development. Most pupils make good progress in learning overall. Many make outstanding progress in creative writing and drama.
40. The school responds well to pupils' needs for external accreditation. Many pupils have individualised timetables to reflect their interests and to enable them to follow courses which are externally accredited. The school works to ensure that pupils receive the correct degree of challenge in relation to the number of accredited courses that they follow. The school provides good support for some pupils to pursue 'A' level courses, using materials provided by the schools which pupils attend when they are not at hospital. All pupils have access to the Careers Adviser when necessary, for advice on further education and on work placements.
41. The school cares equally well for its post-16 pupils as for younger pupils. The day is carefully managed to meet the needs of primary and secondary-aged pupils in different ways. Parents of a recently discharged post-16 pupil expressed considerable gratitude to the school for its work in supporting their son's recovery and his successful transition to college.

42.PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	23%	51%	21%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	21
Number of full-time pupils eligible for free school meals	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

The school is designated to take 23 pupils. 25 pupils have been discharged since April 2000.

Attendance

Authorised absence

	%
School data	17.6%

Unauthorised absence

	%
School data	0

Both tables give the percentage of half days (sessions) missed through absence for the summer term 2000.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	13
Any other minority ethnic group	3

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y13

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	3.75
Average class size	6.6

Education support staff: Y3 – Y13

Total number of education support staff	4
Total aggregate hours worked per week	118

FTE means full-time equivalent.

Financial information

Financial year	99-00
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	£
Total income	291,917
Total expenditure	282,222
Expenditure per pupil	13,439
Balance brought forward from previous year	12,961
Balance carried forward to next year	22,658

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

21

Number of questionnaires returned

7

Summary of parents' and carers' responses

Parents are supportive of the work of the school. They recognise that behaviour is good and that pupils make good progress in their learning and personal development. Two parents considered that they are not kept well informed about how their child is getting on. Two more considered that their child does not get the right amount of work to do at home. The hospital determines the school's approach to 'homework' on the wards.

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

ENGLISH

43. Pupils make good progress at all key stages in English. At Key Stages 2 to 5, the work of the most able pupils is often in line with the national expectations in all the attainment targets. At all key stages, standards reflect the wide range of levels achieved by pupils; for example at Key Stage 2 pupils' speaking, listening, reading and writing skills range from working towards Level 1 to Level 4. Overall, the standards of work seen in English are below national averages.
44. Pupils make good progress in speaking and listening skills. At Key Stage 2 most pupils speak confidently and expressively in shared play-reading, during which many pupils demonstrate good listening skills. They respond willingly to teachers' questions about key themes and characters. At Key Stages 3 and 4 pupils are beginning to express themselves confidently and clearly in whole class discussions. For example, they describe details from paintings accurately and convey their opinions clearly. At Key Stage 5, some pupils communicate complex meanings in their study of texts; for example, in the poetry of Wilfred Owen. Most pupils make good progress in developing their literacy skills. At Key Stage 2 the more able pupils spell high-frequency words correctly and are beginning to develop expressive writing such as poems. The higher-attaining pupil at Key Stage 3 writes in a lively and thoughtful manner and shows audience awareness. At Key Stages 4 and 5, the development of pupils' literacy skills is good overall. Pupils enjoy writing poetry and their poems secure the reader's interest and use a range of effects.
45. The school's progress since the last inspection has been good. Older pupils now respond well to the good opportunities provided by teachers for using spoken language for a variety of purposes. For example, most pupils in Key Stages 4 and 5 willingly share their 'word portraits' which reflect their close, personal observations and opinions of paintings by famous artists. Opportunities for pupils to plan and draft their written work are now built into the subject schemes of work in Key Stages 2 to 5. Pupils learn to improve their work and achieve good standards of presentation. The school has made good progress in providing opportunities for pupils to work together. A range of very good collaborative activities were observed; for example, paired reading in Key Stage 2.
46. The teaching of English is good and shows a number of strengths. Teachers have good subject knowledge which they use to plan lessons that engage pupils' interest. The scheme of work at Key Stage 2 is based appropriately on the national literacy strategy and is well matched to the wide range of pupils' abilities. Across all key stages there is good management of learning and of behaviour in the classroom. Teachers have high expectations of all pupils and pupils respond to this by behaving well and putting a lot of effort into their work. Good opportunities are planned for all pupils to develop their skills through drama lessons and good questioning encourages pupils to actively participate in lessons. Pupils have access to a wide range of opportunities for reading and writing. Teachers provide challenging, age appropriate texts, including short stories and modern poetry which pupils respond to well. The progress of more able pupils is supported by suitable work which extends their ability to select and analyse information. At Key Stage 2, the teachers' good knowledge and understanding of the subject and of pupils' communication needs are demonstrated in the range of strategies used to encourage pupils' development of speaking and listening skills. The very good individual teaching of a Key Stage 2 pupil who has very early language needs provided clear and secure structures and enabled the pupil to make very good progress. At Key Stages 4 and 5, teachers use a wide choice of resources and strategies to develop pupils' confidence in using language to express their opinions of written and visual texts. Excellent lessons were observed in creative writing and in drama, which were well paced, captured pupils' imaginations and enabled them to make very good or excellent progress in developing language, interpersonal and social skills. Pupils are motivated by the way the school's ethos is reflected in subject. Their achievement is celebrated through very good displays and through the publication of their work in the school magazine. Teachers mostly make good use of lesson evaluations to inform the planning of appropriate tasks and resources to meet pupils' individual needs.

47. There are weaknesses in some lessons. Sometimes tasks are not adequately matched to meet pupils' individual literacy needs; for example, in the case of Key Stage 3 pupils who currently work alongside Key Stage 2 pupils. Although teachers use their day-to-day assessments to plan appropriate and challenging lessons to meet the needs of pupils, the monitoring of pupils' progress in literacy skills is not consistent for all classes. Clear literacy targets are not yet in place for individual pupils. At all key stages insufficient attention is paid to recording developments in pupils' literacy skills.
48. Leadership and management of the subject are good overall. There is sound development of the curriculum at Key Stages 3 - 5 to provide good coverage of the programmes of study. These have been extended to include media studies. Although some aspects of the curriculum at Key Stages 3 - 5 are linked clearly to the National Curriculum, this is an area for development with areas such as media studies and creative writing. There is no specific guidance on assessment and target setting in English. Resources for teaching are satisfactory. A wide range of texts is used for developing pupils' enjoyment of reading.

MATHEMATICS

49. Pupils make good progress at all key stages. There is a wide range of attainment. Some pupils achieve in line with and slightly above national expectations. Highest-attaining pupils at Key Stage 2 can use various methods to calculate a range of sums, multiply with two digit numbers and sequence negative numbers. The higher-attaining pupil at Key Stage 3 can multiply and divide with two digit numbers, to decimal places. At Key Stage 4 higher-attaining pupils manipulate complex algebraic equations. Higher-attaining post-16 pupils work on complex algebra and trigonometry. Overall standards of the current group of pupils are below the national expectation.
50. Since the last inspection the school has made good progress. Staff have been trained in the National Numeracy Strategy. This has had a positive impact; for example, in the development of mental maths, which is particularly well established for pupils at Key Stages 2 and 3. At all key stages most pupils are able to say which mental strategies they have used and to recognise alternatives. Regular discussion between teachers of primary and secondary-aged pupils has a positive impact on pupils' learning, as does the level of resources provided for the subject.
51. The quality of teaching is good. At all key stages lessons are well planned, expectations are appropriate and the work is very well matched to pupils' individual needs. Good teaching methods are used. For example, in Key Stages 2 and 3 games such as 'Who wants to be a millionaire?' and 'Bingo' are very well used not only to motivate pupils but to enable pupils of varying abilities to participate, achieve and make progress. At all key stages teachers and support assistants use questioning very well to assess pupils' understanding and to carefully support them to make the next steps in their learning. At all key stages teachers and support assistants manage pupils very well and have very good relationships with them. This enables pupils to show interest, concentrate well and keep up a good pace in their learning. Pupils at Key Stages 4 and 5 in particular show very good independence in their learning. At all key stages computers are used well and a good range of other resources is used, ranging from maths games, the published mathematics scheme and GCSE texts. Staff understand the progress made by pupils but do not record this in a way which shows the progress pupils make over time. The subject makes a very good contribution to pupils' personal development.
52. Pupils' targets on their individual education plans are not specific enough to be useful to teachers in their planning and to help pupils' own awareness of their learning. There is limited evaluation of pupils' attainment and progress by group and over time. Too little information about pupils' attainment and progress is reported to parents and to receiving schools, which makes it difficult to enable receiving schools to plan effectively to sustain the good progress which pupils make.

SCIENCE

53. Pupils make sound progress throughout the school. By the end of Key Stage 2 pupils are developing appropriate skills in scientific enquiry. They are conducting experiments into how sound travels through air and water. They also study the planets and learn about the relative sizes of the sun, earth and moon. The most able pupils are achieving close to national expectations and can test fairly and record their results, sometimes using computers. At the end of Key Stage 4, pupils are conducting experiments into food. They can predict possible reactions when mixed with certain substances and how solutions may have an impact on food preservation.
54. The positive features, including satisfactory standards reported in the last inspection, have been maintained. However, despite improvements in the range of resources available to support learning, accommodation remains unsatisfactory.
55. The quality of teaching is good throughout the school. Lessons are well planned and appropriate resources are made available. A good pace is maintained throughout lessons and activities are well matched to the pupils' interests and abilities. As a result they remain engaged in their tasks. In a lesson for pupils in Key Stages 2 and 3 the teacher used balls to represent planets, which allowed two pupils to discuss how the planets move in relation to each other. In a secondary lesson, sensitive staff support and skilful questioning enabled pupils to discuss challenging issues such as the impact of science on various sections of society and religious groups. The management of pupils' behaviour is very good at all key stages. In lessons they clearly develop and extend their skills. For instance, in a lesson for pupils at Key Stages 2 and 3, the pupils became increasingly more confident as the lesson progressed in measuring activities and in developing scientific language associated with the topic, such as the terms 'spherical' and 'global'. However, although good management and teaching methods enabled pupils to concentrate and learn well for almost all of one of the lessons observed, pupils were unable to sustain their concentration to the very end of the lesson and so made satisfactory rather than good progress. In a lesson for pupils at Key Stages 4 and 5, pupils used their well developed discussion and questioning skills to improve their understanding of the principles of evolution and how scientific discovery had an impact on the world we live in.
56. Curriculum organisation is good and effective links between school activities and national curriculum programmes of study are made. In the secondary department however, too little attention is paid to scientific enquiry and pupils' opportunities to engage in investigative science are too few. There are satisfactory procedures for assessing and recording pupils' progress at Key Stages 2 and 3. However, at Key Stage 4 these are unsatisfactory and do not allow pupils' progress over time to be accurately recorded and reported. The management and co-ordination of the subject are satisfactory and there is appropriate collaboration between the primary and secondary departments. Resources are properly organised and effectively used. However, accommodation is unsatisfactory for the teaching of secondary science and limits the progress made by pupils in all areas of the subject. The hospital restricts the range of practical activities undertaken for reasons linked to the pupils' medical difficulties. These factors indicate why pupil progress in science is only satisfactory when the quality of teaching is good.

ART

57. Pupils make good progress in art at all key stages. Overall standards are below national expected levels. However, the range of abilities is wide. Some pupils are achieving well below the national expectation because of their special educational needs. At Key Stages 2 and 3, pupils respond well to ideas, use a range of materials to make images and artefacts and investigate the visual and tactile qualities of materials. They make silhouettes and experiment with colour and decorative materials to create masks. Higher-attaining pupils create very good portraits. At Key Stages 4 and 5, pupils apply creative effort over time to develop their ideas. They select visual and other information and use this in developing their work, taking account of its purpose. For example, they make accurate line drawings of shoes which demonstrate a sound understanding of perspective. They use the drawings as the basis for ceramic sculptures of shoes. Pupils can develop particular pieces of work over a period of time and most pupils can explain their decisions about the dominant features of their work.

58. The school has made good improvements since the last inspection. Pupils now respond well to opportunities for three-dimensional work, supported by good resources, accommodation and the inspiration provided by teachers. The scheme of work incorporates clear links to the National Curriculum programmes of study. However, the use of pupils' own evaluations to inform improvements to their work is limited. This has an impact on the progress that pupils make, for example in saying how their own ideas and values affect their practice.
59. Teaching is good overall. Teachers have high expectations of pupils' abilities to develop their artistic ideas. Planning is effective and the subject content is relevant to pupils' needs for self-expression and communication. Teachers use a wide range of strategies to engage pupils in lessons, balancing the need for co-operative and individual work. At Key Stages 2 and 3 the clear structure to lessons enables pupils to achieve well. At all key stages teachers manage pupils skilfully and use well the good range of resources available. Teachers make good use of their day-by-day assessment of pupils to plan their next lessons.
60. A number of factors have a positive influence on the subject. The scheme of work provides very good links with other curricular areas, for example, drama. Teachers use these links skilfully to extend pupils' knowledge and understanding of the impact of murals and artefacts in creating atmosphere and in developing themes under discussion. Pupils' creative efforts are valued and displayed attractively across the school and especially in the main hall. The 'artist of the week' award provides an additional strategy for affirming the creative and expressive efforts which many pupils make. Pupils' written reflections on their work demonstrate the impact of the subject in raising pupils' confidence and self esteem. The subject makes a strong contribution to pupils' spiritual, social and cultural development through the provision of well planned and challenging opportunities for collaborative and individual tasks. However, the overall progress of many pupils is limited by the lack of developmental feedback on areas for improvement and by the lack of assessment and recording in relation to the National Curriculum attainment target.

DESIGN AND TECHNOLOGY

61. The school currently offers design and technology to Key Stage 2 and 3 pupils only. Pupils made good progress within the lesson observed. Standards in the subject at Key Stages 2 and 3 are well below the national average. Pupils can use a well-defined set of evaluation criteria to test and evaluate a selection of games. Highest-attaining pupils (year 7) work independently and understand that designs have to meet a range of needs. Most pupils recognise the basic features of familiar products. Although pupils at Key Stages 4 and 5 are offered opportunities for making artefacts as part of the expressive arts curriculum, at the time of the inspection design and technology was not taught at Key Stages 4 and 5.
62. The school has made some progress in this subject since the last inspection, particularly in relation to the development of co-operative learning. The school has addressed the accommodation issue reported in the last inspection by planning shared use of an area for both secondary art and design and technology.
63. Teaching is good at Key Stages 2 and 3. There is good planning which is based on a scheme of work closely linked to the National Curriculum. Pupils have appropriate individual targets for their work within the lesson. In a group containing pupils from year 3 to year 7, very creative structures were used to motivate pupils and to enable all pupils to participate at varying levels of achievement. At Key Stages 2 and 3 pupils with very different needs are enabled to participate together. Support staff give good help to pupils. Some pupils are able to collaborate in evaluating the games under discussion. Pupils are very well managed and behave well; for example, packing away responsibly. Pupils are enabled to give the reasons for their evaluations and to indicate how products could be further developed. However, the highest-attaining pupils are insufficiently challenged.
64. Whilst teachers assess pupils' attainment in relation to their targets for individual lessons, the progress made by pupils over time and in relation to the attainment target is not recorded. There is confusion on the school's format for IEPs between design and technology and information technology. The subject now has satisfactory resources for teaching. The school has sound plans to extend the subject into Key Stages 4 and 5.

GEOGRAPHY

65. Geography is taught at some points of the education year for primary-aged pupils. However, at the time of the inspection geography was not taught and there was insufficient evidence to evaluate this subject.

HISTORY

66. Pupils make sound progress at all key stages. There is a wide range of attainment. At Key Stage 2 higher-attaining pupils show understanding of the major events they have studied, such as when the Olympics first happened, and can answer questions about the past using sources such as photographs. At Key Stage 3 pupils show an increasing understanding of chronology; for example, understanding the relationship in time between the Victorians and World War 1. At Key Stage 4 pupils select information sources relevant to specific questions about the life of Charles Darwin and can describe, explain and understand some of the consequences of his life and work. At Key Stage 5 higher-attaining pupils independently use their knowledge to critically examine and appraise their understanding of Darwin's theories, the link between these to religious beliefs of the time and make comparisons with other periods in history.
67. Since the last inspection improvements have been made by linking curriculum planning with a series of weekly environmental studies visits for secondary-aged pupils. This enables pupils to access and make good use of very stimulating learning resources in the community. On such visits pupils listen well, show much curiosity and concentrate for long periods. Higher attaining pupils independently ask probing questions, debate with each other and make effective use of museum staff to support their learning.
68. The quality of teaching is good. For primary-aged pupils planning emphasises engaging the children in practical historical activities, for example making use of drama. Pupils are helped very well to extend their thinking based on their own experiences. Resources and artefacts, such as family photographs from four generations and a family heirloom from the Victorian period are used to very good effect to engage the curiosity of the pupils. At all key stages pupils are managed very well and teaching and support staff have very good relationships with pupils. Teachers' planning makes effective links with topics of study in other subjects and use is made of information communications technology. The subject makes a very good contribution to pupils' personal and cultural development.
69. Teachers' planning and assessment insufficiently reflects National Curriculum expectations. The recording and evaluation of pupils' attainment is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

70. Although there is a very wide range of ability, several pupils in both the secondary and primary departments achieve broadly in line with national expectations. Pupils at Key Stages 2 and 3 make good progress. At Key Stages 4 and 5 they make sound progress. At Key Stages 2 and 3 pupils can log into a range of hardware and software and operate the programmes in which they are engaged with various levels of staff support. Some pupils are able to use the internet to research current projects and almost all pupils can operate pull-down menus and use dialogue boxes correctly. At Key Stages 4 and 5, pupils use CD ROMs and the internet widely to assist their research. They also use word processors to draft and improve their work.
71. The positive features of the last inspection have been maintained. There has also been improvement in some areas that were judged less positively, such as the use of word processing to draft and improve text.
72. The quality of teaching of information and communication technology (ICT) at Key Stages 2 and 3 is good. Staff have sound subject knowledge and are able to offer pupils adequate support without intervening too much. For example, a pupil using an unfamiliar lap top computer had several questions about its operation and staff carefully gave only enough information for the pupil to remain independent. At Key Stage 4 ICT is well integrated with other subjects, such as mathematics, science and history. Where ICT is used at this key stage, staff offer sound support to their pupils so that they can remain on task and continue making progress.

73. There are insufficient links to National Curriculum programmes of study, but the scheme of work does clearly set out the principles for the use of ICT within the school and how it should be used to support all subjects of the curriculum. Generally this is achieved and there is a good deal of evidence of the use of ICT in other lessons. The recording and monitoring pupils' attainment and progress is inadequate. The subject is soundly managed and there is a clear view as to how ICT should be developed in the future. Resources are good and the comprehensive range of hardware and software is adequate to support pupils' learning in this subject.

MODERN FOREIGN LANGUAGES

74. The school does not currently offer this subject. However, the school responds to pupils' interests and needs and the teachers of French and Spanish provide lessons for groups or individuals as the need arises. Classroom displays include words and phrases from French and other modern languages. Both teachers have attended training to develop their own understanding and use of the target languages. The teacher plans the scheme of work that is linked to the National Curriculum on a half-termly basis to provide a curriculum that is relevant to the needs and interests of pupils on roll at the time. Resources for the subject are satisfactory. However, there is currently a lack of a suitable textbook for the subject.

MUSIC

75. At Key Stages 2 and 3 pupils' enjoy a weekly singing session which makes a good contribution to their personal and social development. They know the songs well and collaborate well with each other and the staff to create an enjoyable activity. Highest-attaining pupils sing in tune with expression. At Key Stages 4 and 5, pupils benefit from several musical activities such as being part of a small orchestra which provides musical accompaniment to a drama production.
76. It is not appropriate to report on improvements since the last inspection as music is not currently taught as a separate subject. Pupils however, are involved in some very positive experiences and their achievements are satisfactory.
77. Staff work well together and offer all pupils the support and encouragement they need to participate fully in the weekly singing sessions for pupils at Key Stages 2 and 3. Support staff make a very effective contribution, for example by providing musical accompaniment. Music is also used successfully in other lessons such as in an individual session with a pupil in the early stages of language acquisition. Music is also well used in assemblies where well chosen pieces contribute to the theme and assist in creating an atmosphere of reflection and thought. Pupils respond well in the various musical activities observed, they take a full part and show that they are able to co-operate, take turns and listen carefully to each other.
78. In addition to the musical activities offered within the school, a music therapist also undertakes sessions with individual pupils. This takes place in a well equipped and attractive music room.

PHYSICAL EDUCATION

79. Pupils make good progress throughout the school. Although most pupils' attainment is generally below national expectations, several are at or above the expected level. At Key Stages 2 and 3 pupils understand the importance of warming up properly before exercise and they can work together in small team ball games. They are also developing some good attacking and defending strategies. At Key Stage 4 and post-16, pupils are learning how to use gymnasium equipment safely. They develop their knowledge of the skills and rules of basketball. They show noticeable improvement within the lesson for example, in becoming more confident at shooting for the basket or in the selection and operation of a piece of exercise equipment.
80. The good standards reported in the last inspection have been maintained and pupils continue to achieve well throughout the school.
81. Teaching is good throughout the school. All teaching and support staff have appropriate subject

knowledge. Teamwork between school staff and members of the occupational therapy department is a very strong feature. The pace of lessons is good and the range of activities is sufficiently challenging and well matched to the needs and interests of the pupils. Staff are all very enthusiastic and their high level of involvement is a key factor in promoting pupils' progress. They are also very supportive of the pupils and pay due attention to their personal feelings and circumstances. Pupils' response in lessons is good. They co-operate well in team games and try hard when working alone when in the fitness room. There are high levels of effort in both the primary and secondary departments and it is clear that pupils enjoy the activities in this subject. They show a good sense of fair play and are prepared to acknowledge the efforts of their fellow pupils even when the sense of competition is keen.

82. The curriculum is well planned and organised and there is a good range of opportunities for pupils to enjoy the subject and achieve well. Good use is made of the local community where pupils can take part in horse riding, for instance, or make visits to the local leisure centre. Resources in this subject are good and the staff and pupils both make a positive effort to ensure that they are successfully used to support pupils' attainment and progress.

RELIGIOUS EDUCATION

83. The progress of pupils is satisfactory overall at Key Stages 2 - 4. The subject is not taught at Key Stage 5. Pupils make good progress in developing an understanding of key moral and social concepts, in addition to learning about some of the major faiths. For example, they gain in their knowledge about Christianity, Hinduism and Judaism and learn about celebrations and rules. At Key Stages 2 and 3 pupils make good progress in their learning about autumn celebrations. The scheme of work includes the celebrations of Diwali, Harvest and also the Jewish festivals of Rosh Hoshannah and Yom Kippur.
84. The school has maintained standards reported at the last inspection. In particular, pupils continue to demonstrate a healthy interest in the beliefs of others. For example, two secondary pupils felt able to spontaneously contribute to an assembly to explain the relevance of Muslim belief to the area under discussion.
85. Teaching is satisfactory overall. Teachers use a range of strategies to involve and motivate pupils. For example, pupils are asked to share their own understandings about their own faiths and their own experience of their festivals. Pupils worked together as a group to organise a harvest festival. Lesson evaluations and photography are used to record pupils' achievements. At Key Stage 4, pupils have a wide range of opportunities to discuss moral, religious and social issues. Teachers use group discussions and individual work to support pupils' learning. For example, pupils use a range of information sources, including information technology, to find out about a topic of their choice. Lesson objectives and tasks are clearly defined and pupils are given tasks matched to their individual needs. Teachers appropriately use evaluations of lessons for day-to-day lesson planning.
86. There is a sound half-termly scheme of work. It is based on the locally agreed syllabus and provides a curriculum that is relevant to pupils' needs. It is suitable for the wide range of abilities at each of the key stages. The scheme enables pupils to re-visit topics covered in earlier key stages to develop a more meaningful engagement with religious facts and concepts. Resources for the subject are good. Display contributes well to the learning of primary-aged pupils. The subject makes a very good contribution to pupils' spiritual, moral and social development by providing them with good opportunities to discuss and reflect upon religious, moral and social issues.