

INSPECTION REPORT

POND MEADOW SCHOOL

Guildford

LEA area: Surrey

Unique reference number: 125467

Headteacher: Mr David Monk

Reporting inspector: Kathy Hooper
2971

Dates of inspection: 7th – 10th November 2000

Inspection number: 223626
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:	Special
School category:	Community
Age range of pupils:	2-19 years
Gender of pupils:	Mixed
School address:	Pond Meadow Guildford Surrey
Postcode:	GU2 6LG
Telephone number:	01483 532239
Fax number:	01483 537049
Appropriate authority:	The Governing Body
Name of chair of governors:	Margaret Taylor
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathy Hooper 2971	Registered inspector	Geography, Areas of learning for children in the Foundation Stage	How well are the pupils taught?
David Harrop 9343	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Pauline Lyseight - Jones 12641	Team inspector	Art, Design and technology	Equal opportunities
Maria Landy 1927	Team inspector	Mathematics, Modern Foreign Languages	How high are standards?
Sylvia Lamb 29942	Team inspector	English, Special educational needs	How well is the school led and managed?
Joseph Edge 1249	Team inspector	Science, Information and communication technology	Post 16
Michael Holohan 1769	Team inspector	History, Music, Physical education, Religious education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was: Capital Inspections, Chaucer Building, Canterbury Road, Morden, Surrey, SM4 6PX.

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

PART A: SUMMARY OF THE REPORT

[6]

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

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

[10]

The school's results and achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

[12]

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

[14]

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

[15]

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

[17]

HOW WELL IS THE SCHOOL LED AND MANAGED?

[17]

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

[20]

PART C: SCHOOL DATA AND INDICATORS

[21]

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

[25]

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pond Meadow is a community special school for 60 girls and boys between the ages of 2 and 19. The pupils have severe and profound and multiple learning difficulties. The authority runs a specialist nursery unit on the school's site, alongside its own nursery, for under-fives who have difficulties on the autistic spectrum. All nursery children attend part-time. The pupils are drawn from south-west Surrey. The pupils are mainly from white British backgrounds. Five percent are from ethnic minority groups but none are at an early stage of English language acquisition. Ten per cent of pupils are entitled to free school meals which is lower than average. Most pupils are brought to school in the local education authority's transport. The nature of the pupils' special educational needs means that their attainment on entry is very low.

HOW GOOD THE SCHOOL IS

The school provides well for its pupils. It has made good progress since the previous inspection because of the clear and effective leadership and management of the headteacher and the commitment of staff. Standards are never less than satisfactory in any subjects. Teaching is satisfactory in almost all lessons and in three out of four lessons, it is at least good. The school provides sound value for money.

What the school does well

- Teaching in the school is good and it ensures that pupils learn well;
- The school is well led and managed;
- Pupils enjoy their lessons and they expect to learn successfully;
- Relationships throughout the school are very warm, secure and supportive and pupils' behaviour is good;
- Pupils' personal and social development is very good and there is good provision for their spiritual, moral, social and cultural development;
- Pupils are well prepared for life after school through careers and vocational experiences;
- Provision for children aged under five is good;
- Separate provision for pupils with difficulties on the autistic spectrum and for those with complex difficulties is good.

What could be improved

- Assessment records do not show pupils' achievements sufficiently clearly;
- Pupils' targets are not sufficiently specific and measurable and do not indicate next steps;
- Medium term plans for all subjects provide insufficient structure to support teachers' short term planning; for example, in information and communications technology;
- Subject co-ordinators take insufficient responsibility for monitoring pupils' progress and achievements;
- There is no register of special needs or a special needs co-ordinator to ensure consistent provision and practice for pupils with additional special needs;

The school has already begun to work on the above issues

- There are too few opportunities for accreditation, particularly for Key Stage 4 pupils;
- The accommodation is poor and limits pupils' progress;
- Parents are not always clear about homework.

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 has made significant improvements since the last inspection. Standards have improved in English, mathematics, science, art, design and technology, geography, information and communication technology, French, physical education and religious education. They have been maintained in history and music. The curriculum provides pupils with access to all National Curriculum subjects which cover the full programmes of study. Drugs and sex education is provided. All subjects have a policy and a scheme of work although some of these need to be reviewed in light of modifications to the National Curriculum. Assessments are in place but require further development to show pupils' long-term progress and achievement more clearly. Accommodation is still poor but there has been some limited development. There is a clear and well-conceived development plan in place but this would benefit from more detail regarding long term planning. The amount of teaching time is now satisfactory. The role of subject co-ordinators has been developed but their monitoring role should be

further developed. Job descriptions are in place and there is an effective system of appraisal. The role of the governing body has been strengthened and governors now have a clear overview of the school.

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	A	B	B	B	
Reading	A	B	B	C	
Writing	A	B	B	C	
Mathematics	B	C	C	C	
personal, social and health education	A	B	B	B	
other personal targets set at annual reviews or in IEPs*	B	C	C	C	

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

Whole school targets have been set and these are appropriate. It is too early to report progress. Standards are good in English. Pupils develop their speaking and listening skills well. Their reading and writing skills are well developed in Key Stages 2, 3 and 4. In Key Stage 1, pupils' reading and writing is satisfactory. Pupils reach good standards in geography, physical education and religious education. Standards are good for pupils in the nursery and, in language development and personal and social education, they are very good. Standards are never less than satisfactory across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and have improved.
Behaviour, in and out of classrooms	Good, pupils are well behaved within the school and when using community facilities.
Personal development and relationships	Very good, pupils are co-operative and enjoy taking responsibility. Pupils' grow in self-confidence and the most able relish making their own decisions.
Attendance	Good; punctuality is also good.

Pupils enjoy coming to school and are actively involved in lessons. They come to school expecting to learn. They persevere well. The school has a warm and supportive ethos and pupils rise to challenges set for them in lessons.

TEACHING AND LEARNING

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

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 was satisfactory in 98% of lessons. In 74% it was good or better and in 25% it was very good or excellent. In 2% of lessons, the teaching was unsatisfactory. Teaching is good in English, science, information and communication technology, music, geography, physical education, religious education and personal, social and health education. There is good teaching in the nursery and in the class for pupils with profound and multiple learning difficulties. The teaching of pupils with additional special needs is not so consistently good in other classes. Teaching is good because teachers are knowledgeable about the curriculum and the pupils. They understand the pupils' special needs well and manage pupils in a positive way. They plan interesting and relevant activities that meet individual needs well. Literacy is well taught and numeracy teaching is satisfactory. There is an increasing emphasis in lessons on reinforcing pupils' computer skills but it is inconsistent. Pupils expect to learn and the more able ask questions. In lessons that are less than satisfactory, pupils are not well managed and they make too little progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, it delivers the National Curriculum in all subjects. There is a good curriculum for the foundation stage. The post-16 curriculum is satisfactory with good features. There are some weaknesses in planning and assessment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, there are good opportunities for reflection and prayer; there is mutual regard between pupils and adults and between pupils; pupils are valued and supported; pupils learn about their own heritage and that of other cultures.
How well the school cares for its pupils	Good, the school provides a stimulating but safe environment within which pupils thrive and are prepared well for the next stage of their education.

The school's links with parents are satisfactory and they view the school favourably. There are particularly good links with families for the nursery children. The school delivers a broad, balanced and relevant curriculum that meets statutory requirements and includes religious education for all pupils including those with additional special needs. The school is developing better ways of measuring pupils' achievements and progress. There are insufficient opportunities for older pupils to take courses that lead to accreditation. Adults know the pupils well and support their learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction. Curriculum co-ordinators have begun to monitor more effectively but should take greater responsibility for monitoring pupils' progress and achievements
How well the appropriate authority fulfils its responsibilities	Satisfactory. The governors have effective oversight and fulfil their statutory responsibilities.
The school's evaluation of its performance	Good. The headteacher has a clear perception of the school's strengths and weaknesses and appropriate priorities are identified on the school development plan.
The strategic use of resources	Good. The staff are well deployed, the use of resources has been enhanced and there have been significant improvements in the use of computers across the school. There are limitations due to the poor accommodation.

There is an effective dialogue between the headteacher and governors. The steps needed to improve the quality of education are clear, full, open and costed. However, there is no long-term plan beyond the year. All staff are generally well qualified and experienced and the generous staffing has a beneficial effect on pupils' achievements. Support staff make a valuable contribution to pupils' learning. Learning resources are good but there is no adequate library. The accommodation is inadequate and limits pupils' progress. However, good use is made of the local community. The school is beginning to build principles of best value into its systems. The school provides sound value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • They are kept well informed. • They can approach the school easily with queries. • The school works closely with them. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of work children do at home.

Parents are supportive of the school. The inspection team agrees with the views of parents with respect to the school's strengths and that the staff should consult parents about homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards of achievement are mainly satisfactory and often good. This represents good progress since the last inspection due to clear leadership and a commitment to improvement from all staff. Standards are satisfactory in relation to the targets set for the school and in pupils' individual education plans. The whole school targets set are appropriate and, although the process is still relatively new, analysis of the different results and levels has begun. Most pupils are working towards level one of the National Curriculum, a small minority reach level one. Analysis of data available and the trends in results over time demonstrate a steady rise in standards and improvement since the last inspection. Standards are good in English. They are good throughout the school for speaking and listening and for reading and writing in Key Stages 2, 3 and 4. Standards in reading and writing are satisfactory in Key Stage 1 pupils and for post-16 students. Standards are good in personal and social education and satisfactory in mathematics, science and information and communication technology (ICT). Several subjects have improved. Standards in English are more consistent and in mathematics they have improved at Key Stage 4. Science and ICT and art are now satisfactory throughout the school. There have also been improvements in French, geography, religious education, physical education, design and technology and personal and social education.
2. Standards in the nursery remain consistently good and they are also good in the new nursery provision for children with autistic spectrum disorders. Children develop their skills across all areas of learning through a good range of activities. They listen well to stories, answer to their own names, take part in simple counting on a daily basis and investigate and explore a range of materials. They begin to use computers from the time they enter the school and gain familiarity with their use and applications. They make good progress in knowledge and understanding of the world as they learn that the rabbit likes to be stroked carefully and he likes carrots to eat. They build recognisable structures and use outdoor play facilities with confidence. They are developing good personal and often very good social skills. There is a separate detailed section on the Foundation Stage in this report.
3. The standards achieved by most pupils at Key Stages 1 to 4 are satisfactory overall and often good in lessons. Pupils make satisfactory progress over time. The progress of pupils with additional needs, such as those with profound and multiple learning difficulties, those with autistic spectrum disorders and pupils with challenging behaviours varies, but is satisfactory overall. Standards are good in three out of four lessons. In occasional lessons, standards are unsatisfactory for the youngest pupils. This is because tasks are not sufficiently well matched to pupils' abilities or pupils' behaviour is not managed well enough to make the most of the time available for learning. Standards are consistently good in the specialist class for pupils with profound and multiple learning difficulties where pupils make good progress in most subjects. They use switches to begin to understand that they can create an effect by their own efforts; for example, by pressing the switch to play a pre-recorded message that tells their parents and carers what they have done at school during the day.
4. Standards in the Further Education provision for students over sixteen are consistently satisfactory. There have been improvements in provision, such as the development of accredited courses. In the previous report provision made for post-16 students was a strength, relative to the serious weaknesses elsewhere. The strong features have been maintained. Details are contained in a separate section in this report.
5. Standards at Key Stages 1 to 4 have improved in English. They are more consistently good and they are better overall. Standards throughout the school are now good in speaking and listening. Standards in reading and writing are never less than satisfactory and in Key Stages 2, 3 and 4, they are good. Standards in literacy are good because the National Literacy Strategy has been well established and pupils' skills are well reinforced throughout the curriculum. At Key Stage 1, pupils develop pencil control and follow the flow of stories that are read to them. Higher attaining pupils in Key Stage 2 know how to put spaces between words whilst lower attaining pupils continue to develop the fine motor skills needed for writing. At Key Stage 3, higher attaining pupils word process and copy words when writing an account of their experiences. Key Stage 4 pupils learn to write their names and addresses and listen to recording of themselves on tape. Pupils with profound and multiple learning difficulties in the separate

provision experience aspects of *Romeo and Juliet* and how marks are made on different materials. This represents good achievement.

6. In mathematics, standards achieved remain satisfactory at Key Stages 1, 2 and 3 and they are now satisfactory at Key Stage 4. This is an improvement. Standards in numeracy are also satisfactory, the school has successfully implemented the National Numeracy Strategy. At Key Stage 1 pupils join in with number rhymes and songs. They count every day and a few know their numbers. Many can count to five but need help to write a recognisable number 5. They are developing a satisfactory understanding of shapes and colours. They are beginning simple additions such as two plus one. At Key Stage 2, many pupils work well with number lines to consolidate their understanding of numeracy and most know numbers up to ten. At Key Stage 3, pupils work with money as they develop their understanding of coins. They go on shopping expeditions to the school shop. Many can name coins and understand their values. They begin to collect simple data and represent it in various graph forms. They sort puzzles by colour and shape. At Key Stage 4, pupils undertake more independent activities such as sorting numbers on the computer or by using cards. The more able pupils reliably recognise numbers up to seventeen but the lower attainers are still confused between six and nine.
7. Standards achieved in science have improved and are now satisfactory. By the end of Key Stage 2, pupils are beginning to understand that different materials have different properties such as *hard* and *soft*. By the end of Key Stage 4, pupils record their observations, for example from pushing and pulling objects, although they do not understand the concept of friction.
8. Standards have also improved in ICT. They are now satisfactory at all key stages and have improved from unsatisfactory at Key Stages 2, 3 and 4. Pupils become familiar with computers and other technological equipment. More able pupils learn to use the basic facilities of a word-processor and art package. However there are still some inconsistencies in the use of ICT across the school due to inadequate planning by teachers.
9. Standards have also improved in art and are now satisfactory for all ages. In geography, standards have improved from satisfactory to good. Standards remain satisfactory in modern foreign languages and the subject is now securely established. Standards have improved from satisfactory to good in religious education and they are good, too, in personal, social and health education across the school. Standards are good in the nursery. Standards in personal and social education are good because there is a well-planned programme and adults reinforce these skills consistently across the school. In design and technology, standards have improved from unsatisfactory at Key Stages 3 and 4 and it is now satisfactory at all key stages. In physical education standards have improved at Key Stages 3 and 4. They are now consistently good at Key Stages 1 to 4. Standards remain satisfactory in history and music.
10. Year 11 pupils have begun accredited courses but there are no results to compare as yet. Work is being collected for the Year 10 pupils to receive recognition for their efforts when they reach the end of Year 11. However, the current range of accredited courses at Key Stage 4 is too limited. This is a weakness that the school has plans to address.

Pupils' attitudes, values and personal development

11. At the last inspection, attitudes to learning were reported to be good. Since then, standards have improved and they are now very good. The pupils are clearly pleased to arrive at school in the morning and to be surrounded once again by familiar sights and sounds. The pupils enjoy the time they spend at school and their parents believe that they support and are encouraged by each other. Pupils with additional special educational needs make very good progress in developing appropriate attitudes and values and in their personal development in the specialist class in the nursery for children with autistic spectrum disorder and in that for pupils with profound and multiple learning difficulties. Pupils with additional learning needs make good progress in classes where they are integrated.
12. Pupils are keen to be actively involved in their lessons and enjoy experiencing the wide range of activities provided. They particularly relish practical lessons, for example, design and technology, physical education and using the computer. During the inspection, pupils had great fun when watching the beanstalk grow during a story in mathematics. Skilful teaching helped to create an added sense of mystery and magic, even so one pupil solved the problem and learnt the concept of *longer*. Pupils of all ages are co-operative and they thoroughly enjoy art and experimenting with different media. Pupils do their best even when they are tired or when they find the work to be difficult; for example, in Key Stage 3

as part of a topic on food categories, when collating data collected. Even the youngest pupils tried hard to finish their printing on tee-shirts despite the fact that they had already had a full and active time at school.

13. Behaviour is good overall. The pupils respond well to staff. Good teamwork generally ensures that any disruptive impact on the rest of the class is minimised. Space within several classrooms is very restricted and pupils know that in order to be safe, they have to move around in a calm and orderly manner. Although those with challenging behaviour occasionally have difficulties in behaving appropriately and find it more difficult to form relationships with other people, pupils are usually polite to other pupils around them. They also enjoy the presence and interest of strangers. Pupils are friendly and curious about visitors and the more confident pupils happily strike up a conversation. There are few occasions when behaviour is not well managed or pupils become over excited by their activities. Although those pupils who are difficult to manage sometimes disrupt the calm working of the classroom, in the majority of cases they are managed well and pupils are channelled back to their work. How well these situations are managed varies with the skills and experience of staff.
14. Relationships between pupils and between pupils and adults are very good. Members of staff are sensitive to the needs of the pupils and set very good examples of how to behave. Pupils learn to take turns amicably, co-operate with adults and each other and several understand the impact that their actions have on others. Staff are very respectful and provide high levels of praise for the pupils' efforts. As a result, pupils try really hard and feel safe enough to take risks in answering questions when they are not entirely sure. There were no exclusions during the school year prior to the inspection.
15. The personal development of pupils is very good. They steadily grow in self-confidence and relish making their own decisions. For example, pupils enjoy deciding what they want to play with during playtime and like to choose their own lunch and pudding. Pupils willingly take an active part in school assemblies and carry out tasks responsibly, such as returning registers to the office and helping prepare for assembly. At lunchtime they wait for their dinner sensibly and, those who are able, eat their meals independently and in a relaxed and civilised atmosphere. The school enjoys good links with nearby primary schools and colleges and some pupils and students benefit from being able to spend a proportion of the week with their peers in other schools and college.
16. Attendance is good because the level of authorised and unauthorised absence is better than that found in similar schools. Some pupils arrive with their parents while others arrive by taxi or minibus. They generally arrive in good time for the start of the school day. At the beginning of the inspection there were difficulties due to extensive flooding in the area but, despite this, many struggled into school. When pupils are absent, it is usually because they have been ill or have had to attend a medical appointment.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good overall. The improvement since the previous inspection is significant. At that time, it was satisfactory overall and unsatisfactory in almost one in ten lessons. During this inspection, in three out of four lessons, teaching and learning were good or very good and, in one in four, it was very good. Occasionally, in two percent of lessons, teaching was unsatisfactory because the teacher was not able to handle pupils sufficiently well for them to make progress in their learning. One of the reasons for the improvement in teaching since the last inspection is that the school now has a clear teaching and learning policy. The effective implementation of the policy throughout the school has resulted in improved standards of teaching and learning over the last two years. Although learning is good in lessons, it is too soon to show clearly in pupils' long-term progress. Teaching is particularly good for children in the foundation stage, for older pupils in Key Stage 2, all Key Stage 3 pupils, for younger pupils in Key Stage 4 and for pupils with additional learning difficulties where they are taught in separate provision.
18. Good teaching in the nursery is due to teachers addressing the individual needs of children and their high levels of interaction with pupils. Lessons have a good pace to maintain pupils' involvement. New learning is very well reinforced through the use of praise and repetition in different contexts. For example, when a letter arrives from *Gran* announcing her visit, the purpose of writing letters was well reinforced. As a result, children's self confidence is increased and they make clear gains in learning. Records of observations are detailed to show what each child has learned. Sometimes children's progress is rapid. In the nursery the work of the speech therapist is used well to enhance the teaching and learning

for pupils with difficulties on the autistic spectrum. For example, she works alongside teachers to demonstrate good practice and takes part in the assessment of the progress of children.

19. In the class for pupils with profound and multiple learning difficulties, teaching is very good and strategies are used which match the needs of these pupils. There is a high level of one to one interaction. Activities are changed frequently to ensure that pupils have high levels of sensory stimulation. However, in the rest of the school teaching and learning for pupils with additional special needs and for some pupils with challenging behaviour, it is inconsistent. There is no co-ordinator for special educational needs and this limits the work that some outside agencies do with teaching staff across the school.
20. Where the teaching is particularly good for pupils of school age, teachers' enthusiasm and their very good relationships with pupils ensure that they are all engaged. Teachers are sufficiently flexible and experienced to follow the lead of the pupil. For example, when a Year 10 pupil spontaneously pretended to telephone her father to tell him that she had just made a model of an ear, the teacher joined in the spirit of the make-believe to assess the level of her learning.
21. Because they have such good relationships, teachers are able to challenge pupils very well. For example, a pupil who was becoming dependent on support from his friend, was enabled to be successful on his own when trying to understand grid references. As a result, pupils make good progress without their confidence being damaged. Very respectful relationships ensure that pupils feel sufficiently secure and confident to join in activities enthusiastically.
22. Teachers use a good range of activities that are relevant and interesting and pupils clearly enjoy them. In a lesson with Year 9 pupils, the poem about whether children should be paid, generated a lot of laughter but also a great deal of thought. Teachers structure tasks in small steps to ensure that pupils of different ages and learning difficulties successfully achieve the outcomes set for them. All pupils' needs are well met, not only through the teachers' selection of activities but also through well directed questions to individual pupils to check their understanding or to extend their thinking. In a lesson with Key Stage 1 pupils, *Jack and the Beanstalk* was very well presented to establish understanding of *grow, tall* and *small*. The higher attaining pupil solved the mystery of the growing beanstalk and predicted that it would grow to the top.
23. Pupils are very well involved in their own learning and this maintains their motivation throughout the lesson. In good lessons, higher attaining pupils check their learning against their individual targets. Pupils understand the reward system and value the rewards. Teachers use real resources, such as money, with pupils who are on the autistic spectrum to ensure that they understand. Pupils clearly thrive on a collaborative approach and understand that they are there to learn.
24. In very good lessons, teachers use a rich vocabulary and this encourages pupils to talk and explain as well as reinforcing their own vocabulary. Adults make good use of signing to ensure all pupils are included. Teachers have good management skills. The beginnings and ends of lessons are well used to reinforce and extend pupils' understanding.
25. Pupils' behaviour is well managed in good lessons and pupils understand the rules and boundaries for their behaviour. Where pupils have difficulties in maintaining their attention, some of them know how to opt out for a while until they regain control, for example, an autistic boy knew that he could leave the group to sit on a special chair. Support staff are well involved in activities. They are well deployed and competent in their strategies for ensuring pupils are learning. In a minority of lessons, adults do not use signing consistently.
26. In a small number of lessons, the teaching and learning are unsatisfactory. Although activities are well planned and address individual needs, the teacher's interactions and strategies are insufficiently engaging for pupils with severe learning difficulties. For example, in one class, nearly half the pupils found it difficult to concentrate and co-operate but the teacher was insufficiently firm and engaging to encourage them to take part. As a result, pupils became noisy and excitable, they lost concentration and spent too much time off task to make any progress in their learning.
27. Although there have been significant improvements in teaching and learning, there are still inconsistencies which affect pupils' progress in the long term. For example, some teachers are better able to meet the needs of pupils' with additional special needs. The lack of coherent long and medium term planning to develop pupils' basic skills of numeracy and information and communications technology also results in inconsistencies which affect pupils' progress.

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

28. The curriculum is now satisfactory which is a reflection of the great efforts of the headteacher and staff to tackle the issues raised in the previous report. It now contains all the subjects of the National Curriculum, religious education and a good quality programme of personal and social education. Statutory requirements are met in all subjects. The curriculum for children in the foundation stage is good and has been developed from the areas of learning recommended for young children.
29. An appropriate amount of time has been allocated to each subject and, although the total amount of taught time remains low for a school of this type, the school's emphasis on a good programme of personal and social education, means that the amount of taught time now meets statutory requirements. The time given to personal and social education is used well. Lessons provide relevant, planned opportunities for the pupils to develop social skills and for the older pupils to learn to appreciate other people's problems through reflection and discussion. The lessons raise pupils' awareness of drugs and issues related to personal relationships and sex education. These lessons are now available to all older pupils.
30. The National Numeracy and Literacy Strategies have been implemented appropriately and opportunities are beginning to be identified where basic skills can be reinforced across the curriculum. Appropriate reinforcement is particularly well developed for the children in the foundation stage.
31. Planning in English and mathematics is appropriately guided by the content of the programmes of study and this enables teachers to meet pupils' needs in lessons. Planning in all subjects has been put in place for both long and medium term. However, the medium term planning does not always ensure pupils make progress from year to year because different teachers are involved. Although systems for monitoring the pupils' long term progress in core subjects has progressed well, similar systems are not in place for the other subjects so that the skills to be learnt are not identified and readily understood by staff. This leads to uneven progress throughout the school. The school has already recognised this and subject co-ordinators are in the process of writing medium term plans.
32. The curriculum is relevant to the needs of the pupils. Pupils with additional difficulties, including those with difficulties on the autistic spectrum, have equal access to the curriculum because their needs are acknowledged in teachers' planning. When pupils with profound and multiple difficulties are integrated into classes they are supported well and make the satisfactory progress but their progress is not so good as for those in separate provision. Signing is used to help pupils without language to understand but it is not used consistently by all adults. However, the good use of resources to stimulate the senses of those pupils with profound and multiple learning difficulties ensures that, not only do they experience all the subjects, but they enjoy the curriculum too. There is scope, however, to further develop the use of computers and to extend the emphasis on the uses of information and communication technology across the curriculum.
33. The curriculum for pupils between the ages of fourteen and sixteen is satisfactory overall and has some good features. The provision for careers advice and vocational education through lessons and work experience, for example, in shops, nurseries and old people's homes remains a strength of the school. However, opportunities for all pupils to follow an externally accredited course between the ages of fourteen and sixteen is currently under developed. The school is aware of this short-coming and has plans to develop provision in the near future.
34. The provision for pupils' spiritual development is good. Whole school and class assemblies make good contributions to pupils' spiritual awareness through reflection, music and prayer. For example, pupils in Year 9 benefit from an imaginative use of candles to generate a calming atmosphere and those in year 10 experience an imaginative use of music to help them reflect on the day's events. Religious education enhances pupils' awareness further; for example, through learning about the festivals, such as Diwali, celebrated by a range of religions. On these occasions, pupils have the opportunity to practice dance and music and these culminate in exciting displays by the older secondary pupils.
35. The school makes good provision for pupils' personal development. Moral values are well promoted through the mutual regard that exists between staff and pupils and between the pupils themselves. Respect for the feelings of others and being responsible for other pupils is constantly stressed. As a consequence, pupils are helpful and considerate, for example, a pupil spontaneously offered to help to

move a wheelchair and others were concerned for the welfare of a fellow pupil with more complex difficulties. Pupils have appropriate opportunities to consider moral issues and teachers effectively reinforce pupils' sense of right and wrong throughout the school day in appropriate circumstances.

36. Teachers provide well for the development of the pupils' social skills. The friendly and supportive atmosphere that exists throughout the school creates an environment in which pupils feel valued and value others. The opportunities for older pupils to participate in lessons in the wider community, such as going bowling or doing fitness training results in the development of mature and sensible young adults who are aware of how they should behave in a range of situations. The opportunities for adventure training for pupils, such as pupils with profound difficulties going wheel chair abseiling and pupils going abroad for skiing trips, are valuable for building pupils' self confidence and awareness. Pupils who visit main-stream schools benefit greatly from the experience in terms of their increased self-esteem.
37. The provision for pupils' cultural development is now good and is improved since the last inspection. Subjects such as English, music, history and religious education make effective contributions to the pupils' cultural awareness. Pupils are made aware of their heritage through work on texts by writers such as William Shakespeare. Pupils have the opportunity to experience music from a range of cultures. They sang songs such *Ten Men Went to Mow* during a session of mathematics and listen to music of different kinds such as *Peter and the Wolf* and pop music. Music from other countries, such as India and Africa is much enjoyed and pupils were seen to participate in Indian dancing with great enthusiasm. History is used well to introduce pupils to their heritage by staging events such as the Victorian day where pupils experienced life as a Victorian pupil. The effective use of multi-cultural resources, such as saris and stories from around the world helps pupils to develop an awareness of their own and other cultures.
38. The school has good links with the local community and these have a positive impact on the quality of the curriculum provided for the pupils, especially for older pupils. Local people have been generous; for example, in their provision of clothing and equipment for pupils to go skiing. The school has a good relationship both with the local college and with the Careers Service. These experiences enable older secondary pupils to participate in work skills courses and physical education. Similarly good relationships exist with the local sports Centre. During the week of the inspection two groups of pupils aged between thirteen and sixteen benefited greatly not only from the sports facilities but from the social interaction.
39. The school continues to provide a valuable opportunity for more able pupils to experience inclusion in a local primary school. These opportunities expand the pupils' social opportunities and provide good quality social experiences. They participate and integrate well with their mainstream classmates. They are made welcome by the headteacher and the pupils and this does much to develop their confidence.
40. Provision for children with additional special educational needs is very good in the nursery and in the class for older pupils with profound and multiple learning difficulties. In these classes the teaching methods meet the pupils' particular needs well. Instructions to pupils in the nursery provision are effective. They are brief, firm and persistent and there is an appropriate emphasis on developing pupils' communication. There is an appropriate emphasis for pupils within the class for pupils with profound and multiple learning difficulties on a sensory curriculum. There is a well-considered inclusion programme for pupils who have profound and multiple learning difficulties that allow them some time with their peers in other classes. However, provision for pupils with additional special needs is not consistent and is dependent upon the expertise of the class teacher. As a result, in some circumstances, pupils with additional needs spend too much time off task.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's provision for pupils' welfare, health, safety and protection is good throughout the school. Staff and governors frequently survey the school site for risk, and their surveys have been supplemented by external professional guidance on health and safety. Staff make good use of the survey findings and guidance to ensure that, where action is needed, it is timely and effective. Teachers plan and manage activities to maintain a good level of safety. Pupils are well supervised before and after school and during their recreational activities at mid-morning and lunch time breaks. Where a pupil acts inappropriately, staff are prompt to intervene to ensure pupils' safety. Activities outside school are very carefully planned and teachers take appropriate specialist advice to ensure that more challenging activities for older pupils, such as skiing and abseiling, are carried out safely. There is a good culture of safety in the school and work within the curriculum provides pupils with some of the independence skills

they will need outside school. All staff have been appropriately trained in the protection of children and are well prepared to identify possible risks.

42. Teachers and assistant staff assess pupils' academic progress and keep frequent and detailed records of what pupils know, understand and can do. Good day-to-day practice builds a clear picture of pupils' experiences, with an appropriate focus on pupils' communication skills, numeracy, personal and social development and their ability to use information and communication technology. Teachers compare some of the assessment standards they use for students over sixteen with similar standards used by teachers at other schools as part of the accreditation process. Members of the senior management team monitor pupils' test results. However, teachers provide insufficient comments on pupils' work to help the pupils to improve further. The annual targets for work are agreed between parents, teachers and pupils, but are not always revised during the year in the light of the progress pupils have made. The individual education plans are revised more frequently but do not show sufficiently clearly what pupils should do next to make the best possible progress. Pupils' individual education plans are not yet used sufficiently by curriculum co-ordinators to monitor the standards attained by pupils and the long term progress that pupils have made.
43. Since the last inspection the staff have worked hard to produce effective assessment procedures. Those now in place are satisfactory overall and are significantly improved since the last inspection. Pupils' individual education plans have improved and the monitoring of pupils' progress through the introduction of national initiatives such as the P-Scales have been introduced in English and mathematics. The school recognises the need to develop all of these systems further. There is scope for developing the recently introduced Records of Achievement, which contain copies of pupils' work, to ensure that they contain a full record of pupils' achievements.
44. The promotion of pupils' personal development is good. Teachers and assistant staff know the pupils well and all staff monitor pupils' ability to face challenges, apply themselves to their work and persist when they find the work hard. Encouragement is plentiful; successes are celebrated and pupils respond with enthusiasm to the idea that adults thoroughly enjoy seeing them succeed. There are good links to specialist expertise, including nursing, speech therapy, and educational psychology, which further promote the pupils' well-being as well as enabling staff and parents to give the pupils good support. However, this is not always well co-ordinated as there is no special needs co-ordinator.
45. There is now a good, whole-school approach to managing pupils' behaviour which is very effective although, in a small minority of cases, the management of very challenging pupils is inconsistent and less effective. Good records are kept of any serious misbehaviour and the sanctions are moderate, graded and consistently applied. Members of the staff team work together with parents to sustain the good standard of behaviour in the school. Staff have been trained and know how to restrain a pupil should the need arise. Restraint is used rarely and only where it is essential for the safety of the pupil or others; detailed, appropriate records are kept. Staff are alert to the possibility of harassment, bullying or racial incidents by pupils and are well prepared to deal with such eventualities. However, the harmony between pupils and that between pupils and adults minimise the risk of such incidents. Pupils' attendance is well monitored and the headteacher and teachers continue their drive to maintain a good attendance rate. Pupils' willingness to attend school is fostered by the warmth of welcome from all adults in the school, by the provision of interesting activities and the belief, shared by parents and staff, in the relevance and value of the learning provided for the pupils.
46. Good educational and personal support and guidance help pupils to improve the standards they achieve and foster the very good attitudes that pupils have towards their work. Staff and parents together help pupils to be optimistic about what they can do and to tackle new work with confidence. Pupils are given plenty of encouragement and they learn to recognise their own achievements. There are many public acknowledgements of the gains pupils make, in class and in assemblies. There are good links with specialist advisors to ensure that the guidance which pupils receive is well informed. Pupils feel secure in the school and work with minimum distraction.
47. As yet there is no special needs register. The school is aware of this gap in provision and other systems in place, for example an audit of pupils' needs and the Annual Review ensure that pupils' individual special needs are adequately met. However, the lack of a co-ordinator for special educational needs means that this information is not used to monitor the consistency of good practice across the school. The procedures for the Annual Reviews are well executed and developed. There are systems in place to

gather assessment information about individual pupils and the school plans to develop the system further to inform Individual Education Plans more fully.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents view the school favourably; positive comments far outnumbered critical ones in all the contacts the inspection team had with parents. The priority given by the governors, the headteacher and staff to fostering closer links between the school and parents have resulted in relationships which have a beneficial effect on the pupils' progress. Staff involve parents in their children's education and the teachers are continuing to develop links between school and home. Most parents work closely with the school in supporting their children's educational and personal development and there is a free flow of information from the families to the school as well as from the school to parents.
49. The school's links with parents are satisfactory. The school offers effective and comprehensive communication with parents. Formal documents such as the Prospectus and Governors' Annual Report to Parents meet statutory requirements and are presented in a way that enables parents to understand educational issues. There are many opportunities for parents to contribute their views; for example, by using feedback questionnaires on the documents they receive from school on aspects of their children's education. The school's policy of ready access for parents is effective in promoting a dialogue between parents and staff. Parents are appropriately informed and the school is responsive to parents' concerns. Pupils' written annual reports describe pupils' personal and academic development. The reports contain detailed descriptions of what pupils have done and how well they have done it. The reports are followed by helpful discussions between teachers and parents. Parents are closely involved in setting the annual targets for pupils. However, the targets are sometimes too loosely drafted to help to establish a clear framework of understanding between teachers and parents. Parents are included when the annual targets are reviewed each term. Staff from the nursery visit families at home and work closely with parents to ensure that, as far as possible, the children develop optimistic and confident attitudes.
50. There is a good daily flow of information between home and school through good use of the contact book. Where necessary, these are imaginatively augmented by recorded oral messages. Parents are kept informed of school activities; for example, through termly booklets, general information sheets and special event news bulletins. Communications are well presented, helpful and valued by the parents. There are two organisations of parents that promote good relationships within the school community. The Parent-Teacher Association organises activities and events and the informal group Parents Together provide opportunities for parents to meet casually and exchange ideas with other parents and with school staff. Through these groups, parents support the work of the school, share their experiences and have access to the expert knowledge of staff. There are opportunities for parents to learn about the work their children will do in school through curriculum evenings in which teachers explain the subjects and the way in which they will be taught. These meetings are relevant, helpful and well attended and they make valuable contributions to the shared understanding of the pupils' education and progress.
51. Parents' involvement with the school has a satisfactory impact on pupils' work. The area in which parents comments were least supportive of the school was that of the work that pupils are given to do at home. The school's statement on homework does not set out the relationship between pupils' work at home and at school sufficiently clearly for parents. Opportunities for teachers to share objectives with parents, including objectives for pupils' personal development, help to promote pupils' progress. Although teachers will often agree with parents that their child needs to work on an aspect of personal development, not all parents see this as homework. Teachers do not always set sufficient academic work for a small number of the more able pupils to complete at home. The school should consider consulting parents about its policy for homework. Parents, and in some cases grandparents, work voluntarily in the school in support of classroom activities. They bring vitality to lessons and add to the range of pupils' experiences. The work of the nursery staff with parents is particularly helpful when children present unusually challenging behaviour.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the headteacher and key staff are good. The headteacher provides very clear educational direction. His strong leadership has been very effective and much appreciated by staff and governors since the last inspection. There are explicit aims and values, which are displayed in the school and used to guide subject policies. Heavy emphasis has been placed on improving teaching

and learning. The improvement since the last inspection is marked. The head has translated his vision for the school guiding the staff and governors gradually so that there is a shared understanding and a commitment to succeed. The role of the subject co-ordinators has been developed and co-ordinators recognise their responsibilities across all key stages. However, it is recognised that further developments are needed to enable subject co-ordinators to take greater responsibility for monitoring and evaluating pupils' progress. Plans are in place to develop the senior management team. There is no co-ordinator for Special Educational Needs and this leads to occasional lack of consistency in the provision for pupils with additional special needs. Despite the change of staff and extension of provision for post-16, the main strengths have been maintained.

53. The effectiveness of the governing body in fulfilling its statutory duties is satisfactory. The governing body is clear about the central importance of the pupils' learning. With the help of the head teacher, the governors have gained in knowledge about the National Curriculum and they are now confident enough to ask challenging questions. Since the last inspection, there have been significant improvements in their understanding. Their training has helped them to understand the strengths and weaknesses of the school. Each governor is linked to a class and to a subject area and this knowledge informs their visits the school and their meetings. They have appropriate systems in place to fulfil their statutory responsibilities. The governing body's ability to improve itself is indicated in the decision to set up a steering committee consisting of the chairs of the three other committees and the chair of governors.
54. The monitoring and evaluation of the school by the senior management team of its own performance are good. There is an effective monitoring policy. During observation weeks, the headteacher and deputy headteacher monitor teaching and provide effective feedback to staff. The rigorous development of good teaching and learning has enabled the school to move from a position of having serious weaknesses. Good support is given to the new members of staff. During the week of the inspection, the deputy head was observed by one of these members of staff, modelling the teaching of English and mathematics. There is an effective appraisal system in place informed by a good appraisal policy and staff find it helpful. There is a comprehensive School Development Plan, which includes key priorities including the implementation of Performance Management and the monitoring of teaching. The school's priorities are appropriate, and the steps needed to improve the quality of education are clear, full, open and thoroughly costed. The improvement since the last inspection shows that priorities have been well chosen and implemented. The headteacher is using the results of the national scales to monitor and check pupils' progress in English and mathematics.
55. The school uses its resources well. The previous inspection noted that a good start had been made to manage resources more effectively. This strength is now secure. The governors manage their duties efficiently and with good attention to detail. The finance and staffing committee integrates its deliberations well into the overall decision making. Both they and the governing body are regularly and clearly informed about the state of finances. The key strength in terms of strategic use of funds is the dialogue between headteacher and governors. However, governors consider spending against its key priorities for only one more year and longer term forecasts are not yet in place. Although this approach is consciously chosen, it is clear that the school is capable of planning over longer time scales. Current plans are wisely managed. For example, the decision to maintain a high staff ratio has been discussed in terms of the needs and achievements of pupils. The previous headteacher kept a large underspend and this has been helpful in bringing about improvements. Similar care was taken over the decision to alter the class groupings to find a room for the extra nursery class for children with needs linked to autism. The school made every effort to alleviate the negative impact on standards created by the unsatisfactory accommodation. For example, post-16 students are transported to a wide range of facilities beyond school. This is costly but goes a long way to overcoming the unsuitability for post-16 students of the small, junior-style environment of the school itself. The school has invested well in information and communications technology, both in training and equipment. In doing so, it has speedily reversed a previous weakness. Now the school is making good use of new technology, benefiting pupils of all ages and enabling good use of the Internet and other techniques by the many pupils. Financial administration is very efficient. The systems involve modern technology, expertly used. The school protects its data well. Spending is tightly controlled and tracked. The school is aware of the principles of best value operation. However, it is only just starting to build these into its systems. The school is already taking steps to compare its costs and standards with similar schools in Surrey, and steps are taken to ensure services are good enough to justify their price. However, the school is still at an early stage in this regard and recognises that more needs to be done to build up these steps and to add others, such as consultation when major changes are being considered.

56. The school tracks the expenditure of money from specific grants as effectively as all its other spending. Care is taken to see that spending is allowable. The school uses the existing good systems to monitor outcomes. The grants used are those for information and communications technology and the Standards Fund 2000. Overall the outcomes from these funds are impressive.

57. The staffing, and learning resources overall have a satisfactory impact on both the quality of education provided and standards achieved. Staffing levels and learning resources have a good impact on these outcomes. Accommodation is poor and limits pupils' progress. The overall situation is better than that reported in the previous inspection. Support staff numbers are better, as are their levels of qualification. The school now has nurse on site. Accommodation is still poor and access to hydrotherapy has been lost. The school is no longer under-resourced but there is no adequate library provision. However, resources for information and communication technology, once poor, are now good.
58. The school has a high number of both teachers and classroom support staff relative to the number of pupils. This generous staffing has a beneficial effect on all pupils' achievements. Teaching staff are suitably qualified. Staff are well qualified and have a good experience in terms of subjects, phase and special educational needs. Overall, pupils benefit from the good level of qualification and experience of the teachers. The support staff are fully effective and play a key role in many lessons by providing very good help to learning. For example, the diversity of activities and places visited by the class of oldest pupils relies heavily on the teachers' delegation of groups of pupils to support staff. At these times, support staff make sure pupils learn and respond well. Similarly effective arrangements are made when classes are split into groups when the skills and experience of support staff are very effectively used. The absence rate for staff is low, and the school is alert and effective when problems arise over absence. The school has the services of a nurse, speech and language therapy, and physiotherapy on site. Their skills are beneficial to standards and the quality of education. The induction of staff new to the school is efficient and effective.
59. The accommodation of the school is poor because it leads to significant restrictions on the progress and opportunities for pupils. There are no specialist subject facilities. The impact is especially strong for design and technology, art, science and physical education. As a result, pupils are denied the use of specialist resources because they are taught these subjects in classrooms. Another implication is that older pupils do not have the chance to learn in a distinct grown-up environment. The school has post-16 pupils working on a site that is appropriate for junior-aged pupils. The play areas are very small. Only nursery children have their own playground and this is a slender strip. The remaining play area is too small to give scope for a sufficient variety of play equipment. This results in older pupils sharing the use of junior play resources. An additional pressure is that play space has to be left uncluttered because it is the only safe place for use by the school transport. The school does not have an adequate library and, therefore, opportunities are lost to encourage pupils to read, research and enjoy books. There is no hydrotherapy pool so pupils with additional special needs lack the stimulus, delight and invigoration of such an environment.
60. The school makes good use of sites beyond the school, mostly for Year 11 pupils and post-16 students. Art is studied at adult education specialist premises. Work-related activities take place in specialist workshops and studios at college in local businesses. Some physical education takes place in a small local facility. The preparations and travelling for each trip take much time. This loss is justified because the facilities on-site are so narrow. Good use is made of local schools for sport and the local environment for aspects of independence training. Longer trips, such as the recent ski trip, provide very valuable experiences for extending pupils awareness of the world. Overall, much is done to alleviate the loss to pupils from the weaknesses in accommodation.
61. The school has good resources for learning. They are particularly valuable in English, information technology, music, physical education and history. The lack of a library is alleviated by good collections of books in each class. No subject has insufficient resources. The specialist resources in the base room for pupils with profound and multiple learning needs are good, for example, there is a stimulating atmosphere and a good range of materials that are tactile and visual. Even so the room for these pupils is too small to sustain maximum benefit from all these resources. The adjacent light room is well-resourced and a good feature of accommodation.
62. Overall, the school is effective. The standards in the school are sound and pupils' attitudes, values and personal development are very good. Pupils are well taught, the school is well managed and has made significant improvements since the last inspection. The school provides well for its pupils. The school has a relatively high level of unit costs in comparison with similar schools and gives entirely satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve provision further, the governors, headteacher and staff should:

- Improve assessment procedures to ensure that pupils' achievements and progress are systematically recorded, monitored and evaluated;
(See paragraphs: 42, 80, 89, 92, 98, 104, 108, 112, 117, 118, 121, 133)
- Ensure that subject co-ordinators take greater responsibility for medium term planning and monitoring pupils' progress and achievements year on year, especially in information and communications technology;
(See paragraphs: 8, 27, 31, 52, 80, 90, 98, 104, 108, 110, 121, 127, 133)
- Monitor pupils' targets to ensure that
 - they are amended each term,
 - they are specific and measurable,
 - they indicate the next steps;(See paragraphs: 40, 42, 47, 49, 89)

(The above issues are beginning to be addressed by the school)

- Draw up a register of special needs and appoint a special needs co-ordinator to ensure:
 - consistent provision across the school;
 - consistent practice with respect to signing, and teaching and learning for pupils with additional special needs;(See paragraphs: 19, 27, 32, 44, 47, 52, 79, 84, 87)
- Develop the opportunities for accreditation, particularly for Key Stage 4 pupils;
(See paragraphs: 10, 33, 89)
- With the Local Education Authority, improve the adequacy of the accommodation;
(See paragraphs: 55, 57, 59, 60, 71, 80, 93, 139)

Governors should also consider:

- Establishing a long term forecast to inform whole school planning and put the principles of best value into operation;
(See paragraph 55)
- Consulting parents about homework for pupils.
(See paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	49	24	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	53
Number of full-time pupils eligible for free school meals	7

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	8

Unauthorised absence

	%
School data	0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	31
Any other minority ethnic group	1

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: Nursery – Y14

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	5.4
Average class size	NA

Education support staff: Nursery – Y14

Total number of education support staff	22
Total aggregate hours worked per week	638

FTE means full-time equivalent.

Financial information

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

	£
Total income	540,140
Total expenditure	558,785
Expenditure per pupil	11,642
Balance brought forward from previous year	59,591
Balance carried forward to next year	40,946

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	58	32	0	0	10
Behaviour in the school is good.	42	37	5	0	16
My child gets the right amount of work to do at home.	40	20	10	0	30
The teaching is good.	72	22	6	0	0
I am kept well informed about how my child is getting on.	68	21	0	10	0
I would feel comfortable about approaching the school with questions or a problem.	79	16	5	0	0
The school expects my child to work hard and achieve his or her best.	61	28	6	0	6
The school works closely with parents.	68	21	0	11	0
The school is well led and managed.	79	16	5	0	0
The school is helping my child become mature and responsible.	50	44	0	0	6
The school provides an interesting range of activities outside lessons.	41	24	18	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

63. Standards are good and have been maintained since the last inspection. Children make very good progress in their personal, social and emotional development and in their communication, language and literacy. They make good progress in mathematical development, knowledge and understanding of the world, their physical development and their creative development. Teachers match the activities well to the different needs of children. Lessons are planned to enable children to progress in small and well structured steps and learning is well reinforced. As a result, children of all abilities gain confidence in their abilities, their self-esteem is strengthened and they achieve well. Classroom assistants are effective and well deployed. Valuable on-going records include children's errors as well as their achievements and these are effectively used to plot pupils' progress. The information from observations of progress is used well to support planning for the future.

Personal, social and emotional development

64. The children all enter the school with a range of severe and complex learning difficulties including difficulties on the autistic spectrum. Many have difficulties at this stage relating to others and in understanding the world around them. Nevertheless, they make very good progress in learning appropriate behaviour and develop good levels of concentration. The anxiety levels of some children are rapidly reduced through teachers' careful structuring of experiences within consistent routines. As a result, children learn to play purposefully and they make good progress in their skills, knowledge and understanding. They are happy to be in school and interact well with others. Those with the most complex learning difficulties show pleasure through eye contact and smiles. Those children who are on the autistic spectrum learn to interact appropriately with other children and new adults who come into the group. They are secure and their levels of frustration are very low. Children are generally biddable and eager to please. The more able learn to anticipate events. Lessons have a good pace and teachers plan imaginative activities that are relevant and rewarding. Pupils who have difficulties on the autistic spectrum learn to acknowledge the needs of other children.
65. Adults are very good role models for the children and have a consistent approach to the reinforcement of appropriate behaviour and attitudes. Adults work skilfully and closely with individual children to understand their needs and encourage them to achieve the outcomes identified for them. For example, they learn how to handle a rabbit so as not to frighten the animal. More able children on the autistic spectrum understand the need to wait their turn. Some learn how to share a joke and engage others in a game of chase.
66. Adults present learning so that children understand the relevance of what they are asked to do. They make good use of real situations and everyday objects to ensure children's understanding. Children's progress is supported well by their parents as a result of their good links with the school.

Communication, language and literacy

67. Children are encouraged to communicate in a variety of ways according to their abilities. This may be through speech, signing or body language such as eye contact. More able pupils understand the purpose of letters and make appropriate marks on paper when sending a reply. The more able follow a picture timetable. Some are beginning to recognise their names, or at least the first letter. They understand the function of books and handle these appropriately. Adults maintain a high level of dialogue with children and no opportunity is missed to promote pupils' communication skills and their ability to choose. More able children communicate with simple sentences. Those with little language develop a growing number of signs and make good use of symbols such as pictures. The children listen well, for example, to adults and to tapes of their previous experiences. Some predict a rhyme. The children make very good progress because adults have a lively and enthusiastic manner, they focus well on individuals and they give lots of positive encouragement. Children's understanding of words is well reinforced through repetition, active and relevant activities and the use of real objects such as a cotton reel to establish the meaning of *on a string*. Speech and language therapists work very productively with other adults in the group and make a valuable contribution to children's achievements.

Mathematical development

68. Children have a good understanding of shape and numbers up to five. They are beginning to recognise numbers. Some count by rote to five and others can fill in ten after eight and nine. Good use is made of colours and everyday events to reinforce number. For example, children count the number of children present, the number of crisps they would like or sing songs which include counting activities. Children identify circles, triangles and squares although lower attaining children require support. Some know that an onion is round and sort vegetables into similar shapes. Children make good progress in their mathematical development because adults reinforce learning in relevant situations. They make activities relevant and exciting and encourage high levels of participation among the children.

Knowledge and understanding of the world

69. Children's achievements in their knowledge and understanding of the world are good. They learn about the different needs of animals and birds. They exchange money for goods and understand that pretend money is different from real currency. Through using a computer, they learn that the switch controls the screen. Some children are beginning to use a mouse. They understand the similarities and differences between toys and living animals. Children understand the function of everyday objects such as dusters, brush and pan. Some pupils are learning to play purposefully whilst others are beginning to copy actions. Some children are becoming competent when using scissors. They are learning about different items of clothing and the taste an increasing range of foods. They use a range of materials, for example, when working on the story of *The Elves and the Shoemaker* some use glue sticks unaided to fix feathers or tinsel to card.

Creative development

70. Children's creative development is good. They learn to identify primary colours and to experience different textures. Children's understanding of a range of materials and textures is well developed. They handle and choose them for a variety of purposes, for example, when making a collage of clothes. They make palm prints into pictures which are decorative and expressive.

Physical development

71. The organisation of the day ensures that there are regular opportunities for children to develop their physical skills. The most able children who are on the autistic spectrum initiate movements in structured activities, for example, hopping like a rabbit. The most able children develop their hand-eye co-ordination and their manipulative skills when they drive toy cars and tricycles along a chalk road. The more able children copy actions such as running. Children regularly use jigsaws, matching puzzles, paints and pencils and these activities support children in the development of their fine motor skills. Pupils' progress is affected by the constraints of the classrooms and out-door play-space.

ENGLISH

72. Standards of achievement in English are good overall. The school has made good progress in developing the effectiveness of the subject since the last inspection. Pupils' speaking and listening skills are well developed during the routines throughout the school such as the beginning and end of the day. There is a good reinforcement of learning through questions and answers and in the introductions and plenaries of many lessons. Pupils develop their listening skills across the curriculum. For example, in a music lesson where pupils talked purposefully about the floods, a Key Stage 3 pupil used the word *devastation* appropriately and correctly.
73. By the time they are seven, pupils' progress in speaking and listening is good and their progress in reading and writing is satisfactory. Pupils develop their pre-writing skills and their pencil control. During whole class shared reading sessions, they are introduced to a range of texts and higher attaining pupils follow the flow of the story. Despite some disruptive behaviour, most pupils persevere and make sound progress.

74. By the time they are eleven, pupils' progress in reading, writing and speaking and listening is good; for the older pupils, it is very good. The older pupils show an enthusiasm for reading that is generated by the teacher's lively approach. For example, the pupils, the teacher and the support staff all wore hats to play the part of their assigned characters in a play. The pupils took turns and were sufficiently supported to read their parts. Higher attaining pupils learn to put spaces between words in their writing. Lower attaining pupils develop the fine motor control needed to write through activities such as threading cotton reels.
75. By the time they are fourteen years old, pupils' progress in reading, writing and speaking and listening is good and there are some very good elements. Pupils respond well to skilful adult questioning to develop their ideas, for example, on what they did when they went bowling and why they liked it. Higher attaining pupils use the computer to word process their accounts and copy their words with adult support.
76. Pupils with profound and multiple learning difficulties in Key Stages 1, 2 and 3 make good progress in all areas of the English curriculum. There is an appropriate emphasis on developing sensory awareness. They are introduced to a variety of texts, including, for the older pupils, *Romeo and Juliet*. For this, the teacher used masks very effectively to show the feelings of the characters. The younger pupils felt Indian dresses and made marks in different materials.
77. By the time they are sixteen years old, pupils make good progress in speaking, listening, reading and writing. Key Stage 4 pupils develop their skills well in speaking and listening by recording and then listening to themselves reading a poem on the tape. The writing of pupils in Key Stages 3 and 4 is purposeful. They write targets for themselves to improve their work. They copy their own words, linked to the poem they have been writing, onto a computer with help from an adult. Pupils write their names and addresses correctly and discuss and write in speech bubbles words that their peers would say in speech bubbles attached to a silhouette of each pupil. However, in occasional lessons, some pupils find it difficult to concentrate and spend too much time waiting for help from the teacher.
78. Teaching of English is never less than satisfactory and, in the majority of lessons, it is good. In one in four lessons, it is very good. In the best lessons, pupils' good learning is enabled by enthusiastic teachers with good subject knowledge and a good understanding of how to manage pupils with additional special needs. Pupils have age-appropriate work including writing tasks for older pupils who find the work purposeful and relevant. For example, Year 7 pupils wrote about experiences of ten-pin bowling. Despite the lack of a library, pupils are given experience of a wide range of texts which maintain their motivation and extend their understanding. This is because teachers have ensured a good range of books in each classroom. All the elements of the Literacy Hour are covered. Where teaching is good or very good, for pupils in Key Stages 2 and 3, they move swiftly from whole class to group work without the lessons losing any pace. Thus pupils' progress is better than expected. The work that pupils do in groups, for example, when considering how to improve their work, is well matched to their individual needs. As a result, pupils' confidence is boosted by their success. Shared writing is not used, however, and this would particularly benefit the older and more able pupils and would help to reduce the time some of them spend waiting for the teacher to scribe for them individually.
79. Teachers make good use of symbols to assist pupils with their reading and writing and they usually sign as they talk to pupils. However, the use of signing by pupils is inconsistent and is not developed sufficiently by all teachers. Occasionally in lessons, although pupils' progress is never less than satisfactory, the lack of signing limits understanding for some older pupils who have difficulties on the autistic spectrum. Only the staff who work with pupils with difficulties on the autistic spectrum in the specialist provision in the foundation stage use a comprehensive communication system. The school plans to develop this aspect of teaching but, at present, its lack of use limits the progress in communication of some older pupils with difficulties on the autistic spectrum.
80. There are good long term plans in place and medium plans are undergoing further development. The curriculum reflects the National Curriculum programmes of study well and the learning is set in relevant contexts. The Literacy Hour has been well adapted and established. In Key Stages 2, 3 and 4, pupils have good experiences of texts including Shakespeare and *Twelfth Night*, *Romeo and Juliet*, *Midsummer Night's Dream* and *Macbeth* have all been covered recently. The subject is well led and managed. There is an enthusiastic co-ordinator with good subject knowledge and a commitment to providing good learning experiences for pupils. She collects and monitors medium term plans and has been into lessons and given helpful feedback to teachers. She has a development plan but its effectiveness is limited by

the lack of any costs or time scales. She uses a system of national scales to assess pupils' work but responsibility for analysing this information is passed to the headteacher. The fact that the work in class is well matched to pupils' needs indicates good use of day-to-day assessment of pupils' progress. However, there are, as yet, no systems in place to keep annotated, assessed pupils' work which would amplify assessments. The assessments system used in individual education plans is currently undergoing revision. Assessment is satisfactory and the school is aware of how it might be developed. The consistency of reading records and the procedures for the use of home-school reading books are recognised as other areas for development. The constraints of the accommodation limit library provision and, although the subject co-ordinator has distributed age-appropriate books to all classes, this is a weakness in the provision offered to pupils.

81. Since the last inspection, opportunities have been significantly improved for pupils to use speaking skills across the whole curriculum. The school has made good progress in developing writing skills and pupils frequently make good use of information and communications technology to support their learning. Pre-writing skills are given appropriate emphasis. Pupils progressively develop hand-eye co-ordination, fine motor control and mark making skills. There is a good subject policy and effective curriculum planning which provide a good framework for pupils to make progress as they move through the key stages. The introduction of the Literacy Hour has made a positive impact in the teachers' understanding and delivery of the subject. There is a good understanding within the school about areas for further development.

MATHEMATICS

82. In mathematics, standards achieved remain satisfactory at Key Stages 1, 2 and 3. They are now also satisfactory at Key Stage 4 where they were unsatisfactory. This represents satisfactory progress since the last inspection. Standards in numeracy are also satisfactory. The school has successfully implemented the National Numeracy Strategy from Key Stages 1 to 3. A minority of pupils with additional needs make unsatisfactory progress in comparison to their higher attaining peers usually because teachers allow their behaviour to prevent them from staying on task. However, the majority of the pupils behave and learn well and progress in lessons is mainly good.
83. By the age of seven, pupils achieve satisfactory standards and make satisfactory progress in mathematics over time. Their learning in numeracy lessons is satisfactory overall. Progress in lessons varies from unsatisfactory in a few lessons to very good in others. The lower attaining pupils are beginning to recognise the number one and try to colour in a number one. They are working on matching tasks and learning to look carefully to direct their eyes to concentrate on a single number or shape. The highest attainers can count up to five, they know several colours and the names of the main shapes. They consolidate their understanding of numbers through a range of practical activities such as songs and role-play, for example, when buying a penny bun or exchanging a 20p coin for a chocolate bar at the school shop. Pupils join in with number rhymes and action songs. They count every day and many can count to five but some need help to write a recognisable number 5.
84. By the time they are eleven, pupils readily join in with all the counting activities and show enjoyment in practical mathematics lessons. The highest attainers use large clock faces to help them learn about time and some can tell the time by the hour and also half-past the hour. They enjoy using the computer to help them reinforce their growing understanding of time. They have a broader awareness of shape and space. Many pupils work well with number lines to consolidate their understanding of numeracy and most know numbers up to ten, some up to sixteen. Pupils play a range of simple games and sing songs to reinforce their numeracy skills. Lower attainers learn more about colour and shape as support staff model how to put bricks into a container so that pupils can copy. They learn to write numbers as they try to copy over the teachers' example with staff help. They compare long and short objects and know that when they hear the sound of money it is time to go to the school shop.
85. By the age of fourteen, pupils continue to make satisfactory progress in mathematics over time and good progress in lessons. They take part in daily numeracy lessons and develop their skills still mainly through the use of number lines and squares. They are developing satisfactory numeracy skills overall. The highest attainers can recite the days of the week and recognise numbers up to 100. Many are beginning to write numbers accurately and do simple addition and subtraction sums. They are beginning to do simple calculations. They count fluently in tens, twos and fives following the teachers' lead. They sort the values of coins and place them in a line in order of value. Lower attaining pupils interact actively during mathematics lessons and learn to match objects and numbers. They join in with the rhythm of counting and develop their awareness of objects through different experiences and exploration. They

- continue to develop their numeracy skills through interactive games and activities. One or two find concentration difficult and their behaviour deteriorates. As a result they complete much less work than the others do. Most pupils make good progress. For example, in one lesson, a pupil with profound learning difficulties handled two and three dimensional shapes such as shiny balls and felt circles to build up the concept of the same shape and different shape.
86. By sixteen, the highest attaining pupils can count to 35, and recognise numerals up to seventeen on the computer. Other pupils count to ten, copy their numbers and reliably recognise numbers to six. Pupils work with real money as they develop their understanding of coins. They undertake shopping expeditions to buy things for the school shop. Many can name coins and understand their values. They begin to collect simple data and represent it in various graph forms, for example when researching what fruit to buy to sell in the school shop. They sort cards by colour, shape and numbers. Pupils undertake more independent activities such as sorting out their work files and labelling them appropriately. They benefit from a broad range of numeracy experiences that improves their understanding and their confidence.
87. Pupils usually respond appropriately to mathematics lessons. They behave well and listen with interest to adults. A few take some responsibility for organising their own resources, such as collecting their books and pencils. A few pupils find listening and concentrating in the lessons more difficult. This is usually when the teachers' behaviour management is not effective or when activities are not linked closely enough to the abilities of each pupil.
88. The quality of teaching and learning in mathematics is satisfactory overall. It is satisfactory at Key Stages 1 and 2 and good at Key Stages 3 and 4. Although teaching has remained satisfactory at Key Stages 1 and 2, there has been an improvement since the last inspection at Key Stages 3 and 4. At that time, teaching in Key Stage 3 was satisfactory and Key Stage 4 was unsatisfactory. There are examples of good or better teaching in each key stage across the school. Overall, teaching during the inspection was good in six out of ten lessons. It was very good in three lessons and unsatisfactory in a lesson involving both Key Stages 1 and 2 pupils. This was because behaviour was not managed well, staff did not make it clear enough what was acceptable behaviour and not all pupils settled to work.
89. Teachers generally plan well with good links to the National Numeracy Strategy. A broad and balanced range of activities is used in lessons and the curriculum now meets legal requirements. Features of the best lessons include good subject knowledge, high levels of interaction, very good structure, very good teamwork and good levels of assistance from talented support staff. For example, in a lesson for Year 9 pupils the enthusiasm of the teacher greatly helped in motivate and interest pupils and as a result they tried harder and learnt more about how to count and add on. Similarly, in the specialist class for pupils with profound and multiple learning difficulties, clear individual teaching objectives were well matched to the pupils levels and needs and enabled pupils to make good progress. The staff in these lessons provided high levels of reinforcement through the effective use of both tactile and visual experiences. Lessons are generally lively and resources are well used to promote interest and attention. Targets are set for all. However, some targets in individual education plans are too broad to measure pupils' standards and progress. Insufficient use is made of assessments to demonstrate progress. Pupils' work is not annotated to show pupils' individual levels and their progress over time. Although the headteacher has a clear picture of individual pupils' progress and achievement, there is insufficient whole school awareness of each pupil's level of attainment. Assessment varies too much and the range of opportunities for accreditation at Key Stage 4 is too limited. Assessment, therefore, is unsatisfactory.
90. The co-ordinator is new and, although she is not a mathematics specialist, she has a good understanding of the role of a co-ordinator. She has not yet attended the numeracy strategy training and this limits her capacity to support colleagues. There has been some valuable monitoring of teaching, learning and standards by the headteacher. The co-ordinator has plans to extend this and to evaluate the breadth of the curriculum. The use of information and communication technology needs to be extended and made more consistent across the school.

SCIENCE

91. Standards of achievement are satisfactory overall. The standards currently achieved in science are better than the standards achieved at the time of the previous inspection. The main reasons for this are that the schemes of work are much improved and there have been improvements in teaching. Teachers now set work which is well suited to the age and needs of each pupil. Pupils' knowledge and understanding of

science improves satisfactorily over time. For example, a pupil approaching seven can record straightforward properties about materials, such as hard and soft, on a tick sheet. One year previous to this the pupil observed and could not complete a record, even with help. Some of the pupils approaching sixteen can record and observe well, and they use these skills over a satisfactory range of work. For example, some know how pushing and pulling an object will move it although they are not sure why or how friction affects the movement. Throughout all key stages, there is satisfactory progress in three of the four main elements of science, that is, life processes, materials, and physical processes. For example, a high-attaining Year 9 pupil made good use of earlier learning about pushing and pulling to understand the workings of the ear drum. Overall, there is satisfactory progress for both more and less able pupils and for pupils with additional special educational needs, such as those with profound and multiple learning difficulties. However, pupils make insufficient progress in scientific investigation, largely because teachers provide too little work of this type. Number work and the use of information and communication technology during science is inconsistent and this is an area where pupils could do better. The progress made in science is linked satisfactorily to achievement in literacy. For example, Key Stage 3 pupils wrote appropriate accounts of their observations of aspects of colour around the site and about what impressed them most. Pupils make good progress in speaking and listening skills because staff effectively plan and use certain key words. As a result, pupils improve the accuracy of their own use of the words.

92. Teaching overall is good and the good features apply to lessons across the age range of the pupils. Five lessons were seen, with teaching very good in two of these. The strengths in teaching are sufficient to secure a good impact on learning. Teachers are sufficiently expert about science and about how to teach the subject effectively to pupils with special educational needs. Teachers also improve pupils' basic skills through science lessons. Teachers effectively develop pupils' speaking and listening skills by introducing key science words each lesson. Planning varies from very good to adequate. A strength is that teachers mostly plan specific work for each pupil and this ensures that pupils of all abilities learn well and make progress. Some planning is weaker because there is not enough detail about how certain additional special educational needs are to be met. Expectations about learning are good and often very good. For example, a Year 5 pupil had identified *melting* last lesson and was then gradually shown the correct use of the new word *liquid*. The use of support staff is very good, including allocating key roles such as directing groups and recording what is learnt. Assessment is an efficient noting of on-going learning for each pupil. It is used effectively to sharpen staff's insights about the progress made by pupils. The system is less effective in making broad judgements about attainment in science. Behaviour management is very good for most pupils because it is based on encouragement and motivation which produces a happy and productive basis for learning. Some higher attaining pupils are, therefore, aware of what progress they have made. The management of extremes of behaviour is less effective and pupils sometimes have to be withdrawn. Very good teachers effectively manage good responses from all pupils even that of pupils who are distressed or just too tired to learn.
93. The management of the subject has important strengths. There is a good level of monitoring of teaching, with suitable steps taken when weaknesses come to light. Training has already been set in motion to improve teaching about scientific investigation. Checks have been made to ensure there are sufficient resources to meet the needs of pupils of all ages. The weaknesses in accommodation are known and have been made clear to governors and the local authority. At present all science is taught in classrooms. These are barely sufficient in size for this work. Older pupils never experience a laboratory. This restricts the opportunities they have and sets a ceiling to achievement.
94. The school has made good improvements since the previous inspection. Previously, the requirements of the National Curriculum were not met. Now the long and medium-term plans provide for a balanced and broad curriculum, covering all the requirements. Teachers follow the schemes of work well but more emphasis should be placed on scientific investigations in lessons. Even so, the time devoted to this element of science is better. The materials used in lessons are now age-appropriate and better matched to the relevant key stage in the Programmes of Study. As a result, pupils no longer repeat work they have covered earlier. Teaching at the time of the previous inspection was narrow: most is now challenging and interesting. Science was poorly led: leadership is now good. A very good feature of the leadership now is that current weaknesses are known and shrewd plans are in place to ensure further improvement. The strengths seen in lessons during the inspection show that improvement is being maintained.

ART

95. Standards of achievement are satisfactory overall. Five and six year old pupils predict colour blends using knowledge from previous art lessons. By the time they are eleven, pupils use a range of materials confidently and appropriately. For example, they make diva lamps out of new-clay and use card and paper straws for lightweight sculpture. Pupils with additional educational needs are given full assistance and encouragement to take part in lessons by teachers and support staff. The success of this support means that pupils' receive a wide range of stimulating experiences incorporating the use of touch, sight, smell and sound. By the age of sixteen, pupils undertake a wide range of activities, for example, tie and dye work to achieve good quality art. By the time they are eleven pupils make good progress and this is maintained until they are fourteen. Sixteen year old pupils make satisfactory progress.

96. Teaching is satisfactory including for pupils with additional educational needs. In one lesson for the youngest pupils in Key Stage 1, it was unsatisfactory because pupils' behaviour was insufficiently well managed to ensure that all pupils made progress in their learning. Younger pupils in Key Stages 1 and 2 are helped to achieve because teachers' plans are very clear and they identify what it is intended that each pupil will learn. The plans give each teacher and support assistant direct responsibility to work with named pupils and ensure that they make progress. There are effective and timely evaluations of the pupils' work and these help pupils to improve. Teaching and support staff ensure that pupils' inappropriate behaviour does not affect the learning of any pupils in lessons. Support assistants make a good contribution to the quality of art teaching. For example, assistants worked closely with pupils who had difficulties on the autistic spectrum to maintain their attention when observing the changes in colours in a bowl of water.
97. Art for older pupils, in Key Stages 3 and 4 increasingly promotes independent work because pupils are offered a greater choice of materials with which to work. Their experiences are good and set a valuable foundation for the creative arts offer from Guildford College for post-16 students.
98. The art curriculum is well planned. It sets out a wide range of techniques and skills for pupils to experience, including collage, sculpture and pottery. Teachers are well supported by documentation from the co-ordinator but have had too few opportunities to benefit from findings from the co-ordinators' monitoring activities. Links with Guildford College for Year 11 and post-16 students are valuable and provide an appropriate social context within which they develop their independence. Systems for assessment in art are satisfactory but there is scope for improvement in terms of recording pupils' long-term progress and achievements. The quality of the art curriculum and pupils' achievements in the school have improved considerably since the last inspection.

DESIGN AND TECHNOLOGY

99. Standards of achievement are satisfactory. There has been satisfactory progress since the last inspection. By the time they are seven, pupils make choices, with support, about which materials to use and how those materials are arranged or fixed to their work. By the time they are eleven, the most able pupils can design and make a fishing pond, rod and fish using paper, card, clay and play-dough. The least able pupils are developing their manipulative skills with adults' support hand over hand. By the time they are fourteen, pupils are aware of some aspects of healthy eating and the most able know the four categories of food from which they should choose. By the time they are sixteen, pupils have made products such as a lighthouse and a clock. They use a sewing machine with support and work successfully with clay. Pupils with profound and multiple learning difficulties experience a good range of materials, such as fabric and clay and they use switches to control light effects. Pupils of all ages enjoy their work and take pride in producing good quality outcomes. Some children happily pointed out their own work from displays. Pupils develop their social skills well in lessons when working alongside each other and in pairs. They practise their numeracy skills when making charts to check whether they are eating a healthy diet.
100. Teaching is satisfactory and, in some lessons, it is good. Teachers make good use of signing to ensure that all pupils take part in lessons. Teachers of younger pupils link the work effectively to other parts of the curriculum. For example, Key Stage 1 pupils make houses using different materials as described in the story of the *Three Little Pigs*. Support staff effectively assist pupils who have difficulties on the autistic spectrum to learn using real objects which help them to understand and maintain their interest. Good teaching for older pupils is due to teachers having good, clear plans that build on pupils' prior knowledge. Activities are well matched to the needs of pupils with differing abilities and ages. The plans address design aspects as well as those related to making. There is a very high level of support for pupils with profound and multiple learning difficulties that helps students to learn well and achieve success. Detailed notes help teachers of pupils with the most complex needs to record progress.
101. The design and technology curriculum meets National Curriculum requirements. It is properly planned and provides a suitable foundation for the continued development of the subject. Medium-term plans include appropriately differentiated assessment statements but a sequential approach to the subject is insufficiently well defined. There is a new co-ordinator who is inexperienced but is being well inducted into subject leadership. There is insufficient monitoring of teaching and learning across the school. Assessment practice has been developed since the last inspection and is now satisfactory. However, the quality of records to show pupils' long term progress and achievement is unsatisfactory. The quality of design and technology for older pupils has improved and their achievements are now satisfactory.

GEOGRAPHY

102. Standards are good. They are satisfactory for pupils in Key Stages 1. Standards have improved since the previous inspection. By the time they are seven, higher attaining pupils are beginning to understand that farms produce foods that we eat. Some pupils are beginning to know some of the features of landscape such as mountains and rivers. The higher attaining pupils remember sometimes that rivers start in the mountains and when it reaches the sea it is the mouth of the river. By the time they are eleven, they are beginning to understand the function of grid references on a map. By the time they are fourteen, pupils are aware that there are different conditions in other parts of the world. For example, the higher attaining pupils know the conditions required for plants and trees to grow and that rainforests are hot and wet. They understand the concept of a map. Those pupils with complex learning needs have felt feathers and listened to the sound of parrots. They have experienced unusual foods from other countries. By the time they are sixteen, pupils are beginning to understand about environmental issues and the differences between different countries in Europe. Some pupils identify countries on a map by recognising their shape. They know that different countries have different flags. With prompting, pupils can relate their work to their experiences of visiting the country on a school trip. Pupils' literacy skills are extended through the use of specialist vocabulary.
103. Teaching is good overall and is never less than satisfactory. Teachers have sufficient knowledge to teach at the levels required in the school and planning is adequate and is being amended in light of new national requirements. The teaching is good because the lessons are planned to contain relevant activities that pupils enjoy. Learning outcomes for different pupils are clearly identified. In the best lessons, pupils are challenged well and any initial frustration or reluctance is well handled to ensure that new learning takes place. In one lesson, the teacher enabled a reluctant pupil to be successful and independent when working on a task on grid references even though he would have preferred to copy from his friend. Good links are made with pupils' own experiences to ensure understanding. For example, when looking at differences between England and Italy, pupils were reminded of a skiing trip to Italy. In good lessons, teachers make use of signing to ensure that all pupils understand. Teachers make very good use of everyday objects and ensure that all pupils understand. Good use is made of the Internet to find relevant pictures, for example, of the rainforest or famous buildings in other European cities. Lots of positive feedback is given to pupils and this encourages them to persevere. Teachers do not always plan to develop pupils' numeracy through lessons in geography. In lessons that are not so successful, pupils do not make enough progress because teachers do not engage with pupils sufficiently well.
104. The subject is soundly managed. The teacher has made herself knowledgeable and schemes of work are in place. However, planning does not spell out sufficiently clearly how pupils' knowledge, skills and understanding will be progressively developed. This limits the effectiveness of individual teachers' short term planning. Assessments are on-going but tend to be anecdotal and descriptive and do not identify what pupils know, understand and can do either with respect to the National Curriculum or individual pupils' targets. As a consequence, pupils' long-term progress cannot be measured objectively. Information technology is appropriately used but planning does not show how skills and knowledge are to be progressively developed.

HISTORY

105. Due to the emphasis on geography during the week of the inspection it is not possible to make a judgement on teaching and learning. However, evidence from previous work indicates that achievement overall is satisfactory and standards since the last inspection have been maintained.
106. The provision of history contains some imaginative ideas which makes the subject both relevant and accessible to all pupils. Examples of using tactile methods to make the subject both vivid and interesting to pupils are recorded for those up to the age of 7. When studying the Tudor period, for example, pupils played games of the period by making a rag ball and playing the period game of *Loggins*. Pupils with profound and multiple learning difficulties experienced the curriculum through tactile media such as feeling a velvet Tudor cap. Younger Key Stage 3 pupils dressed in appropriate costumes to experience life in a Victorian school. Older pupils have found information on a range of historical events such as the Battle of Hastings and medieval clothes and houses using information technology.

107. Developing the concept of the passage of time is one on which the school places great importance. The school day is used as a basis for developing this skill. Pupils of all ages review the day and establish the order in which activities take place. Older primary pupils; for example, use the meals of the day as a method of developing pupils' awareness of the passage of time. In a wider sense this skill is further developed by exercises such as those undertaken by younger secondary pupils who would finish the phrase *what I did during the summer holidays*. They discussed events that had taken place and put them in chronological order.
108. The recently appointed co-ordinator has developed the use of computers but the use of information and communication technology is inconsistent between classes and requires further development. Similarly, although there are long-term and medium term plans in place, they do not ensure that they accurately identify the historical skills that the pupils are expected to learn. The monitoring role of the co-ordinator is not sufficiently well developed. Records of assessment are insufficient to reliably monitor pupils' long-term progress and achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. The standards achieved by pupils are satisfactory overall and pupils make steady progress throughout the Key Stages. This is a major improvement on the achievements reported in the previous inspection. Pupils now use modern computers regularly and have broad and varied experiences. Pupils make clear progress in both skills and understanding. The work of pupils shows suitable gains over time, as well as enhancing their capability to use information and communication technology (ICT) for their own purposes. For example, a six year old pupil was very keen to use a cassette recorder and watched the teacher closely enough to be able to use most controls independently. Ten year old pupils have had access to a wide range of equipment and packages, even though most are still very reliant on adult help. Fourteen year old pupils have used a robot, a drawing and colouring package, and word processed. They achieved enough control with keyboard and mouse to complete basic operations, such as entering a command, printing and amending an instruction. By the time they are sixteen, pupils are capable of getting information from the Internet even though some need help from others to enter text accurately. Post-16 students work toward accreditation. High-attaining students word process competently, for example, to change layout and many students operate equipment such as a laminator. In each of the Key Stages progress is sufficiently broad over the four main aspects of National Curriculum ICT. However, pupils make less progress in developing their ideas and reviewing, modifying and evaluating their work as it progresses.
110. Overall, however, there is satisfactory progress for both higher and lower attaining pupils and for those with additional special educational needs such as profound and multiple learning difficulties and those related to autism. Pupils' work on computers supports their learning in literacy well and that in mathematics satisfactorily. Across the curriculum, there is sufficient use of computers in most subjects to make a good contribution to pupils' capability in ICT. For example, pupils with additional special educational needs have access to useful work and information through switches designed to overcome the pupils specific physical limitations for communication work, including that for modern foreign languages. Geography and history teaching includes Internet sources, such as for a study about the Battle of Hastings and the comparison of European countries but its use is inconsistent. Achievement in lessons is good because staff exploit well the attraction to the pupils of computers, video cameras and other resources. Thus pupils are well motivated to make good gains in skills and understanding. For example, a nine year old pupil, with additional special educational needs, was intrigued by the results from pressing a switch on equipment. She made much more effort than she had on any other topic that afternoon.
111. Teaching is good. One third of the lessons observed were very well taught. Teaching varies from adequate to very good because of two major differences. Some teachers have better subject expertise and provide higher levels of challenge for the pupils. Secondly, they use a wider variety of methods to ensure all pupils learn effectively. For example, a thirteen year old practised mouse skills but the teacher's planning did not include opportunities to make effective use of the improved skill. Overall, support staff are deployed very effectively by teachers. Teachers typically split their class into groups, with some led by support staff. Support staff are confident and capable in this role. As a result, the teacher gives different work to pupils grouped according to their different learning needs. A key strength in the learning is that pupils of all abilities and needs enjoy and benefit well from the lessons. Teachers are successful in motivating pupils and this sustains effective control of behaviour. Pupils' personal development is helped because when they share access to equipment they do so in an amicable, pleasant

lesson. Assessment is by making regular notes about what pupils do. A common weakness is that these notes are not precise enough about attainment in National Curriculum ICT, nor are they used consistently well to plan the next lesson.

112. There are many factors that have enabled pupils' improved achievement. The school has been well led through major change. Much has been invested to ensure two modern, fully-functioning computers in each class with plenty of related equipment. The range of software and specialist equipment is such that pupils of all abilities and needs have resources which help them directly. Staff training has been effective so that staff are able to reap the benefit from the investment. ICT targets are prominent in the Annual Review procedures so that individual needs are monitored. The quality of teaching is monitored and suitable steps taken when concerns come to light. The long and medium term plans give a sound framework so that each pupil is expected to cover suitable topics term by term, gradually moving towards more advanced work over time. However, these schemes need to be updated to meet the recent new requirements. As yet, planning and assessment systems are not precise about how individual needs are to be met, nor about what attainment to expect for an individual from a series of lessons.
113. The improvements since the last inspection are very good. At the time of the last inspection, only Key Stage 1 pupils and post-16 students made satisfactory progress. Everyone else completed little work and achieved few skills. Equipment was under-used, out-dated, with insufficient software and the work lacked variety. Teaching was good but only in so far as it secured the minimal outcomes reported. Achievement is now satisfactory for all needs and all ages. There is ample, varied and modern equipment. The overarching improvement is that the subject has been led very well. From such a low start there is still much to do. However, the school is well aware of how it intends to improve provision. The current better achievement in classes compared to achievement found in work from the past three to four terms shows that improvement is set to continue.

MODERN FOREIGN LANGUAGES

French

114. Standards achieved in modern foreign languages are satisfactory. The subject is now more established and this is an improvement since the last inspection. Pupils make satisfactory progress because the more able pupils receive weekly lessons. Plans show that those with more profound learning difficulties have termly projects when they spend two days on sensory experiences related to modern foreign languages. The school has grouped pupils appropriately with regard to their needs and is developing the curriculum accordingly for pupils aged eleven to nineteen years.
115. Only one lesson was observed during the inspection for more able pupils but teachers' planning, records, reports and some pupils written work was available for scrutiny. The most able pupils by the age of fourteen successfully build their knowledge of vocabulary related to colours. Students aged sixteen to nineteen have increased their speed at counting to ten. They answer *yes* and *no* correctly and respond to simple questions posed in French. They are able to name four colours, answer very simple questions about their name and can play a game taking turns to find the number when it is said in French.
116. Too few lessons were seen to judge teaching and learning, the only lesson observed was good. The teacher is a linguist, an enthusiastic specialist and has very good subject knowledge. The methods used are highly relevant, mainly oral and practical. Pupils enjoy the games and try hard to contribute and this has a positive impact on the amount they learn. Their behaviour is good and their attitudes to work very positive. They build their confidence and social skills whilst repeating words and phrases. Good levels of reinforcement by the teacher assists their learning and good levels of praise makes them willing to work really hard, repeat words. They are pleased with their success and, as a result, they learn well.
117. The curriculum is appropriate and based on commercial schemes. The curriculum for pupils with more complex needs is planned through language experiences that involve more sensory approaches like tasting food from France and listening to music. The co-ordinator has worked hard to establish the subject. She is aware of what needs to be done. Tasks include improving the policy and the schemes of work to meet the needs of all learners. Current assessment procedures need to be further developed and extended to show progress over time by keeping more evidence of work completed and experienced. Resources are now satisfactory, most are tailor made for the pupils by the co-ordinator. This is an improvement since the last inspection when they were unsatisfactory.

MUSIC

118. Pupils' progress in music is satisfactory in the long term and pupils made good progress in lessons. Standards have been maintained since the last inspection. The role of music in the school spreads beyond the actual music lessons and appears in a range of subjects, such as literacy and numeracy. It plays an important role in establishing a welcoming and calm atmosphere in assemblies and at the start and finish of the school day. Consequently, pupils gain not only a knowledge of music but an appreciation and enjoyment. For example, there was lusty singing of *ten men went to mow* at the end of a year 6 numeracy lesson.
119. The good level of resources provide all pupils with the opportunity to perform and benefit from music. An early example of this is the opportunity for pupils up to the age of seven to handle and generate sounds from the violin, flute and trumpet. Links with other subjects are well established. For example, ten year old pupils clap both the rhythm of their name and the names of other members of the group. These early experiences enable older secondary pupils to follow a simple rhythm using both long and short notes and lower attaining pupils to follow the beat in a section of pop music.
120. Music is well taught. The presentation of the subject is well adapted to ensure the inclusion of all pupils by, for example, using flash cards to replace musical notation to ensure that all pupils can participate. Music is presented in an exciting and stimulating way. As a result, pupils are eager to perform and to compose. Examples of this approach were evident in lessons in both year 6 and year 9. The year 9 lesson was well-planned and imaginative requiring pupils to compose a piece of music based on the theme of the recent floods. Pupils produced a range of sounds, such as *whoosh* to suggest the sound of moving water with both humour and enthusiasm. The teacher effectively planned links with literacy when pupils were asked to produce words suggestive of the same theme. The attention and effort of the pupils is shown by the quality of their suggestions, such as *rush* and *devastation*. The excitement of pupils on hearing their recorded efforts gave the lesson an atmosphere of fun as well as work. Similarly, in a year 6 lesson, the teacher worked with her group to produce a musical story using *Peter and the Wolf* to show how individual instruments can represent people or animals. Using the theme of a lady in the park in the rain, pupils made great efforts to produce appropriate sounds, such as sticks to represent the lady and tambourines to represent the rain. The atmosphere of the lesson was one of pleasure and concentration aided by the patience and clear explanation of the teacher and the support staff.
121. The recently appointed co-ordinator is a music specialist. She is aware of the need to develop the medium term planning so that it more closely describes the musical skills to be learnt. She is also aware of the need to develop the pupils' records of achievement through pictures and recordings to provide evidence of the pupils' progress. Although the use of computers in music is currently under developed, the school has plans to increase its use.

PHYSICAL EDUCATION

122. Pupils' achievements are good across the school and pupils make good progress in lessons. This represents an improvement since the last inspection when standards in Key Stages 3 and 4 were satisfactory. Pupils up to the age of seven have good opportunities to handle a range of equipment, such as tennis racquets. They participate in a variety of forms of dancing. Pupils with profound and multiple learning difficulties develop their sense of space and movement through participation in challenging and exciting activities such as wheel chair dancing. By the time they are eleven, pupils effectively to acquire game skills, such as throwing a and catching a ball and a bag. Their success generates a positive response and pupils take pride in gaining new skills.
123. By the time they are sixteen, pupils have ample experience of using community resources such as the bowling alley. The instructors effectively enable pupils to make good progress in developing pupils' hand-eye co-ordination and their understanding of the rules of games. These experiences and insights help pupils to develop their social skills by mixing with other young adults in an age-appropriate environment.

124. Pupils are well taught. Lessons are planned effectively to create interest and pupils achieve independence in their use of resources. Teachers are enthusiastic and engage pupils' attention well by providing interesting lessons. Whole class sessions effectively introduce the task, for example, Year 5 pupils were reminded about how to throw and catch in ball games and Year 9 pupils were shown how to bowl. Teachers plan their lessons to ensure the full participation of all pupils. Even where pupils with additional special needs occasionally have difficulty in concentrating, they participate with enthusiasm. As a consequence of teachers' clear explanations, higher attaining pupils quickly learn to work independently. Pupils with additional special needs are helped make progress and retain their enthusiasm due to the careful and effective assistance provided by the support staff. Pupils' progress is promoted through the use of good assessment procedures. There are detailed recordings of pupils' achievements which allow lessons to be planned to meet individual needs very effectively.
125. For pupils up to the age of sixteen, achievement is good. The curriculum is planned effectively around local community resources that enable pupils to access a wide curriculum that would otherwise not have been possible. These rich experiences help to raise pupils' achievement. Higher attaining pupils in Year 11 use a range of equipment to develop individual training programmes. Older pupils effectively work on group dance routines, for example, based on Indian music. They imitate the teacher when following a complex series of steps and arm movements. They count to the step, remain in time and keep to the rhythm. The confidence of the teacher and the support team, aided by very good planning which build upon previous achievements, enables pupils to effectively develop their own steps and to vary the rhythm.
126. A feature of the teaching for all classes is the degree of praise used by staff and the clear intention of making lessons enjoyable and giving pupils confidence. This approach, combined with high expectations, leads to pupils participating in adventure activities. Pupils have opportunities to camp over night and older pupils take part in rock climbing, abseiling and skiing trips abroad. The confidence of pupils with profound and multiple learning difficulties is boosted enormously by their experiences of wheelchair abseiling. It is a tribute to the enthusiasm and commitment of staff that such experiences are provided for pupils.
127. The subject continues to be managed with the energy and enthusiasm referred to in the previous report. The challenges of developing the subject have been well met. The subject policy has been updated so that medium term planning gives teachers a clearer idea of what should be taught to pupils of all ages. However, there is a need to further improve the link between the long and medium term planning to ensure that it clearly identifies the specific gains in subject knowledge that are expected. The monitoring role of the co-ordinator is insufficiently well developed.

RELIGIOUS EDUCATION

128. Pupils of all ages achieve well in religious education and their progress is good. This marks an improvement since the previous inspection when progress was judged to be satisfactory. The major cause of the improvement is the introduction of medium term planning which has enabled the further development of pupils' knowledge and experiences. Religious education is used to further pupils' knowledge of the subject and to effectively enable pupils to discuss areas of significance to them. For example, seven year old pupils discussed the importance of making friends and fourteen year olds considered the reasons for rules and how they influence peoples' behaviour.
129. Overall the teaching is good and is characterised by careful planning of the lessons and clear commitment to the inclusion of all pupils. This is particularly evident in the work done with pupils with profound learning difficulties where the use of touch and smell enables them to share effectively in the lessons. Particularly noteworthy examples of the approach took place for pupils between the ages of five and seven when they participated in a lesson on the Last Supper by having their feet and hands washed. In a lesson for seven year old pupils, candles were used to focus the attention of the pupils with profound and multiple learning difficulties. The candles were blown out and they smelled the smoke as part of a lesson on the Jewish celebration of Chanukah.

130. Teachers handle sensitive issues well. In a Year 9 lesson on the theme of helping people and friends, the teacher handled the discussion effectively through the use of well structured questions such as *who helps us and how can we help others?* Pupils showed a clear recognition of who helps them and identified members of their family and members of the staff in school. They also demonstrated an enthusiasm to help others by planning a social event for another class. By making the situation real, pupils were willing to enter into discussion and anticipate entertaining another class. The effective use of signing and of prudent deployment of support staff ensured the full participation of pupils with additional special needs and those with profound and multiple learning difficulties. The enthusiasm of the teachers was further illustrated when older secondary pupils were practising for an assembly to celebrate Diwali. The excitement generated by the teacher gave pupils the confidence to participate in a complex event that included music, costume and public speaking. Higher attaining pupils were concerned to ensure that those with more profound learning difficulties could participate. They were sufficiently confident to perform the play and to suggest improvements.
131. Much of the credit for the development of the subject is due to the enthusiasm of the co-ordinator who has built up resources to reflect the curriculum. She has ensured that sessions of the start and end of the day contain appropriate elements of reflection. For example, in a year 8 group pupils sat quietly and respectfully to consider the effects of the recent floods on other people's lives. The themes, such as *I am special*, provide a focus for the school assembly and for classroom displays. An example was seen at the end of a Year 6 mathematics lesson when the teacher reinforced the individuality of each pupil by asking them, "*How many people have your name?*"
132. Effective links have been established with the wider community to give pupils opportunities to experience religious buildings and services. Services such as a Harvest Festival and a nativity play are held in school to reinforce the religious stories in lessons and to provide opportunities for the school to celebrate as a community. Pupils have the opportunity to help others by putting on a nativity play at an old people's home. Such events are significant in helping pupils to realise their responsibility to others.
133. The medium term planning in each class does not accurately reflect the long term planning. Systems for measuring and monitoring pupils' long-term progress and achievement are not sufficiently well developed.

POST-16 PROVISION

134. Standards of achievement are satisfactory. In the previous report, provision for post-16 students was a strength, relative to the serious weaknesses elsewhere. The strong features have been maintained. Since the last report, some lessons are shared with Year 11 pupils because of the small numbers involved.
135. Standards overall are satisfactory for post-16 students. In English, students make satisfactory progress in reading and writing and the materials they work on are related to life after school. Their progress in speaking and listening is good because staff effectively develop these skills in all lessons. For example, there are formal sessions each day to discuss matters of importance to the class. With one student acting as chairperson, students speak convincingly when explaining their point of view. The gains in learning were impressive because, although at first they spoke falteringly and ineptly, they eventually made clear points. Achievement in mathematics is satisfactory. There is a strong focus on number skills, linked effectively to day-to-day matters such as shopping. Higher attaining students know their coins and count competently. Lower attaining students check how many items they have in a basket, though they lose count before five. Progress in science is satisfactory because of the practical nature of the lessons. Higher attaining students understand some of the underlying scientific ideas. Satisfactory progress is made in specific skills in the use of computers and other equipment. Higher attaining students gain skills in word processing at a basic level such as how to print, whilst lower attaining students learn how to operate office equipment.
136. The good standards of achievement for post-16 students in their preparation for adult life have been maintained since the last inspection. Post-16 students have work experience, they attend college courses, go out to study horticulture, learn sport at local centres, use creative arts facilities at local adult education, and study local culture and community through an extended range of visits. They run the school shop when they, as seniors, serve the younger pupils. Home management lessons help students to make satisfactory progress in developing their independence, for example, when making basic meals. Students make good progress in religious education. They understand about celebrations in a range of religions and how to participate appropriately. All students were active in the dress rehearsal for an

assembly on Diwali and higher attaining students responded well at the key moments. The progress across all these activities is consistently good. One reason for this success is the effective use of accreditation to track and judge how well each student is achieving, and to help students become aware of strengths and weaknesses in their own achievements. For example, the culture and community unit involves students in visiting many local facilities, currently charities such as the Royal Society for the Prevention of Cruelty to Animals and Marie Curie shops. Students' achievements are good because the visits are followed up well and broad issues are thought through. Higher attaining students considered the nature of charity shops and wrote well-organised personal accounts showing clear understanding of their distinctive aims in terms of support rather than profit. Lower attaining students cannot write but their folders were used by staff to collect for them relevant photos and cuttings on topics where these students had expressed interest. Work on the donkey sanctuary clearly touched everyone's heart.

137. The accreditation is broad. The rate of completion is good. Pupils collect a good overall portfolio of accredited achievements. These include introductory and first level qualifications chosen from the Oxford, Cambridge and Royal Society of Arts (OCR) examinations, National Skills Profile (NSP), and Accreditation for Life and Living (ALL). For example, the Culture and Community Unit is accredited using the OCR ALL Module 'Do something for others in the community' as well as linking to elements from OCR NSP. The accreditation is used well and has a major impact on students' standards of achievement and on their self-esteem. Last year, eight areas were used from ALL and students achieved four to five modules from each area. In addition, students obtained one to three modules from four areas in the NSP. Typical modules are Communication, Numeracy, Information Technology, World of Work, Leisure, and Personal.
138. Teaching for post-16 students is satisfactory and, in nearly half of the lessons, it is good. The strengths are in planning for groups of different abilities, for example when teaching Year 11 pupils in the same lesson. The key strength is the deployment of support staff and others so that the school can make extensive use of so many outside venues. For example, learning of horticulture is mostly overseen during the visit by support staff. Some post-16 students attend college and are taught by college lecturers, but overseen by the school. This planning varies from good to unsatisfactory. In the best of these, staff know the students well and provide appropriate support for their special needs. Students make good progress, therefore in their learning. Unsatisfactory features relate to teachers' lack of real involvement with pupils. In these lessons, the match of work to students' needs is not secure and learning is limited. However, the overall benefits to students' achievement of adopting adult roles and attitudes is good. Good teaching in school is planned appropriately for students of all abilities. In other lessons, students work on the same task with support from adults so that progress for the higher and lower attaining students, whilst satisfactory, is not so good. The pace of learning is reduced in some lessons because the teacher circulates round the group. As a result of some inevitable waiting, time is lost. The management of behaviour is very good. Students need considerable support to benefit from the visits to outside venues and this is handled very effectively. Staff have high expectations that students will be able to cope. There is a good focus on oral skills as one way of making sure students have sufficient skills of communication to perform well in a wide range of contexts. Assessment is good because notes about achievements are made, for each student. These used to assess students against clear criteria linked to accreditation and to Annual Reviews. Students' work files are amplified with half-termly comment sheets. A comprehensive record of achievement is produced.
139. Post-16 is soundly led. The strengths in provision have been maintained whilst absorbing responsibility for Year 11. The school is monitoring the changed provision. The on-site accommodation is unsatisfactory but extensive use is made of facilities beyond school to compensate for the shortcomings in the school. However, a considerable amount of time is lost in travelling. The combined strength of the staff team is very good particularly in the management of students. For example, staff used well-known routines to enable all students to regain their composure and positive feelings about the school when one of them became distressed. The school's care and support for students is very good and is focused well on their personal development. The curriculum provides well for personal and social development and for the broader dimension of spiritual and cultural development. The past record of good progress by students leaving to go to college or work is impressive. Current students are given plenty of opportunities to take responsibility. All students have equal access to these and the other opportunities.