

INSPECTION REPORT

HENRY TYNDALE SCHOOL

Farnborough, Hampshire

LEA area: Hampshire

Unique reference number: 131692

Headteacher: Mr. Rob Thompson

Reporting inspector: Sue Aldridge
8810

Dates of inspection: 4th – 8th December 2000

Inspection number: 223692

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

© Crown copyright 2001

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 special
Age range of pupils:	2 to 19
Gender of pupils:	Mixed
School address:	Ship Lane Farnborough Hampshire
Postcode:	GU14 8BX
Telephone number:	01252 544577
Fax number:	01252 377411
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Ian Penfold
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Aldridge 8810	<i>Registered inspector</i>	Post 16.	Standards of achievement; Teaching; Leadership and management.
Bob Love 9030	<i>Lay inspector</i>		Attitudes, behaviour and personal development; Partnership with parents.
Lily Evans 23300	<i>Team inspector</i>	English; Art.	
Hilary Gannaway 21527	<i>Team inspector</i>	Foundation Stage; Equal opportunities; Geography; History.	Curricular opportunities.
Peter Gossage 2391	<i>Team inspector</i>	Physical education.	
John James 3292	<i>Team inspector</i>	French.	
Roy Lund 2746	<i>Team inspector</i>	Science; Special educational needs.	How well the school cares for its pupils.
Gill Lawson 71170	<i>Team inspector</i>	Mathematics; Music.	
Frank Price 19413	<i>Team inspector</i>	Support.	Support.
David Walker 10668	<i>Team inspector</i>	Information technology; Design technology; Religious education.	

The inspection contractor was:

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

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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?	6
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	8
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	10
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
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	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Henry Tyndale School was formed in Easter 1998 from an all-age special school for pupils with severe learning difficulties in Aldershot, with Post 16 provision in Fleet, and a primary special school for pupils with moderate learning difficulties in Farnborough. The process of reorganisation is scheduled for completion in November 2001. In the meantime, the school operates on three sites, in an eleven mile triangle. It now caters for 115 boys and girls, aged from two to 19, with complex learning difficulties. As pupils in the nursery attend part-time, the full-time equivalent number of pupils is 108.5. The school is approved for 100 pupils only. There are twice as many boys as girls, and very few pupils from ethnic minorities. The number eligible for free school meals is about average. Almost half of the pupils have severe learning difficulties, about a quarter have moderate learning difficulties, and there are significant minorities with autism and profound and multiple learning difficulties. Many pupils with moderate learning difficulties leave the school for secondary education elsewhere.

HOW GOOD THE SCHOOL IS

Despite the considerable difficulties associated with reorganisation, Henry Tyndale is an effective school. Children make a good start in the nursery. On the whole, pupils and students make good progress; they have positive attitudes towards the school, and behaviour is good. Teaching is good. The school is well led and managed, and it provides good value for money.

WHAT THE SCHOOL DOES WELL

- Children at the Foundation Stage, pupils across the key stages, and students over sixteen make good progress overall. Progress is promoted well by good teaching and assessment.
- Pupils and students have great enthusiasm for school, and they behave well, both in school and out on visits.
- The headteacher has managed the transition from two schools to one very effectively, and he has a clear vision of how the school will meet pupils' needs in future.
- Action taken to raise standards is very good. Staff and governors share a commitment to improving the school, and the capacity for further development is very good.
- Governors are very skilled and supportive. They are proactive in helping to shape the school's future and keep its work under review well.
- There are strong partnerships with parents, who have very positive views of the school.

WHAT COULD BE IMPROVED

- There are a number of weaknesses in the curriculum, and some of these limit the progress that pupils make.
- The present accommodation is unsatisfactory, and some of the weaknesses affect the progress that pupils make.
- Not all staff have the same amount of non-contact time, or the same opportunity to have a break during the day.
- There is a minor omission from the governors' annual report to parents. Pupils' progress reports do not all contain a section on religious education.
- There is insufficient nursing cover. One student over 16 who should have speech therapy does not receive this.

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 not been inspected in its present form until now. It is therefore not appropriate to comment on improvement.

STANDARDS

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

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

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

Standards of achievement are good overall. Children in the nursery get a good start to their education. In English, mathematics, design technology and music, progress is good overall. At Key Stages 3 and 4, progress in French is good. Pupils with profound and multiple learning difficulties make good progress in communication. Progress in science is limited by the relatively low amount of time allocated to its teaching. In science and design technology, progress at Key Stages 3 and 4 is limited by weaknesses in the accommodation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils and students are very enthusiastic about school, and proud of their achievements. Most are keen and try hard to succeed.
Behaviour, in and out of classrooms	Behaviour is good on the whole, both in classes and when pupils and students are out in the community or at college.
Personal development and relationships	Good relationships between all members of the school community contribute to a pleasant atmosphere. Personal development is promoted well by the life of the school, and by the personal, social and health education programme.
Attendance	Good. Attendance compares favourably with that in other special schools.

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	Good

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

Teaching is good overall. Of the 112 lessons graded, two (2 per cent) were excellent, 15 (13 per cent) were very good, 64 (57 per cent) were good, and 31 (28 per cent) were satisfactory. No unsatisfactory teaching was seen. Teaching is good in English, mathematics, science, design technology, French, history, music, physical education, personal, social and health education and religious education. It is good at the Foundation Stage and at Post 16. It is satisfactory in information and communication technology (ICT), geography and art. The important skill of communication is taught well by most staff, but some do not have enough signing skills, or do not use signing enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. A good range of learning opportunities is provided for children at the Foundation Stage, but there are weaknesses at the other key stages, and at Post 16.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are good arrangements to promote social and moral development, and satisfactory opportunities to encourage pupils' and students' spiritual and cultural awareness. Personal development is promoted well at Post 16, and students develop skills of independence which equip them well for life after school.
How well the school cares for its pupils	Assessment of pupils' progress is very good. Individual education plans are well constructed, and parents are involved in identifying targets that can be worked on at home and at school. The school has very good arrangements to monitor pupils' progress, to encourage good behaviour, and to support pupils' personal development. Not all staff have been trained in child protection, and there is too little nursing cover in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has led very effectively in a number of key areas which have had a positive impact on standards. Delegation to other staff is limited by staffing difficulties, but those with responsibilities carry these out as well as they can in the circumstances.
How well the appropriate authority fulfils its responsibilities	Governors carry out their duties very well. They support the headteacher, contribute to policy making in a positive way, and have considerable skills that are used well in governing the school.
The school's evaluation of its performance	There are very good arrangements to identify the gains that pupils make, and the school works closely with the LEA to compare the performance of its pupils with that of others who have similar needs.
The strategic use of resources	The school's financial resources have been well directed towards improving standards, and there is a very good awareness of the need to measure the outcomes of expenditure. Financial planning is very good, and governors are fully involved in the process.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and managed• Parents are comfortable about approaching the school with questions or a problem.• Their children like school.• Their children are making good progress in school.	<ul style="list-style-type: none">• A few feel that their children do not get the right amount of homework.• A few do not feel well informed about how their children are getting on.• A few do not agree that the school works closely with parents.

Inspectors agree with parents' very positive views of the school. They find that homework is satisfactory, and that parents are kept well informed on the whole and have very good opportunities to work with the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1. The characteristics of the pupils and students for whom the school caters make it inappropriate to judge the standards they achieve against age-related expectations or averages. In this report, therefore, judgements about achievement take account of information contained in pupils' annual reviews and their progress towards the targets set for them. The report also gives examples of what pupils and students know, understand and can do.*
2. Standards of achievement are good overall. Children at the Foundation Stage soon settle in the nursery, and they have a good start to their education. They make good progress towards the early learning goals, in all the areas of learning. Across the key stages, progress is good overall, and at Post 16, students progress well and achieve nationally recognised accreditation for their achievements. There are no differences in the progress made by boys and girls, or by pupils of different ethnic groups.
3. Pupils with profound and multiple learning difficulties make good progress, particularly in the key skill of communication, which is practised in a wide range of contexts. Progress is promoted well by skilled teaching, the setting of very specific targets, and detailed records.
4. Whole-school target setting is developing very well. As part of an initiative within the local education authority (LEA), all pupils have been assessed by means of the 'P' Scales (Pre-National Curriculum Level 1), and gains are measured each year. The gains made by a particular cohort of Henry Tyndale pupils have been compared to gains made by two cohorts of pupils, one from a school which caters for pupils with moderate learning difficulties, the other from a school for pupils with severe learning difficulties. The school has found these results most encouraging. In future, it expects to be able to compare similar pupils in this way, to enable it to set realistic whole-school targets, and then compare gains with those of similar schools in the LEA.
5. The school's population has a wide spread of ability, particularly at Key Stages 1 and 2. At eleven, many higher attaining pupils leave Henry Tyndale to attend other forms of provision. This accounts for the smaller population of secondary aged pupils, and the relatively low attainment of older pupils. At Key Stages 1 and 2, where the majority of pupils are found, progress is good. At Key Stages 3 and 4, progress is satisfactory overall, although it is good for the small numbers of pupils who have profound and multiple learning difficulties. Differences are accounted for by weaknesses in the curriculum, some of which are imposed by the accommodation. For example, in science and design technology, progress is limited by the absence of specialist rooms, which narrows the curriculum for older pupils. In science, there is too little time allocated to the subject on timetables across the school, and this limits progress. In design technology, older pupils are unable to work with a sufficiently wide range of resistant materials, as there is no specialist room. Progress in physical education is limited by the nature of the hall at the Aldershot site.

6. In English, pupils make good progress across the school. In reading at Key Stage 2, progress is very good. Progress is supported by good teaching, and the organisation of pupils into sets for Literacy at Key Stage 2, and for language development across the school. The National Literacy Strategy has been suitably modified and implemented well; it is having a positive impact on raising standards.

7. Progress is good in personal, social and health education across the school, in mathematics, music and design technology at Key Stages 1 and 2, and in French at Key Stages 3 and 4. Progress is satisfactory in science, information and communication technology, history, geography, art, physical education, religious education, and in mathematics, design technology and music at Key Stages 3 and 4.

8. All of the parents who expressed a view were pleased with the progress that their children make at the school. At the parents' meeting, several gave examples of particular successes. These included improvements in their children's communication, behaviour and concentration. Three parents said they had been astonished at the progress their children had made, and several said that the nursery gave children a particularly good start to their education.

Pupils' attitudes, values and personal development

9. Pupils and students have good attitudes to school and to learning, and their behaviour is good. The behaviour of younger pupils is generally good. As they move up the school, behaviour improves, so that by the time pupils are over 16, their behaviour is very good and at times excellent. Pupils' and students' personal development is good, as is the quality of relationships throughout the school. Attendance is also good, and pupils and students enjoy school. Parents and carers are very satisfied with their children's behaviour, attitudes and personal progress.

10. Pupils and students know that they are expected to learn, and participate as much as they can. They enjoy their lessons. They work hard and show very considerable determination, effort, and perseverance in working towards the targets in their individual education plans. Pupils and students often work well together and are co-operative and supportive of one other. Pupils with autism learn through effective use of visual symbols and through being gently reminded and encouraged when they lose their concentration. Pupils and students are justifiably proud of the work they do and are keen to talk about it. They appreciate the praise of their teachers. The encouragement of independence is a feature of learning and develops well as pupils move up the school. Students at Coppers are able to undertake many tasks very sensibly, such as housework, shopping, setting the dinner table and preparing lunch. Students enjoy the opportunities and rise to the challenges offered to them. Pupils with profound and multiple learning difficulties co-operate well with the adults who support them. They clearly feel secure and happy in the school environment.

11. As they progress through the school, pupils become more aware of the behaviour and actions expected of them. A small number who have challenging behaviour generally respond well to the behaviour management strategies used by staff. Pupils behave sensibly when moving around the school; they are polite and helpful to each other and to visitors. The

Post-16 students' behaviour is very good. When they are out and about in the community, it is difficult to distinguish them from other teenagers without special needs. An excellent example of their behaviour, independence and maturity was observed when they visited a local police station as part of their careers studies.

12. The quality of all relationships is good. There is a relaxed yet professional relationship between pupils and their teachers, so that learning is celebrated and pupils can take pride in their capabilities at all levels. There is generally a very strong mutual respect, with staff and pupils wanting to do their best for each other. Pupils and students, including those with more complex needs, develop caring relationships. For example, students expressed real concern when one of their number had to visit the dentist to have a tooth extracted. Pupils and students get on together well in lessons and at play, and older ones often talk about their friends, including those who have left the school. The majority of pupils are extremely tolerant and understanding of one another's difficulties. There is excellent social harmony and the school has had no cause to exclude any pupil.

13. Pupils' and students' personal and social development is given very high priority by staff. Pupils sometimes arrive from other schools with different experiences of education and life; the school successfully raises their self confidence, and they develop a sense of pride in their work and achievements. This is particularly well demonstrated when they talk about their records of achievement. Pupils respond extremely well to the positive atmosphere generated by the school's ethos. Pupils and students genuinely care for each other. They delight in sharing the achievements of others. Older pupils develop independence skills whilst they learn in the wider community. Students use community sports facilities such as the public swimming pool; they go shopping and learn about public transport. The oldest students undertake work experience successfully. Younger pupils are pleased to keep their classrooms tidy and enjoy doing so. Students in the Post 16 unit regularly clean, dust and vacuum-clean their rooms, and take pride in their work.

14. Attendance is above the national average for all special schools. Absence is usually the result of sickness or for medical reasons, and unauthorised absence is lower than the national average for special schools. Pupils and students clearly enjoy learning and waste little time in settling down to work. The majority of pupils arrive on time, and lateness is almost always due to the transport provided being delayed in traffic.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is good overall, at each key stage, the Foundation Stage, and Post 16. Of the 112 lessons graded, two (2 per cent) were excellent, 15 (13 per cent) were very good, 64 (57 per cent) were good, and 31 (28 per cent) were satisfactory. No unsatisfactory teaching was seen. Teaching is good in English, mathematics, science, design technology, French, history, music, physical education, personal, social and health education, and religious education. It is good at the Foundation Stage and at Post 16. It is satisfactory in information and communication technology (ICT), geography and art. The important skill of communication is taught well by most staff, but some do not have enough signing skills, or do not use signing enough.

16. Teachers know their pupils well, and staff have a good understanding of pupils' special educational needs. Since the re-organisation began, staff have been trained in aspects such as management of pupils' behaviour, and teaching of pupils with autism. Teachers generally use their knowledge well to plan lessons that have individual objectives for pupils, taking good account of differences in ability. They also select tasks that appeal to pupils, capturing their interest and generating enthusiasm. However, in a few lessons seen, tasks were not sufficiently challenging for higher attaining pupils throughout the course of the lessons, and some of them became bored. There were also occasions when pupils with more complex difficulties were not sufficiently involved or stimulated, and in one lesson a pupil was placed on the periphery of a group, where he could not see what the other pupils were doing, because a member of staff obscured his view.

17. Teachers generally have high expectations of work and behaviour. This was evident in the nursery, when children were given responsibility for moving round the group, holding a symbol to signal the change of activity. Staff generally make their expectations of behaviour clear too, and this results in most pupils responding with good classroom behaviour. In several lessons, it was clear that pupils were well practised in classroom routines; they knew that they were expected to settle to their work, and they did so, concentrating for quite long periods of time. This was particularly noticeable in a literacy set in Key Stage 2, where pupils were making programmes for a play. Some excellent management of behaviour was seen in a physical education lesson at Key Stage 1. Here, clear expectations, tight structure, and a calm, firm voice from the teacher all had a positive effect. However, there were also a few occasions when messages were mixed, such as one lesson when instructions to stop behaving inappropriately were made in a pleading tone, and lacked assertiveness. In this case, compliance was not achieved for some time. When staff signal clearly that one activity is over, and another is due to start, expectations are clear and pupils respond well. When there is no clear end to tasks, pupils wander and lessons lose their pace.

18. The key skills of communication, literacy, and numeracy are taught well. The literacy and numeracy strategies are having a positive effect, and teachers are modifying suggested structures well to suit individual needs. Communication is promoted well by the use of spoken language, signs, symbols, and the use of objects to represent events or people. At present, some support staff do not have sufficient signing skills, and some teachers who do have the skills do not always use them well. For example, in one lesson a teacher signed to a pupil who was not looking at her, and in other lessons signing was used well at the start of a group activity, but tailed off later. In such cases, pupils were not effectively engaged, and had a patchy understanding of the topic as a result.

19. Sensory methods are used very well to involve pupils with more pronounced learning difficulties. In a successful literacy session, the teacher introduced a story she had made up herself. The story, about a Christmas shopping trip, featured the staff in the class and the pupils themselves. As the story unfolded, pupils were encouraged to make choices when offered objects. For example, they could indicate whether they wished to wear a hat or a scarf to go shopping. Constant changes in stimuli, well chosen for their colours, textures, smells and sounds, kept pupils' attention, and they responded well, tracking lights, smiling, pointing at objects of their choice, or vocalising.

20. Teachers use a good variety of techniques and methods, and some skilled questioning was seen. Open questions were used well to encourage extended answers and help pupils to recall, and closed questions were successfully employed to check knowledge and

understanding. Teachers often select real, practical activities which are relevant to pupils, and these are approached with enthusiasm. For example, at Post 16, students plan, shop for, and prepare their own lunches. In a literacy set at Key Stage 2, pupils enjoyed dressing up and acting out the story of *Handa's Surprise*; this was brought to life by the use of African prints for costumes, and real tropical fruits. Pupils recalled the names of many of these fruits in the lesson the next day.

21. In most classes, teachers and support staff work well together as a team. Where they plan together, and support staff are clear about what is to be done, lessons proceed at a good pace. On a few occasions, however, support staff were not well briefed, and time was lost as a result. On other occasions, particularly in whole class teaching, support staff were not used as well as they might have been, to record pupils' responses, for example.

22. Some support staff are skilled in direct teaching, and make an important contribution in this way, when they work with individuals or groups. Most are able to judge finely the point of intervention, so that pupils are challenged, but also have a chance to experience some success. On a few occasions, staff were seen to intervene too early, giving answers before pupils had had sufficient time to think. In one lesson, staff talked about pupils in their hearing, as if they were not there.

23. All staff give suitable praise and feedback to pupils. Some effective plenary sessions were seen, where pupils were able to reflect on their achievements, and develop an understanding of their own learning. These were observed in mathematics, geography, and at Post 16. In physical education there were good examples of pupils being asked to demonstrate techniques, and others taking note then improving their own performance. However, in music, there were too few opportunities for pupils to evaluate their work and that of others. Teachers generally evaluate lessons well, and record good information to enable them to plan the next session.

24. Satisfactory use is made of homework. The school's policy is to negotiate with parents, at the annual review, what homework is given. Individual education plans are drawn up in consultation with parents, who appreciate the fact that they can request that certain objectives be included, and worked on at home and at school. Inspectors saw homework being given to whole classes, good exchange of information between parents and the school, through the home/school books, and pupils taking reading books home with them. However, there are a few parents who are not happy with the amount of homework, and one who said that her child had established a habit of doing homework at his previous school, and now had very little.

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

25. The school provides an appropriate range of learning opportunities for pupils and students. The curriculum is suitably broad and relevant, meets statutory requirements, and includes all National Curriculum subjects and religious education. However, a lack of precision in some timetables, and the fact that teachers do not always adhere to these, makes it difficult to ensure that a suitable balance of activities takes place in every class.

26. The curriculum at the Foundation Stage is well planned, broad and relevant. It takes good account of the Early Learning Goals as well as children's individual needs, and provides a good start to their education. For pupils aged five to eleven the curriculum continues to offer a satisfactory and broad range of learning opportunities. The exception is science, where not enough time is spent on the subject, and the lack of a planned programme of sex education for older pupils in Key Stage 2.

27. For secondary age pupils, from eleven to fourteen, the curriculum remains satisfactory, although there are weaknesses. At present, the curriculum is unsatisfactory for the few pupils aged fourteen to sixteen. Because there are so few pupils from 11 to 16, the decision has been made to teach them together, and their curriculum is based on the Key Stage 3 programmes of study. Although Key Stage 4 pupils are taught life skills, there is no work experience, no work-related activities, and no external accreditation available. This hinders the progress of some older pupils towards independent living and does not adequately prepare them for the next stage of education. There are plans to teach Key Stage 4 pupils separately from September 2001. Throughout the secondary provision, pupils do not experience vocational education or careers guidance unless it is requested. There is a lack of breadth and balance in both science and design technology. The inadequate time for science and the lack of appropriate accommodation results in pupils missing out on investigative experiences. Design technology lacks a suitable specialist room in which pupils are able to use a variety of resistant materials.

28. The curriculum for Post 16 students is satisfactory, with a suitable emphasis on preparation for adult life. Personal and social development is well catered for and there is a good range of accreditation. This includes the National Skills Profile and the Accreditation for Life and Learning packages. However, not enough prominence is given to careers and work-related education.

29. The curriculum for pupils with profound and multiple learning difficulties is good. Staff set very specific targets. They ensure that there is a good range of relevant sensory activities matched to pupils' individual needs and covering all subject areas.

30. Most subjects have satisfactory schemes of work, although some have yet to be updated to meet the requirements of Curriculum 2000. Staff are aware that they need to take Curriculum 2000 into account and are beginning to plan for this. Subject planning is good. It ensures a good level of coverage and is aimed at meeting the individual needs of pupils. Assessment of outcomes is well used to further revise and modify curriculum planning. Science, history and geography are taught as topics on a rota basis, and this makes continuity and progression difficult, particularly in science. There are effective strategies for teaching numeracy and literacy, which include setting at Key Stage 2. These strategies have a good effect on pupils' learning. However, there is little evidence of the range of activities covered in literacy as new planning procedures are only now being put into practice.

31. All pupils benefit from what the school provides. Pupils and students, apart from those being assessed in the nursery, have Statements of Special Educational Need and a range of suitable individual and subject targets. These are particularly good in the Foundation Stage, where there is detailed baseline assessment. This is then used to set very specific targets. All pupils have access to facilities and expertise in physical education out of school. They go riding and swimming, and for children in the nursery there is soft play. Throughout the

school there are good examples of behaviour plans which are used to give pupils who are experiencing difficulties a structured access to the curriculum. However, there is one student over 16 whose statement specifies that he should have speech therapy as part of his educational provision, and this is not currently provided. The school, and governors, are aware of this, and have actively sought to correct it.

32. There are good links with other establishments. These provide good opportunities for children in the nursery to have access to playgroups, pupils to integrate into other schools, and students over sixteen to gain experience of college. Pupils with profound and multiple learning difficulties benefit from inclusion within other classes in the school.

33. Most pupils have suitable equality of opportunity. However, for the few pupils who are withdrawn from lessons for therapies, and those on links with other schools, there is no way of ensuring that they receive a broad and balanced range of experiences.

34. Links with the community are satisfactory. As well as good links with partner institutions, there are satisfactory business links at Post 16, associated with work experience. The school offers suitable opportunities for pupils to raise money for charity. Pupils make collections for the homeless at Harvest, and two classes have held coffee mornings to collect money for good causes. There is also community use of the premises by scouts, cubs, the church and a disability group. Owing to the present site difficulties there are few extra-curricular activities. However, pupils do have the opportunity to go on residential visits. Post 16 students have recently been to the theatre, secondary age pupils have sung at Winchester Cathedral, and parents run a termly disco. There are plans for more activities once the main school is on one site. There is also a comprehensive range of educational visits to supplement curriculum activities.

35. The curriculum for personal, social and health is satisfactory. Younger pupils work on choices and older pupils on skills for adult life. Individual targets are set for pupils where necessary. There are suitable guidelines for drugs and sex education. However, sex education is not taught at Key Stage 2, although present pupils at this stage could benefit from this, and the school's draft policy makes clear the intention to provide discrete sex education at this key stage. The draft document has still to be discussed by parents and governors.

36. The overall provision for pupils' and students' spiritual, moral, social and cultural development is good. These aspects are strongly underpinned by the school's ethos. Good provision is made for the pupils' and students' moral and social development and there is satisfactory provision for their spiritual and cultural development.

37. Opportunities for promoting the pupils' and students' spiritual development occur in lessons but these are usually incidental to the main thrust of the lesson. For example, in a religious education lesson the peace and reflection generated by lights and singing, for pupils with profound difficulties, created a calming effect at the end of the day. The school is intending to have a policy on spiritual development, and this is in draft form at present.

38. Sometimes moral themes are explored and reinforced in lessons. An example of this was seen where a class of older pupils was discussing whether the actions of *Macbeth* were good or bad. Staff take opportunities to remind pupils of the appropriateness of their actions and their consequences. This was well demonstrated during a visit that students made to the

local police station to find out about the work of the police. In the course of the visit, the students were made aware of the consequences of breaking the law. Pupils and students clearly know the difference between right and wrong and have a strong sense of fairness. When pupils do forget and sometimes treat others unkindly, they are often very remorseful afterwards and will often apologise without any prompting from staff.

39. Provision for the pupils' social development is good, and is very closely linked to the good relationships within the school community. The school provides some opportunities for pupils and students to interact with the local community, for example when shopping or through work experience. There are good opportunities for pupils to integrate with their peers in mainstream schools, too. This has had a significant impact, with pupils realising that they can relate very well to people outside the school and their known environment.

40. There are satisfactory opportunities to promote cultural awareness, in subjects such as literacy, art, music and religious education. Theatre groups visit the school, and a programme of trips and visits takes place throughout the year. During the inspection students were looking forward to a visit to the Globe Theatre and the Tate Modern Gallery. Pupils and students have been introduced, in religious education, to other faiths such as Hinduism. However, multicultural aspects are not as well emphasised as cultural ones.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a satisfactory level of support for its pupils and students overall. The staff know the pupils and students very well, and as a result they work well as a team to promote the pupils' personal welfare and to make them feel valued and safe. There are good relationships between the pupils, students and staff, and the staff provide good role models. The school's programme of personal, social and health education offers a good framework for the pupils' and students' development of their awareness of healthy and safe living. However, there are some weaknesses in the guidance that pupils receive. There is no formal programme of early sex education for pupils at Key Stage 2, and no careers education for pupils at Key Stages 3 and 4.

42. The school's health and safety policy is extremely comprehensive and forms a very good basis for the day-to-day monitoring of matters affecting the welfare of the pupils, students and staff. The governing body plays a very valuable part in monitoring this process. There are regular risk assessments in most areas of the school's work, although these do not extend to school visits or to subject areas that involve particular risk, for example science and design and technology. Electrical appliances are checked for safety annually. There are good procedures for fire safety, and the local fire officer undertakes regular risk assessments. There are termly fire drills, the results of which are recorded in the minutes of the health and safety sub-committee of the governing body. The current state of the buildings leaves much to be desired but the staff have done everything they possibly can to ensure that they are safe for the pupils and students. However, it is of concern that the relevant authority has not painted zig-zag warning lines on the roads adjacent to the school's sites.

43. The supervision of the pupils during their journeys to and from school is very good. All the escorts are trained, and the vehicles have mobile telephones and lists of emergency telephone numbers. The pupils and students are supervised well during unstructured periods of the day, such as break times and dinner times, and also during school visits. The staff respond sensitively to the needs of pupils with physical impairments, making the best possible use of the poor facilities.
44. The school receives very good support from the visiting physiotherapists, who train the staff in how to move and lift the pupils and students safely. The school has appointed a support assistant specifically to work on physiotherapy programmes under the direction of the senior physiotherapist, and she in turn is supporting and assisting her colleagues in implementing programmes. However, support is poor with regard to nursing; the school nurse has visited the school only once this term, and this is unacceptable in a school with so many pupils and students who have complex medical conditions. Although the staff are well trained in first aid, the lack of easily available nursing support means that they are having to regularly administer medicines and assess medical conditions. For example, during the inspection week, a pupil on the Aldershot site stopped breathing, and was resuscitated by a member of the support staff, before an ambulance could reach the school.
45. The child protection procedures are satisfactory overall. There is a good policy, in accordance with locally agreed procedures. However, the trained designated person is based on one site and so is not immediately available if staff on the other sites have concerns. Moreover, although the staff know what to do if they have concerns, there is no regular training about child protection issues, and this is unsatisfactory in a school with so many vulnerable pupils and students.
46. Procedures for monitoring and promoting attendance are good and produce attendance figures that are better than the national average for special schools.
47. Procedures for assessing pupils' attainment and progress are very good. Baseline assessment is carried out well when pupils arrive in the school, and suitable learning objectives are identified on the basis of the information obtained. There are good day-to-day assessment procedures for monitoring pupils' personal and academic development. Overall, assessment across the subjects is good, although in religious education it is unsatisfactory. There is an appropriate range of external accreditation for Post-16 students. Individual education plans (IEPs) are comprehensive; these identify learning priority areas agreed at the pupil's annual review, and additional targets cover the majority of subjects of the National Curriculum. This process helps to ensure that assessment informs future planning and teaching. Occasionally, targets lack precision and evaluative comments do not focus on skills achieved. There are very good systems for the monitoring of IEPs by the headteacher on a termly basis, and IEPs are also sent home to parents for their comments. The assessment of pupil's behaviour is good, with carefully worked out programmes in place. IEPs in the Foundation Stage are very good, as they cover all the early learning goals and are then subdivided into further areas. This enables assessment to be finely graded and to provide an accurate record of pupil progress.
48. The records of achievement are of a very good standard, with photographs illustrating pupils' attainments for all areas of the curriculum. This is a noteworthy feature and the school should explore the possibility of accrediting these records. Very good use is made of certificates to recognise and reward pupils' and students' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has forged a very good partnership with the parents and carers, and this has a positive impact on the children's learning. On the part of parents and carers, there is a very high level of satisfaction with the provision made by the school.

50. Parents and carers value and deeply appreciate the hard work and commitment of staff. They find the school very approachable, always ready to listen and concerned to provide help and support. A very small number of parents feel that homework is not relevant for their children, and an equally small number are less than satisfied with the amount of homework set. A few parents feel that there are not enough activities outside school for their children. Inspectors found the provision of homework to be satisfactory. The opportunities for extra-curricular activities are very limited, in part due to transport arrangements, but also to the difficulties created by building work at the main site. However, governors have identified this as an area for improvement, which is formally recognised in their section of the school development plan.

51. The committed parents and carers in the Henry Tyndale School Association raise considerable funds each year for the school. At the summer parents' evening, when every pupil and student is presented with a certificate marking his or her major achievement during the year, they organise a barbecue at each of the school sites. Last summer the combined attendance at these events was close to 400.

52. The quality of information provided to parents is good. There is a minor omission in the annual governors' report, but parents receive much useful information from the report and the school prospectus. The Record of Achievement is a high quality document which is made available to parents and carers to examine. Almost all the parents and carers have signed the home-school agreement, which was drawn up after consultation with them. Although pupils' progress reports are of generally good quality, some do not contain a section on progress in religious education.

53. Parents and carers make effective contributions to their children's individual education plans and to discussions at annual reviews. At the annual review meeting, parents and carers are asked their views on the school's provision for the children. Their comments are included in the review statement and drawn to the attention of the governing body. These comments are overwhelmingly positive about the education their children receive. Home-school books are used well; parents often share with the school information about what their children have been doing outside school, and in turn they appreciate the information that staff send home about how well the children have got on at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is well led and managed. The headteacher has led very effectively in several key areas. For example, he has successfully managed the smooth transition from two schools to one, and there is now a whole-school ethos. Despite there being three sites, a considerable distance apart, and working conditions that are far from ideal, staff continue to work towards improvement. Difficulties are never used as an excuse, and morale is generally high. There is a clear, shared commitment to school improvement, and staff are well aware of areas that require further work. These are clearly set out in a high quality school improvement plan, which has realistic targets and time scales. The headteacher has a clear vision of how the school can best meet pupils' needs in future, and this takes account of both local and national policies.

55. When the school was formed, teachers from both ancestral schools faced the challenge of teaching across a wider ability range. There has been good support, in the form of training, to give teachers further skills in catering for individual needs, as well as skills in teaching pupils with autism. The headteacher has led the monitoring of teaching, and has been well supported by representatives from the local education authority (LEA) in this task. Governors have set targets for improving the quality of teaching, too. The generally good quality of teaching testifies to the success of these strategies.

56. Monitoring and evaluation of the pupils' progress is very well developed, and is also led by the headteacher. Good assessment, and increasing skill in identifying gains that pupils make in 'P' Levels, are enabling the school to collect data which can be used for comparative purposes, and to establish why particular groups are making better progress than others in certain subjects. The LEA supports this work well.

57. During the re-organisation, the headteacher has retained overall co-ordination of the curriculum and its assessment, and this is sensible in the circumstances. However, it has meant that the roles of subject co-ordinators are at an early stage of development in all subjects apart from English and mathematics. There are firm plans to extend the roles of co-ordinators, to include monitoring of teaching in subjects, for example. There are some weaknesses in the present curriculum, such as a lack of careers education for secondary aged pupils, which the school could remedy without new accommodation. Others are dependent on the opening of the new building.

58. In addition to constraints that arise from operating on three sites, and the difficulties created by major building work at the main site, the school has staffing difficulties. These result from the poor availability of teaching and support staff to cover for absence arising from long-term illness. The impact of this is felt most in opportunities for staff to carry out their delegated roles. The school has the services of a supply teacher, who is able to travel to the Farnborough site only. This means that staff at the other two sites do not have the same opportunities for non-contact time as those on the Farnborough site. For significant periods in the last 18 months, the deputy headteacher has had a full time teaching commitment at the Aldershot site. At the Coppers site, where students over 16 are taught, the co-ordinator does not have a break from students at all during the school day.

59. Governors are a very skilled and supportive group. Through their sub-committees, they are active in policy making and in keeping the school's work under review. For example, the chair of governors has led policy development for health and safety, and there are now plans to develop an Internet policy. Health and safety checks are frequent and rigorous, and it is a credit to those who carry these out that so few minor issues were noticed by inspectors.

60. Governors' role as critical friends is developing very well; they have a good understanding of development needs within the school and set out their own priorities in the governors' development plan. The school seeks parents' views of the provision it makes for their children, and as a result the governors are now actively seeking to extend extra-curricular opportunities. This is formally recognised in their development plan. The school's validation board for records of achievement has acted on the suggestion made by a parent governor to formalise the good practice existing in some classes of sending these documents home, so that children's achievements can be celebrated with family and friends.

61. Statutory requirements are met, but there are two exceptions. The first is the omission of information on the destinations of school leavers from the governors' annual report to parents. The second is the fact that some pupils' annual progress reports to parents do not contain a report on religious education.

62. The school is well staffed. Teachers are well qualified and experienced, and there is a healthy combination of long serving teachers and teachers more recently appointed. Staff deployment is effective. Very generous numbers of support staff contribute significantly to the quality of work in classrooms. These class teams generally work very well together.

63. The school's arrangements for the continuing professional development of staff are good. It is identified as a priority within the school development plan. Support staff benefit from taking a full part in training days. The work of all staff is kept under review, and the school is well placed to implement performance management. The governors' personnel committee is knowledgeable and increasingly effective in staffing matters, in particular the recruitment, development and retention of the large number of support staff required, many of whom have gained additional qualifications and have seen their careers progress at the school. Some of the support staff also accept specific responsibilities, such as in art and display, and this feature is worth extending when reorganisation is complete. Induction of new staff is very good. It is appreciated by those concerned, and governors intend that it will be more formalised.

64. Governors and LEA are well aware of the school's many accommodation shortcomings, and yet the school has more pupils on roll than the number it is approved for. At present the school is based on three sites, each six miles apart. An impressive, carefully thought out new building, which will address many of the concerns below, is being built. This will provide accommodation by December 2001 on the Farnborough site, for pupils aged 2 to 16, with Post-16 provision remaining at Coppers. The pupils at Farnborough will move into the new buildings at Easter 2001 to allow remodelling of the present accommodation. The Aldershot site, which has serious shortcomings, will be taken out of use.

65. The quality of the present accommodation is unsatisfactory overall, due mainly to a past lack of capital investment, and fitness for present purpose. Internally, the schools are bright and welcoming. Caretaking and cleaning staff do a good job, and all sites are clean and free from graffiti and litter.

66. At the Aldershot site, several areas have to serve multiple, often overlapping, functions during the day. The hall is too small for assembly, dining and physical purposes. Access to several rooms can only be gained through neighbouring rooms. Storage is inadequate, so corridors appear cluttered. Specialist therapy facilities are unsatisfactory, and the headteacher's office occasionally has to be used for speech therapy groups. Although most of the secondary aged pupils are on this site, there are no specialist rooms for science, design technology, or food technology, and this restricts the curriculum and limits progress in these subjects.

67. Although the Farnborough buildings have some strengths, the limitations imposed by an already restricted site are increased by the substantial loss of a pitch, playground and parking area, fenced off for the new buildings. The quality of pupils' experience is reduced by the building operations, and by high, unsightly fencing that reduces natural light coming into classrooms through windows. However, staff have done what they can to disguise these features. As much overdue maintenance work has understandably been delayed until the premises are vacated, the general impression of neglect, in particular of the exterior, is compounded.

68. On both of the larger sites, the reinforcement of the roofs of the older 'temporary' classrooms, by additional internal joists and pillars, has reduced space and flexibility. There is a shortage of suitable toilets, and wheelchair access to all sites is limited. At Coppers, although there is a stair lift, students need to be able to transfer to this independently, and this means that the house has limited scope for use by students with significant physical difficulties. At present, there are no such students over sixteen.

69. Post-16 accommodation for 10 students is centred on a house in Fleet, called Coppers. The house has been thoughtfully modified for this purpose and retains the feel of a family unit rather than an institution. This well-conceived provision, and its proximity to the main shopping area, helps in the development of students' life skills.

70. The school has made strenuous efforts to produce a good learning environment. Numerous successful efforts have been made to enhance this by good displays and other materials. A number of projects and improvements have taken place since reorganisation. However, despite the school's best efforts, the adequacy of the accommodation is cause for concern. Overall, the scattered nature of the three sets of accommodation places undue demands on management time.

71. Available resources are used well. Many are of high quality and have been produced by staff in the school, who have tailored them for the specific needs of their pupils. Purchases are considered carefully on a range of value for money criteria. Many are centrally stored. They are readily available and audited. Resources are mainly satisfactory, but in specialist subjects, such as science and design technology, they are barely satisfactory because of the very restricted physical facilities. Resources for sensory work, and for Post-16 courses, are good.

72. The school inherited a very large surplus when the previous schools were reorganised. Subsequently, this has been reduced and there are plans to continue this reduction until the surplus is in line with the percentage recommended by the LEA. Expenditure has been directed toward improving standards. For example, a computer has been put in each classroom and the school has monitored the effects on pupils' capability.

73. Targets were set for the numbers of pupils achieving a defined level of skill, and these targets have been achieved and passed. Another significant development has seen staff trained in teaching pupils with autism. Again, success was linked to improved standards since, to pass the course, each person has had to demonstrate improved classroom practice. The school is confident that the money has enabled standards to improve since all those who took the course passed.

74. This theme of linking expenditure to outcomes is a thread that goes through all financial transactions. The school even monitors the progress of individual children to demonstrate the added value they provide. Comparisons are made with other schools, although, as yet, there is little comparative data available. The success of financial planning and management is largely due to an involved governing body, which has real expertise, and to the headteacher, who has a clear understanding of the impact of spending on the quality of education.

75. Financial controls are good and the school has improved them by putting into practice the recommendations of the last auditor's report. This process is now complete and the governing body have been involved. Governors also scrutinize the pattern of expenditure regularly and are fully involved in the process of budget setting. Financial procedures are well understood, and the systems enable the accounts to be co-ordinated by a senior financial officer. The significant expertise of this person ensures that records are complete and reconciled efficiently. She is also able to provide figures that show historical patterns and project outcomes. Administrative staff provide teaching staff with good support, and there are plans to extend this further as reorganisation is completed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. The headteacher, governors and staff should:

- improve the curriculum by:
(*Paragraphs: 25, 26, 27, 28, 33, 34, 35, 37, 40.*)
 - * providing a planned programme of sex education at Key Stage 2;
 - * providing external accreditation for pupils at Key Stage 4;
 - * providing a planned programme of careers education at Key Stages 3 and 4;
 - * providing a broader curriculum for science and design technology at Key Stages 3 and 4;
 - * further developing the provision for careers education at Post 16;
 - * providing more opportunities for developing pupils' spiritual and multicultural awareness;
 - * ensuring that pupils who miss lessons for therapies or integration still receive a broad and balanced curriculum;
 - * ensuring that there is more precision in timetables, and that teachers stick to these.
- continue to improve the accommodation, to address the weaknesses identified in this report.
- ensure that all staff have the time to carry out their management responsibilities, and that all have the entitlement to a break during the school day.
(*Paragraph: 58.*)
- ensure that statutory requirements are met by:
(*Paragraph: 61.*)
 - * including information on the destinations of school leavers in the governors' annual report to parents;
 - * ensuring that pupils' progress reports contain a section on religious education.
- continue to liaise with the Local Education Authority and the Area Health Authority to ensure that:
 - * all pupils and students receive speech therapy when their statements specify this as part of educational provision;
 - * nursing cover in school is increased.

77. The following minor points should be included in the action plan:
(*Paragraphs: 18, 45, 47, 52.*)

- * ensuring that the school operates within its approval arrangements;
- * continuing to improve staff skills in signing;
- * improving the quality of assessment in religious education;
- * ensuring that all staff have regular training in child protection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	112
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	57	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	115
Number of full-time pupils eligible for free school meals	17

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	21
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.83

Unauthorised absence

	%
School data	0.23

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

***Ethnic background of pupils
(compulsory school age only)***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	82
Any other minority ethnic group	4

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:
YR– Y14**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	7. 2
Average class size	9

**Education support staff:
YR – Y14**

Total number of education support staff	51
Total aggregate hours worked per week	1228

FTE means full-time equivalent.

Financial information

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

	£
Total income	993050.00
Total expenditure	987453.00
Expenditure per pupil	9229.00
Balance brought forward from previous year	46138.00
Balance carried forward to next year	51735.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	0	0	2
My child is making good progress in school.	55	39	0	0	6
Behaviour in the school is good.	49	39	2	2	8
My child gets the right amount of work to do at home.	27	49	7	2	15
The teaching is good.	65	27	2	0	6
I am kept well informed about how my child is getting on.	60	31	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	58	35	2	0	4
The school works closely with parents.	73	19	2	4	2
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	61	27	0	0	11
The school provides an interesting range of activities outside lessons.	50	28	4	0	17

Other issues raised by parents

A few parents were concerned that pupils did not receive sufficient speech therapy. Inspectors identified one case where the provision specified on a statement of special educational need was not made, and this is a breach of the law.

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

78. Children in the Foundation Stage are taught in the nursery, a reception class, and a mixed reception and Year 1 class. In the nursery, children attend part time, either mornings or afternoons. The provision covers a wide range of special needs and includes children who are being assessed for a Statement of Special Educational Needs. Once the specific nature of the learning need has been assessed, children either stay at the school, progressing eventually to the reception class, or transfer to other schools.

79. The children benefit from good provision throughout the Foundation Stage. There is a good programme for settling the children into school and, as a result, they learn class routines quickly. This ensures a good start to their education. The children's achievements are uniformly good in all Areas of Learning. They make good progress in relation to their prior attainment at the time of baseline assessment, and towards the Early Learning Goals.

80. Children make good progress in **communication, language and literacy**. Appropriate targets are set, with the support of the speech and language therapist, and children are encouraged to communicate at every opportunity. Children quickly develop a variety of skills such as gesture, signing, eye contact and simple words and phrases. For example, during one session in the nursery, a child asked for *another biscuit*, for the first time using two signs rather than symbols. Children begin to turn the page of a book and point at words. This is encouraged by the use of pop-up and tactile books. In one choice session, several children chose to share a book, looking at pictures together. In the reception class, children listen attentively to stories from a big book such as *Mrs. Wishy Washy*. They repeat the sounds and actions that go with it. They act out the story and predict what comes next, finding the correct animal and naming it. Higher attaining children are beginning to make marks on paper and colour in shapes with some accuracy.

81. Children make good progress in **numeracy**. Staff take every opportunity to reinforce number during songs, when giving out food, and during a variety of activities. Nursery children sort and thread beads. They match everyday objects such as toy cars, crayons and dolls. They progress to one-to-one correspondence of numbers. Some begin to count to five when putting rings on a stick, in size order. They match simple shapes accurately. In reception, children progress to counting to five, forwards, and backwards, and put cars in order of size. They understand the terms *full* and *empty* when pouring liquids, and higher attainers can count to 20.

82. Children progress well in developing **knowledge and understanding of their world**. In the nursery they are beginning to understand the idea of time through the consistent daily routines. For example, at the end of activities, one child goes round with a symbol cue that represents the next activity and children know it is time to come together. Many opportunities are provided for children to learn how they can effect change. For example, they use the computer mouse and switches to change activities. Through play, they learn

about their immediate environment. They learn about other environments when they go to soft play, where they meet, and play with, other children. In the reception class, children consolidate an understanding of cause and effect by successfully using a touch screen, with support. They build structures using bricks, with some understanding of how parts fit together.

83. Children achieve well in **creative development** through the wide range of art, music, construction, and sensory experiences planned for them. In the nursery, they use their fingers to shape play-dough, and paint with a brush. They make collages with different types of paper. This helps develop their hand and finger control, which supports their learning in other areas. They enjoy playing untuned instruments. In the reception class, children join in singing and clapping to action songs. They develop an awareness of a range of sounds while using bells, and extend this to recognising quiet and loud noises. They enjoy holding a sponge, covering paper with paint, and making a star and sticking on glitter.

84. Children make good progress in **physical development**. They have well planned sessions of physical development, and good opportunities to explore and play imaginatively. During a soft play session, nursery children initiated play, threw balls, and jumped off play equipment. They explored various levels and negotiated confined spaces confidently. Two played together, following each other through obstacles and engaging briefly in an interchange with another child. As the session progressed, they moved freely and with confidence, experimenting, and trying more of the equipment. They tried balancing, climbing and moving in a range of ways, such as sliding, slithering and rolling. In more structured lessons, reception children listen well to instructions. They walk and stop, moving to music as if they were elephants, crocodiles and kangaroos. Higher attaining children run and change directions off either of their feet, and turn through 360 degrees; lower attaining, on the other hand, children do not differentiate strides.

85. Children make good progress in **personal, social and emotional development**. Throughout the foundation stage they are given very good opportunities for developing independence skills. Children are constantly encouraged to make choices, for instance during drinks sessions and when engaged in structured activities. In the nursery, they sit and wait for their turn during the 'Hello' and drinks sessions. They learn to ask for, and take, a biscuit, and progress to drinking from a cup. Most articulate their needs and begin to accept the needs of others. They begin to develop hand washing and toileting skills. In the nursery, children independently take the symbol card round to every child to signal the end of an activity. With help, children in reception change for physical education. They are encouraged to be as independent as possible, pulling arms out of jumpers, sitting, and waiting. The 'Hello' session provides a good start to lessons, and children sing and sign together, taking it in turn to choose a song. Good routines and clear instructions ensure that children concentrate, show interest, and join in as well as they can.

86. Teaching and learning is good throughout all Areas of Early Learning. Ten lessons were seen, of which four were very good, four good and two satisfactory. The nursery teacher and reception teacher successfully lead a team of support staff who contribute well to the children's learning. They provide a safe, secure and purposeful environment in which pupils experience a good range of early learning opportunities. This has recently been augmented, by linking provision successfully to the Early Learning Goals. All staff, including nursery nurses and support staff, have a very good understanding of the children's needs. Planning is comprehensive and outlines objectives for individuals, with very well

chosen activities linked to individual education plans. This ensures that children behave well, join in enthusiastically and try their best. Signing, spoken language and symbols are used appropriately by staff for communication. They make a successful contribution to the good progress made by the children, despite the occasional inconsistency in signing by support staff.

87. Staff take every opportunity to capitalise on children's responses. For example, during a very successful soft play session, support staff worked hard shadowing, modelling, suggesting, and intervening when necessary, to ensure that individual pupils were challenged. Occasionally, however, support staff intervene too early before the child has had an opportunity to try the skill. Consistent routines ensure that children feel safe enough to try new experiences. Good use of cues to change activities means that pupils are clear about what is expected. This results in staff and children moving seamlessly through activities, thus ensuring the maximum amount of time for learning. There are high expectations, and children are constantly challenged throughout lessons. Staff respond well and promptly to children's needs, managing them very well.

88. The curriculum provided for all children at the Foundation Stage is good, and well organised around the Early Learning Goals. All children work individually on their own targets as well as in groups and as a class. Assessment is very good. There are good systems in place to record children's achievements. Comprehensive baseline assessment is used when children first enter school, to carefully record what they know. Individual targets are specific and matched to needs. Records and the very good record of achievement show progress over time and are appreciated by parents.

89. Leadership is good. There are good relationships with parents and carers, many of whom bring their children in daily and exchange information. Suitable opportunities are offered for integration into mainstream playgroups. At present, the nursery and reception age children are on separate sites. This makes it difficult for the co-ordinator to monitor teaching and learning. It also means that it is difficult for nursery children to socialise with reception children and it hampers transition arrangements when they are ready to move to the reception class. Learning resources are appropriate and are used well. However, the physical limitations both in the reception classroom and for outdoor play on both sites, result in limited use of resources such as sand and water.

ENGLISH

90. Standards of achievement in English are good at all key stages and are very good in reading at Key Stage 2. The implementation of the Literacy Strategy is successful and is having a positive impact on standards. Teachers make literacy lessons exciting experiences, using resources that pupils can hold and manipulate. Language sessions, with groups of pupils with similar linguistic abilities, are successful. Pupils make good gains in their speaking and listening skills through practising speech models, such as making brief statements or short sentences, using speech and signs.

By the time they are seven, higher attaining pupils listen avidly to stories such as *The Pig in the Pond* and know the sounds that the animals in the story make. They know some simple sight words, identify several alphabet sounds, and sort words, by initial sound, into the correct pockets marked with letters. They talk about recent events in simple statements and

ask 'who, what and where' questions. They write short phrases such as 'the lady in the water' using the computer and with some idea of spacing between words. Lower attaining pupils listen and attend with good understanding of speech, particularly when this is accompanied with Makaton signs, and they join in story actions. They make choices that show they understand some of the sounds of the alphabet. Pupils with profound and multiple learning difficulties respond by smiling when the staff sing their personal song, and use the Big Mac switch with help to say 'Good morning'.

91. By the time they are eleven, higher attaining pupils converse fluently and with confidence in a range of situations. For example, when in mainstream, they listen to the teacher with good attention, follow instructions, and co-operate within small groups in the mainstream classes. They have an extensive sight vocabulary and are steadily building phonic skills; they are also able to use their skills to decode new words, and know about title, author, script and narrator. Some are joining writing, and practising redrafting after correcting most of their errors. They spell common words mostly correctly and have a good sense of sentence punctuation, using full stops and capital letters. A few are beginning to use speech marks. Pupils write diaries and accounts of visits, such as one to HMS Warrior, produce descriptive writing about the autumn, and make their own choices in preparing a book for a younger child. Pupils enjoy language groups, and some make clear statements about pictures, such as 'The girl is holding a rabbit'. In a guessing game, they give clues about a picture only they can see. Some need a little prompting to do this, while others listen carefully and guess the picture, offering several sensible suggestions. They are keen to take books and sight words home to read and learn with parents and carers. In their enthusiasm to take part in the class play about Red Riding Hood, they practise at home and read parts, which are above their current reading levels, after one night's homework. They are very proud of their achievements, and the praise they receive helps them to glow with self-esteem. Lower attaining pupils need prompts to say 'Hello' and some need help to say what they need. However, they listen and watch with good attention and enjoy the action when listening to *Handa's Surprise*. They especially like to dress up in character or to hold the animals and 'stolen' fruit. Pupils with autism show interest in story action and will rehearse the story over when the circle has disbanded. Most pupils gain confidence through taking a part of a story, and wholeheartedly join in choruses; they even anticipate the chorus before the page is fully turned. They use picture clues to read, find simple three letter words, and show a good awareness of the sequence of the story. They know some of the sounds of the alphabet, and are beginning to overwrite with more accurate pencil strokes.

92. Higher attaining pupils leave the school for other placements when they are 11. By the age of fourteen and sixteen, pupils listen with good concentration and respond to each other in conversational activities. They help each other when reading aloud in pairs, from class-made storybooks in text and symbols. They enjoy reading these books, and those from the reading scheme.

93. Pupils with autism join in story time well and by their responses show good understanding and sense of achievement. Pupils of all abilities are drawn in and involved when listening to the story of *The Iron Man*, for example. They read and reread key words, producing from their rack of words the correct key word for that part of the story. Lower attaining pupils make choices of key words from 'push' or 'pull'. By the age of fourteen, higher attainers write short sentences with accurate use of capital letters and full stops. They write diaries and short statements for their record of achievement, and word process their

redraft. Middle attainers choose their own words, and write one or two sentences when writing about light and shadow in science. They reproduce their work on the computer. Higher attainers at sixteen write a diary of several sentences, with common words spelled correctly and some idea of capital letters and full stops.

94. Teaching is good overall; of seven lessons seen at Key Stage 1, two were very good, four were good and one was satisfactory. There were 12 lessons observed at Key Stage 2, half of which were good, with two very good and two satisfactory. At Key Stage 3 and 4, three lessons were seen from two classes, two of which were good; there was one example of excellent teaching.

95. A feature of excellent teaching is the choice of age-appropriate text, thorough planning and preparation, and resources of high quality which the teacher has made to meet the widely different needs of the class. Time is used well and the pace of the lesson moves on at the right rate to keep up interest and assure good concentration. For example, in order to engage a pupil with autism, the teacher gave him more key words than the others so that he had plenty to do. In the same group, a pupil with complex and physical needs had to listen, and push the Iron Man over the 'cliff' at the right moment. He had to show by his action that he could 'push or 'pull'. When lessons are less well planned, there is occasionally a loss of pace because the teacher is telling staff what she wants them to do, or fetch, during the lesson. In a few lessons observed, teachers and support staff made comments about pupils to each other, or blocked out the view of a wheelchair-bound pupil so that the pupil could not see everything. At other times, staff care well for pupils and ensure that they position pupils for maximum inclusion.

96. In successful literacy lessons, teachers use sets of resources to accompany the text. They tell the story with dramatic effect, with the result that pupils are interested and concentrate for relatively long periods of time. They involve the pupils in dressing up, holding the artefacts, and joining in the chorus so that they enjoy the whole experience. Pupils have fun finding key words, or words with a particular sound such as 'ai', and think of their own words. The teaching of pupils with profound and multiple learning difficulties uses a sensory approach and stories which teachers write themselves, featuring the pupils and staff. Stories are told with good involvement of pupils. For example, pupils role play the making of choices as though going Christmas shopping; they look at, and feel, the scarves and hats they might wear, and make a preference.

97. A feature of successful teaching is the use of and quality of questioning of pupils. Open questions challenge pupils to think for themselves, and to put forward ideas about how to do things, such as how to move puppets, or what might happen in a story, or to recall a story line. Closed questions check understanding, learning and knowledge and, when used well at the end of the lesson, provide an assessment of how much pupils have learned. However, where questions are purely closed, pupils answer very briefly and do not have opportunities to talk about their ideas. The use of picture prompts by teachers taking language groups is very effective in provoking thought and developing language. For example, pupils have to look at a picture and say, or sign, what the action is about.

98. Teachers' use of Makaton signing in lessons is most effective in Key Stage 1. Although a number of teachers use signing well, throughout the school, signing is not used consistently between classes and within classes. As a result, pupils who need signing have rather mixed experiences and do not themselves sign well. Widget symbols are well used in

Key Stages 3 and 4 to make class books which pupils enjoy reading. Symbols combined with text are used effectively in display, but the captioning is sometimes too high for pupils to see. The digital camera is used well to record pupils' experiences and to act as memory prompts. Pupils talk, read and write about what they are doing, and enjoy re-reading and looking at the photographs. All pupils enjoy taking turns to use computer programmes to reinforce their reading and writing skills, but younger pupils find the screens too high for them to use comfortably.

99. Standards of achievement in literacy across the school are good. The National Literacy Strategy has been put into practice well, and modified to meet the needs of all the pupils. Bag Books and teacher-made resources are of a good quality and help pupils to a clear understanding and good involvement. In the teaching of English, most teachers use a suitably modified version of the literacy hour format. This gives pupils short activities, which helps them to concentrate well. Tasks are well chosen to promote progress towards pupils' individual learning objectives. Reinforcement of learning is good, and pupils explore sounds and words and rehearse choruses. In a few lessons, writing tasks are not linked to the lesson focus, with the that pupils do not extend their learning within the context of that particular lesson.

100. Curriculum planning is still developing. Some teachers plan very thoroughly, and adhere to their plans, whereas other plans do not have sufficient detail. The range of texts used shows a good balance of fiction, non-fiction and multicultural books, but because texts are often shared across year groups, planning does not ensure that pupils will have different experiences in following years. At present, planning for a full range of writing experiences is not in place, and there are too few opportunities for pupils to work on poetry and creative writing.

101. Procedures for assessment of language are very effective. Pupils' receptive and expressive language skills, vocabulary, grammar and concepts are assessed thoroughly. The information is used well to set small language groups throughout the school for most pupils. The information is also used to set achievable communication learning targets in Individual Education Plans. A small number of pupils, at Key Stages 3 and 4, do not have speaking and listening targets and do not have access to language groups. Teachers make good use of assessment in their planning and evaluation. Reading is assessed well and thorough records kept of sight words. The progress of more able pupils in Key Stage 2 is tracked well through assessment of sight words, but assessment of individuals' phonic skills is not yet in place. All pupils have been assessed by means of P-levels (Pre-National Curriculum Level 1) for speaking, listening, reading and writing. The school is using data well to compare attainment with that of similar cohorts of pupils from two nearby schools, and to gauge what might be realistic in terms of whole school target setting for raising attainment.

102. Monitoring of teaching literacy and training of staff has been effective in producing good standards of teaching and learning. The role of the co-ordinator is made difficult because of the split site, but her role as curriculum manager is evolving and expanding.

MATHEMATICS

103. Pupils' achievement in mathematics is good overall. Standards of achievement are good in Key Stages 1 and 2, and satisfactory in Key Stages 3 and 4. Progress follows the same pattern as achievement, with pupils making good progress both in their lessons and over time in the first two key stages, with satisfactory progress in Key Stages 3 and 4. Good progress in numeracy is linked to the introduction of a modified numeracy framework (NNF). This works particularly well at Key Stage 2, where pupils are grouped by ability for numeracy sessions. Pupils with more complex needs and those with sensory impairment make good and sometimes very good progress as a result of expert teaching, structured to meet their extra special needs.

104. By the age of seven, higher attaining pupils are able to recognise, count and order numbers to 10. They begin to use a number line to count forwards and backwards to and from 20. Pupils understand the idea of the number before or after a given number. Most of them recognise numerals 0-5 and understand the meaning of 'one more' shape. They are developing a good understanding of ordinal numbering. For example, they know who is first, second and third in a queue and say and understand the date. Pupils are learning that the 25th is Christmas day. They begin to learn about capacity and can select containers that are full or half full and those that are empty. They learn to work in a group and take part in songs, rhymes and number games involving counting and simple sums. Pupils recognise familiar shapes such as a square, a triangle and a circle; most can sort by shape and colour. Lower attainers are able to match simple shapes and put 2 or 3 pictures in their proper sequence. They can thread beads in a simple pattern of colour and shape.

105. Pupils with more complex difficulties and pupils with PMLD are given a good foundation in pre-number work. They feel and recognise shapes, and show their awareness of counting songs and colours by movement and vocalisation. They make good progress over time towards targets in their individual education plans (IEPs).

106. Pupils maintain their good progress, with the result that by 11 some higher achieving pupils can count up to a 100. Many can count in twos up to 20, but have difficulty in counting backwards. Pupils understand the concept of addition and subtraction, and can do simple sums accurately. Some higher attainers begin to understand very simple multiplication and division and the concept of time. Pupils can name some coins. Most recognise hour and half-hour, and higher attainers are developing an understanding of minutes. Pupils understand and use the vocabulary related to length, mass and capacity and can order different lengths from shortest to longest. They can sort data and classify it according to object, shape size and colour. They collect data from a variety of sources and use information and communication technology to display their information attractively. Most pupils recognise and can name several 2 and 3 dimensional shapes. For example in one lesson, Year 6 pupils were using cuboids, spheres, cubes, pyramids, cylinders and prisms to make puppets for a play they were writing. They knew and accurately named the shape they required for faces, bodies, arms and legs. Higher attaining pupils could explain precisely why the part they had selected was the most suitable.

107. Pupils make steady but slower progress in Key Stages 3 and 4. The small number of pupils in these year groups is grouped together in one class. A wide range of strategies is used to meet these pupils' very diverse needs, including some elements of the NNF which are proving so successful lower down in the school. It is too soon to see any real impact of this on the learning of these older pupils.

108. By the time they are 14, pupils have increased their mathematical vocabulary. Higher attainers can round up to the nearest pound, up to £5, when they are asked to do this in the classroom. They can recognise the half-hours on analogue and digital clocks, and are beginning to understand and use the quarter hours. Pupils practise and become more fluent in number skills up to 20, with some working beyond 20. Lower attaining pupils are able to give a single pound from a small number of coins and hold out their hands for the change. They sort by colour and shape, and are able to match times on clocks. They sequence numbers from zero to ten, and can sort objects that are big or small.

109. At 16, pupils count with increasing accuracy and show an understanding of number bonds. High attaining pupils use money up to ten pounds in shopping, with very good accuracy, developing sound practical skills. They use simple timetables and solve straightforward time problems with a good level of accuracy. Most pupils can add and take away time, and higher attaining pupils are more confident in using the 24 hour clock. Lower attaining pupils measure accurately and use an ICT programme to compare sizes successfully. Pupils who have additional difficulties, such as autism or sensory impairment, make good progress towards their IEP targets because teachers know them well and provide effective support to promote their progress.

110. Overall, teaching and learning is good. It is occasionally very good and never less than satisfactory. Out of 11 lessons, one was very good, six were good, and four were satisfactory. Teaching is good overall at Key Stages 1 and 2 and satisfactory at Key Stages 3 and 4. The best teaching and learning is in Key Stage 2, where skilful questioning extends pupils' thinking. Teachers provide demanding work and have high expectations of behaviour and learning, and this brings successful results. They use practical activities and counting songs and games very effectively to engage pupils and reinforce learning. Their detailed planning builds upon regular assessment and good knowledge of what individual pupils already know. Progress is easily measurable through the good records that are kept. Teachers have clear learning objectives, and use pupils' individual education plans well to ensure that specific needs are met. They are careful to provide pupils with plenty of time and encouragement to choose solutions in problem-solving activities. This gives pupils confidence. Pupils are keen to respond and co-operate well with one another, and they show respect for each other's efforts. This promotes a good working atmosphere. Pupils remain on task well because they receive good support and encouragement. In the best lessons plenary sessions are used well to help pupils understand their own learning and to reinforce current learning. However, opportunities to promote learning are often lost by a hasty or omitted final session. Occasionally, the pace of lessons is too slow for higher attaining pupils and they lose focus.

111. The school provides well for mathematics throughout the school day. For example, in registration, pupils play counting games, and learn ordinal numbering through discussions about the date. They reinforce mathematical concepts of capacity and learn to name and sort colours in personal and social education. They count numbers of pupils and objects in English. Pupils with PMLD are shown different numbers, and they learn to recognise their names from listening to counting songs; this was seen in science, for example.

112. The co-ordinator manages the area with enthusiasm and energy. She has a clear vision for future development, and has moved the subject forward successfully during the reorganisation so far.

113. The National Numeracy Strategy (NNS) is well established in the primary classes and some elements have been incorporated into the planning for all pupils up to the age of 16. Pupils have numeracy targets in their individual education plans, and these are well addressed during lesson planning. Teaching staff have received training in the NNS, although further training is necessary to ensure consistency in putting into practice some aspects of the numeracy strategy. For example, there is some inconsistency in the quality of plenary sessions. Good quality mathematics and numeracy policies and long term schemes of work are linked to the school improvement plan. Medium-term planning is being further developed to inform more fully short-term schemes and lesson planning. There is good and continuous monitoring and assessment of pupils' achievement. At present there is no external accreditation in the subject, which could boost pupils' achievement at 16. Pupils have high quality records of achievement which are validated by a committee of parents and friends of the school. Current resources are adequate to support the subject.

SCIENCE

114. Standards of achievement in science are satisfactory overall. In general, pupils make better progress in knowledge and understanding of science than they do in acquiring investigative skills, particularly at Key Stages 3 and 4, where there is no specialist room in which they might tackle more challenging practical tasks. Progress in science is also limited by the relatively low amount of time allocated on timetables, and by the modular teaching of the subject, which does not promote continuous progress well: the pupils spend only every third half term on science.

115. By the age of seven years, higher attaining pupils know that some items float and others sink, and can make a simple boat from card. They add strawberries to water to change its colour, and they understand how camouflage protects soldiers and animals in the countryside. On a visit to Winchester Cathedral, pupils observed the effects of light on shiny objects, like candlesticks and chalices, and they recognised that light is reflected from them. Lower attaining pupils observe coloured milk; they taste it and follow reflected light with their eyes.

116. By the age of 11 years, higher attaining pupils are able to record in a grid those things that make loud or soft noises. They know that electricity is used in domestic appliances, and identify some of the characteristics of living things. During an integrated lesson in a neighbouring mainstream school, one pupil showed an understanding of what an electrical circuit is, and could predict what would happen when it was connected up. Lower attaining pupils use switches to operate electrical appliances, with help, and can respond to lights in an electrical circuit.

117. By the age of 14 years, higher attaining pupils classify materials into similar types. They change water from a liquid to a gas by boiling it, and know that a model car moves at different rates on different surfaces. Pupils make good use of printed symbols to record their observations. Lower attaining pupils watch the steam emerging from the boiling water, and the cars being pushed and pulled.

118. By the age of 16 years, higher attaining pupils know that electricity passes through metal but not through paper, wood, glass or china. They are able to fill in individual recording sheets. Pupils with profound and multiple learning difficulties respond to lights and colours with smiles and vocalisation. They are able to communicate choices and preferences in science lessons.

119. Teaching is good overall. During the inspection, eight lessons were observed, and of these, seven were judged to be good and one to be satisfactory. In the lessons judged as good, the teachers made effective use of questioning to promote the pupils' speaking and listening skills, and encouraged the pupils to estimate, measure and weigh in order to develop their numeracy skills. Where planning is good, the teachers have appropriate objectives for each pupil within the lessons and make these objectives clear to the pupils. Lessons are well prepared, with a range of activities that stimulate the pupils and keep them interested and occupied throughout. In one lesson, the teacher showed high expectations of the pupils by using scientific terms, such as *reflect*, when talking about shiny objects. Skilful questioning also enables the pupils to recall what they already know. Successful lessons also featured well chosen activities and suitable grouping.

120. Praise and encouragement are used well, and the management of the groups is good. In particular, the management of inappropriate behaviour is successful, and this ensures that all the pupils join in the activities. The learning support assistants are used well to support individual pupils, and support is well judged, ensuring that pupils are enabled and challenged. Resources are carefully chosen to reinforce learning. For example, the lesson on camouflage was made exciting because the pupils were given the opportunity to dress up in army camouflage clothing. Assessment is effectively used to provide 'can do' feedback and to plan for the next sessions.

121. Although no lessons were unsatisfactory, there are some weaknesses in teaching. Some teachers are not secure in their subject knowledge, especially with pupils aged 11 to 16. Lesson planning is not always related to the needs of each pupil. Not enough use is made of information and communication technology (ICT) to enable the pupils to record their observations. On occasion, a teacher tells the pupils what to expect rather than enabling them to predict the outcome of an investigation. In two lessons, the learning support assistants were not actively involved for a significant time during the lesson.

122. Most pupils display a positive attitude to their lessons in science. They are keen to learn, and they maintain their interest well, and this is related directly to well-planned lessons with carefully chosen activities. Older pupils show an increased level of skills compared with younger pupils, for example in looking for detail when observing, and older pupils are also more able to work independently. They take pleasure in their achievements and those of

others, and this is related to the teachers' use of praise and overt pleasure. The behaviour of most pupils is usually good in lessons, and occasionally very good, and this is because of the teachers' good group management skills. Pupils who misbehave respond well to the use of strategies identified in their behaviour support plans. The relationships between adults and pupils are good.

123. Leadership is satisfactory. The co-ordinator is in the difficult position of not teaching pupils in the key stages, and having very little time to monitor teaching and learning. The school's system of assessment and recording in science is good. The curriculum, although narrow, is well planned. The accommodation is currently unsatisfactory because there is no science laboratory or dedicated science area. Resources are satisfactory for the limited curriculum at present: weaknesses are in a lack of age-appropriate books for older pupils, and suitable software. Overall, science, as a core subject of the National Curriculum, does not have sufficient prominence.

ART

124. Standards of achievement in art are satisfactory. Pupils enjoy creating pictures using computer art programmes. Over this term the whole school focus is on printing, and there are good quality, well-mounted art displays linked to literacy themes such as 'The Jungle'. Pupils make satisfactory progress in drawing and painting skills. The work they do tends to have insufficient focus on exploration and creativity because opportunities tend to be rather prescriptive. Other curriculum subjects inspire much of the artwork across the curriculum, and art often links with design and technology.

125. By the age of seven, higher achieving pupils show good control of pencil when they are drawing recognisable life figures with facial expressions, such as a down-turned mouth and tears. Average attainers have less well-developed pencil control when colouring in. They all enjoy making handprints, vegetable prints, and sequences of shapes using two shapes and colours. They work well together to make a colourful Noah's Ark collage. By the time they are eleven, their control of paint and mixing of colours is used well to simulate the style of William Turner, and they use these skills when they draw and colour autumn landscapes. For Diwali they make hand shapes and decorate them, simulating henna hand painting. They make masks and puppets linked to their work in literacy. Eight year olds make a shape collage, printing with their hands, vegetables and leaves. They print backgrounds in colour tones, and colour animal shapes, choosing the background colour to camouflage the animals. Low attaining pupils by the age of eleven are drawing people, with some idea of a body and features. They tear paper and arrange it in a collage. They glue and stick on features when they make masks. By the age of fourteen and sixteen, pupils make more choices, and enjoy working carefully to produce successful silk-screen prints.

126. Seven lessons were observed and all were satisfactory. Four out of seven lessons were combined with other subjects. One lesson was planned and taught in a mainstream school and the other two were planned wholly as art lessons, one of which involved art and information technology. Whilst teaching is satisfactory, the emphasis on developing pupils skills has a minor focus and lessons were very prescriptive, with few or no choices or opportunities for creative expression. Teachers plan lessons for small groups to work on different activities, with one or two groups effectively supervised by support staff so that pupils know what to do. Teachers show pupils how to hold and use tools such as brushes

correctly. Pupils put the right amount of paint on the brush, and take pride in their work. Teachers and support assistants are proficient at teaching pupils to use computer art programmes, and with guidance the pupils learn how to select colours and to use the mouse as a drawing and painting tool. They show that they can be creative and produce interesting ideas, such as a worm crawling through an apple or a snowman with a hat, big scarf, long nose and colourful buttons.

127. The curriculum for art is very detailed and provides a good framework for the whole school to use. Assessment in art is detailed and shows progress and experience in small steps. Opportunities for pupils to evaluate their own work have yet to be developed. There is at present insufficient progression across key stages within topics such as printing. At present, links with artists are infrequent and opportunities to explore multicultural art are underdeveloped. The monitoring of teaching and learning is also underdeveloped.

DESIGN AND TECHNOLOGY

128. Overall, standards of achievement and pupils' progress are good. The good spirit of co-operation between staff enables pupils in Key Stages 1 and 2 to achieve well and make good progress over time. Pupils in Key Stages 3 and 4 make satisfactory progress in both food technology and resistant materials. However, this is within a limited curriculum at Key Stages 3 and 4. Pupils miss opportunities to experience a wide range of resistant materials and acquire the associated skills, because of the lack of suitable accommodation and facilities. This should be rectified shortly as the new school buildings are brought into use.

129. By the time they are seven, pupils are encouraged to think about design. Most pupils are developing fine motor control well. All have experience of cutting with scissors and most can follow a guideline for five centimetres. They need assistance to stick accurately, but understand the process. By 11, pupils have developed a good understanding of safety when working with food; they know about washing hands before handling food, for example. Pupils make good progress in using tools for cutting and rolling when making models out of salt dough. They can explain how they made the dough and describe what it felt like. Higher attaining pupils can identify a model that matches a design, and draw a similar design to represent the model they have constructed. They make simple wooden key racks using saws and glue. Lower attaining pupils work on similar activities, but with greater help from staff.

130. By 14, higher attaining pupils cook lunch with two others. They learn to use common household appliances, such as a microwave oven, though some need close supervision when working with hot food or liquid. In a project on Ancient Egypt, pupils make artefacts such as a decorated sarcophagus, sphinx, pyramid, and golden mask similar to that found in the tomb of Tutankhamen. Lower attaining pupils are supported to make furry hats, and enjoy chopping, grating and mixing ingredients. By 16, pupils plan and research their work with support. For example, they write a shopping list, shop, prepare and cook a simple dish, and then evaluate it by taste. They know some of the principles of a healthy diet and use this to design the meal. Co-operatively, they construct a coffee table that is later used as a display stand in the school's entrance hall. Pupils with complex learning difficulties experience the sensory qualities associated with preparing instant whip by using the various types of mixers. They smell and taste it, comparing it with chocolate, and then show their choice by a smile or other facial expression. In this activity they are well supported.

131. Teaching and learning in design and technology are good. Of the four lessons observed, one was very good, two were good and one was satisfactory. Evidence from teachers' planning and from the lessons indicates that teachers have sufficient knowledge of the subject and plan carefully. They make clear reference to individual education plans to ensure that the pupils learn at a level suitable to their needs. Tasks are appropriate to the age of the pupils. For example, a group of older pupils made a coffee table, and young pupils practise their cutting and sticking as part of the work they do whilst settling at the beginning of the day, before registers are called. Speaking and listening skills are encouraged by group discussion of ideas. Pupils also have opportunities to practise numeracy skills, by weighing ingredients during food studies and measuring before cutting a piece of wood, for example. Pupils know what is acceptable behaviour in the classroom and generally are well aware of, and follow, classroom routines. Behaviour is mostly good and pupils' learning is supported by the good response they show to the methods, organisation and resources used. Teachers and special needs assistants follow behaviour plans well, and are skilful at keeping on task any pupils whose behaviour is challenging. All pupils follow instructions carefully, which promotes learning and enables lessons to move on at a good pace. They generally maintain a good work rate. Even very young pupils know that it is necessary to keep the classroom tidy and help clear away after each session. Praise and encouragement are used to give confidence, so pupils are willing to try to do things for themselves. They show pleasure and pride in their achievements. Support staff are deployed well to promote the pupils' learning. They help to establish a calm working environment in which skills can be practised and good work celebrated.

132. The leadership of the subject is satisfactory. There has been a recent audit of the resources available to the department, and there are improved facilities for food studies. The scheme of work and the related assessment opportunities ensure clear progression through the key stages. They provide relevant experiences for younger pupils, with an appropriate variety of resources. However, monitoring of the teaching in the subject is not yet a regular feature. Moreover, the lack of specialist accommodation and facilities restricts opportunities for pupils at Key Stages 3 and 4 to work with a wide enough range of tools and materials.

GEOGRAPHY

133. It was possible to see only one lesson during the week of the inspection. Judgements are therefore based on a scrutiny of plans and other documentation, classroom displays, and the wide range of pupils' written work seen.

134. Standards of achievement are satisfactory throughout the key stages. By the age of seven, pupils know that there are different forms of transport such as bus, train and car. By experiencing a variety of environments, they understand the difference between home and school, and that there are other places, such as the seaside. As they progress through Key Stage 2, pupils discuss the weather daily. They change the weather symbols, correctly describing the weather as cloudy, rainy or sunny. Pupils use a CD-ROM while studying a module on the earth and beyond. They know that the sun is hot, and that the earth is blue and green when seen from space. Higher attaining pupils find several countries on a globe. All

pupils explore different environments during outings, such as a trip on the canal. They write about their trip, either copying, or writing a few sentences of their own. By the age of eleven, pupils have progressed to acquiring simple subject-related language and name physical features such as rivers and forests. They know the difference between day and night and can draw pictures to show this.

135. For eleven year old pupils entering Key Stage 3, work continues to build on previous modules. Pupils are encouraged to think about extremes of weather during work on the weather cycle. By the age of fourteen, lower attaining pupils write simple sentences such as 'I see the moon at night' while higher attaining pupils write a series of sentences on planets. In the one joint Key Stage 3 and 4 lesson seen, on the subject of settlement, pupils compared a town with a village. They thought the town was noisy, dirty and crowded, and the village pretty. They recognised features of the town such as the library, multi-storey car park, the main street, from pictures taken with a digital camera on a recent visit. By age sixteen, pupils further consolidate this work, often visiting local shops.

136. In the one lesson seen, teaching was good. The lesson was well planned, with tasks that interested pupils. Relationships were good. Pupils enjoyed the work because tasks were well matched to their needs, and they felt confident when tackling the work they had been set. Behaviour was well managed and pupils remained on task; as a result, they all completed their assignments. The plenary work carefully involved all the pupils in an explanation of what they had achieved.

137. There has been progress since the school was formed. The Key Stage 3 and 4 curriculum is now up to date and more resources have been bought. Pupils have a suitable range of geographical experiences, though these are not as comprehensive in Key Stage 3 as in Key Stages 1 and 2. Plans are now underway to review work at Key Stage 1 and 2 and update it in line with Curriculum 2000. Assessment is good and is suitably used to inform planning. The records of achievement are well annotated and show what pupils can do, as well as their progress over time. Suitable resources are supplemented by good use of the immediate area for locality work. This makes a significant contribution to pupils' social development. Curriculum plans are monitored by the co-ordinator and modified in the light of experience, though she does not yet have the time to monitor teaching.

HISTORY

138. Standards of achievement are satisfactory at all key stages. From the age of five, pupils look at, and talk about, the sequence of their timetable for the day. They change the day and date and discuss *yesterday*, *today* and *tomorrow*. They benefit from this constant reinforcement and begin to acquire an understanding of *then* and *now*. Pupils use touch screens and a mouse to change programs, extending their experience of cause and effect. By the age of seven, pupils have begun to consolidate their knowledge of how life has changed, by looking at new and old objects. They construct a simple family chart with the help of parents and carers.

139. Younger pupils, at Key Stage 2, benefit from a very practical approach to history. They try on Victorian clothes and make mob caps out of cloth and ribbon. They cut and stick peaked hats, working together well. However, for higher attaining pupils there is sometimes too narrow a range of activities. This results in missed opportunities for them to extend their

learning and make further progress. By the age of eleven, pupils are developing a sound understanding of the past. For example, in a Year 6 lesson they clearly explained the differences and similarities between every day objects, while looking at Victorian artefacts. One higher attaining pupil knew that shoes were often passed on once a child had grown out of them. Most pupils remembered that irons were heated on the fire. They could point out the similarities and differences in two pictures of Queen Victoria, understanding that one was when she was old and one when young.

140. By the age of fourteen, higher attaining pupils write at some length on the Battle of Hastings, while lower attaining pupils write a few short sentences. Pupils develop a basic historical vocabulary and know that things change over time. Younger, lower attaining pupils successfully experience work with the aid of symbols and pictures. By sixteen, pupils have a fair appreciation of things being done differently in Victorian times. They extend and explore this further by relating activities to their museum visit and the photographs they took to emphasise old and new.

141. Although teaching is good overall, it does vary. Of the six lessons seen, one lesson was excellent, two good and three satisfactory. In the one excellent lesson, very good planning and clear introductions ensured pupils that understood what was expected. They concentrated and carried out activities with infectious enthusiasm. A broad range of topics is planned, so that pupils have access to a satisfactory range of learning opportunities. However, an occasional lack of pace results in pupils not making as much progress as they should. They then become unsettled. A combination of good relationships and praise from staff gives pupils the confidence to ask for help if needed. Clear explanations and use of specific language ensures that pupils understand instructions and think about their work. Where there is no clear end to an activity, pupils sometimes wander round the class losing valuable time. Teachers and support staff constantly encourage pupils to make comparisons. Pupils do this well, volunteering ideas when discussing artefacts.

142. History is taught by a number of teachers on a modular basis with geography and science. There has been progress in developing the subject since the school was formed. The co-ordinator has worked hard with other staff to ensure that the Key Stage 3 and 4 curriculum is up to date and relevant. Plans are now underway to review work at Key Stage 1 and 2 and update it in line with Curriculum 2000. Assessment is good. The records of achievement are well annotated and show what pupils can do, as well as illustrating their progress over time. Resources are appropriate, and include materials of good quality which the teacher has made to meet pupils' needs.

143. Visits to places such as the local museum have a good effect on learning and social development. The co-ordinator comprehensively monitors planning by staff and ensures it is modified to meet needs. Good displays of pupils' work have a positive effect on pupils' self-esteem.

INFORMATION TECHNOLOGY

144. Only two discrete lessons were observed during the inspection. However, discussions with pupils, and analysis of their work and teachers' planning and records, show that the achievement and progress of pupils are satisfactory when compared to their prior knowledge and understanding of the subject. There are some examples of good progress.

145. By age seven, pupils learn that operating a switch can affect what happens on the screen. Higher attaining pupils can move the cursor, using a mouse, and operate simple programmes, such as filling shapes with colour. Lower attaining pupils switch on a radio or tape recorder, with an adult supporting them 'hand over hand'. By age 11, higher attaining pupils have developed good mouse control and show simple word-processing skills. They are able to insert a disc and select *save* and *print* from the drop down menus. Lower attaining pupils continue to experiment with cause and effect, using switches and a touch screen.

146. By 14, higher attaining pupils are improving their word-processing skills, using shift and return keys, and changing font and size. They know how to close down the computer. They begin to access programmes independently and use a photocopier unaided. Lower attaining pupils develop their mouse control, and with support begin to use a 'paint' programme and fill outline shapes with colour. By 16, higher attaining pupils continue to improve keyboard skills, typing in text, and can competently print their own work. They take pictures with a digital camera, deleting those that do not meet their requirements. Lower attaining pupils are able to adjust the volume control of a recorder, learn to control domestic appliances and, with support, take pictures with a digital cameras.

147. Much of the teaching of ICT occurs with individuals or groups of two or three pupils in short sessions within other lessons. Overall, the quality of teaching and learning is satisfactory. Of the two observations made, teaching was good in one and satisfactory in the other. At least one adult in each classroom is confident when using ICT to support pupils' learning, and is secure in their knowledge and understanding of the technology. Pupils enjoy using computers; they respond well to their teachers and work co-operatively. They are able to concentrate for surprisingly long periods of time. Their behaviour is usually good, and even young pupils can be trusted to use the computers responsibly. Teachers have sound expectations of behaviour, and assessments of the work completed are used well to plan further work. Lessons are well organised, so that pupils have access to machines and know that their turn will come to use them. Teachers have the clear objective of letting pupils work as independently as possible. They plan the work well to include interesting and motivating activities, and programmes that challenge each pupil. For example, in one lesson pupils were withdrawn from a music lesson to make a composition of their own, using the appropriate software. Teachers introduce activities clearly so that pupils know what they will do and what they are expected to achieve in the lesson.

148. Development of the subject recently has been good, and further improvements are planned to coincide with the move into the new building. The co-ordinator leads the subject effectively and is working to ensure that staff feel confident and well supported in their planning and use of the technology available. There is a clear policy statement and a skills-based scheme of work. ICT is firmly established as an integral part of the school's curriculum. There is a satisfactory quantity of hardware and a good range of software and other technology, though access to the internet is underdeveloped.

MODERN FOREIGN LANGUAGES

French

149. As there are few pupils in Key Stages 3 and 4, most are taught together in one class. They make satisfactory progress, particularly in developing speaking and listening skills. Several find speaking difficult, but all pupils are able to gain insights into French life and customs, and compare French culture with their own experiences.

150. During the inspection only one French lesson was seen. However, an analysis of work, scrutiny of displays, and examination of pupils' and teachers' records, helped to inform the judgement on teaching, which is good. Support staff work well with the teacher to extend provision and are an effective team. Activities and sequences are carefully planned and enthusiastically taught.

151. At 11, pupils have little knowledge of French language and culture. As they progress, usually individually, they learn everyday language, which they practise and consolidate enthusiastically. Their confidence increases as they learn to make and reply to simple commands. Pupils are interested and involved in lessons, and appear to enjoy their experience of French. Lower attainers build up a vocabulary of single words, whilst others are able to respond in simple sentences or phrases. They benefit from resources and prompts of high quality, produced by the teacher with digital technology. They join enthusiastically in French songs. In lessons they develop an awareness of cultural differences and show that they can, in some cases, apply the words they have learnt to simple everyday situations they encounter in shops and restaurants.

152. An appropriate scheme of work has been developed. Plans are well advanced to introduce French to the Year 6/7 class and to add sensory experiences for Key Stage 3 pupils with profound and multiple learning difficulties. French is a developing area in the school.

MUSIC

153. Pupils' achievement in music is good overall. They make good progress in Key Stages 1 and 2. Pupils make steady but slower progress in Key Stages 3 and 4, where achievement in both key stages is satisfactory. Although the planning and provision for music in the secondary department is well established, the lack of specialist accommodation has an impact on these pupils' learning. Learning is also adversely affected by the accommodation which houses the one combined secondary class with very diverse needs. However, pupils with more complex difficulties in the PMLD classroom make good progress through individual work with a visiting music specialist.

154. By the age of seven, pupils select and play a percussion instrument to accompany carols in assembly. Higher attaining pupils know the names of the instruments. Most pupils can identify them from pictures and are aware of the different sounds they make. Many pupils can clap a steady beat along with a variety of rhythmic patterns with the teachers' lead. They make good progress in co-ordinating hands and other body movements in singing games. For example, year 2 pupils sang *Knock on the door* with great enthusiasm, with all the accompanying actions. They learn when to stop and when to start, so that they work in unison.

155. By eleven, pupils are beginning to understand differences in pitch and rhythm in music. Teacher and pupils clap to the beat of the music and become aware of changes in tempo. Pupils conduct and play short, simple rhythm patterns, following recorded music. They successfully build on skills from previous lessons, demonstrating recall of words and tunes in assemblies and practices. They also show increasing confidence in performance, both in singing and playing. Higher attaining pupils remember technical terms in music, and some begin to use them. For example they remembered the meaning for 'pizzicato' when listening to different instruments and knew how a violin was played in a pizzicato manner. They use information and communication technology (ICT) to compose music, choosing their instruments and evaluating their composition at the end, offering simple explanations for the success or otherwise of the piece. Most pupils recognise and respond to a wide range of music and sounds.

156. By 14, higher attaining pupils play and recognise rhythm patterns of moderate difficulty and acquire satisfactory control on percussion instruments. Pupils listen to music from two styles, jazz and classical, and accurately identify music they hear played. They participate willingly and confidently in music performance. Most are excited by music and are enthusiastic in lessons. They make music together and enjoy the experience.

157. By 16, pupils have developed a greater understanding of pitch and reading a music score. They recognise high, low and middle notes and can point out differences in recorded music. They can compose simple scores and successfully play the scores of others. They are more responsive to the expressive elements of music, both in their own compositions and in professionally recorded pieces.

158. Pupils with profound and multiple learning difficulties achieve well and make good progress as a result of individual tuition from a visiting specialist teacher. They show clear choices and preferences, reach out for instruments, and develop good understanding of cause and effect. Some move rattles and follow the sound with their eyes. Several vocalise when it is their turn. One pupil lifts her head when her name is called, and reaches out for an instrument. Two pupils play some notes on the guitar. They show very good progress towards their individual targets.

159. Pupils in all year groups respond well to music. They enjoy and are excited by stimulating activities, which are the result of careful planning and good teaching. In almost all lessons, they behave well and take good care of instruments.

160. No direct teaching was seen in Key Stages 3 and 4, except for one very good lesson with pupils with autism and sensory impairments, in the PMLD class. Overall, teaching in Key Stage 1 and 2 is good. Three lessons were good or better and two out of five were satisfactory. Teachers' good preparation and planning ensures that pupils learn and practise musical skills systematically and pupils build on previous learning. Teachers include interesting and challenging activities, well matched to pupils' individual needs, and pupils respond with keenness and motivation. The teachers' energy and enthusiasm spreads to the pupils, with the result that a good amount of work is covered in lessons. In most lessons, pupils maintain a good level of interest and concentration. The best lessons proceed at a

brisk but appropriate pace. Teachers expect all pupils to take part, and lessons are well structured to this end. Staff manage behaviour well, through structured approaches and a very good knowledge of the pupils they teach. This is well supported by the more experienced and trained learning support assistants, with the result that pupils, including those with autism and challenging behaviour, progress well.

161. Teachers carefully and effectively assess pupils' contributions, but pupils are given too few opportunities to evaluate their own work and that of others. This limits progress and learning.

162. The subject is well co-ordinated, and good forward planning is in place, including schemes of work with detailed medium and short-term goals. Assessment is good, and teachers use it effectively to build on pupils' learning experiences. Pupils have good opportunities to experience music outside lessons. They are involved in drama and music workshops and productions, sometimes with mainstream peers. At the time of the inspection pupils were preparing to both sing and play at a carol concert to be held in Winchester Cathedral. However, the lack of suitable accommodation for older pupils and of a specialist room for music means that time and energy is wasted in moving to different rooms and organising equipment. This also limits opportunities for rehearsal and performance.

PHYSICAL EDUCATION

163. Pupils and students make satisfactory progress in physical education (PE). In lessons at Key Stage 1, they show that they can move slowly and quickly in time with the music, although some need help. They can bounce along to a tune with great gusto. Some had difficulty in crawling under an obstacle but improved with practice and were later able to complete the task. They are able to roll to the side but cannot complete a forward roll. Most pupils can travel along a bench, dismount safely from a box or horse, and go into a forward roll. The more able pupils explore a variety of ways to travel along a bench, including using all fours, two feet, or pulling on their front or back.

164. In swimming at Key Stage 2, most pupils can float front and back with swimming aids and make passable attempts at strokes when given one-to-one support. The least able find pushing and gliding difficult and have yet to develop water confidence. They tend to keep their heads out of the water, and one is reluctant to join the group. The most able swimmers easily swim front crawl. They show good style, but their hands do not enter the water correctly. Their style in back crawl is better, and they can do a mushroom float and star floats with confidence.

165. The only physical education seen at Key Stages 3 and 4 was a trip to the ten-pin bowling alley. All the pupils appeared to understand the game. The most able enter their names into the system and can bowl unaided, while the least able need support to participate. All the pupils had a great deal of fun, and the chance to stay for lunch meant that the experience made a valuable contribution to the pupils' social education.

166. Pupils' response to physical education is good. During lessons the pupils are very enthusiastic and most are keen to have a go at the activities. They take a keen interest in their own success and that of others. In one Year 4 swimming lesson the whole group burst into spontaneous applause when a member of the group, who lacked full confidence, put his head underwater.

167. Behaviour is good, with pupils following instructions or waiting patiently for their turn, as in a Year 1 session, where they took turns jumping and crawling without adult prompting. Even where pupils have difficulties in conforming they respond well in physical education, as when one pupil elected to join a circle activity during a swimming lesson for the first time.

168. The quality of teaching in physical education is good overall. Of seven lessons seen, two were very good, two were good, and three were satisfactory. In the best sessions, the planning is good and provides opportunities for all the pupils to be challenged physically and improve their independence. Very strong behaviour management keeps pupils fully engaged in activities. The teacher uses pupils to demonstrate to the group, and when the demonstrators are rewarded for their work the rest of the group share in the success. In one lesson the teacher used this approach to show the difference between big and little jumps. When the class all tried again it was clear that some were trying hard to copy, and this resulted in an improvement in their own performance.

169. Those involved in teaching or supporting physical education activities show good coaching skills. In the most effective sessions this coaching led to improved pupil performance. One assistant showed a pupil how to make a stroke and then coached the pupil as she tried. The pupil was thus able to correct her own technique, and she made good progress. In other situations, the assistants are too dependent on the teacher for the next activity, and this spoils the flow of the lesson for the pupils. Where each member of staff is able to progress through the sequence, at a suitable pace, pupils' progress is good.

170. Signing in physical education is used inconsistently and this makes it difficult for a pupil who relies on signing to be fully involved. However, the level of support in these situations is good, so the pupil usually gets someone who can repeat the explanation. Good support is given to pupils who have behaviour difficulties. This helps most pupils to develop confidence and skills. In most situations, pupils are set tasks at an appropriate level, though there are occasions where this is not the case. For example, two pupils who can swim were not given challenges that would improve style, develop their range of strokes, or build stamina. As a result, these two pupils made limited progress.

171. The planned curriculum meets the requirements of the National Curriculum at all key stages, although the limitations of accommodation at the Aldershot site make it difficult to implement some of the indoor aspects. Most teachers make good assessments of pupils' progress, but there is some inconsistency in recording. The school provides opportunities for pupils to gain certificates in swimming.

172. There are some good links with local schools. Pupils who integrate at one local primary school have the opportunity to join physical education lessons with their mainstream peers. Pupils in Key Stages 3 and 4 have a lesson at local independent school, where they are well supported. This is a very good social experience for all involved. There is good use of local facilities, including a local leisure centre, stables for horse riding, local schools, and local pools.

173. The co-ordination of physical education is satisfactory. Since amalgamation the focus has been on the scheme of work and consolidating practice across the sites. This has been completed. The policy is in place and is reviewed regularly. Planning, which takes place each term, takes account of the latest changes to the curriculum. The monitoring of the delivery of physical education has just started.

174. Indoor accommodation for physical education is unsuitable at the Aldershot site. The space is too small, is in use during the lunchtime, and acts as a corridor. There is no large apparatus, and a piano and tables reduce the available space. This creates a potential hazard, although the staff are very careful to ensure that the pupils are safe. Lack of space reduces the opportunities for physical activity, and pupils' progress is limited.

RELIGIOUS EDUCATION

175. Standards of achievement and pupils' progress are good in all key stages. By age 7, pupils hear stories from the Bible. They learn about the life of Jesus, and know that the Bible is a special book. They have many opportunities to share in special times, and they enjoy birthdays, Christmas and Easter celebrations. They experience times of quiet and reflection in the classroom. They have many opportunities to see and touch Christian symbols, and are beginning to understand that these are special. By the age of eleven, pupils increasingly take part in the celebration of religious festivals. They learn about the traditions of Christianity and Hinduism. Higher attaining pupils know the significance of some Christian traditions, using nativity figures when talking about the Christmas story. All pupils are helped to touch and look at artefacts, hear stories, and explore the sights and sounds of different faiths.

176. By age 14, pupils study a wider range of religions. Pupils hear stories about some of the important religious figures, and have experience of festivals such as Harvest, Diwali, Christmas and Easter. They begin to understand about people who help them, and retell the story of the Good Samaritan. By age 16, pupils learn about the importance of rules in society. They make their own classroom rules and discuss how to improve them. Almost all pupils are aware of the difference between good and bad behaviour and develop strategies to keep safe in the community. They continue to study different world faiths. Pupils with complex learning difficulties experience a time of quiet and follow a lighted candle with their eyes.

177. Teaching is consistently good. Although there is only an outline scheme of work, based on the locally agreed syllabus, teachers have good understanding of what is to be taught and of the needs and abilities of the pupils. Questioning promotes the use of communication skills as teachers encourage the pupils to engage in discussion. The use of multi-sensory resources is imaginative, and lessons are well organised, with special needs assistants playing a positive role in the pupils' learning and ensuring that pupils enjoy their work. All staff are aware of the desired outcomes of the lessons and work together to enable success. Pupils respond well with attitudes and behaviour that are never less than good, and occasionally very good. They are interested in the subject, and a feature of much of the work for older pupils is their ability to work together and help each other.

178. A new co-ordinator for this subject was appointed in September and the subject has made good improvement in a short time. Provision for religious education is improved, particularly resources, which are satisfactory. There is now a policy and an outline scheme of work, which is being developed well by the co-ordinator. Assessment is still at an early stage, and is underdeveloped and unsatisfactory. It often focuses mainly on pupils' response to lessons, rather than on what they know and understand, but the co-ordinator is aware of this shortcoming and has it as a priority in her action plan. The subject is not always reported upon in the pupils' annual reports to parents.

Post 16

179. Students over sixteen make good progress overall, and particularly good progress in their personal and social skills. They develop greater confidence and independence, and are able to manage well in situations outside school, such as at the local college or on work experience.

180. Students make good progress in the key skills of literacy, numeracy and information and communication technology, in a social context. They steadily acquire nationally recognised accreditation in aspects of these key skills. By the time they leave school, higher attaining students listen to others well, can talk in a group about a familiar topic, such as what they did at the weekend, and use a telephone competently and confidently. They read newspapers and school library books, and use the computer to write their news. Sentences are usually correctly punctuated, and these students can save and print their work without assistance. Lower attaining students need some signing to help them understand and to make choices. They develop a social sight vocabulary to help them in the community, and can copy write news, transfer this to the computer, then save the work and print it out. Students make good gains in handling money, and in telling the time. Higher attaining students add amounts up to £6, but cannot always work out what change they should receive. They are able to change an analogue time to a digital time, and read a 24-hour clock. Lower attaining students recognise all the coins, and can place them in order of value. They are beginning to exchange the correct number of 1p coins for 2p, 5p and 10p coins. They can tell the time to the hour, and are working towards telling the time to the half and quarter hour.

181. All students have opportunities to plan what they will cook, shop for the ingredients they need, then prepare their lunch. They steadily build up a repertoire of dishes that they can prepare with confidence. For example, higher attainers are able to prepare dishes such as lasagne, and lower attainers make drinks, snacks and sandwiches. Higher attainers help to prepare food, and serve, in a fast food restaurant at college. They wear the correct clothing, and develop an awareness of the importance of health and safety at work. All students improve their ability and willingness to carry out household tasks, such as vacuuming, making beds, and operating a dishwasher and a washing machine.

182. Students have good opportunities to socialise with a range of people in the community. At college they mix with students of a similar age; on work experience they help in a playgroup, or provide a service for the general public when collecting trolleys at a local supermarket. Through links with a variety of other educational establishments, students extend their experience of leisure opportunities. For example, they go bowling, go to discos, and have picnics. They also serve in the local community, for example by making tea at the local mums and toddlers group, or clearing away toys.

183. Teaching is good overall. Of 10 lessons seen, eight were good, one very good, and one satisfactory. Staff know the students well, and provide tasks that offer challenge and opportunities to succeed. This motivates students, who soon see their success as they obtain accreditation. Tasks are relevant and real, which provides the best possible motivation. This is particularly evident when tasks are related to food preparation, but students also become proficient at other household chores, and take a pride in carrying them out well. Staff also support students well, allowing them to learn from their mistakes, as well as to experience success. Lessons are well planned and prepared, and usually proceed at a good pace, with all students fully involved. However, when large groups take turns in an activity, the pace and interest both decrease. Students work towards individual targets, and are involved well in evaluating how well they have done at the end of each day. This helps to involve students in their own learning, and gives the group an opportunity to celebrate individual successes, which they relish. In more abstract sessions, good resources are used to bring subjects to life. For example, in a religious education lesson, a good range of artefacts was used to help students towards an understanding of symbolism in religion. By allowing students to assemble a *Christingle* themselves, their understanding was further developed. However, there are occasions when tasks are simulated, when they could be made real, such as role-playing a telephone conversation.

184. The curriculum at Post-16 is satisfactory, but at present vocational education and careers are not sufficiently emphasised, and there are few links with industry and commerce to draw upon. The co-ordinator does not have sufficient non-contact time to enable her to develop these important aspects. At the Coppers site, teaching staff do not have a break from the students at all during the school day.

185. The accommodation, although distant from what will become the main site, is well placed close to a busy high street, which serves as an ideal learning zone for the students. Other community resources are used well, too. The house itself retains the feel of a family home, although it is clearly a place of learning. The accommodation has been well adapted to serve its purpose, although it is a little cramped when all the students are together. There are plans to extend the dining area, which is not big enough for all to eat together comfortably.