

INSPECTION REPORT

KIRKLEATHAM HALL SCHOOL

Kirkleatham Village, Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111777

Head teacher: Mrs A G Naylor

Reporting inspector: Mrs N Buckingham
16722

Dates of inspection: 4th - 8th February 2002

Inspection number: 242920

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	4 to 19
Gender of pupils:	Mixed
School address:	Kirkleatham Village Nr Redcar Cleveland
Postcode:	TS10 4QR
Telephone number:	01642 483009
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs N Brennan
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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				How well are pupils taught?
				The school's results and achievements
				How well is the school led and managed?
13462	Roberta Mothersdale	Lay inspector		How well does the school work in partnership with parents?
				How well does the school care for its pupils?
17323	Dave Smith	Team Inspector	Science	
			Physical education	
18932	Helen Jones	Team Inspector	Foundation Stage	
			History	
			Geography	
22466	Diane Pearson	Team inspector	Mathematics	Attitudes, behaviour and personal development
			PHSE	
16359	John Farrow	Team Inspector	Information and communication technology	
			Design and technology	
			Music	
			Equal opportunities	
10760	Pip Clark	Team inspector	English	Curriculum and other learning opportunities
			Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirkleatham Hall is a day special school for pupils aged between 4 and 19 years of age. All pupils have statements of special educational needs. Attainment on entry is very low because of their severe learning difficulties. The nature of the special needs of the pupils now being admitted has changed since the last inspection since pupils with moderate learning difficulties are no longer referred to the school. Currently there are 120 boys and girls on the school roll. There are many more boys than girls.

The school is situated in a village just outside Redcar and pupils come from a very wide area resulting in journeys of up to an hour. Some of the areas the school draws pupils from are very socially deprived. Although the school is in a relatively isolated spot it has developed good links with local schools and colleges and uses these facilities effectively to enhance the learning opportunities of the pupils and students. The number of pupils eligible for free school meals is 54 (45 per cent). There are no pupils for whom English is a second language.

HOW GOOD THE SCHOOL IS

Kirkleatham Hall is an effective school with many very good features. Teaching is good overall with some very good and excellent teaching. This is a significant factor in the good progress pupils and students make. This is enhanced by the very good teamwork between teachers and teaching assistants which results in very good relationships and attitudes to work and a positive classroom atmosphere in which pupils can learn. Achievements are good because all adults know the pupils well and students in Post 16 gain a considerable number of externally accredited awards. The leadership and management of the school are very good especially by the head teacher whose role is pivotal to the success of the school. The school gives very good value for money.

What the school does well

- Leadership and management of the school are very good.
- The school has a very positive ethos which stems from the very good relationships amongst all adults working in the school.
- The very effective teamwork between all staff has a positive impact on the learning and progress pupils and students make.
- Pupils' attitudes to school and their behaviour are very good.
- The provision for Post 16 students is very good.
- The curriculum offers excellent provision for careers and guidance and very good opportunities for external accreditation and extra-curricular activities.
- Assessment procedures are very good.

What could be improved

- Increase the taught time for pupils in Key Stages 3 and 4 to be nearer to the national recommendations.
- The monitoring and evaluation of teaching and the curriculum.
- The effectiveness of governors to monitor the impact of large spending on raising achievement.
- The changing accommodation in the pool for pupils and students with the most complex learning

needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has successfully tackled the issues identified then. It recognises that there is still room for further development in history, geography and religious education. The range of externally accredited courses has been considerably improved. Since the last inspection the school has been successful in gaining the Investors in People (IIP) award for the third time and has also been awarded a School Achievement Award for Excellence. The National Literacy and Numeracy Strategies have been introduced successfully and adapted well resulting in good progress being made by pupils. The Team Teach approach for behaviour management has been introduced and has resulted in a decrease in disruptive behaviour. The range and number of extra-curricular activities, some using National Opportunities Funding (NOF), have been considerably increased.

STANDARDS

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

Progress in:	by Year R	by Year 6	by Year 11	by Year 13	Key	
speaking and listening	A	A	A	A	very good	A
Reading	B	B	B	B	good	B
Writing	C	C	C	B	satisfactory	C
Mathematics	B	B	B	B	unsatisfactory	D
personal, social and health education	A	A	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A	A	A		

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

The school has set a number of appropriate targets aimed at raising pupils' levels of achievement for the coming two years. These come from the data the school has from the Small Steps assessment procedures it uses for English, mathematics and science. English and mathematics levels are aligned to the nationally recognised P scales. Targets for oldest pupils and students relate to increasing the number of passes in externally recognised awards. Children of reception age make overall good progress in all areas of learning due to the good teaching and very good planning of the curriculum and individual lessons. The progress pupils make in English is variable but in mathematics they make good progress overall. Pupils make very good progress in personal, social and health education mainly because it is well targeted at pupils' needs and because the teaching is very good. In other subjects of the curriculum pupils and students make good progress overall except in religious education where progress is satisfactory. In music progress is good overall and ranges from satisfactory to sometimes excellent in Key Stage 2 due to the excellent teaching they receive. Older pupils and students achieve very well in relation to their special needs in gaining nationally recognised awards. In relation to individual targets set at annual reviews pupils make very good progress and those pupils who have individual behaviour plans make very good progress as well because of the systems the school uses consistently. There is no significant difference in the

progress made by boys and girls or for pupils and students of different levels of attainment throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes towards school are very positive. They are encouraged to try hard and respond well to challenges in lessons. Students in the Post 16 unit demonstrate mature attitudes to their work.
Behaviour, in and out of classrooms	Very good. All pupils behave well and are courteous and friendly. Their behaviour is very good in all situations both in and out of school.
Personal development and relationships	Very good. The supportive school atmosphere ensures that pupils and students listen to others and express their feelings in a confident and mature manner. As they move through the school they take on more responsibilities, for example working in primary department classes.
Attendance	Good. Pupils enjoy coming to school. There is very little unauthorised absence. They are punctual to lessons.

Very good attitudes, behaviour and personal development are supported by good teaching and the very good promotion of social and moral development. The Team Teach system used to manage behaviour is effective.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	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 and learning are good overall with some very good and excellent features. There is a high percentage of very good teaching in Key Stage 4 and Post 16. Teaching in English, mathematics and science is good overall and in personal, social and health education it is mainly very good. Weaknesses in lessons occur when the teacher is too directive and the introductory session goes on for too long and some activities do not sustain pupils' interest and they lose concentration. Pupils' work is not marked consistently and therefore opportunities to involve pupils in improving their work are missed. Both the literacy and numeracy strategies are well taught and benefit from the ability grouping system used by the school and as a result pupils learn well. The weakest element is the development of writing skills because pupils have limited opportunities to practice mainly due to the overuse of worksheets which require very little writing. The very strong teamwork between teachers and teaching assistants makes a very significant contribution to the good teaching creating a positive classroom ethos which supports learning and pupils are able to make good progress in lessons. The school successfully meets the range of special educational needs of pupils including those with the most complex learning needs. These pupils and students have a number of appropriate opportunities to be included with their more able peers for some activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and relevant to the individual needs of the pupils. All National Curriculum subjects, and religious education, are adapted well. The taught time available for pupils in Key Stages 3 and 4 falls short of that recommended nationally. The curriculum is enriched by a very good range of extra-curricular activities and opportunities for external accreditation. In addition provision for careers and guidance is excellent. Links with the community and other partner schools are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes social and moral development very well. Pupils' spiritual and cultural development is good. Provision for their personal development is very good. This has a very positive impact on pupils' behaviour, attitudes to school and their relationships with others.
How well the school cares for its pupils	Very good. The school has very effective care systems for the pupils and it provides a safe and secure environment for them. Procedures for monitoring attendance are very effective. The school has very effective assessment procedures in place which provide detailed information about the progress pupils are making. The school works hard to promote positive behaviour and because all staff work well as a team to promote pupils' personal welfare.

The school has good links with parents and they feel very comfortable about approaching the head teacher and staff. Good quality information is provided to them about their child's progress although some would like more.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Leadership and management by the head teacher are very good and she is strongly supported by a very committed Senior Management Team. She has a clear vision for the future educational direction of the school and has a positive approach to opportunities available to pupils and students of all ages. The changes in the school population have been managed very sensitively. Subject managers are developing their roles effectively.
How well the appropriate authority fulfils its responsibilities	Satisfactory. The governors are very supportive and involve themselves in the life of the school. Committees are established but they need to take a more proactive approach to monitoring the effectiveness of large spending decisions on raising the educational achievements of the pupils. All statutory requirements are in place.
The school's evaluation of its performance	The school has a well established self-evaluation system in place but this does not include time for teachers to monitor teaching in their subjects or to plan together to consider cross-curricular aspects, such as literacy, numeracy and information and communication technology (ICT).
The strategic use of	Good. Staff are very effectively deployed and specific grants are used

resources	appropriately to improve learning opportunities for pupils and students. The expertise of teaching assistants is used effectively.
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There is a sufficient number of well qualified teachers for the number of pupils and students on roll and there is a high number of teaching assistants. Staff development is very good for all staff and is given a high priority. Learning resources are good overall and very good in some subjects such as, ICT. The accommodation has been considerably improved since the last inspection but changing facilities for pupils and students with the most complex learning needs in the pool remains unsatisfactory. The day-to -day administration and financial administration of the school are very good. The governors have appropriate regard to achieving best value for money when planning the school's expenditure by requesting a number of tenders.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • The school is well led and managed. • Teaching in the school is good. • The school is helping their child to become mature 	<ul style="list-style-type: none"> • Some parents would like their children to be given more work to do at home. • Some parents would like more information about how their child is doing at school.

The inspectors agree with the parents' positive views and feel that generally parents are well informed. However, because of parental concerns the school is reviewing their current procedures about home/school information and the inspectors endorse this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 All pupils have statements of special educational needs which identify severe or complex learning difficulties for the majority of the pupils. Some have associated challenging behaviour and others have autistic spectrum disorder (ASD). It is therefore inappropriate to compare pupils' achievements with national averages and expectations and although overall attainment on entry is well below what would be expected for their ages, pupils make good progress overall in relation to their personal targets. This is due largely to the good teaching and very good leadership and management within the school. Also significant is the very good teamwork in classes between teachers and teaching assistants which gives pupils a high level of good quality support. Since the last inspection a wider range of externally accredited courses have been introduced and older pupils and students gain recognition for their achievements. Pupils and students with the most complex learning difficulties are included in the full range of National Curriculum subjects and also have the opportunity to gain external accreditation for some aspects of their work. In relation to individual targets set at annual reviews pupils and students make very good progress. Those pupils who have individual behaviour plans make very good progress against the targets set because of the consistent way they are managed. There is no significant difference in the progress made by boys and girls or for pupils and students of different abilities throughout the school.

2 The school has set appropriate targets for Key Stages 1,2 and 3 to raise achievement in English, mathematics and science using the data collected from the Small Steps assessment system the school uses. These results can be aligned to the nationally recognised P scales. For older pupils and students the school has set rightly targets to increase the number of passes in externally accredited awards.

3 Children in the foundation stage make good progress in all areas of learning and this is due largely to the very good planning of the curriculum and lessons and also the good teaching they receive. Children are given a good introduction to school and they are offered a wide range of experiences which underpin their learning.

4 In English all pupils and students make very good progress in speaking and listening and by the time they leave school the majority of older students are confident in discussions and respond to adults in a mature way. Younger pupils sit still and listen to instructions and others benefit from the use of signing and symbols so that they understand what is going on and participate as well as they can. As they get older many respond using short sentences and are becoming more confident in and out of the classroom situation. In the secondary department expectations are higher and pupils' vocabulary is extending and they understand and can use descriptive words in their work. Pupils enjoy conversing with their friends and will listen to others' points of view. They can express opinions in class, and share ideas and demonstrate understanding of texts by answering questions appropriately.

5 Young pupils in Key Stages 1 and 2 like listening to stories and they all enjoy the Big Book class reading sessions. From understanding that print has meaning to becoming quite competent readers the progress made in this area of literacy is good by the most able pupils. Older pupils and students are given the opportunity to enjoy a wide range of literature and are encouraged to read for pleasure. Whilst there is a wide range of reading ability within the school the most able are fluent and competent readers by the time they leave.

6 Writing is not well developed throughout the school making recording their work difficult and information and communication technology (ICT) is not well incorporated into daily lessons across the

curriculum. There are limited opportunities for pupils to develop their independent writing skills and only a few older and more able pupils and students are able to write with any degree of fluency. There is progression by some pupils however from colouring in, to copy writing to printing and developing a more cursive script.

7 All pupils and students with the most complex learning needs are given opportunities to communicate and develop an awareness of others. Some are included with their peers in literacy sessions and enjoy this experience. Their curriculum is based around sensory experiences which will develop their awareness and they interact well when offered tactile experiences or activities which involve listening. They respond by turning towards the sounds be it music or familiar voices showing pleasure by gesture or vocalising.

8 Progress in mathematics for pupils and students is good overall. Pupils in Key Stages 1 and 2 enjoy the mental mathematics introductory sessions at the beginning of lessons and go on to learn about estimations and identify numbers up to 100. A few pupils can count in tens. When learning about shapes they use the correct mathematical vocabulary such as sphere and cone. Some can match 3D shapes to 2D pictures successfully. Pupils in Key Stages 3 and 4 are given a wide range of mathematical tasks as they learn about time, angles or measurement. Some pupils use calculators to work out the answers. Two pupils are working towards GCSE Mathematics and work independently on tasks set by the college. Post 16 students learn how to manage money in very practical ways when out shopping in Redcar. The curriculum for them is very much geared to what they need to know when they leave school.

9 Both the National Literacy and Numeracy Strategies have been adapted well to meet the individual needs of the pupils. In both subjects pupils are setted in ability groups and as a result of this pupils make good progress in lessons and teachers target work to the ability of the group. However, key literacy and numeracy skills are not generalised nor planned for as effectively as they could be and so opportunities for learning are missed.

10 Pupils' progress in science is good overall and they achieve well. It is consistently good or better in Key Stages 2 and 4 and Post 16. In Key Stage 1 pupils learn about the different textures of paper and thickness and use this information in their investigations to strengthen paper when considering a bridge building experiment. Pupils in Key Stage 2 make significant progress in their understanding of solids and liquids and they predict that ice will melt when placed near a radiator. They also look at waterproof materials and learn about sound. In another lesson they learn about magnetism and become quite confident when making predictions. Pupils are beginning to record the results of their experiments accurately. Older pupils in Key Stages 3 and 4 respond well to the good teaching and confident subject knowledge of the teacher when learning about the orbit of the earth and its impact on the seasons. They can accurately name parts of a flower including the more complex features. Other pupils achieve very well when classifying solutions and use the pH scale appropriately. All pupils are introduced to the correct scientific terminology and are encouraged to use it. Older pupils have the opportunity to follow courses leading to external accreditation and they achieve a good level of success. Students in Post 16 learn about electricity and the human reproductive system. The clear focus on external accreditation continues and staff want students to do well.

11 Achievements in other subjects of the National Curriculum are good overall and best in Post 16 where the consistently very good teaching in the core curriculum and life skills elements of the curriculum result in gains in externally recognised certificates. Progress in religious education is satisfactory and largely depends on the quality of teaching they receive. In music, progress in some lessons in Key Stage 2 is excellent.

12 Standards have improved overall since the last inspection and the range of externally accredited awards available to older pupils and students has improved considerably.

Pupils' attitudes, values and personal development

13 Pupils' attitudes towards school are very good. In lessons and around school pupils are observed to be happy and friendly. The sensitive approach to support and teaching by teachers and teaching assistants ensures pupils are very involved in learning and behave very well throughout the school day and during extra-curricular activities. They try very hard and respond well to the challenges and opportunities offered in lessons. Pupils show responsibility towards each other, by sharing and working together, and show a very caring attitude towards those with more complex learning needs. The student council, which has representatives from each class, meets regularly and takes its role very seriously. They put the views and requests of their classmates to the head teacher and governing body and are very pleased with the results. They have successfully made a change to the colour of the school uniform for older pupils.

14 Pupils have drawn up the school rules and respect each other and adults. They are polite and friendly responding to the interesting lessons and activities. They relate well to staff and visitors. Pupils who find it difficult to concentrate relate well to the schools' expectations and support of staff. Individual behaviour plans (IBP) are discussed with parents and provide clear guidelines to ensure continuity of approach and this usually results in an improvement in behaviour. Exclusions are minimal due to pupils now feeling very secure. The close relationships between staff and parents support pupils throughout school.

15 Pupils and students are very involved in the life of the school. They enjoy the clubs and residential experiences and take a pride in discussing their achievements with visitors pointing out the well displayed awards and photographs. Students take a pride in neatly filing their work and recording units of work for accreditation. They are very confident with known adults and are secure in the school environment. Where pupils attend college, work experience and other schools they gain in confidence and enjoy talking about their experiences. Pupils like to work with their friends and help each other.

16 Staff provide many opportunities for pupils to listen to others and express their feelings which is one consequence of the very good provision for the development of pupils' social skills. They enjoy assemblies and contribute ideas to meetings and discussions. With careful guidance by staff pupils understand that there are different ways that people are hurt and most are sensitive to each other.

17 Attendance at the school is good and above average for a school of this type. Nearly all authorised absences are when pupils are ill or cannot attend for medical reasons. There are a minimal number of unauthorised absences. Transport to school is punctual and pupils, who are occasionally late to school, have not been ready when the transport calls at their home. Lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18 Teaching is good overall with some very good and excellent features. Whilst no unsatisfactory teaching was observed, there were some weaknesses and areas for further development. In some lessons opportunities for extending pupils' learning were missed and expectations were low. During the inspection 99 lessons or parts of lessons were observed and in five percent of these teaching was excellent. It was very good in 24 percent, good in 48 percent and satisfactory in 23 percent. In good lessons teachers are well organised and ensure that all pupils can be full participants in the activities. Most good lessons follow a consistent format of an introductory session, the main activity and a plenary to assess what has been learned and show work. Most teachers have good ways of helping pupils to learn by using a combination of individual, group or whole class teaching in which activities are well timed and changed sometimes to keep pupils' motivation. Pupils listen carefully to their teachers in the majority of lessons and respond positively and as a result they approach their work with interest and older pupils and students demonstrate a growing ability to work more independently.

19 Teamwork between teachers and teaching assistants is very good and is a significant feature of the good teaching. The rapport and relationships between all classroom staff and pupils is of a very high quality and mutual respect is very evident. This is reflected in pupils' and students' attitudes and behaviour in lessons. In some classes for pupils with the most complex learning needs adults know the pupils so well that they can anticipate their needs and time is used very well to stimulate and motivate these pupils so that they get the most out of their experiences. Such is the quality of the teaching assistants that they sometimes lead lessons. This is particularly evident in the pool where all the swimming is taught by a qualified teaching assistant and is of a good and often very good standard. He has high expectations of the pupils and has very good subject knowledge and so pupils achieve well. In another lesson a teaching assistant has a group of Year 2 pupils for an art activity and uses good strategies to produce some prints using vegetables. Other teaching assistants take a class of Year 10 pupils with the most complex learning needs for music in the absence of the teacher and pupils show a good level of awareness and enjoyment.

20 When teaching is excellent or very good lessons have a brisk pace, the teacher is confident with the content of the lesson and knows exactly what it is that pupils are going to learn. This is coupled with very good understanding of pupils' individual abilities and support is targeted at pupils who need it most. Behaviour management is minimal because pupils are interested and motivated and so work hard, concentrating on the lesson. These lessons are very well planned and prepared and because pupils know they are in a supportive environment they are always willing to try. Skilful questioning supports assessment of prior learning and is used as a means of extending pupils' thinking. In two excellent music lessons pupils were fully engaged and were eager to perform, playing the instruments with gusto. Their response to the teachers' performance results in quite spontaneous dancing and clapping to the rhythm. In another lesson pupils enjoy singing and are introduced to the art of conducting. Both these lessons relied on the very good subject knowledge of the teachers and the very good management of the groups during the practical activities. Similarly in two excellent religious education lessons with older pupils and students the positive impact of the schools' social and moral expectations are demonstrated as pupils respect each other's points of view and others' rights to believe something different to their own. Very good relationships between the teacher and pupils are also a fundamental part of the success of these lessons.

21 When lessons had some weaknesses it was mainly due to low expectations of pupils and a slow pace to the lesson. Sometimes the introduction was too long and pupils became bored, their attention wavered and they were unable to sustain their interest. In some lessons the teacher praised pupils for work which could be better and was too ready to accept any answer and did not use this opportunity to extend pupils' knowledge and understanding. An over-reliance on worksheets, which can also involve cutting and sticking activities, slows down the pace of the lesson and too long is spent on this activity.

22 Marking of pupils' work is inconsistent and this means that pupils are not always aware of how to improve their work nor does it help teachers assess progress over time in lessons. Homework is given appropriately and although there is no formal policy, parents can be involved in working with their children at home.

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

23 There has been significant improvement in the curriculum since the last inspection with the introduction of history, geography, within a topic programme, and religious education. As a result the quality and range of learning opportunities provide a rich curriculum for all pupils and students at Kirkleatham School which is relevant to every individual pupils' special needs.

24 The taught curriculum meets statutory requirements. It covers all subjects of the National Curriculum and religious education with the exception of a modern foreign language which is not required

since all pupils in Key Stages 3 and 4 have been formally disapplied appropriately through their statements of special educational need. All subjects have written policies which include schemes of work and all of them have been approved by the governors. For literacy and numeracy the school has successfully introduced the national teaching strategies along with a policy of grouping pupils according to ability. The effect has been a marked improvement in pupils' progress and a measurable increase in their achievements. Pupils with the most complex learning needs are grouped by age into three separate classes and provided with a relevant sensory curriculum in most subjects. There is a very good discrete curriculum for Post-16 students, with close links to the local colleges, which effectively prepares them for life in the adult world.

25 In Key Stages 2,3 and 4 the over-reliance on worksheets, cutting, sticking and colouring has a limiting effect on pupils' progress and achievements in all subjects. Curriculum co-ordinators need to be provided with time to monitor teaching and pupils' progress, including work, in order to ensure the effectiveness of short term planning as well as providing consistency, continuity and progression in the teaching of the curriculum. In addition, although the school has a marking policy staff are inconsistent in using it and many pieces of work are unmarked.

26 There has been improvement in the allocation of taught time since the last inspection but the teaching day in the secondary department is too short and does not meet national recommendations.

27 The school provides individual education plans (IEP's) and, when considered necessary, individual behaviour plans (IBP's). The IEP's set in the annual reviews are for English, mathematics and/or PHSE. These identify clear and specific targets for the individual pupil. Other IEP's, set in the foundation subjects, are of selected targets for groups of pupils rather than specific targets for individuals.

28 The range of external accreditation has been significantly extended since the last inspection and now all pupils at Key Stage 4 and students at Post-16 leave school with a certificate in a nationally accredited award. The school offers Certificates of Achievements in a number of subjects, CLAIT, AQA Unit Awards in all subjects for all pupils including those with profound and multiple learning difficulties, Youth Award Scheme (YAS) to bronze, silver challenge and silver standard and the Duke of Edinburgh Award. In liaison with the college the more able students have the opportunity to take GCSE in mathematics, and OCR Enterprise and Catering.

29 The personal, health and social education programme is very good and includes sex education, drugs misuse and citizenship. It also introduces careers education to pupils in the primary department. Provision for career guidance and work experience, which starts in Year 10, is excellent and very well supported by the Further Steps Careers Service. In Year 10 pupils are expected to apply formally for work experience which has been organized and advertised from within the school. They then experience formal interviews and if successful must meet required standards in order to keep the 'job'. This provides a very good rehearsal for pupils in readiness for doing the same in the outside world. In Post-16 there is a variety of placements for outside work experience all of which are closely monitored and some of which lead to future employment, as well as working in school.

30 There is a good range of extra-curricular activities through which pupils have opportunities to extend their knowledge, skills and understanding. There are a wide variety of lunchtime clubs including football, hockey, netball, running, canoeing, guitar, reading, art and the Duke of Edinburgh Award scheme. The wide range of sporting activities with skilled training results in local and national awards of which the school are justly proud. The curriculum is further enhanced by variety of outside visits and residential trips.

31 All pupils have a statement of special educational needs indicating their specific difficulties. For those who have additional problems, such as medical conditions, the school keeps careful records of any

intervention required either by the school nurse or involving a range of outside agencies. All statutory procedures are well implemented. Every effort is made to include the parents in the annual review meetings, including the occasional option of holding the meeting at home. The annual reports are informative and much appreciated by the parents.

32 The school is highly effective in ensuring that all pupils are able to take part in all activities and that the pupils with the most complex learning needs are included in the appropriate classes as often as possible. There are very good relationships with neighbouring schools and opportunities are provided for inclusion in mainstream whenever it would be beneficial to a particular pupil. This year a boy from Year 6 is attending a local primary school for literacy lessons. In addition there is one pupil currently attending a mainstream school who comes to Kirkleatham school for some lessons every week.

33 The schools' links with the community are good, and the school works hard to overcome its relative isolation from areas of population and culture. The residents of the school's village are very supportive, attend events and concerts some of which are held in the local church, and offer the school a strong sense of community. Residential experiences in a wide range of localities offer pupils and students, of all needs and abilities, challenging social, sporting and cultural opportunities. Sporting tournaments and events in the community make a very good contribution to the physical education curriculum. Visits to theatres, museums and participation in musical events in the community, are part of the regular curriculum enhancement of the school. Post 16 students spend one day a week at a community centre where they can develop their independence skills shopping locally, access a public library, visit an information centre and prepare themselves for life, citizenship and education after school.

34 Partnerships with other schools and colleges are good and allow pupils to integrate, socialise and extend their accreditation outside of the school. The school has identified where the needs of some pupils and students are best met for specific areas of work, and liaise with either mainstream schools or colleges to meet their needs. The school offers a range of work experience placements for a local secondary school and a special needs placement for literacy and numeracy support for a neighbouring primary school. The school makes very good provision for pupils' social and moral development, which is an improvement since the last inspection. This is made possible in the school's positive environment, where shared expectations are high and consistently applied. These high standards are evident in the classrooms and during the wide range of extra-curricular activities. The provision for spiritual and cultural development is good, supported by strong links with the local church and community.

35 The provision for pupils' spiritual development is good. A positive feature of the school is the way that the pupils are successfully encouraged to have respect for themselves and others. Pupils frequently help each other with reading or pushing wheel chairs. The pupils develop and refine a sense of their own worth and flourish, by experiencing success. The pupils' sporting achievements and their creative skills in art and music, make a good contribution to the pupils' personal development. Pupils are enthralled when listening to a member of staff play the violin. Weekly assemblies provide good opportunities to enhance pupils' spiritual development, for example, a thought provoking discussion enables the pupils to consider and reflect on the personal qualities that make each person unique. The school celebrates the major Christian festivals in the local church and the pupils recall these celebrations positively.

36 The staff are very good role models for pupils and very successfully promote their understanding and application of the difference between right and wrong. This is a strong aspect of the school and a feature recognised by the parents. The pupils helped to compile the school rules, which are displayed in each of the class-rooms and the pupils show consistent commitment to these basic rules. The student council is a constructive forum in which pupils can express their views and help develop their sense of belonging and involvement in decision making, within the open and safe school environment. For example, Key Stage 3 pupils make a well informed contribution to a class discussion on effective waste disposal.

The school's behaviour management system is successful and pupils are clearly thrilled to receive praise and awards during their celebration assemblies. Equally, pupils understand the consequences of negative behaviour and try hard not to collect too many red tokens.

37 The school's provision for pupils' social development is very good. The staff are successful in encouraging the pupils to work co-operatively in class and other settings, and this makes a valuable contribution to the promotion of pupils' learning. They can share equipment during a science lesson or at other times encourage each other during a team game. Staff work hard to involve pupils with the most complex learning needs in the main school activities. Meal times are a positive social occasion when pupils take the opportunity to chat and share a meal in a relaxed setting. Tutor groups offer pupils a wide variety of experiences including singing familiar songs, the celebration of pupils' birthdays and a library book session. Pupils show a high level of respect for other people and are very polite to visitors. Opportunities for pupils to develop a sense of responsibility increase as they get older. They have the chance to be fully involved in a wealth of clubs and activities, for example, competing alongside pupils from other schools in sporting events. They have excellent work experience opportunities both in school and locally and the students participate in the Duke of Edinburgh Award Scheme. Students adapt well to a range of settings, for example, on a shopping trip they enthusiastically discuss their produce, although some of them are in the early stages of developing their shopping skills. They also enjoy the opportunity to purchase their own meals when at the local college. Students make a valuable contribution to the community by helping at a local Saturday morning club and charity fund raising events. The students are encouraged to plan and organise their annual residential visit to an activity centre. They raise funds to help pay for the trip, learn to share their domestic tasks and live together in a residential setting.

38 The provision for cultural development is good. The local sporting traditions are acknowledged with an emphasis on athletics and cross-country running. A display in the school records the height of human achievement in running and compares the school records with these achievements. The pupils are given a good understanding of their own culture in a topic, which examines schools in the past, compared with the present day. The Second World War is studied to extend the pupils' understanding of their heritage with an appreciation of life in an Anderson Shelter, illustrated by a video and music. Cultural awareness is promoted across the curriculum in English, by studying a good range of literature including Shakespeare's Macbeth and modern texts such as Kes and in art pupils study the work of famous artists. Visiting theatre groups enrich the curriculum and the pupils also participate in visits to local theatres and a Folk Festival. Pupils' knowledge and understanding of other cultures is promoted by a study of Hinduism and discussions with a Sikh visitor. Pupils are not fully prepared for life in a multi-cultural society and do not have sufficient awareness of the diversity of different cultures but the school has plans to improve this situation by actively seeking practical ways to introduce pupils to people and practices from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 The school's procedures for ensuring the care of its pupils and students are very good. Health and safety procedures in the school are very good, for example, pupils' departures and arrivals at the school are well organised by the school's health and safety officer who also ensures that day-to-day health and safety issues are efficiently monitored. The school has made a very good response to health and safety issues highlighted in the previous report of unsatisfactory accommodation for changing and toileting. However, the changing arrangements for pupils with the most complex learning needs at the school's swimming pool are insufficient to maintain their privacy and dignity. Pupil's medical needs are very well met by the full time presence of the school nurse and the very discreet and professional provision for pupils' special feeding arrangements.

40 There are four trained first aiders in school and medical care plans for all pupils requiring treatment in school are kept by the school nurse. Specialist therapy provision for pupils is well organised

by visiting physiotherapists and speech therapists. Additionally, the school nurse advises pupils and students on personal hygiene and sex education issues and encourages pupils, where possible, to take charge of their own medication procedures. For example by coming to see her to take their medication rather than expecting the nurse to come and find them.

41 Child protection procedures in the school are very good. The designated person is also the nominated person for looked after children, and the school ensures that her training is regularly updated and shared amongst all staff in the school. The head teacher receives parallel training in child protection issues with the designated person, and the school also enjoys the support of the school nurse and the education welfare officer in child protection procedures.

42 Procedures for educational and personal support and guidance for pupils are very good. The tutor group system provides a secure core of staff for pupils to relate to and rely on in school. Lunchtime arrangements for primary pupils are built around these tutor groups, and weekly tutor group sessions offer pupils a time to build up friendships and integrate with pupils of all abilities and mix of ages. Older pupils benefit from a very well organised career guidance programme and precisely structured opportunities that promote students' independence skills in the community. The Duke of Edinburgh award programme also offers older pupils a wide range of social and extra-curricular opportunities to monitor and promote their personal development. Two weekly assemblies celebrate pupils' achievement on a personal level and for the number of tokens they have received for their effort in class work. All of these elements of school life impact significantly on pupils' personal development.

43 The school's procedures for monitoring and promoting good behaviour and making sure there is no bullying are very good. Individual behaviour plans for pupils are detailed and precise. The Team-Teach approach is consistently applied across the school, and this is proving successful in de-escalating potentially disruptive situations. Nearly all staff are trained to approach behavioural incidents and use positive handling approaches in the same way. Incidents and restraints are logged. Weekly meetings monitor pupils' behaviour and more serious incidents are analysed regularly to see if a different behavioural programme needs to be adopted with a pupil. Lunchtime supervisors are trained in behaviour management strategies and meet regularly to discuss any disciplinary issues. Parents are kept closely informed and the school's student council has offered the school a set of basic rules that set out the expectations for good behaviour in the school.

44 The school's procedures for monitoring and promoting attendance in the school are very good. Registers are monitored on a daily basis by the school and the administrative staff are active in bringing pupils into school if they have slept in and missed their transport and none is available to the parents. Regular meetings between senior school staff and the education welfare officer identify and follow up any attendance concerns, and initiate home visits where the school thinks that this will improve a pupils' attendance record. Pupils' improved and full attendance are celebrated in assembly with award certificates. The school recognises and accepts that some pupils are away from school for a long time because of their medical conditions.

45 Assessment procedures are very good throughout the school. The school revised its systems as a result of its Post Ofsted Action Plan and this reduced the time taken by staff without limiting the effectiveness of the procedures. All pupils are meticulously assessed against Small Steps every term and these detailed assessments feed into planning and reporting to parents. foundation stage pupils are assessed in an ongoing way against Early Learning Goals. Following the previous inspection termly assessments were also introduced for ICT, music and design and technology. The school is piloting Small Steps in other foundation subjects, for example, art. Where this is not fully in place assessment procedures are not as effective. This is particularly true in history, geography and religious education where lesson evaluations do not always feed into curriculum plans or pupils' evaluations.

46 The school has an agreed marking policy which includes annotation of pupils' work, however this is not followed consistently across the school and opportunities are missed to reward pupils' achievement or guide them to the next step.

47 The school offers a very good range and quality of external accreditation to its older pupils which includes AQA units and ASDAN Award scheme. Pupils with the most complex learning needs are offered appropriate opportunities which value their hard work and achievement. Pupils' work for these accreditations is of a high quality and reflects pride in their success. This is a considerable improvement on the previous inspection.

48 The statutory annual review system is rigorously carried out with detailed reports to parents based on Small Steps evaluations. Individual targets are agreed at these meetings which positively involve the older pupils. The school works hard to ensure the involvement of parents in these reviews and when necessary offer to hold the meeting in the pupils' home. Pupils are disapplied from National Curriculum assessments at 7,11 and 14.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49 Parents' and carers' views of the school are very positive and the school works hard to maintain very good links with them. Parents are especially pleased that their children like coming to school and commented 'that they would come to school in the holidays if they had the chance'. They perceive that the school and staff are open with parents and there are no limitations on when appointments can be made at school, for example to discuss any concerns about their children.

50 Day-to-day links with parents are maintained through telephone messages, notes from transport escorts and with some pupils, commentary in the home/school books which keeps the school well informed. Additionally the school nurse is in regular contact with parents, as are health professionals and therapists in the school. Not all pupils have home/school books which causes some concern from some parents. The school's policy is that younger pupils, and those that cannot communicate should have these books, and that it is part of a pupil's personal development to be able to take messages home themselves where possible, and not always rely on a written commentary. However the school is aware of parents' concerns over this issue, and is rightly reviewing the communication system, and the age appropriateness of the format.

51 The school is persistent in seeking the views of parents at their children's annual reviews. If necessary the school will change the date and the venue to ensure that parents are involved. The school has had a good response to the home/school contract, and parents work closely with staff to back up behaviour management strategies and the school rules. Most parents are willing to help with homework and regularly support their children's reading at home where it is appropriate. In some instances where pupils have had extended absences from school for ill health, and with parent's permission, staff have sent work home for pupils. Parents support the personal self help skills taught to their children, and most make sure that for example, their child brings in the correct items for a swimming lesson.

52 The school supplies parents with a good range of information for their children, and regularly sends out copies of reviews and reports, copies of timetables and individual education plans. Copies of certificates awarded in reward assemblies go home for parents to join in celebrating their children's achievements. Positive handling strategies for individual pupils are shared with parents. The annual governors report to parents, and the information booklet on both the school and Post 16 education, are clear, easy to read and informative. A number of pupils have lunchtime diaries so that parents can review their child's dietary requirements on a daily basis. Each year an open evening is held, and each month, in

term time, a parents group meets in the school. The school works alongside these parents to organise courses and invite speakers, who for example may come in to discuss the opportunities of respite for families. Parents are also regularly invited to school concerts and services. A number of parents have worked hard in the past to fund raise for a summer play scheme for pupils. A few parents come into school to support activities, but for most parents, distance and transport difficulties prevent them coming into school on a regular basis.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53 The leadership and management of the school are very good especially by the head teacher who has a clear view of the future role and direction of the school. She is well supported by a senior management team which meets on a weekly basis and this team includes the senior administrator. At the time of the inspection one of the assistant head teachers was on a period of secondment but her responsibilities had been allocated appropriately and were being very thoughtfully managed. This is a very good example of the astute management skills of the head teacher. All members of the senior management team have clear roles and responsibilities and they are committed to and share the head teacher's vision for the school which is reflected in the values it promotes and which contribute strongly to the very positive ethos within the school. The changes in the school population have been handled sensitively and because of this staff have responded positively.

54 Subject management is established and is developing well. All subjects have at least one overall manager and some teachers manage more than one subject. School self-evaluation and monitoring procedures are established and clearly set out and involve the senior management team in observing lessons. Subject managers monitor planning within their subject, but so far have had little opportunity to observe teaching. This means that they do not always have the full picture of exactly how well their subject is being approached or how it can be improved. Further development is also needed to ensure that the key skills in literacy, numeracy and ICT are taught across the curriculum. This would mean that teachers need to plan schemes of work together to ensure that opportunities for the generalisation of these skills are recognised and included in planning.

55 The School Improvement Plan (SIP) is coming to the end of its' three year period and a new one is beginning to emerge following consultation with all staff, governors, pupils and parents. All subject managers have carried out an audit of their subjects and have produced action plans which will feed into the SIP which is significant to the future direction of the school. In addition key stage targets have been set in English, mathematics and science following an analysis of pupils' achievements through the Small Steps programmes. Increased success in externally accredited certificates is a target for the older pupils and students.

56 The governors are very supportive of the school and its aims. Visits are made on an informal basis and do not have a definite focus. Governors have positive relationships with all staff and one governor has been involved in classroom visits and at least two parent governors are regularly in school working with pupils. The governors are very well informed by the head teacher and senior administrator and are given detailed information about school activities and budgetary matters. An appropriate committee structure is in place but not all committees meet on a regular basis. The chair of governors is a frequent visitor in school and is also chair of the finance committee and so has a good overall view of how well the school is doing. Whilst the principles of best value are followed and the school uses specific grants wisely the governors do not organise any visits to specifically monitor the effect of their spending decisions on raising pupils' achievements.

57 The governors have established an effective finance committee which meets regularly and has appropriate terms of reference. The resource implications of each priority in the school's three year

development plan are clearly identified, however, the current plan is close to completion and therefore does not provide an outline of the school's future educational priorities and proposed expenditure. The head teacher is well supported by the governors on a day-to-day basis but there is insufficient formal monitoring of the impact of the governors' major spending decisions on raising the quality and standards of education provided for the pupils. The subject co-ordinators produce detailed development plans and manage their own budgets, ensuring that the purchase of resources meets the pupils' needs.

58 The senior administrator makes an excellent contribution to the financial management of the school. She has developed secure day-to-day systems for the school's financial management, providing detailed and up to date information to the head teacher and governing body. The senior administrator very effectively manages a range of other responsibilities, including the arrangements for supply cover. Administration in the school is well supported by the confident use of information and communication technology, with staff having ready access to appropriate training. The principles of best value are central to the financial management of the school and care is taken to ensure that all money is spent wisely. In spite of the comparative low level of funding the school provides very good value for money.

59 The school's staff, pupils, parents and governors make a valuable contribution by raising money for the school fund. The school council, consisting of staff members, manages this fund and involves all members of the staff when deciding how to spend the money. They are receptive to requests for finance from the students' council. This is a fair and open system, which makes a positive contribution to the very good relationships and ethos of the school. Very constructive use is made of sponsorship, for example, to purchase adventure play equipment for the pupils and finance provided for the school library. Specific grants are well used and in particular the New Opportunity Funding for after school activities has helped to finance a wide range of clubs for the pupils.

60 The overall provision for staffing is very good and the very good relationships between staff and pupils and the good subject knowledge of staff results in a good learning environment in which pupils can develop. There are specialist teachers for music, physical education, science, art, ICT and design and technology. The head teacher tries to use the talents and abilities of staff to subjects so that their expertise is used to the best advantage for the pupils. Teachers link with a local primary school to plan for literacy and numeracy. Teaching assistants provide a valuable dimension to pupil learning in lessons and through extra-curricular activities, running clubs and accompanying pupils on residential visits. They play a full part in the life of the school and most attend courses for accredited training and professional development.

61 Induction procedures are good and opportunities are provided for new teachers to observe and teach with other teachers as part of the induction process. They are helped with lesson planning and procedures are explained in a very informative staff-handbook. The expertise of both teachers and teaching assistants is sought by colleagues in main stream schools and they are becoming a good source of special knowledge and support.

62 The professional development of staff is comprehensive and very effective and follows initiatives in the school improvement plan and performance management targets. The arrangements to gather information about staff training needs are very good, resulting in wide range of interesting courses and study days which compliment the work of the school.

63 The previous report found that the school's accommodation was inadequate in a number of areas and did not meet the diverse range of special educational needs amongst its pupils. Since then, virtually all of the shortcomings described in that report have been fully addressed. The school has been subject to major building work that has established high standards of accommodation, including class and whole

school facilities that allow the current curriculum to be taught effectively for its pupils. In particular, the school has done much to tackle the need for well equipped changing facilities, that accords pupils who need them, appropriate access and privacy.

64 The swimming pool has recently been brought back into regular use and now provides a valuable on-site provision for this aspect of the curriculum; it is used particularly well. However, the lack of suitable changing facilities for non-ambulant pupils with the most complex learning and physical needs, remain a weakness, which, despite considerable staff efforts, continues to deny these pupils their dignity when being changed on the poolside. In addition the changing facilities required to enable competitive team games to be played against other local schools are inadequate and this restricts such sporting opportunities. Also the accommodation available for design and technology activities involving resistant materials is cramped, which limits its use.

65 The accommodation throughout the rest of the school is very good, with suitable provision for the full range of pupils' needs and the demands of each subject. The library area has also been improved, to provide an additional occasional quiet teaching and learning space. Each classroom and communal area is enhanced by attractive displays of pupils' work, while the absence of litter or deliberate damage testifies to the level of care and pride demonstrated by staff and pupils towards their school. The site manager and cleaning contractors also keep the main school building and its grounds clean, well maintained and inviting.

66 Learning resources are now good overall and enable the curriculum to be taught effectively. Since the last inspection resources for ICT have improved considerably, including better access to modern computers and associated software. The new library also provides a good climate for more independent learning and is well stocked with an interesting selection of carefully chosen books that can be used to support and extend the pupils learning in several curricular areas. During the inspection it was seen to be in regular use by several groups of pupils engaged in the early stages of personal study.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 In order to build on the schools' present achievements the head teacher, staff and governors should now:

- (1) Further develop the monitoring and evaluation systems currently in place so that subject managers are given planned time to observe lessons, work with colleagues to ensure that all teachers identify opportunities for the key skills of literacy, numeracy and ICT to be taught across the curriculum and further develop writing skills across the school to decrease the use of worksheets,
(Paragraphs 9, 25, 53, 78, 81, 85, 86, 94, 103, 107, 119, 135, 147 and 155)
- (2) Increase the amount of taught time available to pupils in Key Stages 3 and 4 so that it more closely meets the national recommendations,
(Paragraph 26)
- (3) Develop systems whereby the governors formally monitor the effectiveness of large spending decisions on raising the educational achievements of pupils,
(Paragraphs 55 and 56)
- (4) Ensure that the changing accommodation in the swimming pool is improved to enable the personal dignity of pupils with the most complex learning and physical needs to be maintained.
(Paragraphs 38 and 63)

68 In addition to the above key issues the head teacher, governors and staff should:

- Ensure consistency in the marking of pupils' and students' work.
(Paragraphs 22, 45 and 102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	24	47	23	0	0	0
Percentage	5	24	47	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	120
Number of full-time pupils known to be eligible for free school meals	54

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	8

Unauthorised absence

	%
School data	1

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

2000/2001 results,

Thirty eight pupils and students gained a total of 233 AQA Units in subjects relating to English, mathematics, science, design and technology including food technology, ICT, art, religious education, work experience and personal and social education.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	0

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	6	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)	16
Number of pupils per qualified teacher	7
Average class size	10

Education support staff: YR – Y14

Total number of education support staff	25
Total aggregate hours worked per week	687

FTE means full-time equivalent.

Financial information

Financial year	2000 – 2001
	£
Total income	1170,267
Total expenditure	1139,534
Expenditure per pupil	9,497
Balance brought forward from previous year	45,331
Balance carried forward to next year	76,064

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0..9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	117
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	0	0	2
My child is making good progress in school.	67	28	3	0	2
Behaviour in the school is good.	49	39	4	2	7
My child gets the right amount of work to do at home.	46	31	14	6	4
The teaching is good.	76	20	0	0	3
I am kept well informed about how my child is getting on.	68	24	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	64	29	2	2	3
The school works closely with parents.	70	24	3	2	2
The school is well led and managed.	68	29	0	0	3
The school is helping my child become mature and responsible.	70	27	0	2	2
The school provides an interesting range of activities outside lessons.	57	28	7	2	7

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

69 Pupils in the foundation stage achieve well in all areas of learning and make good progress in relation to their individual targets. This is a result of very good clear planning both of the curriculum and individual lessons and very good planned use of skilled teaching assistants. They contribute significantly to the positive ethos and environment in the class.

Personal, social and emotional development

70 Pupils increase their personal skills through day-to-day tasks such as taking their coats, shoes and wellies on and off which they are encouraged to complete as independently as possible. More able pupils achieve well with these tasks whilst pupils who joined the class more recently still have to learn these skills. The positive, caring, structured environment ensures that this learning will take place. Pupils are also developing independent toileting skills through a well organised session which gives great emphasis to pupils' privacy and dignity as well as skill development. The system of pupils giving their names to gain entry to the toilet area also improves their literacy skills.

Communication, language and literacy

71 Pupils are enabled to develop their language skills well through the use of a range of activities including Big Books, symbolic play and the use of a symbols timetable to give structure to activities. Some pupils are able to find their favourite books by the pictures on the cover and all treat books with care. Some pupils answer staff questions using the correct signs or their voice. In the very good Big Book session pupils' attention is caught by a favourite story they know well and they join in enthusiastically. More able pupils can label the front and the back of the book and less able pupils can identify pictures of "Ted" and the "sled". Pupils listen attentively because they like the story and they can anticipate what comes next. The strategies used by the teacher ensures that pupils remain interested and their literacy skills are developed well and pupils make good progress.

Mathematical development

72 In numeracy sessions work is well differentiated and more able pupils can count to ten using an abacus and count out four coins to "buy" a piece of fruit, while less able pupils know that coins are needed to exchange for fruit. In a lesson on the number '2' a more able pupil can recognise this number and draw it in the air. The practical sessions interest and involve the pupils who remain attentive and they make good progress. In another lesson pupils are introduced to mathematical language, big, medium and little, by using dolls, and the more able can transfer this understanding to pencils. The good use of resources relevant to the age and understanding of the pupils supports their learning well and the progress they make is good.

Knowledge and understanding of the world

73 Pupils' knowledge and understanding of the world is good and they make good progress. They enjoy the opportunity for weekly educational visits and can label various vehicles "bus", "train" and "digger", which have been the focus of previous work. They also spontaneously identify well-known features such as "the boat". Pupils answer staff questions well and are encouraged to ask about things they do not know which extends their learning. More able pupils do this spontaneously with phrases such

as “what is it” and “Another train coming”. Staff take great care for pupils’ safety outside school and work well as a team, however because the lesson is very structured opportunities are missed for pupils to interact with each other. Within school pupils benefit from sessions such as cookery which develop their concepts in a practical way. However despite having appropriate ICT resources it is not sufficiently used across the whole curriculum limiting pupils’ opportunities to increase their skills.

Physical development

74 Pupils’ physical development is well developed through a range of opportunities including swimming and horse riding. In the hall most respond well to the larger environment although a few cannot resist the temptation to run around in the big open space. The good staff ratio ensures that all pupils work hard responding to a commercial taped lesson. More able pupils follow the instructions to shake specific parts of their bodies and all develop increased body awareness in that the majority of pupils can name and use different parts of their bodies in different ways. Some pupils work well without adult support and so increase their independence skills.

Creative development

75 Pupils’ creative development is taught through a range of stimuli and media including sponge prints, leaf prints, rubbings and roller paints and their work is attractively displayed.

76 Teaching in the foundation stage is always satisfactory and very often good as a result of clear structure and planning which helps pupils to respond well and gives them security. The staff all have very good knowledge of the pupils and use it very well in lessons to develop pupils’ learning. Care for the pupils, especially the newer younger children who have yet to fully settle in, is evident in the structure of lessons which reflects the good progress they make.

77 The classroom is bright, uncluttered and stimulating and pupils make full use of it. However there is a problem with the timing of some sessions as these very young pupils find it hard to give of their best in numeracy lessons which are at the end of a long day because they have worked hard in other lessons when much has been expected of them and they have responded so well.

ENGLISH

78 Overall pupils’ achievements in English are good and very good in their acquisition of skills in speaking and listening. This represents a significant improvement since the last inspection due to the successful implementation of the National Literacy Strategy, the introduction of the ‘Small Steps’ assessment procedures and the effectiveness of grouping literacy classes according to ability.

79 The majority of the pupils start school with little or no language and poor awareness of the need to attend to what is happening around them. In Key Stage 1 through the support and encouragement of all the staff pupils make very good progress in developing effective ways of communicating and responding to the world around them. By seven years of age the more able pupils can sit still, listen to instructions and answer direct questions in order to take part in class discussions. The less able understand the need to sit during lesson time and benefit from the use of signing and symbols in order to fully participate in the activities. Pupils with profound and multiple difficulties begin to develop awareness of themselves and staff work hard to establish effective means of communicating such as eye contact and facial expressions. Through this key stage pupils make good progress towards reading. Everyone enjoys the class reading sessions with the Big Books and understands that words convey meaning. Most can identify the familiar characters and objects in a story by pointing to the picture or by name using 2-word sentences, for example “that’s Biff”. During a religious education lesson pupils demonstrated their ability to follow a story

through a sequence of pictures. With adult guidance a few completed the task independently. Progress in developing writing skills is less well developed because of limited opportunities. The more able can hold a pencil and trace over letters and words while the less able continue to practice their skills in controlling the use of a pencil or crayon by colouring in shapes and pictures as carefully as possible.

80 By the time pupils reach 11 years of age there are wide variations in their achievements in all areas of literacy skills. The majority are developing confidence in their speaking and listening skills. They will take part in conversations with each other and with strangers, for instance, members of the inspection team, during lunchtime. Depending on ability levels the less able will reply to questions using one or two word answers while the more able can form correctly structured sentences using nouns, verbs and adjectives. For example, during a class discussion on pets one girl reported “My friend had a dog with curly hair”. In reading, the majority show an interest in books and everyone appears to enjoy the library sessions. They all understand the library system for ‘signing out’ books to take home and most return them in excellent condition. Reading skills vary from those who continue to work on the recognition of individual letters during the ‘Guided Reading sessions’ and those who are now confident, competent readers. One of the most able is currently reading the paperback book ‘The Diary of Anne Frank’ but not with complete understanding because the plot was too difficult. As with reading there are wide differences in pupils’ skills in writing either in constructing sentences or handwriting. The majority can copy-write word to word, some can copy sentences from their own dictation and a few can write independently using basic punctuation such as full stops and capital letters.

81 By 14 years of age the majority are confident when talking and are developing a fairly extensive vocabulary. They are able to suggest alternative descriptive words such as ‘colossal’ or ‘gigantic’ instead of ‘huge’ and understand the meaning. Everyone now understands the necessity to sit quietly and politely when others are talking and listen carefully to instructions. When reading most are able to recognise and read the days of the week and the months of the year while the most able can read books for meaning, recognise rhyming words and make an attempt at writing their own poems. They enjoy the wide range of literature they have read together throughout Key Stage 3 such as ‘Captain Crimson’ ‘Geordie Racer’ and ‘Oliver Twist’. In writing, the majority continue to need practice in letter and word formation in order to develop legible handwriting and most still use printed script. A few, however, are developing a more mature cursive style but most are reluctant to write their own material or try creative writing.

82 By 16 years of age pupils are making good progress and are following the AQA Units of accreditation while some are taking a National Skills Profile course at the local college in communication/learning. Throughout the key stage pupils consolidate all their previous learning as part of their preparation for external assessment. As a result of the good relationships between staff and pupils and the very good knowledge the staff have of each individual’s special needs pupils build their confidence in taking part in class discussions, expressing their opinions and sharing ideas. This was very noticeable during a lesson on the ‘War of the Worlds’, when everyone in the group was able to demonstrate their understanding of the story and create sentences in their own words to answer set questions. The greatest difficulty they experienced was in the actual writing when only a few could produce fluent and clear script.

83 For students in the Post-16 department the very good curriculum offered, the range of accreditation and the high quality of teaching results in very good progress in all areas of literacy and an understanding of the literature under discussion. At the moment they are studying ‘The Outsiders’ and are able to hold detailed discussions about the meaning of the text and make informed predications as to further outcomes and events. Reading skills are highly variable but the most able are fluent, competent readers who can read for pleasure as well as necessity. By the time they leave school at 19 years of age the majority can write their name and some can produce pieces of creative writing. They are able to write for a purpose such as filling in application forms and writing letters.

84 Throughout the school pupils with the most complex learning needs are able to make progress in literacy mainly through a relevant sensory curriculum although some students, from the secondary class, are included in one of the literacy groups with Key Stage 4 pupils and make good progress in listening and in broadening their understanding of language.

85 Drama is not taught as a separate area in the curriculum but all pupils enjoy the use of role-play whenever appropriate.

86 English is generally taught well. Pupils respond positively to the atmosphere created in most classes where good relationships, good teamwork and well planned lessons build pupils' confidence and self-esteem encouraging them to make every effort and work hard, as a result of which they make good progress especially in speaking, listening and reading. The quiet calm approach of staff with high expectations for attention and good behaviour means that pupils are able to listen to instructions and understand what is expected of them. Where teaching is very good the skilled use of a question and answer technique extends pupils' thinking and ensures that learning takes place through understanding rather than only remembering facts. Occasionally, when pupils are not sufficiently challenged or activities are not clearly related to planning some pupils become confused, lose attention and interest, behaviour deteriorates and learning is adversely affected. The teaching of writing lacks a clear structure, particularly for pupils in the Secondary Department. The over-reliance on worksheets reduces the opportunities for pupils to develop skills in creative writing and the persistent use of cutting, sticking and colouring is unnecessarily time consuming without being productive in terms of pupils' learning.

87 The subject is well managed. The decision to teach literacy in three groups per year according to ability and the way the National Literacy Strategy has been adapted to the special needs of the pupils has resulted in significantly raising the levels of achievement in English throughout the school. This is also seen across the curriculum where improvements in basic literacy skills are apparent although the use of writing is limited. The co-ordinator is aware of the need to introduce a structured writing programme and is currently planning to introduce a suitable strategy in the near future. The use of 'Small Steps' assessment results in careful monitoring of individual pupils' progress and leads to realistic annual target setting in English for the whole school.

MATHEMATICS

88 Overall, standards of achievement and progress are good. Across all key stages pupils are set in ability groups and this is very effective in that pupils demonstrate they are making good progress within lessons and over time. The provision for mathematics is very good and the revised scheme of work provides continuity and consistency of approach across the school. By the age of seven, pupils make good progress both in confidence and skills in mental mathematics. By the age of 11 pupils show by their answers that they are developing good practise in the language of shape and number. Post 16 students use practical mathematics and are developing good work skills to achieve units of accreditation. By the time they are 19 students make good progress to achieve success at college and in accredited courses.

89 Pupils in Key Stage 1 are encouraged by the very expressive language of the teacher to think and take time to work out the answers. They are beginning to estimate and try hard to write their answers on a board. They enjoy the activity of estimating and weighing objects with the support of the teacher assistants. One boy was able to say that two objects that weighed the same were balanced.

90 Pupils with complex needs in Key Stage 2 are encouraged well to respond to their names with anticipation. They are relaxed and happy and love to reach for objects and listen to music. Other young pupils are beginning to understand how to match 3D shapes to 2D pictures with the added interest of a

story about shaped characters. Most pupils can name the numbers on the 100 number square and a few pupils can count in 10s. The good use of mathematical language ensures pupils make good progress to learn the correct terms such as sphere and cone. Pupils react with excitement when they correctly name shapes.

91 The good introduction to the lessons in Key Stage 3 encourages pupils to listen well to understand the tasks. With the good emphasis on width and length the pupils are able to measure in centimetres and metres with help. Another group responds to the very clear questions with appropriate praise to double and halve numbers. There is a good emphasis on the rule of multiplication and pupils are challenged to think about the answers. Pupils can count the corners on shapes and say which shape such as a hexagon has more corners. Pupils with complex needs respond very well to staff with smiles while reaching for lights and pressing switches for music. One girl looked for her favourite keyboard and sang with delight when pressing the keys.

92 The groups within Key Stage 4 work more independently on individual tasks and achieve well. They understand which unit they are working on and enjoy showing what they have achieved. They like the work on time-tables and the 24 hour clock. A few pupils find it difficult to understand the context of the questions which inhibits their independent learning. Two pupils work independently on tasks for GCSE which are set by the college. They can use calculators to add two and three angles together and subtract from 180 and 360 degrees. One girl can calculate the missing angle competently. She can explain what work the college expects her to complete and work she does at home. They are supported extremely well by a teacher assistant who liaises with the college tutor.

93 The good pace of the lessons and high expectations ensure an atmosphere that encourages learning for Post 16 students. Although most students can read the questions they find the understanding of the problems difficult. In one group additional work supports this learning well to ensure students understand the concepts to problem solve. The practical use of clocks and relating the 24 hour clock to the work place gives focus to the work.

94 The quality of teaching is good overall. Lessons are well planned and the excellent team work provides maximum learning opportunities for pupils and students. The very good relationships and interesting lessons encourage pupils to try hard, behave well and concentrate to achieve a good standard of work. Learning is most effective where teachers use a range of mathematical language and ensure that a range of exciting materials is used in order to develop understanding and maintain interest. Homework is sometimes set and teachers mark work with pupils to give good explanations and support.

95 The primary co-ordinator has written and organised the curriculum document which is very comprehensive. Further monitoring of teaching styles to ensure understanding of language, comprehension and reading skills, marking and setting of homework will ensure a more consistent approach to mathematics across the school. The use of numeracy across other subjects is not well developed. Information and communication technology [ICT] is not used to compliment and extend pupil and student learning. A review of the use of worksheets is necessary.

SCIENCE

96 The provision for science is good, which is an improvement since the last inspection. Overall, the pupils make good progress and it is consistently good or better in Key Stage 2, Key Stage 4 and post-16. Learning is best when the pupils have the opportunity to be fully involved in practical investigations, using good resources and motivated by a well co-ordinated team who maintain consistently high expectations. Pupils make satisfactory progress when there is effective team work and good relationships but sometimes

the introduction to the lesson is too long, the resources used fail to stimulate the pupils and they lose interest.

97 In Key Stage 1, the teacher effectively encourages the pupils to recognise and recall the distinctive features of a range of different paper. The pupils understand that paper can be of a different thickness and texture and they accurately select specific paper using these two features. The teaching assistants make a valuable contribution when helping to maintain the pupils' interest during a prolonged introduction. Pupils are keen to contribute to an investigation, designed to strengthen paper, as part of a bridge building exercise and make some constructive suggestions. Good relationships and the sensitive use of humour are strengths of the teaching.

98 Pupils in Key Stage 2, show genuine interest when comparing the waterproof nature of different materials. They respond well to suggestions on how to manage their investigation, then collect and record their findings accurately. The lesson is busy and the pupils enjoy the task of looking after a toy bear and they can accurately predict whether the bear will remain dry if certain materials are used for clothing. Good teaching, with an emphasis on practical work, ensures that pupils make significant progress in their understanding of solids and liquids and they accurately predict that ice will melt quickly when placed next to a warm radiator. Pupils are able to record whether or not they can hear familiar sounds, for example, the noise of a car engine and relate this knowledge to the everyday situation of road safety. Some pupils understand that certain objects are attracted to a magnet. They are confident when making predictions about the magnetic properties of materials and learn from their mistakes.

99 In Key Stage 3 pupils make satisfactory progress in their understanding of the orbit of the earth and its impact on the seasons. Most of the pupils know that the sun, earth and moon are roughly spherical and that the earth orbits the sun and the moon orbits earth. There is insufficient use of appropriate resources, for example, information and communication technology or a video to stimulate and extend the pupils' understanding of how day and night are linked to the earth spinning on its axis. Pupils achieve well when accurately labelling the different parts of a flower, including the more complex features, such as the anther and stamen. They are able to group living things, in relation to observable similarities and differences and record their findings in a basic table. Pupils are very proud to receive certificates presented for concentrating in class and completing their home work to a good standard.

100 Pupils in Key Stage 4 achieve very well when classifying solutions as acidic, neutral or alkaline and employing the pH scale as a measure of a solution's acidity. The resources are very well prepared and the teacher uses her subject knowledge very well to produce a fascinating lesson, which maintains a very high level of interest from the pupils. The pupils are effectively encouraged to use scientific terms in the correct context and accurately observe and comment on the results of testing, using litmus paper. Their very good behaviour, co-operation in paired work and observance of safety requirements are all strengths of the lesson. Pupils have the opportunity to follow courses leading to external accreditation and they enjoy a good level of success in their Units of Accreditation.

101 In post-16 the students make good progress when using a battery and a range of switches to light a bulb. Good allowance is made for the wide range of abilities in the group to ensure that all of the students are challenged. Some students are able to construct a series of electrical circuits following a diagram and note how the brightness of the bulb alters, in response to the number of components included. Other students are provided with good support to change the batteries in a range of electrical appliances. Some students can name and label parts of the human reproductive system and show knowledge of at least two distinctive features of birds or mammals. There continues to be a clear focus on external accreditation for all of the students and staff have ambition for the pupils.

102 Younger pupils, with the most complex learning needs, are encouraged by a very caring staff team to make responses to a range of familiar and natural sounds. The pupils make a variety of responses expressing their likes and dislikes. These are observed and recorded by the staff who are committed to praising the pupils for each fine point of progress they make. The classroom is well organised and attractive with a good range of resources to effectively stimulate the pupils. Older pupils respond well to individual attention and enjoy a range of experiences related to the sea and water. The teachers' very good understanding of each pupil's needs, results in all of the pupils responding to the various stimuli.

103 Overall, the quality of teaching is good with some very good teaching. Consistent features of the teaching are the very good relationships between the staff and pupils and the well organised team work. The teaching assistants make a valuable contribution to the pupils' learning. The best teaching places a high priority on carefully prepared practical work, using stimulating resources supported by the skilled use of good subject expertise. Teachers need to ensure that the marking of pupils' work is up to date to help inform future planning. Pupils are given an initial assessment and the planning then uses a Small Steps programme, which is a very good planning framework. In a few lessons the introduction is too prolonged using a narrow range of resources with an over reliance on work sheets.

104 Science is well managed with good training opportunities provided for the teachers and teaching assistants, for example, in enhancing their information and communication skills. A high priority is placed on safety in the science room and the pupils respond well especially when using equipment. The provision and quality of resources are good although there is a need for additional finance to improve the ICT provision in science. The sound and light room has been refurbished and mobile sensory resources are well used. Good use is made of the locality in particular the coastal environment and access to a Wildlife Trust facility. The co-ordinator has started to monitor the quality of teaching in science but her monitoring role is not sufficiently developed.

ART AND DESIGN

105 Pupils' achievements in art and design are generally good because of the overall good teaching and the opportunities they are given. Throughout the school pupils participate in an appropriate range of activities but there is a wider range available to pupils in Key Stages 3 and 4 than for younger pupils where the emphasis is on using a variety of materials for different forms of printing and on creating collages. Displays in the school show examples of pupils studying the work of artists such as Kandinsky and Van Gogh and analysis of work demonstrated that older pupils in particular were given opportunities to use a variety of media. Older pupils have produced self portraits using pencils showing good attention to details. Currently little ICT is used in art and design to stimulate ideas and to extend pupils' creativity. During the inspection young pupils in Key Stage 1 created vegetable prints which served to consolidate previous work and although they were confident in using the technique there was little new learning taking place. They produced random and sequenced patterns. In Key Stage 2 pupils recognise primary colours and know which two to mix to make purple, orange and green. They experiment with the colours they make and respond well to the freedom of expression this gives them. Older pupils continue with modules of work leading to accreditation and create very colourful paper flowers working carefully to produce some good results. Others worked with plastic modelling medium to make badges or pendants from their own designs. Again this work contributed towards a Unit of Accreditation.

106 Pupils with the most complex learning needs enjoy the sensory and tactile elements of art. The very good relationships between the staff and the pupils means that every opportunity is taken to interest pupils and encourage them to be a part of the process. They show delight in reaching out and scrunching thickened paint exploring the texture. In another class they show an awareness of smell when oils are mixed with paint and some indicate which colours they like best. Others enjoy the action of painting with

different brushes or sponges making exaggerated movements and showing pleasure with the finished painting.

107 Teaching is generally good and in Key Stages 3 and 4 the good subject knowledge and enthusiasm of the teacher is a significant factor of the good teaching and pupils' learning. Good explicit introductions to lesson tasks together with reminders of previous work and very skilful demonstrations mean that pupils understand clearly what it is they have to achieve. Very good management of pupils along with a high level of support results in good levels of concentration. Pupils work carefully and are happy to show their work. They are pleased to show what they can do, especially younger pupils who carefully explain what they have painted and how they have mixed colours. The majority of pupils enjoy art and the teacher has high expectation of pupils who are working towards accreditation. Praise and encouragement develops their confidence. Pupils with the most complex learning needs respond well to the variety of resources and strategies used by the teacher to stimulate their interest.

108 Art is well resourced and although the school does not have a kiln the co-ordinator gets round this by successfully using other materials which allow pupils to make pots etc. The co-ordinator is very enthusiastic about her subject but only teaches art in the secondary department and more rigour in the monitoring of work in the primary department would enable her to encourage a widening of the experiences pupils are being given. Outside artists have worked in school and an art therapist is available to work with specific pupils for whom this type of support is helpful.

DESIGN AND TECHNOLOGY

109 Achievement in design and technology is good overall and never less than satisfactory. Pupils progressively develop the ability to investigate, plan and communicate design ideas as they move through each key stage. They learn to select and use appropriate materials and to evaluate the processes they use and the products they make. Their individual achievement is reflected well in the challenging and relevant targets found in both schemes of work and pupil records. Pupils' progress through a series of small steps which defines their progress and helps them to work and learn well in relation to their ability. The youngest pupils with the most complex learning needs gradually learn to participate in 'sensory baking' by being exposed to the aromas provided by baking and developing their tolerance of activities involving touching and tasting ingredients. Older, more able pupils learn to design, make and evaluate products, such as a greetings card for a special occasion, fully meeting the assessment requirements of the AQA Unit Award Scheme.

110 Pupils enter school with underdeveloped design and technology skills. As they move through Key Stages 1 to Key Stage 2, they make satisfactory then good progress, learning to consider and implement decisions that are part of the design and make process. By the end of Key Stage 1 pupils choose from a selection of breads and fillings to make a range of tasty sandwiches when helped by adults. Throughout Key Stage 2 they learn to plan and realise their designs, using an increasing range of construction equipment. By the end of Key Stage 2, pupils are designing and making models using junior construction kits and blocks, while the more able can also describe and explain aspects of their designs.

111 Once pupils enter Key Stage 3, specialist teachers teach them, and their time is split between design and technology and food technology. These aspects of the subject complement each other admirably and therefore pupils continue to learn to use appropriate design and technology vocabulary and skills properly, for example when handling foodstuffs hygienically or using cutting tools safely and accurately. By the end of the key stage pupils co-operate well, in teams, to design and make structures able to effectively protect an egg from a crushing force. While pupils struggle to explain how their designs will work, the structures they produce are robust and suited to the task. They are successfully learning

how to evaluate their products more critically especially when supported by thoughtful, well-structured questions from their teachers.

112 When students move through Key Stage 4 and Post 16 , they continue to consolidate their developing, designing and making skills well. By the end of Key Stage 4 students have learnt how to investigate why one material is better suited to a job than another. In food technology, they achieve this satisfactorily when comparing the appearance, taste and textures of bread rolls baked with fresh and dried yeast. In this case, collecting evaluation data in a simple form, intended for subsequent use in an ICT based data handling package.

113 By the end of Post 16 the higher and middle attaining pupils make particularly good progress through externally accredited projects. One able student designed three versions of a fashion tie; selected one to make a full size pattern then added colour and a logo, finally evaluating the product and when it could be used. Other pupils follow similar processes, making slower progress with significantly more adult help; they also achieve well, close to the limits of their capability.

114 Pupils throughout the school enjoy their technology lessons and they are alert, attentive and well behaved. They follow well established routines safely which helps to promote good working practices; they also benefit from good opportunities to apply their developing skills when using a range of technological equipment such as cookers, foodstuffs, hand tools and resistant materials. Teaching is satisfactory in Key Stage 1 and predominantly good elsewhere. Teachers plan well and demonstrate good subject knowledge which they use to support their pupils effectively; progressively developing their design and making skills by skilfully matching the level of challenge to the pupil's individual learning needs. Pupils with the most complex learning needs are included well in lessons through the provision of relevant sensory experiences exploring the properties of materials.

115 The subject is well co-ordinated and managed through collaborative working of the specialist teachers. It is also satisfactorily resourced although the accommodation in the craft area is very restricted, limiting opportunities for greater use of resistant materials or larger tools. However, pupils learning to develop a design, use annotated sketches or record their achievements depend heavily upon adult support, and rarely succeed in recording their full insights evident from their spoken ideas. Teachers attempt to overcome this weakness by the frequent use of worksheets, often involving cutting and pasting or low level copy writing activities. The use of information technology in design and technology would be more appropriate, but its use is under developed and too many opportunities to use it to support pupils' learning in the subject are lost.

HUMANITIES

(Geography & History)

116 Pupils achieve well and make good progress overall in humanities. This is because teaching in these subjects is always satisfactory and sometimes very good. This teaching is supported by clear and well used policies and schemes of work which generally help develop pupils' enthusiasm for their work and ensure that they cover a wide range of topics.

117 By the end of Key Stage 1 pupils are able to recognise and label a giraffe and a crocodile and one spontaneously signs elephant. They are also able to recall with enthusiasm a visit to the local museum made the previous week. Between the ages of 7 and 11 pupils are able to infer that a "dolly" was used to squeeze water from dirty clothes and had developed the confidence to guess answers they did not know. In a lesson with a geographical focus less able pupils can sort articles of clothing which are suitable for warm or cold weather and more able ones can sort photos of hot and cold places. This was a result of the very good planning, organisation and use of skilled teaching assistants and volunteers. Pupils'

understanding was also helped by clear teacher descriptions and instructions. Pupils work steadily and are keen to complete their tasks. They also show an ability and willingness to work co-operatively.

118 Within Key Stage 3 pupils use ICT for mapping and are able to remember and account for the differences in the burial rites of rich and poor ancient Egyptians. They also independently use ICT to navigate and make an individual Egyptian wall hanging. This achievement was a result of interesting and challenging curriculum content and tasks well chosen for pupils of different abilities. One pupil in particular was so pleased that his choice was praised by the teacher that he said "I did it".

119 This work in humanities is supported by a wide range of interesting and stimulating displays which enhance pupils' learning and celebrate their achievement. Pupils value these displays and are keen to show you their work.

120 History and geography are now taught as separate subjects within an overall humanities curriculum. This represents an improvement on the position of humanities since the previous inspection especially in the primary department. It is a result of the hard work of the skilled and knowledgeable subject co-ordinator and other teachers. However there remain issues in the curriculum for the least able pupils where humanities is taught across their whole curriculum and is not specifically reported on in annual reviews. This does not allow monitoring of progression or of curriculum coverage and other pupils who remain in one class for up to eight years are also not guaranteed progression or challenge within the humanities curriculum. The current lack of established ongoing Small Steps assessment in this area also means that pupils' progress is not sufficiently recorded or celebrated. Information and community technology is not yet sufficiently in use across the curriculum however when newly purchased and appropriate CD ROM's are used they enhance pupils' enthusiasm and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

121 Pupils' achievements in ICT across the school are good. All pupils and students have files containing examples of work, and assessment records that confirm they make sustained progress throughout each key stage. The curriculum is broken down and is well presented in small steps to allow pupils' success to be carefully monitored and then used to plan the next stage of their learning effectively. All strands of the National Curriculum are developed, so that pupils progressively develop the ability to use a range of ICT applications using computers. This is particularly evident in specialist lessons and from an analysis of some work in other subjects; showing evidence of word processing, desktop publishing, the manipulation and presentation of images imported from digital cameras, and data analysis using charts and spreadsheets.

122 As they progress through Key Stages 1 and 2, pupils develop confidence using computer assisted learning approaches to find things out, develop their ideas and make things happen. Pupils with the most complex learning difficulties learn to use a range of switches to control events on a monitor or while interacting with engaging musical toys. Other pupils learn to co-ordinate hand-eye movements with precision, using the mouse to control on screen activity very accurately; for example, when using the 'My World' programme to correctly dress a teddy bear, or use an on screen menu to select and read their favourite books from the reading scheme.

123 By the end of Key Stage 3 pupils with severe learning difficulties are successfully using the mouse to re-organise on screen images to create a complete picture. In the same lesson more able pupils use their ICT skills to select and combine the appropriate part sentences with a graphic image of an African animal, from the CD Rom 'Animals in Hot Lands'; in this case while also consolidating their learning in literacy and geography well.

124 When students move through Key Stage 4 and Post 16 , they continue to build upon the secure foundations established in the earlier key stages and achieve well using an increasing range of more sophisticated computer based applications. By the end of Key Stage 4 the more able pupils can collect data in an appropriate format, such as tally charts, suitable for entry into an Excel spreadsheet, before using that programmes 'wizard' to create well-presented bar graphs or pie charts. Less able students also continue to learn well and make good progress. One boy in Year 11 used a conventional mouse, very precisely, to control a sequence of on screen actions to interact with the programme 'Pip's misadventures', from which he gained obvious delight.

125 By the end of Post 16, the more able and middle ability students are using computer applications to generate word processed letters and curriculum vitae, while redrafting their work to improve its presentation or by selecting an unusual text style to add impact. Their ICT skills are also applied occasionally to other areas of the curriculum to support learning in these subjects. For example they use desktop publishing applications appropriately as part of their work in food technology.

126 Teaching is always good, and often very good. Specialist teacher's subject knowledge is very good which, when combined with effective and focused assessment and planning using the school's Small Steps approach, means pupils are given clear challenges at just the right level to learn and achieve well. Relationships between teacher and teaching assistants and the pupils are very good, characterised by positive control and high expectations; this means lessons are sufficiently motivating to maintain a good pace and to promote good and usually very good attitudes and behaviour. In the best lessons teaching manages to include pupils of all abilities by setting appropriately challenging tasks and then supporting each pupil according to their individual needs. Teaching also builds well on what pupils already know and can do, which is well recorded using the Small Steps approach. This helps the older students to recognise the

progress they make and to gradually develop the confidence to use their ICT skills more independently and in support of more general learning activities.

127 The arrangements to assess pupils' progress in the subject are good, especially where it is being taught discretely. Pupils acquire ICT key skills well during their time in the school and use these skills particularly well to support their literacy development where word processing and text manipulation are well established.

128 Since the last inspection, ICT provision has developed well within the school. Information technology is now taught as a discrete subject throughout all key stages apart from the in the foundation stage. The 'satisfactory base' described in the last report has been well consolidated by a capable and enthusiastic co-ordinator. Each subject is now expected to identify and deliver additional ICT elements through their programmes of study but this is inconsistent. The school has established a dedicated ICT room equipped with a sufficient number of modern personal computers and older computers that still fulfil a useful role. A wide range of appropriate software has been bought to support delivery of the curriculum, along with the use of other equipment and facilities such as digital cameras, touch screens, sensors and probes and access to the internet. Recently, the school has taken reasonable steps to ensure that its pupils are protected from undesirable contacts through the Internet and is in the process of concluding an agreement with parents and staff about the acceptable use of ICT.

129 In the foundation stage and Key Stage 1 pupils regularly use framework programmes such as 'My World' to undertake on screen investigations while developing mouse control. Elsewhere pupils are introduced to graphics packages such as Paint or Tiny Draw, but the opportunities to use ICT in support of learning in other subjects is insufficiently related to the focus of learning in the ICT lessons that are taught discretely. This means that the planned use of ICT in support of learning in other subjects is inconsistent and too many opportunities to use it to promote better learning and higher achievement are lost.

MODERN FOREIGN LANGUAGES

130 All pupils are disapplied from a modern foreign language through their statements of special educational needs.

MUSIC

131 Pupils' achievements in music are generally good and often excellent. This is because high quality teaching is combined with a well planned and exciting curriculum. Music lessons are carefully designed to meet the particular needs of all pupils to develop in them an interest and appreciation of music that will endure throughout the rest of their lives.

132 As pupils move through Key Stage 1 into Key Stage 2 they make satisfactory progress. Most enter school with under developed musical skills, but respond suitably to opportunities to sing or play percussion instruments, and listen to and enjoy a variety of forms of popular music. Pupils with profound and multiple learning difficulties show pleasure while experiencing and responding to music and musical tones as part of their sensory curricular experience, when being greeted by staff or controlling musical outcomes with switches in class or in the multi-sensory room.

133 By the end of Key Stage 2 pupils are achieving excellent outcomes because of inspirational teaching. Pupils develop their ability to appreciate music through their own and others' performances. They follow the excellent role models provided by the staff, with sensitivity either playing instruments or singing songs with clear diction, pitch control and a sense of musical expression, in unison or in two parts. Pupils also learn how music is created, written and performed by musicians and are able to take turns

conducting impromptu performances of their classmates, playing percussion instruments, to achieve excellent responses.

134 Secondary age pupils build well upon the secure foundation provided by the preceding key stage and continue to achieve well. By the end of Key Stage 3 many pupils can recognise and identify musical notation, while the more able can follow ascending and descending musical scales while they sing. Pupils also listen attentively to music and songs, and show an emerging sense of the melody, maintaining the tune while varying pitch and expression well. Older pupils with the most complex learning needs also continue to make good progress, enjoying music through the sensory experiences of sound, rhythm and movement. They show good co-operation and attention and tolerate these experiences well, often showing obvious pleasure.

135 Pupils have very good attitudes to music. Those with the most complex learning needs sustain their interest and respond to this intense sensory experience positively. Other, more able students sustain their interest in music ably, either singing, using percussion instruments, or playing electronic keyboards to perform musical works reading from sheet music. They all behave very well and with enthusiasm in both lessons and during extra-curricular clubs provided by innovative, enthusiastic and capable members of staff. Pupils also show impressive levels of maturity and confidence in this subject, while performing with pride either individually or in collaboration with peers. These responses are because of the good and sometimes excellent teaching. The high level of musical expertise shared amongst several members of staff has an obvious impact raising the achievement of pupils of all abilities. The very best lessons follow a very well planned, consistent, predictable structure that pupils anticipate, understand and enjoy and which use the skills and expertise of teachers and teaching assistants. The teamwork reinforces pupils' knowledge of notation, performing and listening, while also helping them to practise what they are taught and improve. Consequently, music is fun as well as playing a significant role in pupils' social and cultural development. Teachers use new technology imaginatively in support of music teaching, using integral software to assist keyboard composition or a Karaoke machine to develop singing through the use of popular songs.

136 Music is well resourced and the subject is well co-ordinated by a very capable and enthusiastic music specialist. She has successfully developed an effective and consistent whole school approach to music teaching, which accounts for the very good progress many pupils make. The co-ordinator monitors this approach through teachers' planning and schemes of work, but opportunities to directly observe the subject being taught are under developed and remain too informal and improvised.

PERSONAL, SOCIAL AND HEALTH EDUCATION

137 The provision for personal, social and health education (PHSE) continues to be very good. The co-ordinators provide a very good curriculum which is taught through lessons and generalised throughout the school day. The well-planned team-work between teachers and teaching assistants ensures all pupils are fully involved and supported and as a result pupils make very good progress and achieve very well.

138 Very good opportunities during tutor group time contribute to personal and social development for young pupils to socialise, work and play together. The pupils are very absorbed in the variety of creative activities such as music, social play, games and art which improves concentration. Pupils with the most complex learning needs react with smiles and gestures when they explore materials and listen to singing. Two little girls shared the glue to make a paper model of monsters and delighted in their pictures demonstrating good developing relationships. The excellent use of music encourages pupils to make a choice to hear and experience a variety of music with the more able pupils sharing their instruments with others and helping them to play. One pupil was totally absorbed in his own dance to the music but supported by others watching.

139 The well planned lessons for pupils in Key Stages 3 and 4 encourage pupils to interact well to the questions on personal safety. They are making good progress to understand how to react in dangerous situations. Pupils know from science lessons that electricity can jump and can be very dangerous. Post 16 students follow and complete units of work to understand how to fill in application forms for work and this relates to other aspects of their life skills programme. Other students are following a unit in child-care and enjoyed learning from the school nurse how to bath and care for a baby. They show a maturity in their attitude and take the subject seriously.

140 The staff provide very good role models for the pupils to follow and this is supported by a scheme of work which is very detailed to include a full range of experiences supported by speakers from outside school to include healthy eating, sex education and issues on solvent abuse.

PHYSICAL EDUCATION

141 The provision for physical education is good and pupils make good progress which is an improvement since the last inspection. This is because of the staff's infectious enthusiasm which helps to motivate the pupils to do well. In addition the teachers and teaching assistants provide a depth of expertise to enhance the opportunities available to the pupils. The school's swimming pool is a valuable resource which is extensively used and this, combined with very good teaching, ensures that the pupils make particularly good progress in their swimming skills. Pupils are effectively encouraged to develop their individual and team game skills allowing them to access a very wide range of activities in Key Stage 4 and Post-16.

142 In Key Stage 1, pupils respond very well to clear instructions and staff's high expectations by gaining increasing confidence in the water. They particularly enjoy the sense of adventure created by the effective staff team, in an environment where safety is the top priority. Pupils move quickly into their dance routines and they are starting to develop imagination in their movement to different sounds. Some of the pupils show appropriate changes in their 'heavy' and 'light' movements in response to a range of percussion instruments. Pupils are quiet and relaxed during a sensitively managed cooling down session.

143 In Key Stage 2, pupils, during a swimming lesson, take a full and active part in a well planned and vigorous warm up session. They remain attentive throughout the lesson and make very good progress in their ability to float, some with the use of aids, then move easily into the correct position for the backstroke. Staff take a very active part in a dance and movement lesson which effectively encourages pupils to make good progress, as they move freely and creatively with a distinct sense of rhythm.

144 Pupils make satisfactory progress in Key Stage 3 with good progress in their water skills but opportunities are lost for skill development in some other activities. Staff work well as a team using personal demonstrations to improve the pupils' leg movements when using the front crawl to swim. Staff are patient yet persistent, developing very good relationships with the pupils as a platform for encouraging them to make good progress. For example, most of the pupils are sufficiently confident to totally submerge in the water. They enthusiastically compete in running relay races correctly collecting objects by shape and colour but this activity is too prolonged, leaving insufficient time for the development of hockey skills, the main objective for the lesson.

145 In Key Stage 4 pupils are effectively introduced to a very good range of activities as they develop the necessary maturity to use their skills with confidence in school and other settings. The pupils take great pride in their achievements and the staff ensure that they value the pupils' achievements. For example by the very good use of praise, the presentation of certificates and the very good sports related displays around the school. Boys and girls enjoy taking part in a lunch time running club, some training for

the forthcoming Preston Park Cross Country Event. Football is a particularly popular activity. Pupils quickly change into the appropriate clothing to take full opportunity of the valuable time provided for the sport at lunchtime and after school. The pupils have been particularly successful in the Durham and Cleveland Netball Championships during recent years and they are justifiably proud of their achievements. The annual Key Stage 4 residential course at Lane Head Outdoor Centre provides pupils with a very good level of challenge in outdoor pursuits.

146 Post-16 students build on their experiences in Key Stage 4 and are keen to discuss their time in the local college, where they access the indoor sports facilities. The students have been well taught and are able to understand and apply the different rules when playing netball and basketball. Consistently good teaching effectively encourages pupils to have high regard when following their Healthy Pledges. These provide a carefully considered focus on a healthy diet and appropriate exercise. Swimming continues to be a high quality activity and some of the students are strong swimmers.

147 Pupils with the most complex learning needs are involved in a satisfactory range of activities including, when possible, the residential visits. They are given good support to increase their confidence and motivation in the water using a range of appropriate floating aids. Good teaching, during a games lesson, ensures that the activities are varied, to maintain the pupils' interest. Some of the pupils are able to select and group different coloured objects as part of a physical activity. The Rebound Therapy sessions on the trampoline are enjoyed by the pupils and some of them are beginning to anticipate their bouncing and react well to the movements.

148 Physical education is well managed by the specialist co-ordinator. He uses the school's adequate resources well and also makes good use of the locality, for example, the college sports hall. He is also busy providing opportunities for the pupils to take part in a very good range of activities. The co-ordinator recognises the expertise of the staff and has taken full advantage of the New Opportunity Funding to help pay for some of the teaching assistants' additional time. The changing facilities attached to the swimming pool are not adequate for the range of pupils' needs in the school. The co-ordinator is beginning to monitor quality and standards in physical education across the school but this aspect of his role is under developed.

RELIGIOUS EDUCATION

149 Since the last inspection there has been significant improvement in provision for religious education throughout the school. The policy has been reviewed, teaching time allocated to the subject has been extended and resources have been increased. Pupils' achievements are now generally satisfactory although progress in lessons is variable depending on the quality of teaching.

150 By the end of Key Stage 1 pupils are developing an awareness of themselves, an awareness of the many people around who help them and a recognition of events in everyone's life that are special just to them such as birthdays, christenings or weddings. They are aware that the Bible is an important book and in one lesson the more able knew that the Bible has stories in it "about Jesus" and that during school assemblies or when they visit the local Church they "pray to God".

151 Pupils by the end of Key Stage 2 understand that the Bible is a book that tells stories about different characters such as 'Noah and the Flood' and that there are other religions which have stories about their special characters, for example listening to the story of the Hindu God Ganesh. They know that different religions have their own special customs and ways of celebrating major events and festivals. They particularly enjoy the dressing up and role-play, for example when comparing Christian and Sikh wedding customs. The evidence available indicates that where learning takes place it is factual rather than an awareness of the meaning and relevance of these stories and customs to the various religions although in one lesson some pupils understood that the teaching of Jesus is the basis of Christianity.

152 By the end of Key Stage 3 pupils have knowledge of some aspects of Judaism as well as Christianity and Hinduism. They have continued to read stories from the various religions discussing how these stories may have relevance to their own lives. Where lessons fail to link the meaning of the religious or moral story to the practical application for pupils themselves or the concept is too abstract for them to understand, attention is lost which results in slow progress in learning.

153 In Key Stage 4 the very high quality of teaching ensures that pupils understand the relevance of the topics under discussion as a consequence of which they make very good progress. By 16 years of age pupils study for AQA Units looking at one religion in detail. They understand the fundamentals of the Muslim faith, the reverence in which the Qu'ran is held and why, the significance of the nine steps of prayer and that for a Muslim the Qu'ran tells them 'how to live'.

154 Post-16 students continue to study religious education through the planned weekly assemblies. They particularly discuss moral and social issues and the relevance of different religions to peoples' everyday lives.

155 The quality of teaching is very variable and has a significant effect on pupils' achievements and learning. Where lessons are well planned and the learning activities are appropriate to the ages and abilities of the particular pupils they make good or very progress. There are lessons, however, where the concepts are too abstract, the activities are not clearly interrelated and not evident in the planning or the use of worksheets, and cutting and sticking becomes an end in itself detracting from the purpose of the lesson. Under such circumstances pupils make limited progress and the rate of learning is slow.

156 The co-ordinators have worked hard to develop the subject since the last inspection but further work needs to be done. The curriculum for Key Stages 2 and 3 needs to be reviewed in the light of the changing population of the school and time needs to be provided for the co-ordinator to monitor teaching both for planning and delivery in order to ensure consistency and continuity for the pupils.

POST 16 PROVISION

157 The provision for students at Post 16 is very good. It benefits from a very skilled and knowledgeable co-ordinator who has developed a broad range of very relevant courses and an appropriate curriculum, including a wide range of accredited courses for the students. Links with a local college and the community are developing well which supports students' personal development and independence. Students are given good support from the local careers service and the innovative way opportunities within school are used to develop work programmes are very good. Students are offered programmes in literacy and numeracy, science and physical education and ICT with the emphasis on developing life skills, independence and personal skills. Within the life skills element there are opportunities for food technology and students can shop for ingredients etc. This is especially good when students spend the day in Redcar and use the local Community Centre as a base.

158 A very useful discrete prospectus for the Post 16 students gives parents and students all the information they need and explains the aims and purpose of the unit. It clearly emphasises the differences between school and the unit demonstrating that students are expected to develop more mature and independent attitudes towards the educational opportunities offered. The unit has two classes, one made up of a few more mature Year 11 pupils as well as students in Years 12 and 13, and the other is usually students who are in Years 13 and 14. Both have a similar timetable but the content is different to provide progression and an increased maturity.

159 The quality and range of learning opportunities are very good and have a very positive effect on students' achievements and prepare them well for leaving school. It is expected that all students will gain some form of externally accredited certificate, such as ADSDAN Bronze, Silver or Silver Challenge Award, AQA units or in some instances, Certificate of Achievement. The Duke of Edinburgh Award Scheme also operates. Students are very responsive to what is offered and appreciate the quality of the education they receive. They enjoy their work placements which prepare them very well for life beyond school.