

# INSPECTION REPORT

## **GREENMEAD SCHOOL**

Putney

LEA area: Wandsworth

Unique reference number: 101099

Headteacher: Miss Angela Laxton

Reporting inspector: Mary Henderson  
19827

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> January 2003

Inspection number: 249292

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 special                                 |
| Age range of pupils:         | 3 - 11  |
| Gender of pupils:            | Mixed   |
| School address:              | St. Margaret's Crescent<br>Putney<br>London       |
| Postcode:                    | SW15 6HL  |
| Telephone number:            | (0208) 789 1466                                   |
| Fax number:                  | (0208) 788 5945                                   |
| Appropriate authority:       | The governing body                                |
| Name of chair of governors:  | Joanna Brotherstone                               |
| Date of previous inspection: | 24 <sup>th</sup> – 27 <sup>th</sup> February 1997 |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|-----------------|----------------------|---|---|
| 19827        | Mary Henderson  | Registered inspector | Art and design<br>Religious education<br>Special educational needs<br>Design and technology | How high are standards?<br>How well is the school led and managed?  |
| 9563         | Jeanette Reid   | Lay inspector        |   | Pupils' attitudes, values and personal development<br>Social, moral, spiritual and cultural development<br>How well does the school work in partnership with parents? |
| 21267        | Pam Miller      | Team inspector       | Mathematics<br>History<br>Music<br>Geography  | How good are the curricular and other opportunities offered to pupils or students?  |
| 22577        | Margaret Hart   | Team inspector       | Foundation Stage<br>English as an additional language<br>English                            |   |
| 23733        | Averil Anderson | Team Inspector       | Information and communication technology<br>Physical education                              |   |
| 28002        | Sue Taylor      | Team Inspector       | Science   | How well are the pupils or students taught?<br>How well does the school care for its pupils?  |

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

### **INFORMATION ABOUT THE SCHOOL**

Greenmead is a maintained special school for pupils from three to 11 years of age. All pupils have a physical disability and most have problems with communication. Most have statements or are under assessment. Over half the pupils have profound and multiple learning difficulties and a few have marked degrees of autism. The school has an attached unit, developed in partnership with SCOPE<sup>1</sup>, for babies and young children who have cerebral palsy or similar forms of motor impairment. These children are not on the role of the school. A feature of the school is the strong influence of conductive education. Pupils' backgrounds span the socio-economic spectrum. Nearly half of pupils are entitled to a free school meal, a third of pupils have English as an additional language and about half are from ethnic minority groups. There are 18 boys and 24 girls arranged in six classes largely grouped by key stage and ability. Some pupils transfer to mainstream schools when appropriate and the school is resourced to provide an advisory support service for pupils with physical disabilities in mainstream schools.

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

Greenmead is a good school and is highly valued by parents. Due to good teaching, children and pupils make good gains in learning and in the targets identified in individual education plans. The school is well led and managed and all staff are committed to ensure the care and education of pupils. The school has addressed most of the issues raised at the last inspection, has developed very good opportunities for integration and gives very good value for money.

#### **What the school does well**

- The teaching is good and pupils make good progress.
- The school has excellent relationships with other schools and nurseries which help extend the opportunities for learning for its pupils and contribute to a better understanding of disability within the community; pupils are very well prepared for integration into mainstream schools.
- Progress in personal and social development is very good.
- Pupils are very well cared for and all staff ensure that pupils are safe at all times and treated with a high level of dignity and respect.
- Has very good links with parents.
- The headteacher is a very strong and effective leader and is well supported by the deputy head; together, they ensure that the school is efficiently run and the complex needs of pupils met.

#### **What could be improved**

- The overview of the whole curriculum to aid long-term planning of learning across the school and ensure that all pupils build on knowledge and understanding gained earlier in their school life.
- Extend the very good practice of some teachers who use daily records to assess gains in skills and knowledge of pupils in all subjects over a longer period of time against intended learning outcomes.
- Resources for learning in science, art and design, religious education, design and technology and the library.
- Accommodation, particularly to extend the space available for using drama and role play throughout the school, to develop creative play for the very young children, to maintain the fabric of the school to a higher standard and eliminate regular flooding and leaks and to provide more storage space for equipment.

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<sup>1</sup> Scope is a disability organisation in England and also Wales whose focus is people with cerebral palsy. Scope's aim is that disabled people achieve equality and are able to live in a society in which they are as valued and have the same human and civil rights, as everyone else.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and there has been a good improvement since then: wider access to National Curriculum areas; all classes have a weekly lesson in religious education; better provision for spiritual, moral, social and cultural education; punctuality in the morning has improved; better balance between care and curriculum time; and child protection procedures have improved. Longer term financial planning remains a difficulty, largely because of the lengthy consultations on reorganisation which began in 1999.

## 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 | Key            |   |
|--|-----------|-----------|----------------|---|
| speaking and listening                                   | B         | B         | very good      | A |
| reading  | B         | B         | good           | B |
| writing  | B         | B         | satisfactory   | C |
| mathematics  | B         | B         | unsatisfactory | D |
| personal, social and health education                    | A         | A         | poor           | E |
| other personal targets set at annual reviews or in IEPs* | B         | B         |                |   |

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

Pupils achieve well in lessons and over time. They make good progress towards their personal targets. They make very good progress in personal, social and health education and music and in communication skills. They make good progress in English, mathematics, science, information and communication technology and physical development. Overall, children under five make good progress against goals in national guidance for this age group.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Children and pupils enjoy coming to school and are very enthusiastic about learning.   |
| Behaviour, in and out of classrooms    | Behaviour is very good and frequently excellent. Pupils are welcoming and friendly.  |
| Personal development and relationships | There are excellent relationships between staff and pupils which give pupils the confidence to learn and a willingness to work with staff. There were many examples of pupils helping one another. |
| Attendance                             | Satisfactory, taking into account their multiple disabilities which may require lengthy stays in hospital.   |

A significant strength is the positive attitude to learning. Pupils are well motivated and this helps them to work to overcome difficulties, learn new skills and acquire knowledge.



## TEACHING AND LEARNING

| Teaching of pupils: | Nursery and Reception | Years 1 – 6 |
|---------------------|-----------------------|-------------|
| Quality of teaching | Good                  | Good        |

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

Teaching is a major strength in the school. During the inspection there was no unsatisfactory teaching and almost one out of every two lessons seen was judged to be very good or excellent. The best teaching was characterised by a very strong emphasis on developing communication skills. There was a consistently high standard of teamwork between adults. Support assistants have a high level of expertise and good use is made of the work of students and volunteers, some of whom have worked in the school for several years. Excellent links with other schools include shared teaching experiences. Pupils learn with determination and good humour. Teaching in English and mathematics is good and in music and personal and social education it is very good. Occasionally, a very few pupils are not sufficiently challenged in every lesson. Overall, the teaching enables pupils to communicate effectively, increase their self-help skills and basic skills and develop some freedom of choice and independence where possible.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment   |
|--|---|
| The quality and range of the curriculum  | The school provides a good range of opportunities for learning. This includes applying conductive education principles <sup>2</sup> . This year there has been an improvement in access to speech and language, physiotherapy and occupational therapy. There are very good opportunities for learning with pupils from mainstream and other special schools. |
| Provision for pupils with English as an additional language                                  | Teachers are effective in ensuring that all pupils develop skills of communication. Use is made of translators to aid assessment.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Provision for moral and social development is very good and provision for spiritual and cultural development is good.   |
| How well the school cares for its pupils   | The school is very good in ensuring that pupils feel safe and are comfortable at all times.   |

The school works well with parents and they show a high level of support and satisfaction with the school. Music and provision for personal and social development are very good. The combined team of health professionals working at the school has been more effective this year and makes a major contribution to pupils' progress. There is a need to improve long-term planning of the curriculum and to develop policies for the Foundation Stage and in physical education. Individual education plans are good and targets well met but procedures for monitoring pupil progress in some subjects are less effective.

<sup>2</sup> Conductive Education is a learning system appropriate for some children who have motor disorders because of damage to the central nervous system. A child's daily routine at school will include a series of tasks in different positions, lying, sitting and standing-walking. The programme also includes developing thinking, social and emotional skills by working in a group. The programme is developed in close partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well led by the headteacher, ably supported by the deputy head. The English co-ordinator has been very effective in developing teaching in communication and literacy.  |
| How well the appropriate authority fulfils its responsibilities  | The governing body takes a keen and active interest in the work of the school and members are very supportive. They raise funds for the 'School for Parents' and for the school.   |
| The school's evaluation of its performance                       | The school is good in monitoring teaching and pupils' personal progress in communication, physical development and literacy and numeracy. It is less rigorous in monitoring curriculum planning and progress in other subject areas. |
| The strategic use of resources                                   | The school makes very good use of resources. It deploys staff well and makes the best use it can of limited accommodation. Staff development is good.  |

There is an adequate number of teachers and support staff. Resources for learning are unsatisfactory with gaps in English, science, art and design, religious education and design and technology. In the previous year there was serious lack of health professionals which affected the quality of the assessment profile on entry. Accommodation is unsatisfactory and limits access to the full range of learning experiences, particularly the poor access to the outside environment and opportunities for creative play for the youngest children. There is a clear vision for the development of the school, for the value of the contribution of the 'School for Parents' to the school and in developing good partnerships for teaching with health professionals and other schools and nurseries.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• Provision made by the 'School for Parents'.</li> <li>• The progress children and pupils make.</li> <li>• The leadership of the headteacher.</li> <li>• The very good teaching.</li> <li>• Opportunities for integration.</li> </ul> | <ul style="list-style-type: none"> <li>• Better access to other activities outside lessons.</li> <li>• More information about the next steps in learning that can be supported at home.</li> </ul> |

The inspection team confirmed all the positive views of the parents and the areas for improvement.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. The achievement and progress of children under five and pupils at Greenmead School are good in relation to their assessments on entry. Pupils' standards of achievement are below national expectations as a result of their physical and learning disabilities and, in many cases, profound and complex learning difficulties. Most pupils have severe communication difficulties. Several pupils have additional visual impairment. Judgements about achievement take account of information in their statements, annual reviews and individual education plans (IEPs).
2. Overall there has been a considerable raising of standards since the last inspection. Children under five and pupils at both key stages make good progress towards their educational targets. There is no measurable difference between the achievement and progress of boys and girls.
3. Children under five achieve very good progress in communication and language and good progress towards the other aspects of learning. There are some limitations on the development of imaginative play because of the lack of space both inside and outside the school.
4. The following table summarises the progress that pupils make over both key stages:

| Progress                      | Very good | Good | Satisfactory |
|-------------------------------|-----------|------|--------------|
| English                       |           |      |              |
| Mathematics                   |           |      |              |
| Science                       |           |      |              |
| ICT                           |           |      |              |
| History/Geography             |           |      |              |
| Physical education            |           |      |              |
| Music                         |           |      |              |
| Art and design                |           |      |              |
| Religious education           |           |      |              |
| Personal and social education |           |      |              |
| Children under five           |           |      |              |

5. Achievement and progress in personal and social education and in music are very good. Music is a major area of strength in the school, which stimulates many pupils to participate, to develop understanding and gives them a lot of enjoyment.
6. Overall, there has been a good improvement since the last inspection in the progress pupils make in all areas. Pupils with physical disabilities make good and sometimes very good progress. The school integrates into mainstream schools those pupils who have made significant progress in learning and whose personal and physical needs can be well met. The strong influence of conductive education, both in the attached unit and in the school itself, has had a very positive influence on the pupils' overall development.
7. Pupils with physical disabilities and other associated learning difficulties make good progress in small steps in most areas of learning, through the 'P' scales<sup>3</sup> towards the first levels of the National Curriculum.

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<sup>3</sup> A measurement scale used to recognise the progress pupils make before they reach Level 1 of the National Curriculum, developed by the Qualification and Curriculum Authority (QCA) in 2001.

8. Pupils with the most complex and profound difficulties make good and sometimes very good progress in relation to their attainment on entry to school. A few of these pupils may have some autistic features. For many of these pupils progress is best seen in the establishment of communication which enables them to have a degree of choice and self expression. Many improve mobility or maintain it. A few have regressive medical conditions, which affect development and staff work very hard to maintain their skills and understanding.
9. Pupils for whom English is an additional language make good progress in learning. The school uses interpreters for assessment in the mother-tongue on entry and uses adults with mother-tongue proficiency to help in further assessment. Pupils benefit from the good standard of support in the school and extend their use of communication and language. The most able pupils make very rapid progress once they have sufficient fluency in English.
10. Children under five and pupils at both key stages make good progress towards the targets set in their individual education plans (IEPs). Targets usually include physical, fine motor development and communication. For higher attaining pupils there are specific targets on language and literacy and mathematical development. For a few pupils there is a behaviour modification target.
11. Standards of achievement and progress are good in English. The use of the National Literacy Strategy in planning has helped to raise the profile of reading and more able pupils are developing good phonic awareness which enables them to build up a good sight vocabulary. By the age of seven higher attaining pupils are beginning to speak in longer sentences and describe sequences of everyday events, make good progress in phonic skills and are developing early writing. In Year 6 some develop creative writing skills in a group which includes pupils from a mainstream primary school. Writing skills are supported by the use of the computer to record written work. Pupils with the most profound difficulties make good progress throughout the school in using signs and symbols, developing eye contact or pointing. They show an increasing desire to want to communicate.
12. In mathematics, pupils' achievement and progress is good overall. Two classes work from the National Numeracy Strategy. By the age of 11 higher attaining pupils have developed skills in addition, using tens and units and in recognising coins and are beginning to develop problem solving skills. They work on measuring length, area and shape and are developing reasonable estimating skills using non-standard measures. By the age of seven higher attaining pupils recognise number symbols up to ten and simple concepts of sets. Pupils with profound learning difficulties work on tasks such as reaching for an object when they have a choice of two or three, or holding onto an object for a count of four.
13. In science, pupils' achievements are good. Pupils are working towards early learning goals and science is done in topics with history and geography aspects. Younger pupils and those with profound learning difficulties develop facial awareness and, gradually, other parts of the body. The pace of progress is most influenced by their physical development needs and opportunities for exploring and investigating, for example, looking for 'treasure' through the use of 'objects of reference'. Over time they progress from being present in a group to awareness of what has happened and focus briefly on an object. As they get older the observational skills of some develop into a better response and they begin to see the difference between different people or places. A few pupils have achieved Level 3 in science in the national standards assessment tests at the end of Key Stage 2.
14. The school has not yet set whole school targets. However, the assessment data collected over the last two years will shortly be evaluated using new software. This together with existing good practice will inform governors and senior management and help them to identify the overall progress pupils are making.

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

15. The last inspection indicated that pupils had a very good attitude to learning. This continues to be the case. Pupils are eager to come to school. They show a high level of interest in their work.

They try very hard and are open to new experiences. Pupils show perseverance when working on their motor skills and other activities. They are delighted with their achievements. A pupil who reached her target of walking ten steps unaided showed enormous pleasure. Pupils with profound and multiple learning difficulties respond very well to the adults who support them. They are alert and react to stimulation with smiles of delight, through eye contact and sometimes through bodily movement. In a music lesson about travelling abroad, pupils were totally involved and the lesson caught their imagination.

16. The behaviour of pupils is very good and sometimes excellent. This has a very positive effect on the progress they make. Their responses to visitors are friendly, welcoming and interested. No unacceptable behaviour was seen during the inspection. Incidents of bullying or harassment are a rarity. Pupils feel safe and secure. There is a high degree of racial harmony within the school. Some pupils have complex behaviour problems. They have behaviour modification plans appropriate to each individual pupil. There have been no exclusions since the last inspection.
17. Pupils' personal development across the school is very good. Relationships between pupils and staff and between pupils and one another are excellent. Pupils show great readiness to cooperate in lessons and around the school. In lessons, they are sensitive to each other's physical limitations and often help one another. For example, one pupil helped another remove their leg gaiters and a pupil offered glue to another. Pupils show concern, empathy and mutual respect for others. Three girls were seen supporting each other. The pupil with more verbal ability helped the other two, who in return helped her with her physical difficulties. Instances of pupils showing initiative within the limits of their capabilities were seen. In an assembly, one pupil spontaneously got up and danced. Pupils enjoy the opportunities to take responsibility, such as returning the register, or collecting the laundry. Parents praise the impact the school has on their children's personal development. Pupils respond very well to the school's provision for spiritual, moral, social and cultural development. Pupils are happy at the school and this is especially apparent in the music sessions, where their enjoyment is at its most profound.
18. Attendance across the school is satisfactory, taking into account the complexity of the needs of some of the pupils. Unauthorised absence is low. The school has worked hard to improve the transport arrangements since the previous inspection. Pupils are now generally punctual to school.

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

19. Teaching is good and almost half the lessons seen were very good or excellent. No unsatisfactory teaching was observed. This is an improvement since the last inspection, when a small number of unsatisfactory lessons were seen and only nine per cent of lessons were very good. Teaching is very good in personal and social education and in music and good in most other subjects, particularly in literacy. It is good in each of the key stages and for children under five. In lessons where the focus is on teaching English and communication, the methods and approaches used, which include sign, symbols, pictures and real objects, are helpful to pupils who are learning English as an additional language. In lessons such as history, where heavy demands are made on understanding and using language, teachers do not adequately plan for and support them.
20. Teachers know their pupils very well and are skilled and experienced in teaching pupils with a complex range of learning, physical and medical difficulties. Staff use a variety of methods and resources which are well suited to the pupils' needs including using the pupils' sense of touch, smell, sound and sight. They also place strong emphasis on encouraging the development of communication skills and personal and social skills. A wide range of communication methods and devices are used to enable pupils to take part in lessons. Planning for individual lessons is good and the role of support assistants and other adults including volunteers is carefully thought out so that there is very good team working. Support assistants are very well trained and provide a high level of support. Most lessons proceed at a good pace and pupils achieve well due to targeted questioning and the appropriateness of the lesson content. However, in some lessons

the pace drops at times. The questioning and content is sometimes not challenging enough for higher attaining pupils to deepen their understanding. For example, in one lesson about hearing, pupils were asked to do a sticking task, to illustrate the relationship between the ear and the brain, for too long. The basic skills of literacy and numeracy are taught well and suitable use is made of the National Strategies for Literacy and Numeracy.

21. Teachers and support staff build very good relationships with pupils and the management of pupils is excellent. Teachers generally have high expectations of pupils' work and behaviour. They use a very good range of resources, which inspire pupils and involve them well. Good use of conductive education approaches contributes to the quality of teaching and to the progress of pupils. Generally the methods used for teaching all pupils ensure that those with English as an additional language make good progress, however, these pupils should be carefully monitored to ensure that their needs are fully met.

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

22. The school's curriculum for pupils of all ages is good overall. In each class there is a wide range of stimulating opportunities for learning and some opportunities are very good. The high quality experiences include musical and performance activities and visits in the community. The range of therapies, available for some pupils, includes speech and language therapy, music therapy, physiotherapy and occupational therapy. An important aspect of the school's curriculum is the involvement of therapists in the planning and teaching of lessons. The introduction of conductive education to the school helps pupils' physical development and is making a very positive impact on the curriculum generally. Mealtimes, care times and sessions for physical development are included in the time allocated for teaching.
23. The planned curriculum takes appropriate account of the Early Learning Goals (goals in national guidelines for this age group), for pupils of Nursery and Reception Year age and the National Curriculum for older pupils. Where possible, elements of the National Literacy Strategy and National Numeracy Strategy are included in plans. For the majority of pupils with profound and multiple learning difficulties, work is appropriately based on the Early Learning Goals. For some pupils it is based upon the National Curriculum, using the new guidelines for pupils with learning difficulties, published by the Qualifications and Curriculum Authority (QCA). Where necessary, account is taken of the P Scale framework for assessing pupils working towards Level 1 of the National Curriculum. The higher attaining pupils follow the National Curriculum, including a few pupils who will take part in the assessments or tests at Key Stages 1 and 2.
24. Since the previous inspection, the school has made satisfactory progress in ensuring that statutory requirements are met. The school has varied and good provision for meeting the physical needs of pupils but does not indicate how the curriculum includes all aspects of the National Curriculum in physical education. There are satisfactory plans for religious education, which is taught in each class and adequate coverage of history and geography. Design and technology is not yet taught as a separate subject but the curriculum in art is being developed to include some aspects and to provide wider experiences in working with different materials. Sex education is included in the science curriculum, though not clearly defined as such in curriculum plans. Individual arrangements are made for specific pupils to have guidance from the school nurse, as necessary. The many cultures of the pupils in the school's population are now reflected well in the curriculum.
25. The school has made good progress, since the previous inspection, in improving the balance between time spent on pupils' care and on their education. In most instances, considerable efforts are made to ensure that lessons, including those at the beginning of the school day, start and finish on time. This has helped to raise the quality of teaching. Occasionally, however, there is a lack of urgency in ensuring that enough learning takes place. The curriculum for pupils under five includes a broad range of learning opportunities and is well balanced and relevant to their needs. The curriculum for pupils at Key Stages 1 and 2 covers subjects and programmes that are very

relevant to the pupils' needs. However, there is no long-term overview of the curriculum to ensure that the breadth of experience is secure in all classes and that all aspects of each subject of the curriculum are adequately covered. The approach to curriculum planning is inconsistent across classes and different amounts of time are allocated to some subjects across classes. However, most of the teachers' medium-term and short-term plans are of good quality and are a good basis for the curriculum map that the school intends to develop.

26. There is good provision for pupils' additional special educational needs and individual education plans help pupils to progress in areas that are related to their needs. The individual education plans focus particularly on communication skills, personal and social skills and, where appropriate, literacy and numeracy, as well as other subjects. Pupils' progress against their targets is monitored regularly in class and used well at the annual reviews of their statements. The school's intention to include regular focus on skills in information technology should further improve the benefits of the individual education plans.
27. The strong influence of the principles of conductive education through the 'School for Parents' and teaching in some classes is very beneficial in helping the school to focus on teaching approaches that suit most pupils. The programme appropriately focuses on the acquisition of physical and thinking skills that help the children to find their own solutions to everyday living. Teaching methods include the planned use of carefully scripted instructions to reinforce action, rhythm and the use of songs and poems. Considerable attention has been given to developing the English curriculum, with a major focus on the development of pupils' skills in communication and understanding. This includes a strong emphasis on the use of signs, symbols, real articles and alternative forms of communication in all aspects of the school's work. Monitoring of the work by the English co-ordinator has greatly assisted the success of this process. Personal, social and health education is good and also embodied in all aspects of the school's work. Teaching plans usually include songs, rhymes and raps, as well as experiences that cover the sense of hearing, smell, touch or feeling and taste, as well as sight. Pupils who are learning English as an additional language have good access to much of the curriculum but sometimes need more help in gaining access to lessons such as history or geography where a greater range of language is used.
28. School staff have worked hard to ensure that communication aids are available for some pupils, so that they can learn to the best of their ability and to provide equipment, such as hoists, to facilitate efficient care, in order to reduce the effect of care routines on curriculum time. The school has also raised funds to support the development of a sensory room. The limitations of the accommodation reduce learning opportunities, for example the use of drama in English. Great care is taken to make sure that each pupil works to the best of their ability through their individual plans. However, opportunities at times such as mealtimes are not always formally planned. Personal and social opportunities are therefore not as well planned for as those for the practicalities of feeding. There is no curriculum overview or map to show when individual pupils in each class have access to the full range and scope of subjects. Medium-term plans do not include the range of possible learning outcomes, which reduces opportunities to consider the next steps in teaching and how pupils' learning might be extended.
29. There is a good range of extra-curricular activities. Opportunities at lunchtimes and after school are limited because of matters relating to transport and care. However, some pupils attend a nearby Brownie group. Also, many visits out and visitors to the school are arranged. In recent times these have included visits to the Festival Hall for a concert, Santa's grotto at Harrods, Battersea Children's Party and a jubilee picnic. Visitors to the school have included a storyteller from Ghana, music and drama groups and an African drum group. Pupils from the neighbouring primary school took part in the Christmas school production, an occasion of great success and delight for parents and visitors.
30. The school's links with the community are very good and a considerable strength of the school. The development of the 'School for Parents' has been a major development since the previous inspection. Parents speak highly of the unit and the contribution it makes to the progress of their children. Some of the children subsequently transfer to the roll of the school and they are well

prepared for the experience. Most later transfer to mainstream schools. The development attracts interest from a number of professionals and others, which enhances the community's contacts with and understanding of the school. The school involves the community in fund raising to provide equipment and facilities to increase the pupils' opportunities for learning.

31. The school's relationships with partner institutions are excellent. The regular contact with a local special school helps pupils to become familiar with the staff and pupils of the other school. The experiences help the pupils and parents to prepare for transfer. The visits are very popular with pupils and staff and include opportunities for fun and play as well as learning. Regular contacts with a local primary school and a mainstream nursery enables very positive learning and social contacts in a two-way process. Good relationships are evident and individual pupils from each school learn about music and mutual support at their own level. Greenmead pupils benefit from the better facilities of other schools.
32. Provision for the personal development of pupils is good. The school has developed the spiritual and cultural aspects effectively since the last inspection. Moral and social education is very good and spiritual and cultural education is now good. The principles of conductive education are very supportive to personal and social development.
33. Provision for pupils' spiritual development is good. It is recognised as an implicit element of the life of the school and provides a climate within which all pupils can grow and flourish. Regular assemblies have themes linked to the religious education curriculum and give time for individual reflection. Special assemblies are held when a death occurs to help pupils through this difficult time and for them to absorb and reflect upon the event. Many opportunities are provided for pupils to enjoy rich experiences. One pupil showed marked surprise and wonder when experiencing vibrations during a musical session; likewise, another pupil when seeing a computer print out her work.
34. Provision for moral development is very good. There is a clear moral code, which is promoted consistently throughout the school, so that pupils understand right from wrong. The staff are admirable role models, who treat pupils with respect at all times and have the highest expectations for their behaviour. Rewards are given for a wide variety of achievements including good behaviour. These are celebrated in a weekly assembly. The Christmas play had a strong moral content, with the emphasis on good manners and the need to control negative feelings.
35. Provision for pupils' social development is very good. Pupils are provided with many opportunities to develop their social skills. Socially acceptable behaviour and mutual respect are strongly encouraged throughout the school day. Staff encourage turn-taking, learning to wait with patience, listening to one another and saying 'please' and 'thank you'. Adults stimulate pupils' thinking and give them the maximum opportunity to participate in the activities appropriately. Pupils are given opportunities to make choices and to take responsibility, such as returning the register and collecting the laundry. This develops their confidence and self-esteem. Friendships are encouraged and the pupils are positioned so that they can interact with each other. The school promotes racial, religious and other forms of equality. The personal, social and health education lessons give good encouragement to the development of moral and social understanding. Pupils showed a good level of understanding in a Circle Time lesson about the need for rules. All classes except one currently have links with another school, for example, in music and drama.
36. Provision for pupils' cultural development is good. Musicians, dance and drama groups make presentations. On Jubilee day three artists worked with various groups of pupils. Music is an integral part of the pupils' lives. For example, a harpist performed for the pupils and a cellist and pianist gave an afternoon concert. An appreciation of the diverse and multicultural nature of our society is promoted throughout the school. Since 1997 the school has a connection with the Centre for Cerebral Palsy in Katmandu, Nepal. Each year teachers from the centre train in the school and tell the pupils about life in Nepal. In the work based on the theme 'Around the World', pupils studied the origins of their own families. Artefacts from the different countries were collected for the pupils to study. The school has many international musical instruments, which



are constantly used during music lessons. An African drummer did a six-week dance workshop. Other visitors include steel bands, musicians and storytellers from Ghana and a dancer from the Erie dance group. Often food and costumes from the various cultures are incorporated into the event. The school has insufficient books reflecting multicultural backgrounds and disability.

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

37. Pupils are very well cared for and staff ensure that all pupils are safe and comfortable at all times and treated with a high level of dignity and respect. Pupils are well known, their individual needs are identified and these are met well. The quality of supervision is high and manual handling is excellent. Working practices and class timetables are provided in classrooms for all adults working with the children to provide consistency of approach. Consequently the pupils appear happy and parents are very happy with the way their children are cared for.
38. Health and safety matters are covered by an appropriate policy and carried out very well through regular and thorough checks, which are overseen by the headteacher in the absence of a full-time premises manager. However, there are concerns about the necessity to store equipment in corridors due to the lack of storage space. There is a rolling programme of very good specific training for staff on matters such as first aid, medical procedures and child protection. Procedures for dealing with child protection are very good and are in line with those of the local Area Child Protection Committee. The headteacher has designated responsibility for child protection and ensures that clear procedures are in place for members of staff dealing with the care of pupils, that all staff, including new members, are well trained and know what actions should be taken if there is a concern about a pupil. This is an improvement from the last inspection.
39. There is effective monitoring of attendance and satisfactory systems are in place to follow up absence. Close liaison between the school and families facilitates good knowledge of families and their circumstances. School policies cover racial and sexual harassment and school systems promote good behaviour.
40. Overall the school's arrangements for monitoring pupils' academic performance and personal development are good. The procedures for assessing pupils' achievement and progress are good. The school uses the P scales well to assess achievement in very small steps for those pupils who are working at a level below Level 1 of the National Curriculum. Ongoing marking and assessment of pupils' work within lessons is very good. Teachers use the pupils' targets on their IEPs to plan lessons and sometimes adapt targets to the particular subject being taught. Some very good examples were seen of longer-term monitoring, showing that progress over time has been well monitored and used to set new targets. However, this very good practice was not followed by all teachers, so that sometimes the more able pupils are given insufficient challenge. The school uses interpreters for pupils for whom English is a second language; nevertheless, teachers sometimes find it difficult to assess pupils' ability. No additional allocation of resources is made for them from LEA services.
41. The annual reviews are completed thoroughly and clear priorities for development are set and form the targets in the pupils' individual education plans (IEPs). These clearly written targets are referred to frequently throughout the teachers' day-to-day planning and are used very well to assess pupils' progress in every lesson. The provision outlined in the pupils' statements is implemented well due to the very good relationships with the wide range of professionals from a number of agencies who support the pupils' progress and development.

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

42. Both the questionnaire and the parents' meeting show extremely high levels of support and satisfaction by parents in nearly all aspects of school life. However, there was concern about the range of activities provided outside lessons. The activities at lunchtime seen during the inspection were not always varied enough for more active pupils. For pupils learning English as an additional

language, interpreting services and oral messages using 'Big Mac'<sup>4</sup> recording devices, facilitate communication with parents in their home language.

43. The school continues to have very good links with parents. It is very accessible to parents and responds promptly to any of their questions or concerns. Staff communicate daily with parents of children with profound and multiple learning difficulties and most of the parents of children with physical difficulties through a well-established home-school book. This is used effectively to share information about social issues, practical matters and particular concerns. Formal opportunities take place in the autumn and summer terms for parents to discuss their child's progress. The pupils' individual education plans are reviewed twice yearly. Parents are told the proposed new targets beforehand and their views are considered. Arrangements for the annual reviews are appropriate and the reporting of pupils' academic progress and personal development is very detailed and clear. The school takes care to provide translators or family friends who speak English well at annual reviews and other meetings, where they are needed. The annual reports to parents are good. They give detailed information on the progress of pupils in physical aspects, life skills, communication and specific subjects where appropriate. However, they do not consistently identify the next specific steps for learning in each area so that parents know how to help their child at home. At the moment the school holds no meetings on specific topics such as numeracy or p-levels to help parents understand how they can support their child.
44. The 'School for Parents' provides support for pre-school children and their parents. It makes a valuable contribution to the smooth transfer of those pupils who move on to Greenmead School. Parents are familiar with conductive education and the detailed records for each child are shared with the school before the child starts.
45. The impact of parents' involvement in the life of the school is excellent. They made a valuable contribution to gaining more therapists for the school and for altering the borough's plans for closure of the school. They give full support to both events that involve their child and whole school events such as the Christmas show. Attendance at the governors' annual meeting for parents is good. Parents help with outings, reading and swimming. The Friends of Greenmead has restarted and arranges fund-raising events each term. These are well supported by parents.

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

46. The leadership and management of the school are very good. The school has made good progress since the last inspection in meeting most of the key issues identified then. There has been a major improvement in the quality of teaching, pupils make better progress and the quality and breadth of the curriculum has improved. The school is characterised by the very good working relationships in the school and with the many health professionals working at the school. There is, however, a need to address some weaknesses in planning the curriculum and a need to develop further, systems for assessment in subject areas.
47. The headteacher provides very good leadership. She has a very clear vision for the future development of the school and how the needs of pupils should best be met. This vision is shared by all the staff and evident in their work. The headteacher has been responsible for developing the use of conductive education in the school and in the attached pre-school community unit. This has had a very beneficial impact on physical, social and personal development. The unflagging work of all to enable pupils to make progress despite the limitations imposed by their frequently severe physical, communication and learning difficulties is inspiring. The establishment of successful teaching teams has been a consistent aim of the headteacher. In addition, she has worked with parents and governors since 1999 to present the case for the school in a series of public consultations held by the LEA as part of its review of provision for special education in Wandsworth. Many parents were full of praise for her leadership throughout this time.

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<sup>4</sup> Single switch devices which are operated by being touched or pressed and which can give a child access to a recorded word or phrase or sounds such as music.

48. Senior staff make a major contribution to the effective management of the school and the good outcomes for pupils. The deputy head is responsible for outreach, the curriculum and for the development of ICT. There is a very good outreach programme in the school and the school is now also additionally resourced by the LEA to provide advice and support to mainstream schools with pupils with physical disabilities. Greenmead has developed outstanding opportunities for integration with mainstream and other special schools. Pupils are very well prepared for integration into mainstream schools. The deputy head works with receiving schools to raise their awareness of how the pupils will work best in the new environment and in training support staff. The headteacher, deputy head and head of the unit respond to requests for advice by nurseries, primary and secondary schools. In addition, the excellent relationships that the school has with other schools and nurseries helps extend the opportunities for learning for all pupils. The deputy head has also used the 'P' level scales with good effect to assess the achievements of pupils over the last two years and is reviewing the curriculum policies and schemes of work. The school is aware of the further work that is needed to ensure that the information gained from the assessment thoroughly informs planning.
49. The literacy co-ordinator has also been very effective in making use of relevant parts of the National Literacy Strategy to inform planning for pupils. She has also monitored teaching in communication and literacy and identified areas for improvement.
50. Governors work well together and give strong support to the school. This has been particularly important since the last inspection because of the LEA consultation on the future of the school and the difficulties the school had in the last academic year in getting sufficient therapy support from the health authority. The number of governors has increased; committees have been restructured and now work more effectively. The governors set up a health committee in response to the increase in the numbers of pupils with profound and complex learning difficulties and the increasing complexity of the resources needed. This committee is kept informed of medical needs and monitors provision. There is very strong leadership from the chair of governors who has also led fund-raising efforts for the school. The pre-school attached unit is financed almost wholly by donations and fund-raising activities. The school has also raised money to buy a portable hoist to assist in changing pupils, a substantial amount of computer equipment and software and employed a part-time music therapist. Parents are well represented on the governing body and most statutory responsibilities are now met. However, they do not yet comply with the requirement for special schools to have measurable, whole school performance targets, the school development plan (SDP) is still in draft form and design and technology is not yet established as a separate subject.
51. There are good systems for monitoring and supporting teaching. These have developed since the last inspection in the context of the implementation of the performance management policy. The headteacher's monitoring files show teaching has been monitored by an outside consultant and the LEA attached inspector as well as the senior school staff. The performance management policy is used effectively and has developed in the three years since it was introduced. Job descriptions are updated annually; objectives are closely linked to school needs as well as the teacher's own development needs. A weakness is the lack of a staff development policy for the teaching support staff.
52. The SDP is a satisfactory basis for planning but it does not sufficiently identify priorities. However the school also benefits from an annual school review, carried out by the LEA which also identifies priorities for action. The school does not yet sufficiently ensure that both documents are used to aid overall planning. However, the review does ensure that priorities for development are satisfactorily identified.
53. Financial resources are well used by the school. Administration and financial management are good and a recent audit confirms good quality practice. The finance officer has developed improved systems for keeping the budget under review.
54. The principles of 'best value' are rigorously applied to the use of resources and bought in services. Governors and the headteacher applied these principles in setting up the 'School for Parents'.

This occupies a large room in a school where space is at a premium and the manager of the unit is appraised by the headteacher of the school. However, the children in the unit are not on the roll of the school and the school does not fund the unit. The unit is very highly regarded by parents and is included by the LEA in its information on early years provision. Its success (it began with six families and now works with 23) has had a very good effect on the school: about a third of its pupils go into Greenmead and their learning needs are very well known; the school roll has grown; the development of the use of conductive education has also had a positive impact on teaching in the school; and the reputation of the school in the community has been enhanced and a better understanding of disability promoted. A Hungarian conductor, trained at the Peto Institute is now working in the unit.

55. There is a good match between the experience and qualifications of the teachers and support staff and the needs of pupils. Two teachers have additional qualifications in conductive education. For pupils who are learning English as an additional language, no additional resources are available once they are admitted. Whilst they usually make good progress, they could benefit from some additional input, for example, from bilingual classroom assistants in some lessons. There is a good induction policy and systematic training in all aspects of the care needs of pupils. The effectiveness of the training was seen, for example, in the confidence of staff in fixing feeding tubes, or clearing tubes for a pupil with a tracheotomy. Staffing is adequate, though not generous and on some occasions, such as lunchtime, pupils, most of whom have to be fed, have to wait their turn as there are not always enough staff to feed them at the same time. However, as nearly 90 per cent of the annual budget is spent on staff, the amount available for resources and equipment for pupils is relatively small. The school has to buy expensive furniture for pupils such as special classroom chairs, corner chairs, standing frames and benches to allow pupils to lie on their sides. Some of these are replaced as children grow. Resources for learning are unsatisfactory in science, art and design, religious education, design and technology and the library is very poorly equipped. There is now no additional funding to support inclusion activities such as the regular visits by pupils to other schools and nurseries. There is insufficient funding for improving the accommodation.
56. Accommodation is unsatisfactory. Most classrooms are too small, for example, to allow the development of different learning environments, such as a 'home corner' or a joint art display. This is because of the bulky nature of the personal equipment, the need for mats for pupils to relax on and the space needed for pupils and staff to manoeuvre wheelchairs. Storage space is very inadequate. Corridors are crammed with wheelchairs and other items so that there is only room for pupils in chairs or frames to go in single file. Opportunity for practice, for the few who are learning to use electric wheelchairs or those who need to ride tricycles to improve their physical development, are very limited. The fabric of the building has not been maintained to a high standard; window frames are rotting, the roof leaks in several places and some classrooms are prone to flooding. The lack of a premises officer since May has meant that essential maintenance to the hydrotherapy pool has caused it to be closed for periods of time. The hall is badly lit as several fluorescent tubes do not work but are inaccessible to staff to replace. Many areas have not been painted for a long time. There is very little play space outside and there is no playground apparatus. Plans that the school put forward three years ago for a sensory garden were not approved by the LEA.
57. Whilst these deficiencies would be regrettable in any school, they have a particularly negative effect in a school where all the pupils are multiply handicapped. The staff work hard to decorate rooms to provide stimulus and there are several classrooms with very attractive mobiles that pupils enjoy touching. However, these multiply disabled pupils do not have access to enough different environments, which are aesthetically appealing and which would enhance the use of pupils' sensory system to promote communication and stimulate their desire to reach out and explore. The school does have a sensory room which provides an alternative environment. In general, space is too limited to allow the development of the use, for example, of resonance boards or larger acoustic equipment or themed rooms. Outside play areas that can be accessed by some pupils in summer are not uniformly even. The tarmac space is useful for riding bikes for those who can, but it has not been developed. Only a few pupils went out of the school at all during the inspection.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve standards further the school should:

- (i) Ensure there is a complete overview of the whole curriculum to aid long-term planning of learning across the school and make sure that all pupils build on knowledge and understanding gained earlier in their school life.

*(Paragraphs 20, 25, 28, 45, 69, 86, 91, 126)*

- (ii) Improve resources for learning in science, art and design, religious education, design and technology and the library.

*(Paragraphs 54, 56, 63, 70, 64, 69, 88, 92)*

- (iii) Extend the very good practice of some teachers, who use daily records to assess gains in skills and knowledge of pupils in all subjects over a longer period of time against intended learning outcomes.

*(Paragraphs 39, 47, 86)*

- (iv) With the local education authority, improve accommodation:

- to extend the space available for using drama and role play to support teaching;
- for creative play for the very young children;
- by maintaining the fabric of the school to a higher standard and eliminate regular flooding and leaks;
- by providing more storage space for equipment; and
- by developing outside play space.

*(Paragraphs 38, 55, 56, 62, 63, 65)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 47 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 22        | 20   | 4            | 0              | 0    | 0         |
| Percentage | 2         | 47        | 43   | 8            | 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. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | No of pupils |
|---|--------------|
| Number of pupils on the school's roll                                 | 42           |
| Number of full-time pupils known to be eligible for free school meals | 19           |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 14           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

### Attendance

#### Authorised absence

|             | %    |
|-------------|------|
| School data | 18.1 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 1.9 |

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

### **Attainment at the end of Key Stage 1 (Year 2)**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2    | 4    | 2     | 6     |

| National Curriculum Test/Task Results     |       | Reading | Writing | Mathematics |
|---|-------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys  | 0       | 0       | 1           |
|   | Girls | 0       | 0       | 0           |
|   | Total | 0       | 0       | 1           |

| Teachers' Assessments                     |       | English | Mathematics | Science |
|---|-------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys  | 0       | 0           | 1       |
|   | Girls | 0       | 0           | 0       |
|   | Total | 0       | 0           | 0       |

### **Attainment at the end of Key Stage 2 (Year 6)**

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 6    | 1    | 1     | 2     |

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 5            |
| Black – African heritage        | 8            |
| Black – other                   | 1            |
| Indian                          | 0            |
| Pakistani                       | 2            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 21           |
| Any other minority ethnic group | 5            |

### **Exclusions in the last school year**

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

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

## **Teachers and classes**

### **Qualified teachers and classes: YN – Y6**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 8.9 |
| Number of pupils per qualified teacher   | 4.7 |
| Average class size                       | 7.0 |

### **Education support staff: YN – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 22  |
| Total aggregate hours worked per week   | 584 |

*FTE means full-time equivalent.*

## **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2001/2002 |
|  | £         |
| Total income                               | 652,002   |
| Total expenditure                          | 712,441   |
| Expenditure per pupil                      | 17,377    |
| Balance brought forward from previous year | 100,277   |
| Balance carried forward to next year       | 39,838    |

## **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years     | 1.4 |
| Number of teachers appointed to the school during the last two years | 3.0 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| 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 | 42 |
| Number of questionnaires returned | 31 |

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 80             | 17            | 0                | 0                 | 3          |
| My child is making good progress in school.  | 60             | 40            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 73             | 27            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 36             | 36            | 0                | 0                 | 7          |
| The teaching is good.  | 87             | 13            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 87             | 13            | 0                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 90             | 10            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 63             | 27            | 3                | 0                 | 7          |
| The school works closely with parents.   | 80             | 20            | 0                | 0                 | 0          |
| The school is well led and managed.  | 77             | 23            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 50             | 30            | 0                | 0                 | 7          |
| The school provides an interesting range of activities outside lessons.            | 50             | 33            | 3                | 0                 | 7          |

N.B. Numbers do not always add up to 100 as not all parents filled in a judgement against each question.

## **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**

59. The school makes good provision for children in the Foundation Stage (children aged five years and below). The location in the school of conductive education for very young children has additional benefits for children who transfer to the school. Because of the very wide range of physical and other learning difficulties children are grouped according to their needs in classes which may include older children.
60. There is good ongoing assessment and classroom assistants play an important part in this. Staff maintain close and effective communication with parents. Children's individual education plans are well written with appropriate targets and the standard of target writing has improved significantly in the last year. While there is much good practice in Foundation Stage classrooms, the policy for this stage is in need of updating to take full account of the most recent national guidance. There is no scheme of work and the school is aware of the need for this to ensure that all areas of learning are covered and that children can build on their achievements and experiences in a systematic way, even when there are changes of staff. Where children are placed in classes with older pupils, teachers need to ensure that lesson planning for them adequately reflects the Foundation Stage curriculum.

### **Personal, social and emotional development**

61. Provision for pupils' personal, social and emotional development is very good. A key factor in this is the respect with which all staff treat children. Every effort is made to establish relationships however great the barriers to communication. Staff observe children's behaviour very carefully and know when an eye movement or a changed expression can be a significant communication; they involve children in routines of care and learning, telling them through word, sign, symbols or special objects what is going to happen next. Teachers take great pains to ensure that children relate to each other as well as to staff, positioning them so that they can see each other and actively promoting communication between them. They encourage children to be independent, for example, by making choices and by co-operating actively in their personal care. Consideration for each other is both implicit in the way staff behave and explicitly taught; for example, teachers will help a child apologise to another for accidentally hurting him, commenting that he did not mean to but should say sorry anyway. While children are unlikely to achieve most of the learning goals expected of their age group, because of the barriers to their learning, they do achieve interest in their work, very high motivation and effort, confidence and friendship; they achieve independence in the measure that this is possible for each child; where the methods of conductive education are appropriate, these make a positive contribution to independence. The standards of both teaching and care are very high and this leads to good progress in this area of learning.

### **Communication, language and literacy**

62. Provision for communication, language and literacy is very good. Teachers use a wide variety of approaches including speech, facial expression, gesture, sign, symbols and objects with special meaning for the children. Information and communication technology methods, for example "talking" devices, are also used where appropriate but more emphasis at this stage is rightly given to finding how each child communicates. By age six, children listen and attend well and respond by speech, sign or eye pointing. Where children are able to understand and use speech, teachers work hard to extend their understanding and vocabulary. For example, in a class combining conductive education methods with literacy hour, children were encouraged to define and explain words like happy and sad, using speech and sign and they were able to do this. Children enjoy books and stories because of lively presentation. Teachers read with dramatic expression of both voice and face and use a variety of "props" and materials to enhance children's

experience. Materials are well chosen and the experience well adapted for individual children. Teachers introduce letter sounds and shapes and reinforce learning of them in many ways, for example, making the letter “b” out of play dough or offering distinctively textured initial letters when greeting children by name. Children learn to make marks using pencils and pens or to use switches or computerised devices to record language. There is very good practice in this area by both teachers and classroom assistants. While most children will not reach the early learning goals by age six, all make good progress towards their own targets and the very good teaching enables them to make a start on communication and enjoy stories and books. A few children have some areas of attainment close to what is expected for their age, for example, their knowledge of how books work and of what letters say. For those children able to be taught through conductive education methods, language development and physical development both benefit from the spoken routines which accompany movement.

### **Mathematical development**

63. Provision for children’s mathematical development is good. By the end of the Foundation Stage children whose difficulties are mainly physical are familiar with numbers and may be able to count how many pupils are in the class. They know what the numbers look like and can take part in songs and rhymes using numbers. They know words describing size and shape. Children with greater barriers to learning gain good experience of the rhythm of counting and songs and can explore shapes and objects. Children using the conductive education methods can use the language describing direction and position confidently, because of task sequences that require them to describe what they are doing – for example, “I slide up the plinth”. There are many examples of good practice – for example, staff use the time children are waiting for personal care to practise number work. There is a lack of specialised equipment which would allow all children easy access to sand and water play, although teachers improvise imaginatively. Teaching is good overall and leads to good progress towards individual targets, although most children will not have reached the early learning goals by age six.

### **Knowledge and understanding of the world**

64. There is satisfactory provision for children’s development of knowledge and understanding of the world. Children learn the regular routines of the school day and the seasons, helped by pictures, symbols and especially meaningful objects. Teachers illustrate the weather by, for example, using a gentle spray of water to illustrate rain. Children watch plants grow in the classroom and take turns to put out food for birds and squirrels in the playground. They use information and communication technology, playing games or activating switches to bring about a change on the computer screen or give a recorded message with a “Big Mac” communication switch. There are occasional visits outside the school, for example, to see Father Christmas. However, the school’s accommodation places severe restrictions on children’s practical and outdoor activities and thus limits the experiences they can be offered. Teaching is good, but hampered by the lack of good practical and outdoor facilities. Children make satisfactory progress, although not achieving early learning goals by age six.

### **Physical development**

65. Provision for children’s physical development is good overall. In some respects, where conductive education methods are used, it is very good and children make great progress towards controlling their movement and posture. However, there are serious shortcomings in the school’s accommodation which make it difficult for children to have the full range of experiences to which they are entitled. There is very little safe outdoor space and only one indoor space, the hall, suitable for lessons involving movement. The school has no large equipment of the kind which would allow children, including those in wheelchairs, to experience the adventure of using climbing, swinging and sliding apparatus. By age six, some children walk through circuits in which they have to stamp on bubble wrap or balance while walking forwards or backwards over a ladder frame. Some children with greater physical difficulties maintain a good sitting position for

some minutes, while others reach towards an object or achieve a choice with eye pointing. Teaching is very good but progress, while good, is limited by accommodation and equipment.

## **Creative development**

66. The school makes satisfactory provision for children's creative development. Children have access to very good and varied musical experiences and join in playing instruments, singing and moving to music. They experience paint and use fingers and feet to make pictures and, with help, mould modelling dough into shapes. Practical activities are difficult to organise as equipment and furniture are inadequate. Children's imagination is stimulated by good dramatisation of stories by the teachers and they have some opportunities for dressing up and playing a role in stories. Opportunities for free choice of play and for role-play are rather restricted as there is not enough room in classrooms to maintain, for example, a home corner or a class shop or an office corner. The fact that children spend almost all their time indoors limits their experience and the development of their imagination. Children make satisfactory progress because of the good teaching they receive.

## **ENGLISH**

67. Provision for English throughout the school is good and there has been a good improvement since the last inspection. Because of the barriers to their learning most pupils attain below the level expected for their age and there is a very appropriate focus throughout the school on communication in all its forms. Provision for communication is very good. Pupils' achievement is good throughout the school.
68. By the age of seven pupils listen and are very attentive to staff and to other pupils. They are patient with each other and maintain their attention well while classmates are preparing a response through sign, symbols, eye pointing, or use of a communication device. Pupils are highly motivated to communicate and those with the greatest difficulties often make extraordinary efforts to achieve a response, like signing "bad" using one hand to help the other, or hitting a switch to say "dinosaur" at the right moment in the story. Pupils able to use speech do so confidently with awareness of turn taking. Reading ability is at many different levels. All pupils have some awareness of the significance of letters – whether it is at the basic level of associating a specially textured initial letter with their name during registration, or at higher levels where some pupils can give examples of words beginning or ending with a given letter and begin to blend sounds to make words. Pupils with many barriers to learning are developing the ability to associate a special object with a classroom activity; other pupils are able to recognise symbols and read common words. They have knowledge of how books work and they enjoy stories, anticipating what may happen next and joining in happily with repeated words and the animal noises in "Walking through the Jungle". Writing for some pupils is through the selection of symbols to tell about their experiences which staff then record for them; other pupils practise writing on top of, or underneath a model written for them. Pupils able to do so practise forming letters and copying patterns and all pupils use computers for some of their work, writing with letters or symbols. Pupils working individually or in a group also tell staff what they want to say and this is written down for them. Higher achieving pupils are beginning to increase their vocabulary and understand and illustrate concepts like "opposite", defining and explaining words like "bad", "good" and "excited". Pupils' achievement in English by age seven is good.
69. By the age of 11, pupils attend well to speech, signs, symbols and special objects. Most use their preferred mode of communication confidently, signing, speaking, pointing or eye pointing in the knowledge that staff are focused on helping them communicate. In reading, pupils who experience considerable difficulties with learning can attend to aspects of a story like "Laura's Star" when dramatised for them with puppets, sound effects and props, for example, visually tracking a shiny star moved by the teacher. Pupils working at a more advanced level can read simple books from the school's reading scheme, commenting on the story or pictures. These

pupils can recognise and read a number of common words and have knowledge of letter sounds that allows them to attempt to read new words. Many form sentences using word cards. The most able pupils write about their own experiences in simple sentences and, working independently for the most part, use computer programs to record their work, spelling common words correctly or at least sensibly. Pupils who require more help choose symbols to express their meaning; staff then write these down for them.

70. Teaching in English is good overall and many very good lessons were seen during the inspection, representing good improvement since the last inspection. Teachers' knowledge and understanding of teaching methods for pupils with special educational needs are very good, particularly in the area of communication. This benefits pupils across all the subjects of the curriculum. Support staff are also well informed and well trained. Teachers and support staff throughout the school are hard working and highly committed. They form excellent relationships with the pupils which allow them to work in a very warm and secure atmosphere. Pupils' attitudes and behaviour are, as a consequence, very good. All staff are aware of the smallest communication by pupils, noticing through a change of expression, a noise or a blink that a pupil wishes to communicate. This creates confidence in each pupil that he or she is able to take part actively in the lessons. Teachers have successfully adapted the National Literacy Strategy for their pupils and lessons are often well structured with introductory sessions, small group work and a final session in which work is shared by the whole class. The level of work is generally well judged in relation to pupils' age and ability and expectations are often very high, particularly in the younger classes, helping to maintain a good rate of progress. Reading and writing work for the older, more able pupils seen during the inspection was appropriate but not particularly exciting or varied. Teachers are skilled at framing questions for individual pupils and give ample time to respond while managing to maintain interest for the whole class. There is good ongoing assessment and this information is shared by all staff. Many teachers plan very well for lessons but practice is not uniform and the lack of a detailed scheme of work can leave new or inexperienced teachers without sufficient guidance to ensure that pupils build on past work and achievements within the English curriculum. Progress in communication is well reflected in pupils' individual targets. Pupils make good progress because of the good and very good teaching. Those pupils with additional needs, for example, those with visual impairment, have access to appropriate methods and equipment and they too make good progress. Their teachers have access to the skills and knowledge of specialist teachers. Pupils who are learning English as an additional language benefit from the methods and approaches used for all pupils and they generally make good progress, although teachers do not all plan specifically for their needs. The rate of pupils' progress, now good overall, has improved since the last inspection. Where teachers use conductive education methods there is a positive effect on both language and physical development, because of the technique of using language to establish body control. Good contributions are made by the music therapist, whose work increases pupils' responsiveness to communication and their motivation to use their voices; and by speech and language therapists in helping to establish and refine pupils' ways of expressing themselves.
71. The subject is well managed by a co-ordinator who has achieved much since the last inspection.
72. She has organised the provision of materials to touch and handle, to make story books more accessible to pupils; carried out classroom monitoring which has clearly helped to raise standards of teaching in English; led a very good and still ongoing working party on communication which has improved provision by boosting staff skills in Makaton signing; and written an outline scheme of work that is linked to scales that describe levels of development. This now needs to be expanded into a full scheme of work with guidance on when aspects of the English curriculum should be taught, together with suggestions for materials and approaches. While resources in English are generally satisfactory, the library is inadequate for the needs of the pupils in respect of accommodation, books and equipment. Currently library resources are stored in an area of the hall where they are not accessible to pupils. This deprives pupils of the opportunity to develop research and independent study skills. The school building also lacks accommodation which could promote drama and role-play.

73. All subjects are very supportive towards the development of English as there is consistent good practice in developing communication skills and providing pupils with a range of opportunities for practising communication and literacy skills.

## **MATHEMATICS**

74. Pupils' achievements in mathematics are good in relation to the targets set in their individual education plans. They make good progress in numeracy, in relation to their level of special educational needs.
75. By the age of seven, higher attaining pupils count to 20 and write down simple numbers, some with support. Pupils choose from two options to tell which is the higher number and those who are not able to use spoken English work with visual prompts. Pupils improve their understanding of concepts such as 'more' and 'the same'. Higher attaining, younger pupils count small numbers well, often with help. All pupils have experience of measuring, for example their feet, using non-standard measures, such as blocks. Some say and compare the numbers of blocks used. Pupils with profound and multiple learning difficulties make choices by gesture and looking. They experience counting through songs and examining materials and objects. The combination of mathematics with physical activities helps them to experience the vocabulary of position and shape.
76. By the age of eleven, higher attaining pupils are very successful at comparing two numbers. This reinforces their skills in counting. When the pupils compare the capacity of three different containers they understand well what they are trying to measure and make realistic judgements about capacity. They choose which material or equipment they will use to check their judgements. This gives them valuable opportunities for problem solving. Even pupils who are achieving well often have to work hard to hold one number in mind while they think about another in order to make a comparison or another operation. One pupil shows how to use a computer program to choose 'big', 'little' and 'the same', to compare numbers and qualities.
77. Pupils with profound and multiple learning difficulties look and listen to numbers. One anticipated the chosen number particularly well and others looked appropriately, though some needed support and encouragement to achieve this. Many pupils at different levels of ability enjoy taking part in games that help them to improve their understanding of positional concepts, such as 'in', 'on' and 'under'.
78. Behaviour is generally very good and pupils make a good effort to learn. Their attention is helped and maintained by interesting tasks and appropriate equipment. Pupils of all ages experience numbers and the vocabulary of positions in other situations around the school, for example, in music and waiting in line.
79. Many aspects of learning have been maintained from the previous inspection and there has been steady improvement in pupils' learning and the quality of teaching. Developments have included training and focus through the National Numeracy Strategy and planning that takes account of the strategy. The school has an increased number of pupils with profound and multiple learning difficulties and school uses the P scales to consider pupils' levels.
80. The quality of teaching, including the teaching of numeracy, is good for pupils of all ages and in half the lessons observed teaching is very good. There is very good teaching at each key stage. In a very small number of lessons, the quality of teaching is just satisfactory because the focus of the lesson is mainly on pupils' physical development, rather than their mathematical experiences.
81. The successful qualities of the very good teaching include well-organised lessons and clear aims for tasks. Where appropriate, this includes links to the National Curriculum. In the most

successful teaching, there are different expectations of pupils and tasks that are modified for their level but test their capacity to learn. At Key Stage 1, this results in excellent looking and listening, as pupils strive to complete tasks. Mathematical vocabulary is clearly defined and reinforced during the lessons. Creative activities help to motivate younger pupils. For example, Key Stage 1 pupils enjoyed searching for plastic bears in jelly. They were keen to look for 'more' and count those they found.

82. In most lessons, pupils are given many opportunities to count so that they can check answers. The pace and level of support are appropriate for the individual pupil, without losing the pace of the lesson generally. Pupils are given time to respond. Songs are used well to support counting and there is effective use of a number rap for counting at Key Stage 2. A number line is successfully used at Key Stage 1 to position numbers according to size. Signs, symbols and communication aids help pupils' understanding. Teachers and assistants are generally encouraging. Pupils' good responses are noted and praised. They are encouraged to do as much on their own as they can. Assistants have a clear understanding of the lessons and their instructions and questioning are often skilful. There is good co-operative teamwork between all staff working together in lessons. Lessons often end with a task that draws understanding together or that notes the end of the lesson. For example, at Key Stage 2 the end of a lesson was shown clearly when the teacher put blocks in the counting box. There is a satisfactory level of assessment through pupils' target sheets.
83. Planning for the subject has some good features and is sound overall. Time allocated for the subject varies considerably and there is less evidence of work in space, shape and measures in some classes. There are appropriate plans for the co-ordinator to monitor work throughout the school and to break P levels into smaller steps. The teachers' medium-term plans are developing well but do not include the range of possible learning outcomes, which reduces the opportunities to review curriculum plans.

## SCIENCE

84. Progress in science is good across both key stages and improvement in the subject since the last inspection is satisfactory. Boys and girls achieve equally well, as do pupils of different ability overall. The good achievement is the result of teaching that is good and sometimes very good. Pupils' very positive attitudes, the use of very good lesson planning, very suitable resources and a variety of teaching methods promote progress in the subject. In one lesson for more able pupils aged five to seven on sound, pupils were enabled to explore different instruments freely and so discovered their sounds enthusiastically.
85. By the age of seven higher attaining pupils are able to listen to sounds and to identify and name those heard in everyday situations. They know the difference between living and non-living things and can name some body parts. Most pupils can grasp and feel the texture of different materials. Lower attaining pupils are able to concentrate for very short periods and are becoming increasingly aware of their surroundings and of different sounds.
86. By the age of 11, pupils know that ears are for hearing and that this happens with involvement of the brain. Lower attaining pupils are becoming increasingly aware of what is going on in lessons and some are beginning to show sustained engagement. They are able to reach towards a sound making object, feel textures that are hard or soft, or lean towards a scent. They are willing to taste new textures. Most pupils are able to make choices when shown objects and asked a question. Higher attaining pupils build steadily on previous knowledge but lack extended opportunities for individual work.
87. The good quality of teaching and learning in science is having a clear and positive impact on pupils' achievement in the subject. Teachers have good subject knowledge and know their pupils well, which generally facilitates good planning. Major features of the good teaching seen was the very high quality of the relationships between pupils and teachers and the very good teamwork

between teachers and support assistants. Other strengths were the good use of a variety of communication methods and aids to enable pupils to answer questions and engage in the lessons. Teachers are skilled in the use of language at the correct level for groups of pupils, the use of signing, ensuring eye contact to facilitate engagement and allowing pupils adequate time to respond. Close working with the speech and language therapist in the classroom enhances this. The teachers expect pupils to learn and to behave very well in lessons, which they do.

88. The curriculum is relevant to pupils' needs and is approached through topics which are covered throughout all lessons in the school. There is a strong emphasis on work which is relevant to individual pupils such as about their bodies or immediate environment. Work on investigative skills is less well developed. Leadership by the subject co-ordinator is satisfactory. The co-ordinator has good subject knowledge and has developed an outline scheme of work, which does not cover investigative work sufficiently. Teachers across the school plan for their own lessons and develop their own schemes of work through a topic. There is inconsistency in the use of subject specific targets for individual pupils, but there are some very good examples of practice. Monitoring of progress against IEP targets is very good in lessons. There is inconsistency in the use of assessment to describe pupils' attainment in terms of P levels or National Curriculum levels. The school has few resources of its own for science lessons although it borrows good quality books and equipment for the duration of a topic from the Teachers' Centre.

## **ART AND DESIGN**

89. Standards achieved and progress made in art and design is good at both key stages. This represents a good improvement since the last inspection. During the inspection, most classes were designing a 'shaker' to use as a percussion instrument as part of their topic on 'Noises and Sound'.
90. Pupils across the school contributed to and developed their work in different ways. In a Key Stage 1 class, some pupils were taken outside and selected suitable materials, including sticks found on the ground, to use to decorate or put inside their shakers. They showed a high level of interest and enjoyment. They understood the need to distinguish between 'the same/different' in terms of appearance and were able to make suggestions to improve the quality of their work.
91. In a lesson for older pupils at Key Stage 2 with more severe learning difficulties, there was a considerable awareness of what they were doing. They were able to choose between two differently coloured bottles to use as a container, they showed pleasure when touching and listening the different fillings and a few could hold the filled bottles in both hands and shake them. This was evidence of good progress by one pupil.
92. Teaching is good and is planned to provide many opportunities for pupils to experience and use a variety of materials, colours and shapes. Communication is particularly good with all adults, including students and volunteers, who are willing to initiate and sustain communication with pupils with a particular emphasis on eye contact as far as is possible. There is very good use of appropriate language. Lesson planning is good. The school's own resources for art and design are poor but the school does make use of better ones which it borrows from the Teachers' Centre. However, the need to return them does limit the extent to which they can be used or referred to in other lessons. Some tools, such as scissors, are often blunt.
93. Since the appointment of a co-ordinator last year, there have been several good developments. The co-ordinator has a natural enthusiasm and belief in the value of creative development. She was responsible for initiating a whole school art day in the summer term. Artists from a local charity led four pupil groups occupied with different projects. This widened the opportunities for further work in art and raised staff expectations about how new skills could be taught. New schemes of work have been developed which are a very good aid to planning. The co-ordinator has begun to differentiate learning outcomes for her own class suitable for different levels of achievement. This has yet to be extended across all classes.



## DESIGN AND TECHNOLOGY

94. Design and technology is not yet established as a separate subject and the school has insufficient space or financial resources to fully support the development. However, the majority of pupils are working towards the early learning goals. Some units are taken from the National Curriculum programmes of study but taught within the context of art and design. Although art itself is being much better planned to widen the range of learning experiences, the identification of design and technology as a separate area has not improved since the last inspection.

## GEOGRAPHY AND HISTORY

95. At the previous inspection, it was reported that that too little time was spent on the subjects. More time is now allocated, though this is inconsistent across classes. There has been considerable improvement to geography since the previous inspection. The subject now has a policy and scheme of work that covers the key areas to be taught throughout the school. The situation has also improved in history, as there is a useful policy and schemes of work are to be produced during 2003.
96. Standards achieved and progress made in history and geography are satisfactory at both key stages. In most classes, the subjects are taught in blocks of time and geography alternates with history. Observations during the inspection included one lesson of geography at Key Stage 2 and three history lessons; one at Key Stage 1 and two at Key Stage 2. Other information was taken from displays, teachers' records and discussions with teachers.
97. In the geography lesson observed, pupils with profound and multiple learning difficulties work at an attention, awareness and focus level. They each gain experience of places in the school. A very successful pupil is able to track a symbol, look at the symbol at the destination and show clearer recognition of the change of place.
98. In history, the higher attaining pupils at Key Stage 1 show understanding that mediaeval times are in the past. Many pupils are able to identify the names of mediaeval instruments, two using electronic communicators. They show interest in finding information on the Internet and some offer choices about the information they would like. At Key Stage 2, higher attaining pupils remember about time lines and one relates clearly facts found on the Internet about Queen Victoria and Queen Elizabeth 11.
99. Pupils of all ages enjoy opportunities to experience objects from a different time. Their experience is enhanced by the good quality teaching and very good range of activities that include many real articles and experiences that include the sense of hearing, smell, taste, touch as well as sight. For example, Key Stage 2 pupils learning about the Victorians smell and feel oranges, polish shoes and experience street cries. This helps their learning and involvement.
100. In the lessons observed, teaching is never less than good and very good in two lessons. In geography, a thoughtful combination of activities, such as feeling, moving around the school, noise location and number and symbol recognition helps pupils' understanding. Pupils experience a range of destinations around the school that are represented by an object that give them additional information and links. The very good observation of pupils by the assistants gives the teacher and pupils useful feedback, though there is some conflict between the need to share information and the need for brief, focused instruction for the pupils. Staff persistence and encouragement helps the pupils' learning.
101. In history, the very good contribution from the Wandsworth museum adds to the quality of pupils' experiences. In classes generally, there is very good use of pictures, historical artefacts, music

and a time line to help pupils' understanding. The Internet was used well in two lessons to extend pupils' knowledge.

102. Displays indicate the very good quality of other work in the subjects. A stimulating display at Key Stage 1 shows that the 'Where is Barnaby Bear' project has greatly captured pupils' attention and interest in geography. There is evidence that the work has successfully introduced pupils to the qualities, climate and distance of different countries, for example, Mexico and helped them to experience food and clothes from the places. It has also captured their imagination and that of parents and staff. Maps, music and flags back up this work to give pupils a sense of other place.
103. A very good display also shows the very wide range of Victorian articles that are used to give Key Stage 2 pupils knowledge of Victorian times. The display includes many toys and household articles that are relevant to the pupils. There are positive plans that are in the first stages of implementation, to extend the Victorian project into music and drama. Key Stage 2 folders show that the pupils' work on where they live helps them to think about their neighbourhood in geographical terms. There is considerable evidence of the pupils' work on people at different stages of their lives. Opportunities to review the day, week and think about past events, also help pupils to develop their sense of time and understanding of historical perspective.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. Standards achieved and progress made in information and communication technology (ICT) is satisfactory at both key stages. Although little direct teaching of ICT was seen during the inspection, what was observed in a class with pupils up to the age of seven was very good. Records scrutinised show that satisfactory progress is made overall. This is a satisfactory improvement since the previous inspection.
105. By the age of seven higher attaining pupils successfully distinguish between two switches and understand the process of cause and effect. They access simple scanning programs with growing independence. They enjoy building up pictures of a digger truck or forklift truck by choosing either a red or yellow switch to match one flashing on the computer screen. One pupil is successfully mastering the control of her electric wheelchair. Lower attaining pupils, with much support, use switches to activate a fan which then blows cold air on them or by touching a switch held by an adult change the colour of a bubble tube in the sensory room.
106. By the age of 11 pupils are beginning to word process some of their written work as well as using a wider variety of switches. Higher attaining pupils access the Internet, with much support and write their news directly on computer. They know how to use the mouse to print their work and are delighted with the end result. One pupil showed her delight with a spontaneous "Wow" when she saw what she had written. Lower attaining pupils continue to develop their skills using switches. One pupil enjoyed the fact that in a plenary session at the end of an English session he was able to join in the 'show and tell' by activating the switch to turn on the tape recorder used to record his news. With support, pupils make good use of Big Macs both in lessons and as a means of recording news for and from home.
107. Pupils clearly enjoy using all forms of ICT equipment and behave very well when using it, particularly when playing games. For younger pupils especially it often gives a very good focus for the development of communication, when they share what they have done with other people and they learn to share and take their turn when working on a favourite program with another pupil.
108. Co-ordination of ICT is satisfactory. ICT was identified as an area for development at the time of the previous inspection. The co-ordinator has surveyed staff skills and obtained new equipment for the school but there has been a succession of technical difficulties which has delayed progress. There is a new policy in draft form and there are plans to develop a new scheme of work and assessment. Present assessment is satisfactory. Monitoring and evaluation of teaching and learning is not carried out on a formal basis but the co-ordinator does know pupils' skills, needs and abilities. The school has experienced difficulty in obtaining training for staff which is specific

to pupils' very complex needs but is gradually overcoming this problem. Staff skills have improved considerably since the last inspection and they now use ICT more confidently and are thus able to use this knowledge in their teaching. Resources are steadily improving.

## MUSIC

109. Pupils of all ages make very good progress in all aspects of the subject. They improve their knowledge and skills in pitch, beat, rhythm, duration, appraisal and making musical choices. Their understanding of the qualities of contrasting pieces of music improves, as does the quality of their performance during the course of lessons and workshops.
110. By the age of seven years, the higher attaining pupils improve their sense of pitch, dynamics and rhythm and can keep a steady beat. For example, when playing a range of drums to the song 'There are drummers in the ring' pupils respond appropriately to 'loud' and 'soft' dynamics. They know when to play and one keeps a very strong and steady beat. When playing a glockenspiel to show a high tower all pupils know that they play from the lower notes steadily up to the higher ones. There are many very special moments in the responses of the younger children to music. A particular example is when pupils in the two younger classes held corners of a large white cloth to beat time to Vivaldi's 'Winter'. Each pupil made a great effort, including many pupils who kept to the time and spirit of the music in their shaking. The experience helped them to develop skills related to the early stages of conducting. The enjoyment is such that when the music is stopped briefly to illustrate a point, a pupil who says little demanded, 'more!'
111. By the age of 11, the higher attaining pupils make good choices of instruments and sounds to illustrate musical stories. They listen carefully before making their choice and contribute well to the performed piece. The joy of combining music with dance opportunities inspired one pupil to make the utmost effort to join in and dance in a standing position.
112. Pupils of all ages and abilities have a rich and wide range of musical experiences. Their delight in the subject is shown from the beginning of sessions by their smiles, looks and reaching for instruments. Most give the best response of which they are capable. For example, pupils make thoughtful choices of instruments, even when they had to indicate their choices by looking, which required a great physical effort.
113. The subject has continued to develop well since the previous inspection. Music is still taught throughout the school by an experienced specialist teacher and the good elements noted at the previous inspection have been strengthened. There are now regular links with a nearby primary school and a local special school that give Greenmead pupils' additional musical and other experiences. Pupils continue to take part in many events as performers, for example, in the Christmas play.
114. The teaching is consistently very good and in one lesson, teaching was excellent. Musical elements are a strong feature of planning. The choice of music for listening includes a very broad range of music from different times and places. Each piece has strong characteristics and this helps pupils to understand and respond to the qualities of different kinds of music. In each lesson there are many different and stimulating activities that are appropriate for the pupils and capture their attention and interest. For example, a pupil with profound and multiple learning difficulties made a determined effort to eye point to choose between two 'Big Macs' in order to choose between a whistle and a train sound for a musical story.
115. The school has built up a very good range of resources. These include an electronic keyboard, good quality tuned and untuned percussion instruments, a wide range of recorded music for listening and a very appropriate selection of songs. Pupils' physical needs are taken into careful account. For example, there are different types of beaters to suit pupils' abilities to hold and control. Real articles, signs and symbols are used effectively both to introduce lessons and to help pupils to understand the content. These aids to communication, together with the inclusion of music, bring other dimensions to stories. The enthusiasm and liveliness of the teacher

encourages an enthusiastic response from the pupils and impressive teamwork from other teachers and assistants. This combined with clear and firm management keeps pupils well on track.

116. In the lesson where the teaching was excellent, the class benefited from the expertise of the music specialist, in combination with the class teacher's excellent relationships with and knowledge of the pupils. The build up of a musical story, based on a train journey, was fully exploited through musical and social experiences, for instance by choosing goods and packing a suitcase and listening to a recording of the 'Chattanooga Choo Choo'. On one occasion, the quality of teaching was threatened by the late arrival of pupils for assembly. Despite the constant interruptions, the teacher coped well. In another lesson in a Key Stage 2 class, there was some loss of quality in the second half, when the focus was mainly on physical development, rather than music.
117. The subject is very well managed and the co-ordinator has a clear vision that the subject should introduce pupils to a wide range of music from many different countries, cultures and times. The pupils' performance is carefully monitored and, as the co-ordinator teaches the subject throughout the school, the outcomes are used to plan for improved learning. The subject brings spiritual and social dimensions to performances and assemblies. This brings the performers and audience much pleasure. In each class, music is used well to support the curriculum, for example, counting songs in maths and daily routines and mediaeval music in history. The assistants who support sessions understand clearly the aims of the lessons and their commitment and contributions add to the learning and sense of fun. The sessions that are held with pupils from other schools enhance the pupils' musical and other experiences.

## **PHYSICAL EDUCATION**

118. The standards achieved and the progress made are good throughout the school. This is because physical education programmes are carried out within physiotherapy and conductive education sessions and other time for movement, aromatherapy and hand massage within lessons. All classes have group physiotherapy sessions, including use of the hydrotherapy pool and some classes have daily conductive education where their teacher is a trained conductor. All pupils have severe physical difficulties and from classroom observations, discussions with teachers and scrutiny of records and reports it is clear that pupils do in effect receive a good physical education. This is a continuation of the progress that was reported in the last inspection.
119. By the age of seven, higher attaining pupils control their speed and balance when walking on a variety of surfaces. They gradually achieve success sitting unaided on a plinth for up to twenty minutes and are able to tolerate standing in standing frames. Lower attaining pupils respond to movements and begin to reach out at objects given to them. Some begin to roll independently and maintain their head upright in a standing frame for, for example, five seconds.
120. By the age of 11, higher attaining pupils pedal on bikes with increasing skill and progress in walking using a rollator with the aim of ultimately using sticks. Pupils improve their upright posture when sitting independently on stools. They enjoy the relaxing effect of the water in the hydrotherapy pool and the freedom of movement when using wheelchairs and rollators. Lower attaining pupils begin to take steps independently of adults and to initiate reaching for an object with either hand when given a choice.
121. Teaching and learning within the subject is good. Conductive education is taught 'within' National Curriculum lessons. It is the major focus within these lessons and the joint approach ensures that pupils do not become overtired with the intense mental and physical concentration needed. The care and attention given to every pupil's needs is exemplary. The high adult/pupil ratio (one to one) is vital to ensure that pupils' needs are recognised and attended to properly to enable them to make progress and remain comfortable. Individual assessment is good as is the planning of individual programmes. The use of music within the physiotherapy sessions is especially successful. Physiotherapists are in the process of producing booklets for every pupil which will

show anyone working with an individual exactly what activities and resources are needed to help the pupil progress. Those already produced are clear, simple to follow and of high quality.

122. Physical education (PE) does not appear on the timetable as a National Curriculum subject, there is no policy or scheme of work, nor is there a named co-ordinator. The lack of a policy, scheme of work or a named co-ordinator explaining the school's aims for and way of delivering physical education is a lost opportunity to explain the good work that is occurring at Greenmead. Facilities are good, especially the hydrotherapy pool and are used well.

## **RELIGIOUS EDUCATION**

123. Standards achieved and progress made in religious education are satisfactory at both key stages. All classes have a weekly lesson in religious education. This is a substantial improvement in provision since the last inspection.
124. All classes follow a similar termly scheme of work but activities are developed according to age and different levels of achievement. Pupils at Key Stage 1 showed a good response to happy and sad music and some were able to make a 'happy face' when asked. Two pupils in the group could sign 'going home' and all joined in the good-bye song in their own way. In another lesson older pupils at Key Stage 2 listened to two contrasting pieces of music, all pupils identified occasions when they felt happy and a few talked about these occasions at length.
125. Teaching is satisfactory. In the best lessons there is a very close link between the organisation, the resources used and the needs and understanding of pupils. However, in one lesson insufficient use was made of symbols to enable pupils for whom English is an additional language, to follow general discussion.
126. Good use is made of the local agreed syllabus and the QCA<sup>5</sup> planning guides for teaching pupils with learning difficulties. There are suitable links with personal and social education as well as good opportunities for pupils to develop an awareness and understanding of the richness of different religious beliefs and traditions. There are termly schemes of work which aid lesson planning. The school has not yet developed an overview of planning across the four-year curriculum planning cycle to ensure that pupils build satisfactorily on previous learning and experiences. The time allocation for the subject, 25 minutes, is too short and lessons generally take place at the end of the day when pupils have to prepare for going home.

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<sup>5</sup> Qualifications and Curriculum Authority.