

INSPECTION REPORT

BROOMFIELD SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 108123

Headteacher: Mr David Dewhirst

Reporting inspector: Mr Charlie Henry
16979

Dates of inspection: 14 - 17 October 2002

Inspection number: 249328

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:	2 to 19 years
Gender of pupils:	Mixed
School address:	Broom Place Leeds
Postcode:	LS10 3JP
Telephone number:	0113 277 1603
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Langham
Date of previous inspection:	3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16979	Charlie Henry	Registered inspector	Educational inclusion Art and design	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32055	William Davies	Team inspector	Geography History	
20024	Paul Wright	Team inspector	Special educational needs Design and technology English	
19386	Trevor Watts	Team inspector	English as an additional language Foundation stage Information and communication technology	How good are the curricular and other opportunities offered to pupils?
22391	Nick Smith	Team inspector	Music Personal, social and health education Religious education Science	

10781	Bob Thompson	Team inspector	Mathematics Physical education Post-16	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broomfield is a mixed community special school for 105 pupils with moderate, severe, and profound and multiple learning difficulties. Almost a quarter of pupils have autistic spectrum disorders (ASD). A few also have visual impairment. Currently there are 100 pupils on roll. These include three children of Nursery and Reception age and 14 students aged over 16. There are twice as many boys as girls. The term 'pupil' will be used throughout the report unless specifically referring to children or students. All but one pupil, who is being assessed, have Statements of Special Educational Needs. Fifteen pupils are from ethnic minorities, five of whom are from homes where English is not the main language spoken. A high percentage of pupils (45%) are entitled to free school meals and reflects the economic and social difficulties in the area. Attainment on entry is low and often very low.

There has been a significant change in the pupils attending the school since the last inspection, with a substantial increase in the number of pupils with ASD and the introduction of pupils with moderate learning difficulties. Currently there are two special classes within the primary department. One for pupils who have ASD and the other for pupils who spend two days each week in a local mainstream primary school.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve well, make good progress and develop very positive attitudes to their work due to the high quality of teaching. The headteacher and other senior staff provide clear and effective leadership and manage the school well. Staff work very well together, taking considerable care to make sure that all pupils do as well as they can. The school provides good value for money.

What the school does well

- Ensures that all pupils make good progress overall and achieve well, with very good progress and achievement by pupils of Nursery and Reception age and in Years 1- 6, through high quality teaching.
- Promotes pupils' personal development very well, including their social, moral and cultural development, resulting in their enthusiasm for school, the development of very good relationships and the successful increase in their independence.
- Strong leadership and effective management create an environment where staff work very well together to meet the needs of all pupils.
- Establishes very good partnership with mainstream schools, colleges and other facilities in the community to extend what pupils learn and increase further their personal development.
- Has good links with parents.

What could be improved

- Learning of citizenship, a modern foreign language and careers education for secondary aged pupils and religious education for students who are above 16 years.
- Ensuring that opportunities for improving writing, number skills and ICT skills in other subjects are more consistently taken.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1997 the school has improved well. Almost all aspects of the key issues have been successfully achieved and, as a result, pupils' achievements throughout the school have improved well, as have their attitudes. The quality of teaching has also improved substantially, with most teaching now good or better. The curriculum has broadened effectively overall, although a few minor aspects require further action, and there have also been good improvements in pupils' spiritual, moral, social and cultural development. The management of the school has improved well. There is a very good approach to monitoring and evaluating the work of the school. Class and group organisation of pupils helps their learning, the time they spend learning has increased and there are now more support assistants. Co-ordinators for core subjects have made good improvements to their areas of

responsibility. The other co-ordinators are increasingly contributing to the development of their subjects, although a few areas of assessment of pupils' learning have yet to be fully implemented. All staff work effectively as a team. With the leadership of the headteacher and senior staff, the school shows very good capacity to improve even further.

STANDARDS

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

Progress in:	by Year R	by Year 6	by Year 11	by Year 14	Key
speaking and listening	A	A	B	B	very good A
reading	A	A	B	B	good B
writing	B	C	C	C	satisfactory C
mathematics	B	A	B	B	unsatisfactory D
personal, social and health education	A	A	A	A	poor E
other personal targets set at annual reviews or in IEPs*	A	A	A	A	

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

Overall, pupils make good progress and achieve well. Boys do as well as girls and pupils who have English as an additional language achieve the same as other pupils. Pupils who have additional special educational needs, such as autistic spectrum disorders achieve as well and make as good progress as other pupils of their age, as do those pupils who spend time in other schools. Children in the Nursery and Reception and pupils in Years 1- 6 make very good progress and achieve very high levels. This reflects the quality of their teaching. Pupils in Years 7 – 11 and post 16 students make good progress and achieve well. Pupils make very good progress and achieve very well in personal, social and health education. Progress and achievement in English, mathematics, science and most other subjects are good overall. Pupils' writing is satisfactory because there are limited opportunities to practice. Developments in design and technology have resulted in good progress for pupils, although achievement is at satisfactory levels because these improvements are recent. Pupils make satisfactory progress in information and communication technology. They do not make the progress they should in citizenship, careers education and modern foreign languages because they are not taught enough of these subjects. Students make good progress in Accreditation for Life and Living (ALL) awards and modules for the National Skills Profile. The school is in the early stages of setting itself targets for pupils' achievements. It is too early to say how well it will meet the targets it has set for July 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about coming to school, interested in what they do and try very hard to please their teachers and support assistants.
Behaviour, in and out of classrooms	Very good. They are very well mannered and polite. Pupils with difficult behaviour make very good progress.
Personal development and relationships	Very good. Pupils' personal development is very good. They become increasingly independent and make very good relationships with other pupils and with adults.

Attendance	Satisfactory. Absences are almost always due to medical reasons.
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Pupils care for one another well, realising that what they do affects others too. They want to learn and take responsibilities eagerly. Many pupils who spend time at other schools as part of the inclusion program broaden their friendships. Students who attend college and take part in work experience become more confident.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6	Years 7 – 11	Years 12 – 14
Quality of teaching	Very good	Very good	Good	Good

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

The quality of teaching and learning is good and is often very good or excellent. It is very good pupils of Nursery and Reception age and in Years 1-6 and for personal, social and health education for all pupils. The quality of teaching and learning is good in English, mathematics, science and most other subjects. It is satisfactory in information and communication technology, where opportunities are missed for teaching this subject in other lessons. Where teaching is at its best then staff work closely as a team, using their detailed knowledge of pupils and a well planned range of activities. The high quality ensures that all pupils learn effectively. Pupils are interested, keen to do their best and waste no time. Literacy and numeracy are taught well overall, although opportunities for developing writing and mathematical skills in all subjects are not always used. In the very few occasions where teaching is unsatisfactory there is insufficient planning to help pupils learn effectively. Teaching and learning for pupils who have English as a second language and for those who have autistic spectrum disorders or other additional learning difficulties is of the same high quality as it is for other pupils of their age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. It is very good for pupils up to the age of five and for the personal, social and health education for all pupils. A few aspects of what pupils learn are not covered sufficiently in Years 7 – 11 and religious education is not taught to post 16 students.
Provision for pupils with English as an additional language	Very good. The provision is very effective due to the high quality support these pupils receive from specialist support assistants. These staff work very well with parents and with other staff to make sure each pupil's needs are very well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision is very good for pupils' social, moral and cultural development, and good for their spiritual development. This is as part of the emphasis that staff place on all aspects of their pupils' development.
How well the school cares for its pupils	Good overall. Child protection and welfare are seen as high priority. There are very effective approaches for promoting good behaviour.

The curriculum is good for pupils up to Year 6 and in almost all subjects for pupils in Years 7 – 11. However, there is not enough time spent on citizenship, careers education and a modern foreign language for these older pupils. The curriculum for students is good overall and prepares them well for when they leave school. Opportunities for practicing writing, learning mathematical skills and developing skills in information and communication technology are not taken as consistently as they should be

throughout the school. Other schools and colleges, together with the community, are used very well to broaden the curriculum and contribute well to pupils' personal development. Assessment and monitoring of pupils' personal development and what pupils learn is good in many subjects and is

developing in the other areas. There is effective partnership with parents. They receive very good information about how well their child is making progress and about broader aspects of the school. There are very good support arrangements for parents of pupils who have autistic spectrum disorders.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide clear and effective leadership of the school. They are very successful at ensuring the school's aim for developing the 'whole-child' directs all that takes place. Subject co-ordinators are increasingly influencing the quality of what pupils learn.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities and helps shape the direction of the school satisfactorily. They contribute effectively to the school's very good financial management.
The school's evaluation of its performance	Very good. Monitoring and evaluation procedures provide a very good and comprehensive picture of the school's strengths and areas where it could improve further.
The strategic use of resources	Very good. Resources are used very well, especially access to facilities in other schools and the community to overcome weaknesses in accommodation.

There is a very good school development plan. Targets have been set for pupils' achievements in core subjects of English, mathematics, science and personal, social and health education. Plans are well in hand for the other subjects, as part of the school-wide monitoring procedures. The effective management of staff time is beginning to have a wide range of benefits, including broader monitoring of teaching and learning. The number of teaching and support staff match the needs of the curriculum well. Learning resources are good overall. Overall accommodation is satisfactory, because arrangements are made to teach a few areas of the curriculum in partner schools. The school library and medical room facilities are cramped and restrict their uses. The school approaches obtaining best value from its resources very well. There is rigorous analysis of their needs and options for meeting them.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • They are kept well informed about how well they are doing. • Behaviour at school is good. Their children are helped to become more mature and responsible. • Teaching is good and staff have high expectations of their children's work. • The school works closely with parents and they feel at ease if they need to discuss any difficulties with the school. • It is well led and managed. 	<ul style="list-style-type: none"> • The opportunities provided for activities outside of school time. • Arrangements for homework.

The inspection team agree with the positive views of parents. They do not fully agree with the comment about the range of opportunities available outside of school time. This was considered to be satisfactory. While arrangements for homework are also satisfactory overall, more frequent formal requests to parents for things they could do with their children at home would be helpful.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall pupils make good progress and achieve well. This is a good improvement since the last inspection and reflects the high quality of teaching and learning. All pupils make very good progress towards achieving the targets in their personal and social development set in their individual education plans. There is no measurable difference between the progress and achievement of boys and girls. Pupils who spend time in other schools also do as well as those who receive all their teaching at Broomfield. The school has set targets for pupils' achievements in the core subjects of English, mathematics, science and personal, social and health education based on National Curriculum levels of attainment and P (Performance) levels. It is too early to say how well it is doing towards achieving these.
2. Children of nursery and reception age make very good progress and achieve very well overall. In particular, they do very well in their personal, and social and emotional development, their communication skills, and their physical and creative development. Children make good progress in the development of children's mathematical skills and their knowledge and understanding of the world. This is because staff work very effectively as a team. They know the children very well and plan a broad range of interesting activities so that all time is well spent. Children learn about being in school as part of a group, about making friends and they make a start at learning skills that make them more independent. Such areas of development are encouraged very effectively by their teachers and support assistants.
3. Pupils in Years 1- 6 also make very good progress and reach high levels of achievement. As with the younger children this is due to the consistently high quality of teaching and learning. Their literacy, communication and number skills develop very well as do their knowledge and understanding within the broader range of other subjects that they learn. They become more inquisitive and eager to find out more.
4. Pupils with additional special educational needs make the same progress as other pupils. For example, pupils with ASD are increasingly working more productively as a result of the consistent and very well structured approach to their teaching and learning. They learn to share experiences and learn together. Their very high quality teaching provides a calm and predictable environment to learn in, with the use of the Picture Exchange Communication System (PECS) allowing pupils to understand more and be a means to express their needs and choices. Overall, the progress and achievement of pupils with ASD who are in a separate class make the same progress and achieve as well as other pupils of the same age. Similarly, older pupils with ASD who are in classes throughout the secondary department do as well as other pupils of their age. Other pupils who have additional special educational needs are well supported by specialist support services, such as physiotherapists and teachers for the visual impaired, who work closely with their teachers and support assistants. As a result these pupils do as well as other pupils. Pupils for whom English is an additional language make as good progress and achievements as other pupils. This is the result of the high quality support they receive from the specialist support assistants and their joint work with teachers and other support assistants.
5. In literacy, pupils make good progress and achieve well. They make good progress and do well in speaking and listening and reading since these areas are built upon in all lessons. Pupils improve their understanding of vocabulary, including through signing and the use of symbols. Regular reading sessions including stories using the senses, whole class sessions with a big book and individual or small groups develop an enjoyment of books. They make only satisfactory progress and achievement in writing because although there are good opportunities to write in English lessons there are too few opportunities to practice the skills and write for longer periods in other subjects.

6. In mathematics, pupils make good progress and achieve well overall. Very good achievement is shown by younger pupils' understanding of number value up to ten and their ability to make sets from similar objects. In mathematics lessons, older pupils continue to make good progress in number skills and also show good understanding of larger numbers and how to use these in a range of problems. They are also beginning to have an understanding of money and time.
7. Pupils make good progress and achieve well in science. They increasingly become more inquisitive and use their senses to find out what is going on around them. They investigate different materials, categorising them into different groups according to their properties, they begin to understand some of the properties of light, for example that it can shine through some materials but not through others. Older pupils know that sunlight can be used to tell the time. All pupils learn about themselves and about plants. As they go up through the school this knowledge increases and they learn about the important functions of living things.
8. In most other subjects pupils achieve well and make good progress. They make very good progress in personal, social and health education because of the way all staff contribute when they can to these important areas of pupils' learning. They help pupils to become more independent and develop positive attitudes to their work and relationships. Pupils are making good progress in design and technology although are achieving at satisfactory levels. This is due to recent improvements in the subject that have yet to feed through fully into the levels of pupils' work. Pupils make satisfactory progress and achievements in information and communication technology (ICT). This is because not all opportunities are taken to develop these skills in all subjects. Pupils do not achieve as well as they should in citizenship, modern foreign languages and careers education because these subjects are not yet fully part of what is taught.
9. Students in post 16 classes make good progress overall and achieve well because of the quality of their teaching. During time spent at college the students study subjects they have not learned at school, for example ceramics and hairdressing. They begin to think about what they might do after leaving school and, through work experience, learn about different jobs. They try hard and achieve well in external awards, following the Accreditation for Life and Living (ALL) scheme and National Skills Profile modules. This time prepares them well for when they leave school. Students do not make enough progress in religious education because this is not taught regularly.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school, their behaviour, personal development and the quality of their relationships are very good. This continues the high standards achieved at the last inspection. Pupils really like coming to school and take an enthusiastic part in all that it provides. Parents comment that their children do not like to be away from school when they are ill and that they miss it at holiday times. This is because they find lessons interesting and participate in a broad range of activities and visits. Pupils' personal development and their behaviour are very good because of the school's climate of mutual respect, the careful planning to promote personal and independence skills and the very successful approach to encouraging good behaviour.
11. Pupils are very polite to each other, to staff and to visitors. They are aware of the effect of what they do and are interested in the views of others, listening well to what they have to say. This is particularly noticeable at lunchtimes. Pupils talk to one another and with staff about what they have been doing and things of interest, such as recent football results. They learn to take turns, share and show politeness, for example, in offering to pour a drink of water for others at the table. Pupils who have difficult behaviour that is related to their special educational needs are helped to improve very well. Similarly, on the very infrequent occasions where behaviour is unsatisfactory, pupils respond well to the sympathetic but firm approach by staff, which helps them to behave better in the future. The level of exclusions is very low indeed. There is no bullying.
12. Pupils' relationships with one another and with staff are very good. This is as a result of the staff's evident respect and regard for all pupils. The inclusion program, whereby pupils spend time at other schools and at college, contributes very well to developing relationships. For example,

where older pupils take part in information and communication technology lessons at a local mainstream secondary school, they build good friendships with the other school's pupils, as well as working co-operatively with their partners during lessons. Similarly, when the youngest pupils visit a donkey sanctuary they play well with pupils from another school.

13. When opportunities arise, pupils are eager to show initiative and make decisions. For example, young pupils with ASD are frequently asked to make choices, such as choosing colours when painting and the choice of drink at breaktimes. Pupils are keen to help. On one occasion, pupils helped their teacher and support assistants prepare for a surprise party for one of their class. They enthusiastically prepared for the party, including sticking coloured papers upon a card. Pupils of all ages are happy to help tidy up at the end of lessons and often do so without being asked. They do not frequently make judgements about the quality of their work as opportunities for this are limited. This is however improving, especially by the older pupils, who are increasingly having a greater understanding of their own learning. Students attending colleges mix with those from other special schools and with other students who attend the college. They make good use of their breaktimes and lunchtimes to increase their social and personal development. Students take their money to college, queue up in the refectory with all other students, make choices and pay for their own meals. This complements the work they do in school and puts it into a 'real-life' situation. Students' self-confidence and self-esteem grows and they take a great pride in attending college and the work they do there.
14. Overall, at 89.6 per cent attendance throughout the school is satisfactory. Attendance is particularly good for students in post 16 groups. Almost all pupils' absence is authorised and is due to medical reasons, including long-term illness.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is good overall and is often very good or excellent. This picture of high quality matches pupils' achievements and the progress they make and is a very good improvement since the last inspection. The improvement is due to the leadership and management by the headteacher and senior members of staff. They have led the development of the curriculum, the planning for each pupil through their individual education plans (IEPs) and have monitored the work of all teachers effectively. As a result, the teaching is consistently well matched to what pupils need to learn. The best teaching is for pupils of Nursery and Reception age and for Years 1-6. For these classes teaching and learning are always at least good and usually very good or excellent. The quality of teaching and learning for older pupils and students is good overall. It is often very good and occasionally excellent. Only rarely is the quality unsatisfactory, when there is insufficient planning to help pupils learn effectively.
16. The most important feature of the best teaching is the way that all staff work well together to meet the needs of each pupil. They know their pupils very well and ensure plans match their needs. Often lessons in different subjects are linked together through a broader topic. This is effective and helps pupils learn well. Teachers and support assistants discuss what they want pupils to learn and, therefore, each knows just what should be done. As a result, pupils make progress effectively. They are interested in the exciting and varied range of activities. For example, Year 8 pupils took turns at each of a range of activities in an art lesson around the theme of fish. A member of staff helped pupils at each of the activities, encouraging them to do what they could by themselves and moved them to the next activity when they had finished. Teachers manage their classes well. Often lessons begin and end with pupils altogether and then split into smaller groups or work individually. Good behaviour is encouraged very effectively through the use of praise and, as necessary, detailed behaviour plans for certain pupils. The management of behaviour of pupils with ASD is very good. Their teachers' and support assistants' calm and consistent approach is very effective and allows these pupils to be relaxed, understand what is going on and, therefore, learn better. Teachers and support assistants build strong relationships with pupils and this encourages them to work hard and try to please. Less able pupils lift their heads in response to their names, make eye contact with staff so that their choices will be noticed and they can play a full part in the lesson. For example, in a literacy lesson less able

Year 10 pupils used a great deal of effort to take part in the actions that accompany the recital of the poem, squeezing the hand of an assistant to show they understood.

17. The quality of teaching and learning is very good overall for pupils' personal, social and health education. This reflects the very high importance that all staff place on developing the 'whole child'. They take every opportunity to improve their independence, confidence and self-esteem. Literacy and numeracy are taught well overall. Staff have been effectively trained to use the National strategies for both of these subjects and use the approaches flexibly to meet their pupils' needs. The development of pupils' speaking and listening skills and reading are supported well through all subjects. However, opportunities for developing writing and mathematical skills outside of English and mathematics lessons are not always used. The quality of teaching and learning is also good almost all other subjects. It is satisfactory in information and communication technology (ICT). Although there are plans for pupils to learn ICT in many lessons these plans are not always implemented.
18. Teaching is equally effective for pupils who have ASD or other additional learning difficulties, such as visual impairment. Teachers work closely with specialist support staff, including speech and language therapists and peripatetic teachers for the visually impaired. For example, carefully constructed programmes for communication development have been worked out for many pupils, including many who have ASD, who find understanding and using the spoken word difficult. Teachers for these pupils use objects of reference (particular items that hold meaning, for example, a book to indicate a literacy lesson and fir cone for a science lesson) and the Picture Exchange Communication System (PECS). In this teaching approach pupils are taught to use symbol cards to help them to communicate. Signing is also used effectively and widely for those pupils who are do not speak or speak very little. Pupils who have a significant visual impairment are taught mobility skills so that they are able to move around the school safely and with more independence. Teaching and learning for whom English is an additional language is very good, due to the highly effective specialist support assistants.
19. Homework is used satisfactorily overall to support work that takes place in school. The homework may be specific, such as to practice with the current reading book or more general, for example, to work on areas identified within the IEP, including physiotherapy exercises and communication programmes. More frequent requests for parents to supervise particular pieces of homework or undertake specific activities as part the development of targets on the IEP would be valuable.

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

20. The curriculum is good. Overall, it covers a wide range of subjects, with an appropriate amount of time spent on each. It is relevant to the needs of the pupils, and takes account of their age and ability and those with autistic spectrum disorders. This is a good improvement since the last inspection when there was insufficient breadth and lack of time in a few areas.
21. The curriculum for the children who are aged under five is very well planned and organised to ensure all the areas of learning of the foundation curriculum are included well. For pupils from Year 1 to Year 11, the core subjects of English, mathematics, science and personal, social and health education have developed well since the last inspection. In addition, pupils in Years 7 to 11 are organised in sets (groups of different ability) for English, mathematics and science. These arrangements work well and contribute to individual needs being met well. Most of the other subjects have developed effectively more recently, in line with the school's prioritisation of areas for improvement. Planning for these subjects has been revised and is good. These plans show that pupils build on their progress as they go up through the school. Increasingly, subjects are being linked to the school's topic cycle. This ensures that class teachers are able to make pupils' learning more meaningful and interesting as they study the different aspects of topics such as 'Myself and others' and 'Colour and light'.

22. Aspects of a few subjects have received less attention. A modern foreign language is only taught for a short period each year, although aspects of life in foreign countries are covered in other areas of the curriculum. There is a lack of planning for regular teaching of this subject so that pupils can learn effectively over a longer period. Information and communication technology (ICT) is not taught as a separate subject for most classes. There is now a valuable scheme of work (plan of what pupils will learn) and pupils have ICT targets on their individual education plans (IEPs). However, there are not sufficient checks to ensure the subject is taught as regularly as it should. As a result, pupils only make satisfactory progress in the subject. Careers education is focused only on the pupils in Years 12 to 14 rather than being introduced

for pupils from Year 9. The religious education curriculum is good for pupils up to Year 11, however, the subject is not, as required, taught regularly to students in Years 12 to 14. The co-ordinator is aware of this and has plans to ensure this will be addressed quickly.

23. There is a good approach to the teaching of literacy throughout the school. The National Literacy Strategy is effectively used. Teachers and support staff are very good at using clear speech, correct vocabulary and good signing to pupils in all lessons. All pupils have individual targets for developing their language skills and teachers make many opportunities to develop them. Although satisfactory, more opportunities could be made to extend pupils' writing skills in other subjects.
24. Similarly, in numeracy, the National Strategy is well established. Mathematics has been a high priority for the past two years and this shows in the good planning. There is not a policy for how numeracy should be reinforced across the curriculum. Such guidance would be helpful to teachers in making opportunities to practise counting and number skills in other lessons and raise pupils' achievements even further.
25. The provision for personal, social and health and education (PSHE) is very good and is a strength of the school. It is taught in specific lessons as well as through the whole curriculum, as staff work towards the appropriate IEP targets for each pupil. The co-ordinator leads the student syndicate management group, is a member of the senior management team and is also involved in subject cluster groups. This ensures the subject is woven through all aspects of the school's work. A very clear policy and detailed scheme of work give staff the guidance they need to plan lessons effectively. The curriculum includes a sex education program, which has a valuable contribution from the community learning disabilities team. The school does not yet inform parents of their right to withdraw their children from this aspect of the curriculum. Drugs awareness has recently been introduced into the PSHE curriculum as part of a health and safe lifestyles component. Citizenship is not taught to all pupils in Years 7 to 11. This is unsatisfactory, because although there are plans to do so, the school is behind the required timescale for the inclusion of this subject into the curriculum.
26. The provision for students in Years 12 to 14 is good. It offers a relevant curriculum that matches their needs well. Students have a positive view of the provision they receive and the way it prepares them for life beyond school. They all follow courses to improve their speaking and listening, reading and writing and number work. Students also study the Accreditation for Life and Living skills course (ALL). This is a series of modules covering five main areas; the community, the environment, home management, leisure and the world of work (including careers education), and offers accreditation at two levels, Introductory and First Grade. Students work through these modules at their own pace, with further extension available by moving through to the Oxford, Cambridge and Royal Society of Arts (OCR) National Skills Profile. Good links with three colleges and a city learning centre further broadens the curriculum. Students make choices from a range of courses, such as ceramics, food technology, hairdressing, drama, personal and social education, design print, craft technology, and information communication technology. This is good practice and works well. By the time students are ready to leave school, they are in a position to make a more informed choice as to which college or what further provision would be best for them.

27. Students in Years 12 to 14 have satisfactory opportunities for gaining careers awareness and work experience. They visit different places of work, such as the local library, a café and a supermarket. A few pupils have recently taken part in work experience at a home for elderly people and several courses at the local college are vocational in nature. The school is planning to extend the range of work experience opportunities in response to the broadening range of needs of its pupils. Pupils in Years 12 to 14 have careers education, including meetings with specialist careers advisors.
28. The links with other schools and educational establishments to further extend the curriculum are very successful. Seven pupils are integrated into a local primary school for two full days per week. Pupils travel directly to the school on these days. The opportunity to mix freely with mainstream pupils before school and at break and lunchtimes enhances their personal and social development. A further seven pupils in Year 7 to 11 attend a local secondary school to study science and personal, social and health education, and participate in paired reading. As a reciprocal arrangement a Year 11 pupil from the secondary school attends Broomfield for two mornings each week to contribute to her curriculum. Many pupils of this age range also attend a city learning centre where they study information and communication technology. Pupils also use local sports centre facilities, including the swimming pool.
29. Good use is also made of members of the local community to extend the expertise of school staff. A series of visits from artists, poets and musicians enriches and deepens pupils' understanding of these aspects. These events are very carefully planned and involve pupils from every age group.
30. A few parents raised a question about the extent of activities available for their children outside of normal school hours. For a school of its size and nature, good efforts are made to provide such activities. Games are arranged for lunchtimes and pupils are regularly taken to see premier league football matches at a local ground. Three residential visits to various parts of the country and to France are undertaken for different groups of pupils each year, including the least able pupils and those with autistic spectrum disorders. These visits are very valuable for pupils' social development, as well as for other skills and knowledge they gain.
31. Overall the provision for pupils' spiritual, moral, social and cultural development is very good. This is a good improvement since the previous inspection, reflecting the school's continuing high level of commitment to the personal development of each pupil.
32. The provision for pupils' spiritual development is good. In religious education and assemblies, pupils are helped to understand the spiritual aspect and values of Christianity and other major faiths of the world. On these occasions the school maintains a good balance between the various religions represented amongst the pupils. For example, pupils take part in lessons designed to raise spiritual awareness when looking at different wedding ceremonies. Music lessons are enhanced by the excellent atmosphere created before lessons begin, and pupils are able to begin and end most days taking part in quiet, relaxing and calm surroundings. In assemblies, pupils sit quietly and think about people who are not well and of others, for example, those who died in the recent explosion in Bali. The very youngest pupils have opportunities for expressing praise when they and others succeed.
33. Provision for moral development is very good. The school provides a clear moral framework for pupils and adults provide very good role models. There is a high quality of teamwork between all staff and their very good relationships pervade the school. This results in a firm and supportive structure within which pupils can develop and has a very positive effect upon how pupils behave towards and value one another. The least able pupils are helped to develop positive attitudes through the gentle and caring approach of the staff who work with them. Pupils are taught to distinguish between right and wrong. They are given many opportunities to consider the rules and behaviour in school and to apologise for any mistakes they might make. They are encouraged to help each other, for example, in assembly when they discuss the behaviour of Leeds United and Arsenal football fans.

34. The school's promotion of pupils' social development is very good. It is characterised by the commitment of the staff to pupils' well being and is supported by a wide range of social activities. These include visits, residential trips and performances. Pupils are encouraged to work together socially in lessons and encouraged to share and take turns. For example, they are praised when they work well together in the sand tray during mathematics and when taking turns with different percussion instruments in music. There are many opportunities each day to develop the social language and behaviour of pupils. Lunchtimes and breaktimes are used very well to help pupils play together and opportunities are skilfully used for pupils to discuss their interests and what they have been learning. They grow in confidence, even in the 'hello' sessions that begin many lessons. The school's personal, social and health program contributes very well to pupils' social development.
35. Pupils' cultural development is very well promoted throughout the school. A wide range of very good displays demonstrates the importance of the celebration of the cultural diversity of the pupils. For instance, displays of art and clothing illustrate Indian, Pakistani, Chinese, and many European cultures. The curriculum is enriched through music from a range of cultures. In assembly, pupils listen to and join in with African lullabies and perform dance to African music in movement sessions. Pupils learn about the major faiths of the world and celebrate their various festivals. In food technology lessons, they prepare foods representing these cultures, such as Caribbean banana bread. Artefacts used as learning resources in many lessons enrich the learning and understanding of pupils. In a design and technology lesson, younger pupils were given opportunities to taste fruits from other countries, including coconuts and bananas, and to become aware of the different types of bread, including Nan from India. The wide cultural and linguistic experiences within the staff team are used most effectively to broaden and support the cultural development of every pupil. Many educational visits add to pupils' cultural development, for example, to the David Hockney Centre, a "colour" museum and medical museum, the Royal Armouries, the Eureka Centre, an Industrial Centre and the Yorkshire Sculpture Park.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Overall, there has been good improvement since the last inspection in the ways that the school cares for its pupils. The school has very good procedures for child protection and has a high and effective regard for all matters of pupils' welfare. Two senior members of staff are the child protection officers and all staff have been appropriately trained.
37. Procedures for the medical care of pupils are very effective. Two nurses are based at the school and provide very good care, for example, in dispensing medicines, the treatment of minor injuries and involvement in the feeding program for a few pupils. They also offer helpful advice for staff. The paediatrician's weekly visits are greatly valued by parents who find it more convenient to come to school for their children's medical appointments.
38. The school has very good procedures to monitor attendance. Computer based records allow very good monitoring and have contributed to successful attempts to improve attendance. There is appropriate liaison with the educational welfare services, if required. During the current year, more parents have given written explanations to cover absences than previously and there has been an increased number of pupils who have achieved one hundred percent attendance. The present arrangements for marking attendance involves bus and taxi escorts completing a written record that is transferred onto the computerised class register by the school secretary. A few teachers add to this procedure by asking their pupils to put their photograph upon a board in the classroom to signify their attendance. This good practice provides an increased opportunity of personal development.
39. The promotion of good behaviour is very effective and, as a result, behaviour is very good. There is a clear and well understood code of conduct that contains simple rules that help to develop respect for one another. These rules are promoted very consistently by all staff. There are high expectations for pupils to be sensible, listen to others, say 'please' and 'thank you' and take care of themselves and others. All staff receive training in a widely used approach to deal with any

difficult behaviour that stresses a positive approach to such instances. A detailed record is kept of any incidents although as yet the school does not systematically analyse these records to develop further its approaches. Behaviour plans have been drawn up and are consistently implemented for pupils who require them.

40. A safe environment for pupils is a high priority. Pupils are very well supervised at arrival and departure times and also both at lunchtime and play. Escorts who accompany pupils to and from school liaise well with the school regarding any matters of concern. They record any parental comments and, along with the home-school diaries, ensure that school is well informed. There are regular health and safety inspections. One aspect raised at the last inspection remains of concern. This involves the safe evacuation of students from the only first floor room in the school, where access is by a set of stairs.
41. Procedures for assessing pupils' achievements, progress and personal development are good. Teachers know the pupils very well and involve classroom assistants and visiting specialists to build up a comprehensive picture of their needs. The school uses P (Performance) levels alongside National Curriculum levels of attainment to assess pupils' achievements and to set targets for their progress. This approach is consistently used in the core subjects of English, science, mathematics and personal, health and social education and is planned to be extended to all subject areas. However, there is currently no whole school marking policy and work in pupils' files is not always dated and annotated, for example, showing the amount of support pupils' were given to achieve the piece of work. It is, therefore, difficult to track consistently and with accuracy individual pupils' progress. The moderation of pupils' levels of achievements is identified as an area for development in the school development plan.
42. Overall, teachers make good use of the assessment information both to decide how pupils should be grouped and as an aid to planning lessons. The targets that are set for pupils' progress are contained in their individual education plans (IEPs). IEPs were identified as an area for improvement in the last inspection and are now good overall. The targets clearly identify what should be learned in order to make progress, although a few targets in non-core subjects are too vague. Targets set at the annual review of pupils' statements of special education needs are monitored each half term, with new targets set as appropriate. There is an appropriate emphasis on pupils' communication skills, numeracy, personal and social development and their ability to use information and communication technology. In practice there are too many. Consequently, teachers do not always make reference to individual targets when planning lessons. This issue is being tackled by the development of a more detailed approach to subject planning and assessment. The annual review is well managed and brings together information on pupils progress and the views of parents, teachers, care staff and other professionals who may be involved.
43. Effective use is made of specialist expertise. For example, there are good links with specialist teachers for pupils who are visually or hearing impaired, the educational psychologist and physiotherapist. The level of speech and language therapy support is enhanced substantially by the purchase of additional time by the school from the local health authority. This allows greater involvement in planning and providing programs for individual pupils, as well as supporting and training staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. As at the time of the last inspection the school has good links with parents. The large majority of parents have very positive views about the school, as shown by the responses within high return of pre-inspection parent questionnaires. The school values this relationship highly and it is seeking to develop it further.
45. Parents receive very good information about how well their child is learning and making progress. Detailed reports are sent home at the end of the school year and also reports from annual review meetings and copies of individual education plans. Parents are given a comprehensive picture of

the work of the school through regular newsletters, the governing body's annual report and the school prospectus.

46. Very good home-school partnership links have been built through the work of the assistants who support pupils from ethnic minority backgrounds and their families. For example, they translate letters and reports into home languages. Further valuable support is provided through the support group for parents who have children who have autistic spectrum disorders. These arrangements are very effective and highly valued by parents. More broadly, parents feel they are welcome to raise any questions and concerns they might have about their children's education. The school nurse maintains good communication with parents and regular visits by a paediatrician and other specialist support professionals also contribute to this effective relationship. There is currently no parents association and there are no parents who regularly help in classes. However, parents are supportive of fund raising events arranged by school. The very good taxi and minibus driver and escort arrangements for the collection of pupils to come to school contribute well to ensuring that regular home-school contacts are maintained.
47. A significant number of parents, both through the pre-inspection questionnaire and meeting raised a concern about the amount of homework set for their children. As part of the school's approach to homework a copy of its policy has been forwarded to all parents. While it does not expect formal homework to be set for all pupils, the policy reminds parents that homework may take a variety of forms. These include undertaking domestic tasks that contribute towards a target stated upon the child's IEP, physiotherapy exercises and communication development. Parents may also ask for specific homework. Overall, the arrangements for homework are satisfactory. For example, reading books are sent home, requests are made for parents to help with resources for topic work and, more broadly through home-school books, activities that might be done at home. However, in some respects, there is too little formality and frequency of specific requests to parents for things they could do with their children at home in order to increase the important role of parents in their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides clear and effective leadership to the school and is supported well by the acting deputy headteacher and other members of the senior management team. Together they ensure that the school's aims, to provide a high quality of education and for all pupils to achieve well, are very well reflected in all aspects of its work. This achievement is in the context of a school that has needed to develop substantially over the last few years, in response to the broadening of the range of special educational needs of its pupil group and major national initiatives in the teaching of literacy and numeracy. The school has responded well to these changes and, through its management arrangements, the monitoring and evaluation of its work and its emphasis on professional development of all staff, it is very well placed to improve even further. Overall, the leadership and management of the school have improved well since the last inspection.
49. The school is managed well through very effective cross school groups. In this way the entire school works together towards the objectives in its development plan. Each teacher is a member of one of the three syndicate groups, covering students, staff and curriculum matters. Classes from all age ranges of pupils are represented within these groups and the syndicate heads are members of the senior management team. In addition, the curriculum is managed and developed through clusters of staff, with one group for each of the core subjects of English, mathematics, science, information and communication technology (ICT) and personal, social and health education (PSHE) and combined clusters for the humanities and creative subjects. Subject co-ordinators are within their respective cluster groups and again each age range of pupils is represented in each of these groups. Meetings are minuted and these are circulated to all, increasingly through the school's very effective ICT network. The senior management team also includes a member of staff who represents the school's work in supporting other schools in the area and another team member who, along with other responsibilities, has a specific role with the acting deputy headteacher for monitoring and evaluating the work of the school. This includes, for

example, ensuring the consistently high quality of pupils' individual education plans and reports of their progress for parents. Responsibilities have been delegated well and the roles of individual staff contribute effectively to the success of the school. The core subject co-ordinators have had opportunity to develop their roles further than the other non-core subjects as, understandably, these have been the priority areas for development. In the case of English and mathematics this has involved the monitoring of teaching and learning by classroom observation with the support of the local education authority. Increasingly the other subject leaders are developing their roles, with the involvement in long-term subject planning and the monitoring of teachers' planning. Targets for pupils' achievements are in place for English, mathematics, science and PSHE using National Curriculum levels of attainment and P (Performance) levels for less able pupils. Plans for targets in the other subjects are in line with the continued development of assessment in these areas.

50. Overall, the governing body provides a satisfactory contribution towards shaping the direction of the school. There are appropriate committees to support the work of the full governing body meetings. In particular, the staffing and finance committee provides an effective contribution towards the school's financial management. There has been significant change in membership of the governors over the last few years and they are trying to become more knowledgeable about the working of the school. As a result the governing body is planning to learn more detail of the school's strengths and weaknesses to add further value to its support towards raising the achievements of pupils even higher. Its knowledge of the school is based principally upon the written and spoken reports of the headteacher and other senior staff at governors' meetings. This is valuable and detailed information. However, as a group the governors have little first hand understanding obtained, for example, from visiting classes when children are learning and this limits their role.
51. School development planning is very good and is based on a thorough understanding of the school's strengths and weaknesses. This information is obtained through a good range of sources, for example, classroom observation, monitoring of individual education plans, pupils' annual reports and teachers' planning and the contributions of the broad range of subject and syndicate meetings. The plan lasts for three years and is supported by appropriately detailed action plans. The implementation of these plans is monitored well by the senior management team and the progress is reported to the governing body. Issues from the last inspection have been substantially tackled, with only a few aspects remaining to be completed. These include establishing a firm place for learning about a modern foreign language within the curriculum and informing parents about the right to withdraw their children from sex education. The development planning process is planned to be even more robust by the increasing use of target setting. The planned analysis of pupils' achievements against these targets intends to consider the different groups within the school, for example, boys/girls and more/less able pupils.
52. Financial planning and management are very good. The headteacher and the governing body, supported very effectively by the school's administrative officer, exercise great care with available finances, including grants provided for specific purposes. The school's development plan covers a three-year period and allows effective longer term financial planning. The school applies the principles of best value very well. There is careful consideration of the needs of the school and the ways in which these can be most effectively met. While it appears there has been a substantial reduction in the finance carried forward from last year's budget to the current one this is primarily due to the timing of reimbursement for the support the school provides for other schools in the area. This covers the support for pupils with special educational needs in mainstream schools and for ICT support to primary schools.
53. The numbers, experience and qualifications of teachers, nursery nurses and learning support assistants match the needs of pupils and the demands of the curriculum well. This is an improvement since the last inspection when there were too few support assistants. There is a strong commitment towards staff development, starting with a very good approach to the induction of new staff. This commitment has been recognised through the Investors in People award. This area of work is well led by the head of the staff syndicate who ensures, for example, that all new staff are aware of necessary child protection procedures within their first couple of days in school.

An induction checklist ensures that important areas are covered by all staff which develops into their professional development record. A valuable innovation is the allocation of time for teachers' continued professional development. Each teacher has a safeguarded day per fortnight for this purpose, an increase on a previous half day allocation. The use of this time is planned as part of the teacher's performance management and recorded within their ongoing professional development record. This allows for course attendance and other professional development activities, as well as time for co-ordinators to undertake subject development and monitoring within school. A broader advantage of this approach has been that because teachers who provide cover for these professional development days are from within the school's staff, they are familiar with the most appropriate approaches to meeting the needs of the pupils. This ensures a more consistent approach to pupils' learning. The arrangements also provide senior staff with valuable opportunities to monitor further the working of the school. Although in its early days, a bonus of this approach appears to be a reduction in staff absence through illness. There are also good opportunities for non-teaching staff to undertake further training, for example, in behavioural management and the development of pupils' communication skills.

54. Overall, the accommodation is satisfactory for meeting the needs of the curriculum and the number of pupils. This is, however, because the school has made very good arrangements to meet the site's weaknesses. The school accommodation is clean and well cared for by the site manager and cleaning staff, giving pupils a positive environment in which to work. Incidents of vandalism from outside of school, stated in the last report, still do exist although the school has taken good steps to minimise them.
55. There has been significant development in classroom accommodation since the last inspection with splitting of open-plan areas in separate rooms. While most of these rooms are suitable in size two areas are rather small. The school library is very cramped and contained within the main corridor where its users are easily distracted and restricts its use. The medical room is also very cramped. The oldest pupils are taught in an upstairs room with access via a double set of stairs. This is unsuitable for pupils who are wheelchair users or have significantly restricted mobility and does not allow for adequate emergency evacuation.
56. Although there are no specialist rooms for practical based subjects, including science, design technology, art and design, and information and communication technology suite to allow whole class teaching, the school has been very successful in making use of these facilities in other schools. It has also negotiated use of facilities at local colleges, sports centres and at a city learning centre. Similarly, although a few parents have raised concern about the lack of a hydrotherapy pool, satisfactory arrangements are made for pupils to use this facility at other local sites.
57. Overall, the school has good resources to teach the range of subjects. They are of appropriate quality and easily accessible by staff and pupils. Resources for the youngest children are very good. In music, teachers use their own resources to supplement what would otherwise be unsatisfactory for the needs of the subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The governors, headteacher, senior management team and staff should:
- (1) Improve the few areas of weakness in the curriculum by:
- implementing the plans teaching citizenship. (paragraph 25)
 - Ensuring that religious education is regularly taught to students who are above 16 years old. (paragraph 22)
 - Including careers education in the curriculum for pupils from at least Year 9. (paragraph 22)
 - extending the teaching of a modern foreign language so that pupils make more progress and build on earlier learning. (paragraph 22)

- (2) Extend the learning of pupils' writing, number skills and ICT skills in other subjects by:
- broadening teachers' planning to include these aspects. (paragraph 22, 73, 81)
 - including these areas within the school's monitoring and evaluation of its work.

Governors may also wish to include the following minor issues when constructing their action plan:

- (1) continue the planned development of assessment of pupils' learning and progress across all subjects, including a marking policy whereby pupils' work is dated and annotated to show the amount of support given. (paragraph 41)
- (2) regular promotion of work that parents can undertake with their children at home. (paragraphs 19, 47)
- (3) include notification in the prospectus about parents' right to withdraw their children from sex education. (paragraph 22)
- (4) plan for governors to increase their understanding of the school through first hand information. (paragraph 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	23	26	5	2	0	0
Percentage	11	37	41	8	3	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	100
Number of full-time pupils known to be eligible for free school meals	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	9.7

Unauthorised absence

	%
School data	0.7

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
83	1	0
0	0	0
1	0	0
4	0	0
0	0	0
3	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YN – Y13

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	5.7
Average class size	8.3

Education support staff: YN – Y13

Total number of education support staff	26
Total aggregate hours worked per week	755

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	1,151,380
Total expenditure	1,118,110
Expenditure per pupil	11,181
Balance brought forward from previous year	33,270
Balance carried forward to next year	48,810

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	100
Number of questionnaires returned	65

Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	0
My child is making good progress in school.	58	32	3	5	2
Behaviour in the school is good.	51	34	6	2	8
My child gets the right amount of work to do at home.	22	15	18	11	34
The teaching is good.	58	29	5	0	8
I am kept well informed about how my child is getting on.	58	34	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	66	26	3	3	2
The school expects my child to work hard and achieve his or her best.	68	28	5	0	0
The school works closely with parents.	51	35	11	3	0
The school is well led and managed.	57	37	2	2	3
The school is helping my child become mature and responsible.	51	35	5	3	6
The school provides an interesting range of activities outside lessons.	43	25	9	11	12

Other issues raised by parents

- A few parents raised a question about the lack of facilities at the school for hydrotherapy. A few also had concerns about the effectiveness of the teaching of pupils who have autistic spectrum disorders in the secondary department, since unlike the primary department there is not a special class for these pupils.

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 provision for the small number of children who are under five years of age is very good. This represents a good improvement since the last inspection. These children are taught alongside children who are a year older, however, their needs are met very well and, as a result, they make very good progress. The provision is very well managed by the class teacher and the co-ordinator for the foundation stage (for children under the age of five years). There is very effective planning to ensure that all areas of the early learning goals of the Foundation Curriculum are taught.
60. The quality of teaching and learning is very good. It is very good for children's personal, and social and emotional development, their communication skills, and their physical and creative development. Teaching and learning are good for the development of children's mathematical skills and their knowledge and understanding of the world. All staff work very effectively together as a team to make sure the children learn very well. A broad range of activities is well prepared so that children waste no time. As a result, they try really hard and want to please their teachers and support assistants. The children's progress is monitored and recorded very regularly, allowing plans to take into account the progress that the children make.

Personal, social and emotional development

61. The children develop personal and social skills very well. At first, they learn to recognise the adults around them, and the other children in the room. They learn to sit together, look at one another, and play alongside each other, for example, in the sand tray. The teaching encourages this play very well. Most lessons include activities where all the children are together for at least part of the time. The children learn to wait for their turn and share toys and books with their classmates. They repeat words or phrases together, such as the chorus in a rhyme or song. Staff have clear targets for each child's learning and the children make very effective progress in these areas, such as personal care, eating independently with a spoon or fork, drinking from adapted or ordinary cups, and getting dressed and undressed for swimming or physical activities. The children begin to learn to wipe their hands and to brush their hair.

Communication, language and literacy

62. Communication skills are developed very well. The staff speak clearly to the children, and use signing very well at every opportunity. This is very effective in encouraging the children to communicate. Opportunities for speaking and listening are built into every activity. Staff have detailed knowledge of each child's level of communication. As a result, children usually understand what is said to them and show understanding, for example, by vocalising back to the teacher. The less able children look at what the teacher or support staff is indicating and the more able children make signs back to them. These signs include "please", "biscuit" and "drink". All of the children like to listen to stories read by the teacher, especially from a large book so that they can see the pictures at the same time. More able children often anticipate the next line or words in a familiar story, and repeat the words that occur frequently.

Mathematical development

63. The children gain good mathematical skills in their awareness of numbers and related ideas, such as more and less, big and small, inside and out. They learn about containers being full or empty through working in the sand tray. With frequent lessons that use good practical activities and many different number songs and rhymes, most children gradually begin to learn about numbers. They can point to "one" and repeat the words as a member of staff counts. The more able children anticipate the rhymes in some songs such as "Five little speckled frogs", and will remove one of the toys with each verse. They complete inset puzzles, placing the different shapes in the correct holes. Although many activities are used to develop counting and number

skills, further opportunities are missed in physical activities and music to help children make even more progress.

Knowledge and understanding of the world

64. Children make good progress as they develop greater awareness of what they feel, see and smell through a range of exciting activities. They learn to use their senses to appreciate the differences between materials, for example they feel the spiky texture of a 'koosh' ball, see the way light comes through lacy material and listen to different percussion instruments. More able children become more aware of the different parts of the school as they have lessons in the sensory room and the hall, and go outside to play. They begin to learn that they can control things themselves. For example, less able children operate the lights and sounds in the sensory room by touching simple switches, and they change images and sounds by touching the computer screen. At break times, all children taste different foods and drinks to compare the differences, and express their preferences.

Physical development

65. Staff focus on improving children's physical development very effectively and, as a result very good progress is made. The children are given every encouragement as they learn new skills for example, to roll and crawl and to pull themselves up into a chair. They stand with help from an adult and begin to move using a walking frame. Teachers work very closely with physiotherapy staff. The therapists give advice, for example, about how to change the children's seating and standing positions regularly throughout the day. All activities, such as painting, music or sand play are seen as opportunities for children to develop further their physical skills. There are regular lessons for physical exercises in the hall, where the children learn to follow instructions. They move when the music plays, stop when the music stops and then relax when the activity has finished. More able children stop a rolling ball and either roll it back or attempt to throw it. In the hydrotherapy pool, less able children float with an aid. All of the children enjoy being splashed. At break times, the children use the outdoor play area and many use the slide and play with balls. Less able children crawl round the paths or on the grass. Each week, the children go for a riding lesson at a local donkey sanctuary. They enjoy the sessions very much and learn different ways of sitting, balancing and moving.

Creative development

66. Children make very good progress in their creative development. They finger-paint, enjoying rubbing the wet paint and glitter with their hands, for example, to mix two primary colours together to make another colour. The most able children hold a brush to make paint marks on paper. Less able children indicate by eye pointing where they would like pieces of textiles and other material to be placed on a collage picture. All children make marks in soft materials, such as clay and plasticine. Staff give the children just the right level of help so that they are successful yet do as much as they can for themselves. They take part in singing and try to make the right sounds at the right times. They hold the different instruments, shaking them, and exploring their feel.

ENGLISH

67. Pupils' achievement and progress in English are good overall. This represents a good improvement since the last inspection and is because of the overall high quality of teaching and the introduction of the National Literacy Strategy. This has been effective in improving teachers' planning by ensuring that pupils build on what they have already learned. The very good relationships in lessons is a very important factor in the progress that pupils make.
68. As at the time of the last inspection speaking and listening skills are good overall. By Year 2 and by Year 6, progress in speaking and listening is now very good. This is because teachers and support staff encourage the pupils to join in and genuinely value what they have to say. All pupils listen carefully and respond to questions asked by teachers and teaching assistants. For

example, pupils in Year 2 listen carefully to try to match the sounds of different to the appropriate instrument, such as a trumpet and a violin. They respond with a range of sounds when investigating party clothes and listening to Indian music. Pupils in Year 6 listen attentively for longer periods of time. They follow instructions on a tape recording and use symbols to choose the song they would like to sing. Most pupils increase in confidence when they talk about things in a group setting, for example, about what they have been doing at home. Less able pupils respond to people they know by giving eye contact, and they use this means of communication to make choices, for example, about their break time drink. By the end of Year 9 and by the end of Year 11 pupils have made good progress and achieve well in developing further their speech and listening skills within all the subjects they learn. For example, in a design and technology lesson where pupils talked purposefully about how to construct a single switch device, more able pupils use the word "batteries" appropriately and correctly. Year 9 pupils who have their science lesson at a local mainstream school listen carefully to what they will do in a practical session. They reply confidently when asked questions, for example when asked to predict what will happen when water is heated. Less able pupils have improved pointing as a means of contributing to lessons and telling staff what they want. By Year 11 most pupils listen carefully to what others are saying and consider this in their own response to questions. Less able pupils listen to a poem read to them and respond at the correct time with sound effects, such as tapping. Post 16 students make good use of opportunities to use and extend their speaking and listening skills further in a wider range of settings, including at college and during work experience. For example, they use the college canteen to ask for what they want.

69. Many pupils receive effective additional support in the development of their communication skills through working with speech and language therapists. These therapists provide a mixture of individual work with pupils alongside their work with larger groups within class. Teachers know pupils' needs well, and this means that pupils' attempts to communicate are quickly responded to and their interest held. The recent introduction of the Picture Exchange Communication System (PECS) and the Communication Profiles, which summarise pupils' communication needs and strengths, alongside their targets, has strengthened this aspect of the school's work further, especially for pupils who have autistic spectrum disorders (ASD).
70. There is very good support for the small number of pupils who come from homes where English is not spoken. As a result these pupils make progress and achieve as well as other pupils. The assistants who provide this support are very knowledgeable. They work very successfully alongside the teachers in class lessons and also more intensively with individual pupils.
71. Since the previous inspection the school has worked hard to improve standards in reading. Pupils' achievement and progress in reading are now good overall, in contrast to unsatisfactory previously. By the end of Year 2 and by the end of Year 6 pupils are making very good progress, reflecting the quality of teaching for these groups. By Year 2 most pupils show recognition of familiar stories by smiling as they anticipate what will come next. Less able pupils are able to recognise photographs of familiar people, using eye pointing to show their answers to questions. By Year 6, most pupils understand the structure of a book and how the pictures and words tell the same story. Less able pupils look at a book with digital images of others in their class and recognise them and where the pictures were taken. Most pupils read their own name and the most able read the names of their classmates too. Pupils with ASD read their PECS symbols well and know what is coming next in their timetable. This helps their learning by increasing their understanding of what is going on and also improves their behaviour. Pupils in Year 9 continue to develop their reading vocabulary. Most pupils read common words from familiar text. They suggest good alternatives when a word is deliberately missed out. More able pupils find rhyming words such as 'van', 'man' and 'plan'. Less able pupils read their names, increase the recognition of part of pictures and their understanding of symbols. By Year 11 most pupils understand about aspects of characters in well-known stories. They retell these stories and, with help from staff, get the order correct. The number of words they can read has increased and many can read simple sentences fluently. Students use their reading skills to carry out other areas of their work. They work successfully on the 'Communication' module of the National Skills Profile award. For example, they read instructions as they develop skills for using the telephone.

72. Overall, pupils of all ages make satisfactory progress in writing. This is good improvement since it was judged to be unsatisfactory at the last inspection. Although there are good opportunities for pupils to develop their writing skills in English lessons there are fewer for them to write independently in all subjects. By the end of Year 2 most pupils make good attempts to hold a pencil or crayon. They try hard to copy straight lines and circles. By the end of Year 6 most pupils make a good attempt at writing their own first name and many succeed. Many are writing under words written by their teachers and assistants to record the work they have done, for example, to label artwork. They are increasing their pencil control and produce neater letters. Less able pupils have increased their ability to hold a writing tool and make purposeful marks on paper. By the end of Year 9 the neatness of most pupils' handwriting has improved, with letters of a more consistent size. Most can spell a range of simple words and use their knowledge of the sounds letters make to have a guess at unknown words. The most able pupils write short sentences. They make good attempts to write when filling the missing words on their worksheets. Pupils by Year 11 have continued to develop further both the neatness of their handwriting and the range of words they can spell. The most able pupils write poems, using word processing with a computer to help the presentation of their work. They know where to use capital letters and that full stops are at the end of a sentence. Less able pupils have also improved their writing skills and are more accurate when making marks on paper. More able post 16 students record written information about what they have learned as part of their National Skills Profile course work.
73. The quality of teaching and learning is good overall, at times it is very good and occasionally excellent for pupils up to Year 6. In the best lessons, teachers' enthusiasm is transmitted to the pupils who are eager to learn. Very good subject knowledge combined with a good understanding of how to teach pupils with ASD and additional special needs, such as visual impairment, ensures all pupils learn effectively. In each class, pupils have a wide range of ability, so in literacy lessons, classes for pupils in Years 7 onwards are reorganised to form groups based on what they can do. This is very successful and leads to lesson planning being more closely focused and helps pupils to succeed more effectively at their own level. Teachers use elements of the National Literacy Strategy flexibly. Pupils are provided with good opportunities to read a wide range of texts, and for those who do not recognise words, teachers use symbols appropriately to help them to develop early reading skills. Whole class reading sessions are effective. For example, less able pupils in Year 11 follow the flow of the poem "Sampan", joining in by using the resources, for example tapping chopsticks, at the correct time as the poem is retold. Planning is good and, for example, ensures the use of a wide range of materials, including works by Shakespeare, Sylvia Plath and Roald Dahl. Teacher's plans are monitored and lessons observed.
74. The subject is very well led and managed. Careful monitoring of teachers' plans and their teaching helps develop the subject further. Assessment of pupils' learning is also used well to inform further work although there are few opportunities for higher attaining pupils in Years 10 and 11 to achieve externally accredited awards. Computers are used, for example, with simple word processing, however, more use could be made to support the learning of ICT skills. The library is within the main corridor area and this restricts its use. Although the subject co-ordinator has distributed age-appropriate books to all classes, the limited library facility narrows access to resources and limits more able pupils' ability to research information.

MATHEMATICS

75. Overall, progress and achievement for pupils of all ages and students in mathematics is good. Progress and achievement for pupils in the primary department for pupils up to Year 6 is very good, and progress and achievement for pupils in the secondary department for Years 7 to 11 and for students in the post 16 groups is good. This shows a good improvement since the last inspection. This improvement is mainly due to the high quality teaching and learning, especially for pupils with ASD. The practical nature of lessons engages and interests pupils well. The secondary department now groups pupils by ability, using mainly the results of 'P' level results (pre National Curriculum measures of pupils' attainments) established over the last two years. This is good practice, works well and has also helped improve learning. Other improvements

such as updating the curriculum, establishing a comprehensive scheme of work (plan of what pupils are to learn) and increasing the range and quality of learning resources all have had a positive effect on the quality of mathematics teaching and pupils' achievements.

76. By Year 2, pupils recognise numbers from zero to five; sing and sign songs up to five, such as 'Five little speckled frogs' and 'Five green bottles' and actively join in with actions as they sing. More able pupils, including those with ASD and other additional learning needs, such as visual impairment, match numbers up to five, count objects and match them to pictures and corresponding numerals. They add on from a given number up to five. When taking away, they accurately say how many are left. To complement this work, pupils use a computer program which allows them to visit a fair ground and apply their knowledge. Less able pupils learn effectively with resources that they can touch and hold, they feel the numbers as they count. More able pupils, by the end of Year 6, record their work on worksheets or in mathematics books. This is marked, dated and annotated indicating the amount of help each pupil needed. This is good practice and helps track progress over time. Pupils increase their understanding of addition and subtraction of numbers up to ten. Many can answer problems with a few of these numbers without having to use counters or number lines. Less able pupils have a firmer understanding of numbers one and two, shown, for example, by touching on of the numbers when asked to. All pupils recognise a wider range of shapes.
77. By Year 9, pupils are grouped by ability and follow the National Numeracy Strategy effectively. More able pupils count forwards and backwards in twos, fives and tens, with numbers up to 100. They investigate different ways of dividing a given number into three parts and record this by writing a number sentence. Pupils are challenged to find new solutions to problems. Less able pupils use correct mathematical language, such as 'more than', 'less than', 'one more' and 'what comes next?'. They match numbers accurately with the objects that they count and know many common colours and shapes. Information and communication technology is used effectively to display shapes on the screen and allow pupils to build shapes to make patterns. By the end of Year 11, less able pupils beat a drum to make number pattern. They count the beats and identify the patterns such as four, four, five, five beats. Pupils are then prompted to copy the patterns by beating the drum and counting. More able pupils use the interactive white board to find number patterns, for example when as numbers increase by two or three. They predict what numbers will be next in the sequences. This new technology is good in motivating pupils to participate fully.
78. In the post 16 groups, less able students identify days of the week. They know which day it is, what was it the previous day and what day will it be the following day. They sort coins accurately and try to identify their values. More able students tell the time accurately, understand the differences between days, weeks and months. They understand the value of money and apply their knowledge when they go to college as they spend their money at break time and lunch times. They choose their own lunch and pay independently at the till. While at college they use their number skills to weigh and measure when in food technology and in their ceramics classes.
79. Overall, the quality of teaching and learning is of high quality and is occasionally of very high or excellent quality. Teachers plan mathematics lessons well to provide regular opportunities for pupils to learn about numbers and shapes and to use their knowledge to solve problems. There is good assessment of what pupils are learning and this helps the planning of further work. Teachers have high expectations for pupils in their work and behaviour, and set demanding yet realistic targets for them to achieve. As a result, pupils are interested in what they do and concentrate well in lessons. They try hard to increase what they know and understand. On the isolated occasion where teaching is unsatisfactory, this is because of insufficient planning for the lesson. As a consequence a limited range of activities are offered, time is not used well and pupils do not make the progress they should.
80. Mathematics is well organised and managed and the National Numeracy Strategy is well established. However, there is not sufficiently detailed planning for improving mathematics skills in other subjects and also not frequent enough use of information and communication technology to raise pupils' achievements further. The enthusiastic post 16 co-ordinator has organised

effective opportunities to further develop the use of mathematics as part of the time students' spend at local colleges, work experience and at the city learning centre.

SCIENCE

81. Pupils make good progress and achieve well in science. This is due to the good quality of teaching and the very good planning. The school has successfully developed plans showing what pupils will learn at each stage based on the National Curriculum and on a published curriculum designed for pupils with learning difficulties who are at the earliest stages of the National Curriculum. Pupils benefit from the way that their teachers encourage scientific enquiry by becoming more curious about things around them. This is a considerable improvement since the last inspection. The subject is now well established in the curriculum and pupils make gains in every aspect of scientific knowledge and understanding. Pupils with English as an additional language and those who have ASD make as good progress as other pupils.
82. By the end of Year 2, most pupils understand that there are many different materials and make patterns with shiny and non-shiny surfaces. Pupils with ASD observe the effects of light shining on differing surfaces. Less able pupils use their senses as they try different tastes and choose the ones they prefer. They explore pushing and pulling, and work with a range of materials as they experience hot and cold. All pupils know some of the consistent features of their own class environment and gradually become aware of aspects of the wider environment around the school. Pupils in Year 6 continue to develop their understanding of the environment. Many can explain the simple processes of light and dark and they try to predict how light sources will be affected by clear glass, by curtains and by people. More able pupils know that a sun makes a shadow on the ground. When working in the dark they know how to reflect beams and use torches to illuminate safety armbands and understand why they should be worn. Most can identify the main parts of the body and plants. They sort using very simple criteria, such as hard/soft and living/not-living. Less able pupils continue to experiment in the sensory room and increase their understating that they are able to make things work. They use switches to make bubbles go up and down a tube and make surfaces vibrate.
83. By the end of Year 9, pupils are continuing to widen their experiences of different aspects of science. For example, a group of more able pupils join another mainstream school to take part in their science experiments. These pupils understand the safety rules of the laboratory. They help set up Bunsen burners and light candles to show that heat moves up a test-tube by convection and record their findings. Less able pupils carry out experiments on cause and effect and deepen their understanding about the effects they can have by pushing and pulling. In Year 11, pupils are able to name a wider range of parts of the body and plants. They produce diagrams to illustrate what they observe. Less able pupils continue to use a multi-sensory approach to the study of the scientific themes. They use basic switches to control buzzers, torches and filters, seeing the effect that they have and extend their work with shadows and take part in experiments comparing the sizes produced. More able pupils know that Egyptians use shadows to tell the time. Most pupils learn about solutions and dissolving using coffee, they know names of a range of fruit and that trees grow new leaves in spring. Students understand that some materials allow light through and try to use correct terminology, such as opaque and transparent. They use their understanding of health and safety when near a barbecue. When carrying out experiments they understand the need for taking greater care when they record their findings, for example when growing plants.
84. The quality of teaching and learning is good overall and, on occasion, is excellent. The best lessons are very well planned around the topics or themes to ensure that they are interesting and carefully matched to pupil's abilities. The range and consistent use of practical activities means that pupils learn very effectively as they broaden their scientific knowledge. Very good links are made between science and other parts of the curriculum, including information and communication technology, for example, when using switches to operate a blender to make paper. Achievement is recorded very well using digital cameras. Teachers provide many activities that reinforce and consolidate basic literacy and numeracy skills, although they have

relatively few opportunities to write about what they have done. These also support well the development of pupils' social and communication skills. Teachers and support staff work extremely well together with enthusiasm and high expectations for the pupils' achievements. As a result of this high quality teaching pupils want to learn and use their time well. They are interested in their work, concentrate well and are keen to explain what they learn.

85. Science is well managed. The co-ordinator monitors effectively teachers' planning and their assessment of what pupils are learning. In this way she is able to review the curriculum and continue to ensure that pupils' needs are met well. Although there is no specialist science laboratory this does not significantly effect pupils' learning. The most able pupils in Years 7-11 use the laboratory at a nearby mainstream secondary school. This arrangement also contributes well to their personal and social development when they meet with pupils from this school.

ART AND DESIGN

86. Overall, pupils make good progress and achieve well in art and design. This shows good improvement since the last inspection. The quality of teaching and learning are good overall and occasionally excellent. The effectively planned lessons involve a range of activities that extend pupils' skills and understanding. Staff work well as a team to make sure all pupils are achieving as well as they can. The result is that pupils are interested in what they do and they try to please their teachers.
87. By the end of Year 2 pupils make choices about the colours they want to use in their artwork. They mix paints to make new colours and use different ways of painting, including their fingers as well as brushes. Less able pupils eye-point to their preferred colour. All pupils explore clay using their fingers to make marks and, with help from staff, they make a face. They make collages with a range of materials and for example, make a book about animals and the noises they make using string, feathers and different paper. By the end of Year 6 most pupils have become more accurate in their use of paintbrushes. They paint a picture of their own face, trying carefully to make it look just like they do! Collage work becomes more complex and often links with work that they are doing in English, for example, the story of the 'Three Billy Goats Gruff'. A display of autumn leaves is thoughtfully arranged and then mounted on sticky backed plastic. This is placed on a window for the light to shine through and creates a wonderful effect. Less able pupils help to make their own paper from old paper. They help to tear it up and then use a switch to turn on an electrical blender that breaks the old paper down even further.
88. By the end of Year 9 pupils have studied the work of famous artists, such as David Hockney. They use the Internet to research his work, consider the important aspects and paint in his style. Pupils explore the use of a wider range of media to create different effects. For example they use coloured chalk to get range of tonal effects. They learn more about mixing colours and, for example, see the effects of adding blue/green and red/blue. They produce high quality work in their project on fish. This involves looking at a range of photographs and artwork of fish then using different techniques to make their own art. For example, they use batik, make mobiles using wire and liquid paper and use sponges to make prints. This work is led by a talented local artist who has worked with the school on several occasions. By the end of Year 11 and in the post 16 groups pupils continue to explore and extend a range of skills and techniques. For example, they examine the colours that go with particular feelings and draw patterns to match. For many this results in using yellow for 'warmth' and blue for 'cold' with spiky, icicle-like patterns to make the image even colder. They study what they want to draw carefully and paint in greater detail. Many draw a detailed study of the eye and an equally detailed copy of badge for the Salvation Army. More able pupils realise that they need to use thinner paint brushes to paint with such detail. They look at the work of Van Gogh's, such as his paintings of 'Sunflowers' and 'The Cornfield with Cypresses' and paint in the same style. They explore the effects by changing the background to their pictures. For example, they produce interesting work with hand prints, using black on white and the contrast of white on black. They make masks of their own faces using plaster of Paris and fabric.
89. The subject is well managed by the new co-ordinator. Planning is linked well to the broader school topic planning so that the subject is linked effectively with other subjects. This ensures

that all pupils are taught a broad range of aspects of the subject as they move up the school. The co-ordinator provides valuable advice to non-specialist members of staff. In line with development plans, the co-ordinator is developing assessment procedures to ensure that the development of pupils' skills and knowledge is built upon year upon year. Computer painting programs are used by many pupils, although further use of computers could be made to contribute to pupils' ICT skills and knowledge. The school makes very good use of visiting artists to extend the expertise and provide new experience for pupils.

DESIGN AND TECHNOLOGY

90. Pupils' achievement in design and technology is satisfactory. This represents satisfactory improvement since the last inspection. At that time, both achievement and progress were unsatisfactory as were the quality of teaching and the curriculum. The significant improvements in pupils' progress and achievement are because of developments in the way in which the subject is planned and the quality of teaching, especially teachers' knowledge of the subject. Design and technology is now taught well. Pupils' progress is better than their achievement over time because there has not yet been time for them to practise and improve the skills they are now learning. The designing and making activities make a valuable contribution to pupils' learning to communicate and to developing mathematical, physical, personal and social skills.
91. The youngest pupils, in Years 1 and 2, including those with ASD, explore materials and their different textures. For example, they feel a range of textiles as they help to make puppets with moving parts. Most select particular fabrics as their favourites. They know that paper is used for different things and begin to learn how it can be made from recycled paper, including helping to tear up the old paper. By Year 6, pupils are increasingly making choices using the skills and knowledge they are developing. For example, they decide about which methods to use for joining paper shapes, such as with glue. The most able pupils use a glue spreader quite accurately. Most are starting to learn how to hold scissors correctly as they cut paper. The link with a local primary school allows a few pupils to work alongside their other pupils in design and making activities. For example, they work together to make biscuits, including mixing then rolling out the dough. They evaluate the results by tasting them! By the end of Year 9, more able pupils design articles before they make them. They make "Joseph's Amazing Technicolour Dreamcoat" out of various fabrics, choosing carefully to create just the right effect. Less able pupils are developing their manipulative skills by starting to use basic tools with adult support, for example, a spoon to mix ingredients together. By the end of Year 11 many pupils have learned more complicated ways of joining components together to create more complicated effects, for example, models that swivel. With help, they use a saw to shape balsa wood to make a boat. Older students in Years 12 to 14 follow the National Skills Profile module in baking at a local college, building well on the skills and knowledge they have learnt in school, such as weighing ingredients and using a range of kitchen utensils.
92. The teaching and learning of design and technology for all pupils are consistently at least good and occasionally excellent. Lessons are well planned and linked to other subject work to help pupils learn more effectively. For example, bread making is linked very well with English through the story of 'The Little Red Hen'. A wide range of activities is provided and these are well matched to the individual abilities of the pupils. Teachers and support assistants work very well together and encourage each pupil to complete tasks as independently as possible. Consequently, pupils rise to this challenge, try hard to do their best and are pleased the results of their efforts.
93. In the short time since taking on the responsibility the subject co-ordinator has worked hard and successfully to develop plans of what pupils will learn, together with assembling the necessary resources for these to be taught. Valuable advice is provided for non-specialist teachers. External accreditation is now appropriately being considered for pupils in Years 10 and 11. While there have been improvements in pupils' achievements and the progress that they make, these are restricted, particularly for older pupils, by the lack of a specialist workshop area.

GEOGRAPHY

94. It was only possible to observe a few lessons during the period of the inspection, however, evidence from these, as well as from scrutiny of pupils' work and records, and subject plans and discussion with the subject co-ordinator, indicate that standards of achievement and the progress made over time are good.
95. By the end of Year 2, most pupils have started to learn their way around the school and know where their classroom is. They learn about the wider environment by regular visits to a donkey sanctuary. By Year 6, most pupils have learned about the adults who work in the school and where their rooms are, for example, the school nurse. This is as part of a series of lessons that involve developing an interview questionnaire to ask the different persons about their jobs. A broader range of visits, for example to the West Yorkshire Sculpture Park and to Batley Woods, extends further their understanding of the environment. Most pupils are able to name places that they have been on holidays and understand a few of the differences between these places and where they live, for example, what people eat and the weather. A few have a simple understanding that different places may be near or far from where they live. By Year 9 most are aware that buildings can be used for different purposes. On a field trip, they look at a broad range of such buildings, including hotels, offices, houses, schools and shops. They also understand that people of different religions go to different buildings to worship and they visit places where people are entertained, such as the theatre and museums. By the end of Year 11 most pupils' have more detailed knowledge and understanding of the various parts of a city, such as the places people go to work and their jobs, and the range of opportunities to enjoy leisure time.
96. Teaching and learning are good overall and, occasionally, excellent. Teachers have very good knowledge of the subject and plan lessons very well, based on an understanding of what pupils have already learned. As a result, pupils are motivated and want to please their teachers and support assistants. They work hard and are keen to learn more as they study different people and places.
97. There has been good improvement since the last inspection. The geography co-ordinator was appointed about a year ago and has a good knowledge of the subject. The curriculum has been updated and there are renewed resources. The school rightly gives high priority to giving the pupils first hand experience through visits to places of geographical interest. The subject is taught in close relationship with a cluster of other subjects including history, religious education and art and design. This is very effective and helps pupils to learn well.

HISTORY

98. It was only possible to observe one lesson during the inspection. Evidence from this lesson, together with scrutiny of pupils' work, examination of teachers' planning and records and discussion with the co-ordinator indicate that pupils' achievements and progress are good.
99. By Year 2, most pupils have developed a basic awareness of time. As part of their topic work they develop an understanding of the passage of time, recognising their own 'timeline'. Pupils enjoy the stories about famous people from the past, linked with religious education, they learn about the birth of Jesus. The school takes good advantage of various religious and cultural festivals to widen pupils' knowledge and understanding of event from the past. All pupils enjoy exploring items from the past such as old toys. A few use words like 'old and 'a long time ago' and most have simple understanding the sequence of time when discussing their 'news' and the day's timetable. By the end of Year 6 many have developed this understanding further, for example through the use of 'Picture Exchange Communication System' (PECS) pupils with ASD know what they will be doing during the day. Most pupils of this age are familiar with a few of the significant figures and events in British history, for example life during the Victorian age. They compare and contrast the clothes worn by themselves and by their parents. By Year 9 and Year 11 pupils have studied the way people lived much longer ago. For example, they have looked at

items from everyday life during the Second World War. The most able pupils know a few facts about the life of ancient Egyptians and ancient Greeks and a few of the achievements of these times.

100. There has been good improvement in history since the last inspection. The co-ordinator has been in post for a year and is effective in leading and managing the subject. She has implemented good developments, in particular plans about what pupils will learn as they go up through the school. Links with topics being covered in other subjects are good, with a clear focus on improving the range of opportunities in the subject. This improvement in the subject has resulted in positively reflected in pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Overall, pupils' achievement and progress are satisfactory. These are helped by lessons that are taken outside the school, including at a local primary school and, for pupils in Years 6 to 11, at a nearby city learning centre. However, progress and achievement are not better than this because although all teachers plan for information and communication technology (ICT) activities, these plans are not always followed consistently. Consequently opportunities to increase pupils' skills are missed. At the time of the last inspection, this subject was unsatisfactory. There has been a satisfactory improvement since the appointment of the new subject co-ordinator.
102. By the end of Year 2, most pupils have begun to learn that they can have an effect on resources by the use of different switches. Less able pupils use switches in the sensory room to operate different effects, such as making light patterns. By Year 6, they have a firm understanding of this effect. For example, more able pupils operate a "Roamer" toy that can be programmed to move in different directions. The least able pupils use simple switches more effectively to operate computer displays, sound effects, and music and light displays. All pupils' use of a computer improves as they go up through the school. They become more accurate when using a mouse. They use this skill in artwork to make patterns and to drag items across the screen, and drop them in the required place, such as when "dressing a teddy". Less able pupils learn to use a tracker ball (a large "mouse" with a ball on the top instead of underneath) to make patterns on the screen. Pupils can type words very slowly, using the standard keyboard keys. They are interested in computer resources and are keen to use them.
103. By Year 9, pupils continue to develop a broader range of ICT skills and knowledge. Less able pupils operate switches to operate equipment in different lessons. They use art programs to make patterns on the computer screen. Many pupils insert discs or CD ROMs into the computer and, with help, find the information or open the program that they need, such as when researching for a science or history project. The most able pupils open programs independently, for example, in mathematics, computers are used to practice counting and addition. They use an interactive whiteboard, where they can touch a large screen to make the program work, to record their answers. Most pupils type sentences more accurately. The most able pupils alter the size, colour and font style, often with occasional brief reminders from staff. By Year 11, many pupils have, for example, created pictures about Macbeth, using a program called 'Kar2ouche'. They add sentences to each picture as they make up a series of scenes from the play. Using the same program, pupils also create scenes and text about situations in which bullying might happen. Pupils use the Internet to look for information about, for example, football, motorcycles or cars. With a lot of support and guidance, the most able pupils put together a series of pictures to make a 'Powerpoint' presentation (a slide show on screen). The pictures are about work that different people do. They take digital images, for example, of the school's site manager and add their own writing. Several pupils record their voices, giving a commentary over the pictures. During the inspection, a group of the oldest pupils took part in a video link with another centre, talking with pupils from other schools, and showing each other some of their work. This was the first such link that had been made and was helpful in raising pupils' awareness of what the equipment can do.

104. No direct teaching of this subject was observed during the inspection within school, although several lessons, such as art, geography, mathematics and literacy, were seen where pupils used computers or other equipment well. Teaching of the subject at the nearby city learning centre is good. This resource is used very effectively and this helps pupils to learn well. Effective planning makes sure that work is planned at the correct level for each pupil. Pupils are interested in the subject and try hard as they learn new skills.
105. The leadership and management of ICT are satisfactory. There is a good plan of what pupils should learn and a new method of recording pupils' achievements, although this has not yet had time to show how well pupils are making progress. There has not been monitoring of teaching of the subject across the school to ensure pupils learn effectively and consistently throughout and to share the best practice. This is, however, included in school and subject development planning.

MODERN FOREIGN LANGUAGES

106. There is insufficient evidence available to make sound judgements on the progress and achievements made by pupils in a modern foreign language. The school organises a week each year during which life in a different European country is highlighted and about which a range of aspects are taught. The approach includes setting the main corridor in the school as a street from the chosen country with a range of shops, replicating the environment and atmosphere that might be found. All subjects are involved in the program for the week, including design and technology, music and art and design. Countries covered include France and Spain. This is a good approach, however, with only one week per year it does not allow pupils to build on their learning as effectively as they should.

MUSIC

107. The provision for music has improved well since the last inspection. This is as the result of improved planning and the quality of teaching and learning throughout the school. It was only possible to see a few music lessons during the inspection, however, these lessons, a scrutiny of pupils' records and discussions with staff indicate that pupils achieve well and make good progress.
108. By the time that they are in Year 2, pupils are listening to and joining in with a range of songs and rhymes, which are used very effectively throughout their work. For example, songs are used to signal the start and end of activities. This helps pupils to understand the routine of the day and to anticipate what will come next. They play percussion instruments and are introduced to the xylophone. They listen carefully to and recognise the different sounds made by a variety of instruments. Pupils in Year 6 are able to perform with actions, to choose songs and develop an appreciation of simple rhythms and beat. They grow in confidence through playing games such as statues, and dance for up to four beats. Less able pupils experience musical greetings, listen for their own individual sounds and that of their partner. They really enjoy this and ask for more by using their voice, facial expression, or by sign. They use a switch to participate more within the lessons. Very careful support from staff enables pupils to be involved in the Rainbow song. They use codes for colour, and listen to a range of sounds from 'boomwhackers', guitar and their own input via the microphone. Most pupils understand the difference between loud and soft and fast and slow music.
109. By the time that they are in Year 9, pupils have continued to increase the range of instruments they can make and play. Most know the names of a number of common instruments, such as chime bars and beaters. They alter tempo and compare the sounds they make with 'real' instruments. Many remember what comes next when listening to a familiar music from a wide range of sources, including pieces by Vivaldi, folksongs and Indian music. When working in a group to record sounds and music, pupils listen and respond very carefully: one pupil who has a tendency for loudness, creates very controlled sounds with the microphone. When the recorded

work was played back the pupils felt that their finale was better than that by Handel! Pupils are introduced to tunes and rhythms, the most able discuss these and try to produce their own songs. When confident enough to sing or sign together, most are able to start and finish together. By Year 11, pupils begin to compose their own music using a range of techniques. They use rhythms and beat very well. When recording using microphones and mixers they become increasingly aware of the sounds of many instruments and their own vocalisation.

110. The quality of teaching and learning is good overall and, on occasion, excellent. Pupils learn well because they are constantly encouraged and praised by staff and they try hard to improve. For example, pupils make extra efforts to stretch and reach to play the tambourine. Lessons are very well planned to ensure that all pupils participate to the best of their ability. The wide range and smooth change of activities, for example from listening to quiet music, to identifying sounds, to taking part in a familiar action song ensures that no time is wasted and pupils' interest is maintained. The support staff are also essential to ensuring pupils progress so well by making sure they are able to participate successfully. Every pupil enjoys the range of musical experiences and their enthusiastic responses are a fair indicator of happiness in the activities. Resources are based on a trolley and are sufficient, although the sophisticated recording equipment belongs to the co-ordinator.
111. The subject is well led and managed. The co-ordinator is a skilled teacher and an expert musician. Much has been done to improve the quality and raise the profile of music in the school. Training for all staff has been of high quality, for example in the use of resonance boards. The development of the planning for use in all classes ensures pupils build on their skills and knowledge as they get older. The range of music that pupils study is wide and contributes very well to pupils' cultural development, including from the Caribbean, India, Ireland and other European countries. Visiting musicians contribute well too, as part of the school's close links with the community.

PHYSICAL EDUCATION

112. Overall, pupils' progress and achievements in physical education are good. Pupils in the primary department make very good progress, and those in the secondary department make consistently good progress. Pupils who have ASD or other additional learning difficulties, such as visual impairment, do as well as other pupils in their classes. Since the last inspection pupils' progress and achievements have improved well as a result of the quality of teaching and learning. There is particularly very good teamwork between teachers and support staff. There are good arrangements for physiotherapy and hydrotherapy for those pupils who require such provision.
113. By Year 2, pupils enter the hall quietly and safely, follow simple instructions well, such as stop, go, stand and sit. Music is introduced and pupils react well to this moving and stopping at the correct times. They explore different ways of moving, for example, using walking, crawling and running to get around the hall. By the end of Year 6, less able pupils and those who are blind or have significant visual impairment are making very good progress on their individual physical education programs. These programs are very well planned together by the teacher, physiotherapists and support assistants. All staff ensure that each pupil fulfils his or her potential, with such activities as standing, sitting, balancing, and extending arms and legs. A few practice walking up and down stairs. Relationships with pupils are very good, and pupils respond well, always trying to do their best. Praise and encouragement are used very effectively. More able pupils continue to develop physical skills through a broad range of activities. They improve their balance, and rolling, throwing and catching a ball. Pupils show great improvement in their swimming achievements. The school follows the Dolphin swimming awards, and this has a really positive effect, increasing pupils' self-esteem and confidence.
114. By the end of Year 9, pupils are introduced to small ball games. Safety is always stressed and pupils increase their skills at indoor hockey. More able pupils hold the sticks correctly and carefully. They pass and receive a ball, shoot and tackle. They follow simple rules well and play

an enthusiastic game. All pupils accept decisions without question and with no arguments with the referee. This contributes well to their social and moral development. By the end of Year 11, most pupils dress and undress independently for physical education. They understand the need for a good warm up to ensure muscles are not strained or torn. They join in enthusiastically, listen to instructions carefully and follow accurately. Pupils explore different ways of moving round the hall. They are quick to offer good ideas and keen to demonstrate their progress. Good use is made of demonstrations, where pupils can show others in their group what they can do. There are very good relationships in class and, as a result, pupils' attitudes and behaviour are very good. Pupils are keen to support each other and quick to applaud each other's successes. Less able pupils up in Years 7-11 continue to work hard on the exercise programs, most becoming more controlled in their movement.

115. Post 16 students use local sports halls and leisure centres as well as using their social and physical skills at the local bowling alley. They learn valuable skills and knowledge for when they leave school. Less able students, including those who have ASD, join in well with other students for aerobics and ball play. They achieve well and join in team play as well as passing a ball to the teacher and to chosen friends.
116. The quality of teaching and learning is good overall and is very good for pupils in Years 1-6. Expectations of what pupils will do are high. All lessons are well planned and teachers and support staff are clear about what the pupils are expected to learn. As a result, pupils work hard and are very enthusiastic. They listen well to instructions and show good levels of independence. Pupils with ASD are able to join in so well because of skilfully structured sessions. This ensures they participate with minimum anxiety as they know what is expected of them. The subject is well led by the newly appointed co-ordinator. The plan of what pupils are to learn is good and plans are in hand for further improvement in the assessment and recording of pupils' achievements.

RELIGIOUS EDUCATION

117. Pupils achieve well and are making good progress in religious education (RE). This is largely because there is now a clear and detailed plan of what pupils will learn to guide staff. The school has made good progress in the development of the subject since the last inspection. Provision for students over 16 is unsatisfactory because it not taught regularly.
118. By the time they are in Year 2, pupils have learnt about themselves and explored their relationships with others. They learn to care and respect each other. In Year 6, pupils have developed an awareness of a number of festivals. They explore the differences between them. By Year 9, pupils have developed further their understanding of special friendships and the feelings of sadness and joy. They learn about special books that are important to particular faiths and religions, for example the Bible and the Koran, their places of worship, including a church and a mosque, and the major festivals. Good use is made of the diverse backgrounds of pupils as they consider the nature of worship. Less able pupils explore the creation through their sensory curriculum, for example, they experience the feel of soil and water. By Year 11, pupils have considered creation and continued to develop their understanding of world faiths. Although the subject is not taught regularly to most post 16 students, they do become aware of religion in mixed classes. They know about behaviour, rules and symbols of many faiths. The subject consolidates their work in personal and social education.
119. Religious education is taught well overall, both as a separate subject and as part of the school's topic curriculum framework, and as a result pupils learn well. It reinforces the personal, social and health education curriculum effectively and is included in collective worship and the every day life of the school. It is also well incorporated into many other subjects, for example in design and technology, when making Caribbean Banana Bread and considering food of the world, the teacher concludes with a reflective poem on the harvest. Religious education also makes a considerable contribution to pupils' spiritual, moral and social and cultural development, especially through the thematic and sensory approach to the subject, for example the extensive work on festivals of many faiths and religions. Teachers plan exceptionally well to use resources to lift pupils' imagination and teaching is often excellent. Relationships are excellent and expectations of what

pupils can do are very high. Teachers produce lively lessons using many pictures and artefacts to make the subject more meaningful. They work well with support staff to share plans so that everyone knows what each pupil is to learn and gain from the lesson. On the isolated occasion where teaching is unsatisfactory this is because of inadequate preparation and, as a result, lessons are not interesting and pupils learn little. The subject is well managed by an enthusiastic co-ordinator. She has made significant improvements since the last inspection.