

INSPECTION REPORT

WARMLEY PARK SCHOOL

Warmley, Bristol

LEA area: South Gloucestershire

Unique reference number: 109403

Headteacher: Mr S Morris

Reporting inspector: Alastair Younger
23587

Dates of inspection: 2nd – 5th June 2003

Inspection number: 249336

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:	2-19
Gender of pupils:	Mixed
School address:	Tower Road North Warmley Bristol
Postcode:	BS30 8XL
Telephone number:	01454 867 272
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pat O'Driscoll
Date of previous inspection:	19 th May 1997

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Team members			Subject responsibilities	Aspect responsibilities
23587	Alastair Younger	Registered inspector	Science	The characteristics of the school How well are pupils taught?
8941	John Fletcher	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents and carers?
19386	Trevor Watts	Team inspector	Information and communication technology Physical education The Foundation Stage	How high are standards?
30065	Jenny Andrews	Team inspector	Mathematics Music English as an additional language	Pupils' attitudes, behaviour and personal development
27429	Margaret Smith	Team inspector	Art Design technology Modern foreign language	How good are the curricular and other opportunities offered to pupils?
16198	Carol Etherington	Team inspector	English Religious education Special educational needs Educational inclusion	
2351	Jacque Cook	Team inspector	Geography History	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warmley Park is a medium size school for pupils aged two to nineteen with severe, profound and multiple learning difficulties. There is also a significant group of pupils with autism. All pupils have a statement of special educational need. On arrival, many are unable to communicate with other people and attainment on entry is very low. There are currently 92 pupils on roll, six of them in the Foundation Stage and 11 who are over the age of 16. There are almost twice as many boys as girls in the school, not uncommon in schools of this type. Most pupils are white and of English heritage. There are no travellers or refugees. Three pupils are from homes where English is not the main language spoken. Seven pupils are eligible for free school meals. Pupil numbers are rising; from 81 in 1999 to a projected 100 next year.

HOW GOOD THE SCHOOL IS

This is a very good school. What makes it special is that pupils' education and personal needs always come first. Nearly all pupils make very good progress academically and in their personal development. Leadership and management are very good, as is the overall quality of teaching and learning. The school is getting very good results and is giving very good value for money.

What the school does well

- Teaching and learning are very good and pupils make very good progress.
- Children in the Foundation Stage receive an excellent education.
- Provision for pupils' personal development is very good; pupils demonstrate excellent attitudes, their behaviour is very good and they form many excellent relationships.
- The school is a safe and happy place where pupils are very well looked after.
- There are very effective links with parents
- Leadership and management is very strong; governors provide great support to the excellent headteacher.

What could be improved

- Only a narrow range of external accreditation is provided for pupils in Year 11 and Post 16; as a result, pupils' very good achievements are not sufficiently rewarded by examination success.

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

There has been a huge improvement since the last inspection in May 1997. Nearly every weakness reported on at the time has been fully and effectively addressed. Most notably, pupils with autism are now getting an enviable education and the accommodation has improved out of all recognition. A niggle remains in the school's lack of urgency to address the issue of no modern foreign language being taught.

STANDARDS

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

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

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

Pupils achieve very well in relation to teachers' and parents' expectations. Children in the Foundation Stage are given a flying start to their school lives. Suitable emphasis is given to the most important areas of the curriculum for them, such as communication and PSHE. As a result, children's overall achievement is excellent. Achievement in English and literacy is very good overall; for those in Years 1 and 2 it is slightly lower, especially for the lowest attaining pupils. Achievement in mathematics and numeracy is good overall. It is very good for pupils in Years 7, 8 and 9 and for students at Post 16. It is satisfactory in Years 10 and 11 where less time is dedicated to teaching the subject. Achievement in science, PSHE, art, citizenship and design technology is very good. In physical education and religious education it is good and in information and communication technology it is satisfactory. In history and geography, achievement is good in Years 1 to 6 and very good in Years 7 and 8. Insufficient emphasis is paid to these subjects in Year 9 and, consequently, pupils do not make enough progress. Post 16 students achieve very well in a wide range of activities that prepare them very effectively for life after school. All pupils and students are set challenging individual targets and meet these with a very high degree of success.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy attending, work hard and help one another. They are great ambassadors for the school.
Behaviour, in and out of classrooms	Very good. Bad behaviour is very rare and hardly ever interferes with learning. Pupils work, eat and play in harmony. There is no racism, sexism or bullying on record. Exclusion is very rare and the need for it declining.
Personal development and relationships	Very good. Most pupils learn that they can help others and that their own behaviour affects other people. They respond to this realisation by helping those less able than themselves, co-operating with those more able and taking on more and more responsibilities as they grow older. Excellent relationships are seen throughout the school.
Attendance	Good. There is very little unauthorised absence and that which is sanctioned by the school is always for legitimate purposes, such as illness and medical appointments. Realistic attendance targets set by

	the local education authority are comfortably met.
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TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Excellent	Good	Very good	Very good

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

Teaching is very good overall. In most lessons, careful attention is paid to meeting the very varied needs of the very wide range of ability found in each class. A very high proportion of teaching in the foundation stage is excellent. English teaching is very good overall. In Years 1 and 2 it is good but insufficiently varied to ensure that the least able pupils can fully benefit from it. Mathematics is well taught. It is strongest in Years 7, 8 and 9 and at Post 16. It is slightly weaker in Years 10 and 11. Science teaching is very good for all pupils. PHSE is very well taught. Teachers demonstrate extensive skills in helping pupils to improve their basic skills, especially in reading, writing and communication. Good, effective attention is paid to improving pupils' number skills. Teaching is very good in citizenship, art and design and technology; good in geography, history physical education religious education and music and satisfactory in information and communication technology. The Treatment and Education of Autistic Children and Children with related Communication Handicaps (TEACCH) and the Picture Exchange Communication System (PECS) are very effectively used to help pupils with autism. Teachers show a very good understanding of the subjects they teach and manage pupils sympathetically and very effectively. They bring variety and life to most lessons and this is reflected in the interest and commitment shown by pupils, who as a result learn very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned to meet the needs of the wide range of pupils. It is particularly strong in the important areas of the Foundation Stage, English, science and PSHE. There are, however areas in need of improvement; statutory requirements are not met for the teaching of a modern foreign language, pupils in Year 9 have very limited opportunities to study history and geography and not enough time is devoted to the teaching of mathematics to pupils in years 10 and 11. There is insufficient accreditation at the end of Year 11 courses.
Provision for pupils with English as an additional language	The school ensures that any pupil coming from a home where English is not the main language spoken is assessed to establish whether extra support is required. There are currently no pupils for whom this support is considered necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral development is excellent and for their spiritual, social and cultural development it is very good. As a result, pupils' personal development is very good.
How well the school cares for its pupils	Very good. The well being of pupils is considered of paramount importance. Procedures for monitoring and promoting good, and eliminating bad, behaviour are excellent. There is careful assessment of

	pupils' progress and they are given very good support and guidance to help them become valuable citizens.
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The school works very closely and effectively with parents. It is constantly seeking ways of involving them more directly and helping them to support their children's learning and development. Parent's views are frequently sought when considering how the school can help their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's excellent leadership ensures that children, parents and staff are happy and that most of the clearly stated aims of the school are met with an exceptionally high degree of success. The deputy headteacher and other key members of staff make a very valuable contribution to the success of the school.
How well the appropriate authority fulfils its responsibilities	Very good. Governors play an excellent role in helping to improve the school and raise standards. They demonstrate a comprehensive understanding of the strengths and weaknesses of the school but have not held it sufficiently account for not meeting all statutory requirements with regard to the curriculum.
The school's evaluation of its performance	Very good. There is thorough and effective monitoring of teaching and the curriculum by governors and senior staff. Pupils' progress is carefully monitored and compared with similar schools. All staff are set targets and their performance against these is closely monitored.
The strategic use of resources	Very good. Improvement planning takes careful heed of financial restrictions and the school manages its finances very carefully. Grants of additional funding are directed straight to their target to the benefit of pupils. The school very effectively obtains resources at a competitive price.

There is a very good staff. Teachers are well suited to their roles and frequently demonstrate their special expertise in lessons and in the care of pupils. There is a very good depth of expertise in areas such as the teaching of children with autism. Support assistants make a great contribution to the teaching and care of pupils. The accommodation is very good; much of it is new and its design has been given very careful consideration. Learning resources are good and where the schools own resources fall short very good use is made of borrowed ones.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a small minority of parents would like to see improved
<ul style="list-style-type: none"> The quality of teaching The progress their children are making and the information they are given about it Their children's enjoyment of school How easy it is to approach staff 	<ul style="list-style-type: none"> The range and amount of activities out of school time The amount of work being sent home

- | | |
|---|--|
| <ul style="list-style-type: none">• That the school is well led and managed | |
|---|--|

Inspectors agree with the positive views expressed by parents but feels that a minority have unrealistic expectations about the capacity of the school to provide more activities out of school time and the amount of work that should be sent home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made very good progress in raising pupils' achievements since the previous inspection. At that time, pupils' progress was unsatisfactory in a significant minority of lessons, and their achievements were considered to be satisfactory overall.

2. Pupils achieve very well overall in relation to the expectations of teachers' and parents'. These expectations take into account the very different needs of pupils exhibiting a huge range of special educational need. Pupils achieve because teachers fully understand the methods and strategies that best promote learning. Pupils with autism are helped by the rigorous and effective use of a TEACCH based approach, supported by PECS. Pupils with profound and multiple learning difficulties are very well served by the staff's extensive knowledge of how to work most effectively with them and the special equipment that many rely upon to help them to communicate. Pupils with severe learning difficulties are helped by being presented with imaginative and stimulating tasks. These constantly reinforce previous work, whilst providing the small steps in learning that pupils need to progress. Personal development is greatly enhanced by taking every reasonable opportunity to include all pupils in class groups which reflect the full range of learning difficulty.

3. Boys and girls and pupils from different ethnic backgrounds all achieve at a similarly high level, as do the few pupils whose home language is not English. In each instance, the bar to learning of this small group of pupils is the degree of learning difficulty and not their understanding of the English language.

4. Children in the Foundation Unit make excellent progress, particularly in the key areas of personal and social skills, and in language and communications development. This is because of the excellent teaching that achieves a superb balance between friendly, enthusiastic activities, and very well structured lessons that are very challenging for the children. In Years 1 and 2 pupils achieve well overall and throughout the rest of the school pupils achieve very well.

5. In English, most pupils make very good progress in their speaking and listening skills, as well in their reading and writing development. This is based on the high quality of the teaching in focused lessons, and the consistent support that teachers and support staff give to all forms of communication throughout the school, including clear speech, gestural signing, using symbol and picture cards, and sometimes using electronic switches and voice operators. Pupils in Years 1 and 2 make slightly slower, though still good, progress because the teaching is not as closely based on clear individual targets as it is in other years, especially for the least able pupils.

6. In mathematics, pupils' progress varies a little. This is partly because targets for the least able pupils are occasionally not as challenging as they could be, and also because too little time is allocated in Years 10 and 11. In the Post 16 Unit, however, pupils' progress is

very good, because the teaching is so well targeted within a course that is checked against national standards.

7. Pupils' very good progress in personal, social and health education is owed to the school-wide priority that is given to this essential area of development. Pupils very quickly learn the basics of getting along together and relating to staff. They learn the importance of washing, cleaning their teeth and brushing their hair. Their skills in eating, drinking and dressing are very well fostered. Higher attaining pupils learn effectively about drugs, sex, how to behave correctly in public, and being a good citizen.

8. In science, music, art, and design and technology pupils make very good progress. In physical education and religious education, pupils make good progress, helped by good, well-targeted teaching. Progress is also good in history and geography for pupils up to Year 6. It is very good for pupils in Years 7 and 8, where the teaching and planning are of a very high standard, being especially well targeted for pupils of different levels of ability. Information and communication technology is not taught as a separate subject but pupils make satisfactory progress in gaining skills through the extensive use that teachers make of computers and other high technology equipment, to support learning in other subjects.

9. In the Post 16 unit, students make very good progress. This is linked to both the very good teaching, and to the incentive given by the courses that are particularly relevant to the students' learning needs, especially those which are set and assessed by national organisations,

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development have greatly improved since the last inspection. Parents are confident that the school promotes good behaviour and encourages personal development and inspectors agree with them.

11. That pupils enjoy coming to school is clearly evident in their smiles when they arrive and their cheerful greetings to staff and friends. In lessons, pupils throw themselves wholeheartedly into learning, responding exceptionally well to the stimulating and interesting atmosphere created by enthusiastic teachers and support staff. Pupils present the school in a very good light to visitors, for instance those from Bristol Zoo who came to talk about different sorts of animals to a Year 10 class.

12. Pupils' behaviour in and out of lessons is very good. Incidents of difficult behaviour do occasionally occur but because they are sensitively managed they rarely escalate beyond a single pupil experiencing difficulty. In such circumstances the excellent behaviour of other pupils often helps staff to provide the support that the individual needs. Pupils behave very well at break and lunchtimes, eating, playing and chatting to one another in a friendly, relaxed manner without the need for intensive supervision. There is no evidence of bullying, sexism or racism.

13. Independence and initiative are positively promoted. In the dining room pupils choose their own dinner, carry it to the table and communicate sensibly with their friends, making lunchtimes a very calm social occasion. Pupils move independently around the school and enjoy returning the register to the office and assuming other simple responsibilities. A few older pupils practise mobility programmes on the corridors with minimal supervision and respond very sensibly to the increasing independence these give them.

14. Pupils show a heightened awareness of the feelings and needs of each other. The more independent help those with limited mobility by, for example, carrying a friend's bag to

the bus at the end of the day or holding a door open so that a pupil using a rollator can pass through. Pupils are pleased when their work or behaviour is acknowledged and are proud when achievements are recorded on the classroom 'achievement boards'. This promotes self-esteem and further encourages learning.

15. Many opportunities are created, throughout the day, for pupils to work together. This contributes greatly to their personal development and helps them to form excellent and productive relationships with one another. From the earliest age, pupils are encouraged to take turns, work co-operatively and be responsible for tidying up after themselves. Pupils who have recently moved into the secondary department enjoy preparing their lunch, which involves working co-operatively before sitting down and eating the meal together, after having first washed up. The very good progress made by pupils is preparing them well for increased independence when they leave school.

16. Pupils beyond Year 6 benefit from many planned opportunities to increase their independence. They attend their annual review and are involved in setting their own targets. Post 16 students have been fully involved in designing and selecting equipment for their common room, including a well used, vending machine. Involvement in the school council enables pupils and students to contribute to developments in school.

17. Attendance targets set by the local education authority are being comfortably exceeded. Unauthorised absence is very rare. A large proportion of authorised absence is accounted for by illness and by medical appointments. The level of attendance reflects both the enthusiasm pupils have for attending school and the effective work the school is doing to encourage families to ensure their children attend. Punctuality to school and throughout the day is good. Getting pupils onto transport and away at the end of the day takes a very long time and the school is examining ways to safely speed up the process. Attendance and good punctuality contribute positively to the progress pupils make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

18. Most of the teaching in the school is good, with a significant amount being very good and better. Pupils' past work points to them making very good progress over long periods of time in many important areas of the curriculum. The school's own monitoring of teaching confirms the view of inspectors that there is a consistently high standard of teaching and that it is very good overall. This represents a good improvement since the previous inspection.

19. There is very little variance in the quality of teaching for different age groups but much of the excellent teaching was observed in the Foundation Stage and in Years 7, 8 and 9. For both of these groups, teaching is only rarely less than very good. For other year groups, teaching is often very good and better. In Years 1 and 2 teaching is predominantly good. The excellent teaching in the Foundation Stage stems from the acute understanding that the teacher has for these younger children, the organisation of the classroom and the thoroughness of planning which clearly identifies what each child is expected to learn, linking this to the most appropriate methods to achieve objectives and carefully directing support to where it is needed most. Teaching is good rather than very good in Years 1 and 2 because the same rigour is not evident and, occasionally, pupils with profound and multiple learning difficulties need more help and more carefully tailored tasks for them to achieve on a par with more able pupils.

20. The teaching of pupils with autism is strong. This stems from teachers' comprehensive understanding of the needs of these pupils and the rigour with which TEACCH and PECS are implemented. Other pupils are usually taught together in mixed ability groups. In most cases this approach is very effective with teachers taking great care to

ensure that each individual is presented with tasks that can be achieved with suitable effort. High quality support usually ensures that all pupils get the extra attention that they occasionally need. All staff show a heightened awareness of the needs of individuals and the allowances that occasionally have to be made when pupils are unwell or upset.

21. All teachers grasp the opportunity to help pupils improve their communication including literacy and number skills whenever possible. In science and design and technology, for instance, pupils measure and weigh with increasing accuracy; in history and geography older pupils simple factual accounts. In many lessons, religious education for instance, there is a very good focus on promoting discussion and getting pupils to listen to one another. These skills help them to improve their English and mathematics as well as making a significant contribution to pupils' personal development.

22. Teachers have high expectations of what pupils can realistically achieve but in Years 10 and 11 this is not sufficiently reflected in the pursuit of recognition through externally accredited and certificated courses. As a result, the incentive of gaining qualifications is somewhat denied pupils and, in mathematics especially, teaching becomes less focussed.

23. A strong feature of teaching is the length to which teachers go to make learning interesting. There are many visits to places in the locality, where learning is taken out of the classroom and pupils can better see the relevance of what they are learning. Many visitors are also invited to the school to share their experiences and special skills with pupils. There have been visiting artists and theatre groups and personnel from the local zoo have brought living specimens into the school, neatly tying in with Year 10 pupils' studies of the variety of life. In history and religious education teachers often borrow interesting artefacts to bring to life the topics being taught.

24. Pupils' delightful behaviour and the effort they put into their work reflects the very good management skills of teachers. Not all the pupils are perfect and most experience moments of crisis at one time or another. Teachers' skills in recognising the signs of possible upset are very good and this allows them to pre-empt problems by directing extra support to an individual or by subtly altering the nature of a task.

25. Teaching assistants are a great help to teachers and pupils alike. They often help pupils with mobility problems and frequently supervise groups of pupils of higher or lower ability. A useful role that is frequently overlooked is their deployment to monitor and record the progress of the least able pupils. In a Year 1 science lesson, for instance, three assistants were helping individuals but none were precisely recording the very small responses of PMLD pupils, that could signal important progress.

26. Formal homework is not often set but teachers are good at getting pupils to think about, or find out little things, with the help of their families. This is a sensible approach to extending learning into pupils' homes.

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

27. The curriculum is good overall. Within it, there many very good elements and a few areas in need of further development. It is at its best in personal, social, and health education, English, science, and design and technology. In all these subjects, significant improvements have been made since the last inspection. The science curriculum, for instance, is planned to the last detail, covers every aspect of the Programmes of Study and gives all teachers clear guidance as to what is expected to be taught to each year group in each term of a three year cycle to ensure that work is not repeated or missed.

28. A very good curriculum is provided for children in the Foundation Stage. It successfully prepares children for moving on to the National Curriculum. Primary aged pupils benefit from a good curriculum, being taught all the subjects of the National Curriculum and religious education and PHSE in a manner that gives each subject relevance by encouraging pupils to make links, in each subject, to their own lives and experiences. The curriculum for pupils in Years 7 and 8 is good overall, but provision for modern foreign languages is insufficient and does not meet statutory requirements. At present the whole school dedicates a full week each year to studying the language and culture of a different country. Three Year 9 pupils, who are grouped with older pupils, also miss out on their entitlement to be taught full programmes of history and geography.

29. The fourteen to nineteen curriculum, linked closely to accreditation, is satisfactory overall, but provides insufficient time for mathematics, especially for pupils up to the age of sixteen. Though pupils do achieve accreditation at post sixteen this is limited in its scope. Better links with colleges, training providers and other schools are currently being developed to open up a greater range of learning opportunities, especially for pupils over the age of 16. There are currently few links with local colleges and this reduces opportunities for pupils to develop work-based skills. There has been success in improving opportunities for pupils to use mainstream school sports facilities and share physical education lessons, to use a well-equipped drama hall and to take part in interactive projects such as video conferencing and the use of the internet to establish pupil contacts.

30. Strategies for the teaching of literacy skills throughout the school are very effective and are very well promoted in nearly all lessons. Strategies for the teaching of numeracy skills are good. In art and food technology, for instance, pupils are given many opportunities to weigh and measure, in science the importance of accurate measurement is promoted.

31. The progress of pupils for whom English is an additional language is carefully monitored to ensure that they have the same access to the curriculum as other pupils. Contact with the local education authority support service for such pupils is very brief. An initial assessment is carried out to establish need but at present the pupils on roll are not considered a priority for further support.

32. As at the time of the previous inspection, there is a good degree of equal opportunity for pupils. Pupils are given a wide range of opportunities to experience mainstream school life and there is very good social inclusion within the school.

33. Primary age pupils benefit from many opportunities to take part in activities shared with mainstream playgroups and primary schools. Wherever possible, close links are developed with the school nearest to each pupil's home, especially if it is likely that the pupil will be able to attend that school at some time in the future. A strong feature of these links, however, is that these opportunities are made available to all pupils not just to the more able ones. For example, younger pupils with profound and multiple learning difficulties occasionally attend a local playgroup placement to gain social interaction and communication and play opportunities with their peers. Where the aim is for return to mainstream education, this support is very carefully, gradually withdrawn so that the pupil becomes increasingly independent and grows in confidence in preparation for the transition.

34. Pupils with autism spend time in classes outside the autism unit to gain social opportunities and access specific academic areas. This leads to increased opportunities for them to practise their communication skills. Since the last inspection, the school has made a decision to educate pupils of the same age together where ever possible and has been teaching its pupils with profound and multiple learning difficulties within their peer group

classes, rather than in separate class groups. This has been successful in giving these pupils experience of being taught and socialising alongside pupils of the same age throughout their school life. An effective range of systems ensures that their complex needs can be met in the mixed-ability setting.

35. Since the last inspection there have been many improvements in provision for pupils with more complex special educational needs. The quality of teaching and learning experiences for pupils with autism is very much improved. There are many more opportunities for pupils with profound and multiple learning difficulties to be taught alongside other pupils of the same age in the main classes rather than separately.

36. A suitable range of therapies is available to pupils. These help meet the requirements of their statements of special educational need. Speech and language therapy, music therapy and the use of a sensory room are all very well utilised to help pupils who need extra support with the development of their communication skills. Pupils who have hearing or visual impairment get good extra support. Training has been given to staff on feeding procedures that meet health and safety requirements, preserve pupils' dignity and promote their independence. An extensive audit of pupils' mobility needs has been taken to ensure that pupils' statements are being correctly met.

37. Provision for extra curricular activities is good, especially for sport. After-school provision is somewhat limited by transport limitations and the wide geographic area from which pupils are drawn. The curriculum is enriched by many visits to museums and participation in many special events including Eco week, an interactive literacy day, a Viking re-enactment with a travelling drama group, a visiting brass quartet, and a drug awareness theatre group. One group of older pupils recently visited and stayed overnight in a hotel where an ex-pupil is working.

38. Personal, social and health education is a priority in the school, and permeates the whole curriculum, with very good outcomes in the personal development of pupils. Good careers advice and guidance is made available to all parents and pupils from the age of fourteen. The Connexions service ensures that all pupils attend transitional reviews and provides individual and group support and experiences to help prepare for life after school. Work experience placements are organised for those older students who can benefit from them. Placements are carefully tailored to individual need, well supported by teaching assistants and give students a very good taste of the world of work.

39. The curriculum is very effectively enriched through very good involvement with the community. This helps to raise pupils' self-confidence and awareness. From an early age pupils regularly visit local shops, community facilities and local areas of historical and geographical interest. Community figures, like the policeman and the local vicar are often in school and there is a constant flow of interesting visitors, such as theatre groups and animal husbandry groups to enrich and extend pupils experiences.

40. The good provision for pupils' personal development found during the last inspection has been improved and is now very good overall. There is very good provision for pupils' spiritual, social and cultural development and excellent provision for their moral development.

41. In the words of the headteacher, 'provision for pupils' moral development starts as soon as they walk through the door'. A highly effective positive behaviour management policy is consistently and effectively applied by all staff. Through giving pupils extensive opportunities to reflect on and celebrate their own and others' achievements the school very effectively promotes its values. Displays around the school chronicle the extensive achievements of pupils. Participation in the school council gives older pupils the chance to

experience decision-making in a practical way, such as promoting the installation of a healthy snack dispenser, 'The Green Machine'. Pupil representatives have met with county council leisure department staff to talk about the need for sports facilities for the disabled. Pupils are given other valuable opportunities to take responsibility for caring for the environment and for other people, such as when they raise money for a local children's hospice by doing a sponsored walk.

42. A wide range of opportunities promotes pupils' social development very well. In lessons, pupils are given opportunities to work together collaboratively. Pupils with autism get chances to join other classes occasionally, to work alongside their peers. Pupils in the senior class for those with autism are encouraged to use the common room at lunchtimes. There are many sports activities and clubs where pupils can share experiences and be part of a team. Many arrangements are in place for pupils to be involved in mainstream schools and playgroups. The oldest pupils practise their social skills in community settings, such as when they go on a variety of trips and fieldwork, including residential visits, and on work experience.

43. To promote pupils' cultural awareness the school provides an impressive range of opportunities and learning experiences. Pupils learn about their own cultural heritage in geography and history when they visit local museums and historic houses and go on field trips. Visiting groups run workshops in music, the arts and drama. Popular culture is promoted through school concerts and performances, and by making films in media week. Recent examples have been based on the Blues Brothers, Spiderman and Batman. Pupils are prepared for life in a culturally diverse society through learning about different religions and traditions in religious education, music and art, and through assemblies where they learn about the festivals and celebrations of a wide range of world faiths. Families also contribute to this area, for example when a parent brought in traditional foods from the Jewish faith and visited classes. The one week a year that the school devotes to looking at the culture and traditions of another culture is well planned to give all pupils insights into how other people live.

44. Pupils' spiritual development is promoted in a wide variety of contexts. In religious education and citizenship, valuable opportunities are provided for pupils to consider how people's beliefs can affect and guide their lives. Pupils listen to different speakers in assemblies, including members of a range of faiths and representatives of various charities. A talk on 'Fair Trade' links to a new project where older students will plan and organise a coffee morning for parents and community members to raise money for the charity. There are many opportunities to discuss topical issues and to reflect on them during circle time and in short sessions at the end of lessons. Displays of pupils' artwork and the pleasant school environment focus pupils' attention on the beauty of art and nature and on the environment. Awe and wonder is often experienced during specially planned activities, for example in science week when they take part in experiments and challenges organised with the support of the local university. Class worship sessions provide valuable opportunities to reflect on issues, such as when the senior class for pupils with autism consider thinking about friends and family as God thinks of us.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. As at the time of the previous inspection, procedures for ensuring pupils' welfare and support are very effective, consistently applied and have a positive impact on pupils' achievement and personal development. The best interests of pupils are always at the forefront of whatever the school does. Pupils feel able to approach staff freely with any of their concerns or worries. Procedures for dealing with child protection issues are very thorough and fully meet statutory requirements. The school is vigilant and sensitive in exercising its responsibilities. Support provided by external agencies exceeds the specified

requirement and makes a significant contribution to the very good quality care package available for all pupils and their families. Health and safety procedures are very good and all staff conscientiously ensure that pupils know and adhere to safe practice. Good systems are in place to ensure that identified hazards or safety concerns around the site are quickly reported and eliminated. There are clear procedures relating to medicines on site and all staff have received formal handling and restraint training.

46. Procedures for monitoring and improving attendance are good. Attendance is closely monitored on an individual pupil basis and staff work closely with the educational welfare officer and parents and carers to ensure regular attendance. Sensitive strategies are used effectively to encourage pupils experiencing personal difficulties and those with severe medical conditions to attend as frequently as possible.

47. Excellent procedures are in place to monitor and promote good behaviour. Clear behaviour expectations are understood and respected by pupils. The consistency of approach and commitment of all staff to establishing very good levels of behaviour ensures that the school is a calm and orderly environment favourable to learning and personal development. Staff use praise, rewards and the public celebration of effort and achievement very well. The formal review of progress against behaviour and personal development targets at reviews effectively establishes challenging but achievable development goals for all pupils. Day to day observation and discussion amongst staff ensure that any pupils experiencing difficulties are quickly identified and short term, measurable improvement plans are quickly agreed with parents.

48. Pupils' personal and social development targets are effectively reviewed and refined at termly meetings but it is the on going monitoring of individuals and the consistent support and direction that ensures very good progress. Pupils' social development and preparation for life after school is well supported through contacts with the local community, by giving pupils the opportunity to take responsibility for aspects of school organisation and through interaction with mainstream children.

49. Procedures for assessing pupils' attainment and progress are good. This represents significant improvement since the last inspection. As each pupil is admitted to school teachers quickly assess what they can do. This provides a baseline from which future progress can be measured. All pupils have a suitable individual education plan with targets in mathematics, English, science and personal social and health education and these are nearly always taken into account when lessons are planned. The individual education plan is evaluated at the end of each term, shared with parents and new targets set. Targets are linked to National Curriculum and 'P' levels and show the progress pupils make. This information is used to write accurate, well informed reports for annual reviews.

50. The use of assessment information to plan future work is good overall. There are examples of very good practice in the classes for pupils with autism. For some younger pupils with profound and multiple learning difficulties the individual education plan targets are expressed in a too general way making progress both difficult to observe and record. This is an area for development. The use of pupils' work as evidence of progress is developing well and there are examples of excellent practice where work is systematically dated and assessment comments by the teacher included. This practice is not yet consistent across the school and is an area for consolidation. Insufficient use is made of external accreditation to celebrate students' achievement at Post 16.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents' and carers' views are very positive and supportive. The relationship between the school and the vast majority of parents contributes favourably to pupils' learning and development. Responses to the questionnaire and comments made at the meeting reveal a high degree of pleasure at the progress that children making and confirm that children enjoy attending and become upset if unable to be there. Parents are particularly pleased with the good teaching and high expectations, being kept well informed, the approachability of the school and the high quality leadership and management. Minor concern was expressed over the range of activities outside lessons and about homework. Inspectors agree with the positive views expressed by parents and judge that a good and increasing range of extra curricular activities is used to enhance pupils' learning and development particularly given the problems associated with running activities after school. Inspectors feel that where homework is used it supports classroom learning and encourages personal development at home.

52. Parents and carers are provided with good quality information about the school, its routines and pupils' programmes of study. Regular newsletters and phone contacts ensure all parents are kept well informed. Good information on progress is conveyed formally through regular reviews and accurate reports. Regular contact is maintained with all homes and for pupils experiencing difficulties there can be daily calls. Good news messages about effort and achievement are valued by parents and carers. Great care is taken to ensure that parents are aware of pupils' targets for improvement and there is a good level of support from parents who reinforce the expectations of the school at home.

53. A very good partnership has been forged with the majority of parents. Workshops on aspects of speech and communication, autism, sleep deprivation and physiotherapy techniques are well attended and strong relationships have developed between the professionals and parents. School activities are well attended and parents respond keenly to specific requests for support. The school is constantly looking to further develop the partnership and regularly consults and seeks views on aspects of the provision and organisation. A positive parenting course planned by the school nurse is attracting good levels of interest. Particularly successful links with the parents of pupils with autism have been promoted. Many training courses and workshops are offered, where parents can learn about dealing with the challenging behaviour that may be displayed by pupils with autism, or about how to use the picture exchange system used in school so that they can employ it at home with their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Since the last inspection, the leadership and management of the school have greatly improved. The headteacher provides excellent leadership and his extremely clear vision is shared well and strongly promoted throughout the school. He leads by example, teaching lessons if colleagues are absent and greeting pupils as they arrive each morning. The deputy headteacher and the senior management team are very supportive and effective. Underlying aims and values are woven throughout the work of the school and clearly put the progress and welfare of pupils first. Staff take their responsibilities very seriously. Effective systems ensure that consistently high standards are maintained and staff with specific responsibilities enjoy the freedom and trust to allow them to get on with what they have to do. Extensive change and development of the accommodation has been managed very well, without it slowing pupils' progress or improvement in other areas.

55. Very good management is evident in the wide range of regular meetings where communication is seen to be very effective. Efficient administrative staff contribute very well towards the smooth day-to-day running of the school, ensuring also that the school's finances are very carefully monitored and that the headteacher and governing body are kept

very well informed. The four-year school development plan is a very effective tool for school improvement. All staff and governors contribute to its contents, which are firmly based on improving the education of the pupils. It is clearly prioritised, tightly costed and is accompanied by action plans and criteria to make sure it is successful. In addition, good subject development plans are in place, each feeding into the overall plan. When problems are identified, steps are quickly taken to overcome them. For example, the monitoring of pupils' progress indicates that the gap in education during the summer holiday frequently leads to pupils with profound and multiple learning difficulties doing less well when they return at the start of the autumn term. It is planned to provide study packs and training for parents and open the school for their use during the holidays. Funding to equip the sensory room was gained with this purpose as part of the bid.

56. There are very effective systems to monitor how well the school is doing. Pupils' progress is charted against school and national data and carefully analysed to check that different groups of pupils are doing as well as they should. To ensure the quality of teaching is maintained at a high level, lessons are observed regularly and helpful, written evaluation is provided for staff. The deputy headteacher has a clear picture of the overall curriculum and, although in post for only a matter of months, has established regular meetings with staff to discuss their subject management. Subject co-ordinators are well aware of what is being taught in their subject in other classes because of their role in the monitoring process. They look at teachers' yearly plans, check the medium term planners and view annotated collections of pupils' work that are collected each term.

57. The governing body plays a very strong part in the running and development of the school. Governors set clear targets for the headteacher and ensure they are met. Governors have very good knowledge about what goes on and have identified strengths of the school and areas for development. This is based on a great deal of first hand information, as well as detailed reports from the head teacher. Specific governors have links with priority areas of the curriculum, such as numeracy and information and communication technology. They meet with subject managers, observe lessons, look at pupils' work and attend staff training. The governor responsible for numeracy has visited another school to find out how the National Numeracy Strategy was used there and what could be learned. Pupils' views are gathered, for instance, through the chair of governors attending the school council meetings. By using such procedures as analysing parental responses to questionnaires, any parental concerns are gauged and acted upon. Staff are frequently invited to governors' meetings to discuss areas including policies and progress in their subjects. The progress towards meeting the targets on the development plan is monitored rigorously and new initiatives are discussed thoroughly. When pupils had to be excluded the whole process of managing pupils' behaviour in the school was debated. A governor had discipline as a focus, policies were reviewed, a programme of staff training was introduced and changes made. As a result, it has not been necessary to exclude any more pupils. On the whole governors ensure statutory duties are met although a modern foreign language is not taught to pupils in Years 7 to 9 and three pupils in Year 9 are not taught history or geography.

58. The principles of best value are applied very well. Opportunities are taken to compare the school with others through comparison of 'P' level data and visits, for example, to explore inclusion practices for nursery and reception aged children. Much consultation has been needed with the local education authority and the building contractors to get the best from the new building. Staff set high but realistic standards for the pupils to achieve and work hard to ensure they are met. Time lines are established, such as to create a new music room within a certain period. Where appropriate more than one quote is sought and considered carefully. Aftercare was an important factor, as well as the price, for new willow tunnels in the grounds.

59. There are sufficient well-trained and experienced staff. The school has gained 'Investors in People' status. Staff keep their expertise up to date through well targeted training. Many support assistants have gained extra qualifications and selected staff have gained specific skills, such as in using TEACCH and PECS. Procedures for the induction of new staff are very good. There is a specific handbook and information sessions from the head teacher and others are provided for all new staff. Support assistants as well as teachers act as mentors for new colleagues. Training needs are identified from the school development plan and from targets set in the very effective performance management procedures for teachers. Non-teaching staff have an annual informal meeting to talk about their work and training needs. The school secretary, for instance, is learning to use Makaton signs to help her communicate with the pupils more effectively. Staff use new technology such as computer programs, electronic mail, the Internet and equipment in the sensory room, very well in their work.

60. There are a good number of high quality resources and in music the resources are very good. There are insufficient in history and geography, although the use of museums, borrowed artefacts and the locality, help to fill the gap. Resources are unsatisfactory for teaching a modern foreign language.

61. There has been excellent improvement in the quality of the accommodation since the last inspection, and the key issue to improve a variety of aspects of the accommodation has been fully addressed. The adequacy of the building, including classrooms, specialist teaching areas, smaller rooms for school-based and visiting therapists and medical staff, the library and halls, and facilities to meet pupils' personal care needs, is now very good. This is due to an extensive programme of improvements and extension. There have also been improvements to the school grounds, which now provide pleasant areas for pupils to play and relax, with safe access to and from transports. The building is well maintained and kept spotlessly clean by the dedicated site and cleaning staff.

62. The addition of specialist teaching areas for science, food technology and music has enhanced opportunities for the curriculum in these subjects. One room is used both for art and for design technology. The range of work areas for therapists, including physiotherapists, speech and language support, music therapy and the school nurse, the hydrotherapy pool and a sensory room available to pupils of all ages. This ensures that pupils' personal and physical development needs are met and contributes well to meeting the additional special educational needs of many pupils. Two halls can be used for assemblies, dining and meetings, and these support the teaching of the games and gymnastics elements of physical education. There is a common room for the use of senior pupils, but there is not a discrete teaching area that promotes the independence of students who stay on at school to study at post-16. There is no computer suite where classes and groups could be taught specific skills in the use information and communications technology, limiting its use to class-based activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to bring about further improvement the headteacher and governing body should now produce an action plan to show how it will bring about improvement in the following areas:

1. The extension of opportunities for pupils to gain nationally recognised accreditation to reflect their achievements at the end of Year 11 and throughout their Post 16 education.
2. There are two other areas of weakness that the school should address in accordance with the school improvement plan:
 - Ensuring that full statutory requirements for the curriculum are met
 - Improving target setting for the lowest attaining pupils in Years 1 and 2

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	26	30	6	0	0	0
Percentage	13	37	42	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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	92
Number of full-time pupils known to be eligible for free school meals	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	8

Unauthorised absence

	%
School data	2

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll (2001/2)	Number of fixed period exclusions	Number of permanent exclusions
White – British	81	6	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YN – Y13

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	7
Average class size	8

Education support staff: YN – Y13

Total number of education support staff	30
Total aggregate hours worked per week	866

FTE means full-time equivalent.

Financial year	2001/2
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	£
Total income	1067825
Total expenditure	1035518
Expenditure per pupil	11000
Balance brought forward from previous year	70168
Balance carried forward to next year	30367

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	16	2	0	2
My child is making good progress in school.	56	39	0	0	2
Behaviour in the school is good.	48	46	4	0	2
My child gets the right amount of work to do at home.	22	37	9	6	11
The teaching is good.	74	24	0	2	0
I am kept well informed about how my child is getting on.	61	33	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	2	0	0
The school expects my child to work hard and achieve his or her best.	65	31	2	0	0
The school works closely with parents.	59	35	6	0	0
The school is well led and managed.	76	22	2	0	0
The school is helping my child become mature and responsible.	48	39	2	0	4
The school provides an interesting range of activities outside lessons.	31	41	17	2	7

Not all parents responded to every question so not all rows add up to 100 per-cent

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

Early learning goals

64. The youngest children make an excellent start to their school lives in the Nursery and Reception unit. They make excellent progress, especially in their personal and social development, and in their communication and language skills. This is because of the excellent teaching, teamwork and overall organisation of this unit.

Personal, social and emotional development

65. Children learn snack time routines, helping to put out dishes, and to clear them away afterwards. The higher attaining children help the less able ones. Slowly, they gain skills in eating and drinking independently, washing and cleaning themselves, brushing their hair and teeth, for example. At lunchtimes they eat together amicably, and they play together in a friendly manner. In lessons they join in with games and activities in pairs and small groups.

Communication, language and literacy

66. Children sit attentively and listen to staff - with "amazingly rapt attention," in one particular lesson about sailing boats needing the wind to move them. They take their turn when speaking or looking at a symbol card that is being passed around. The higher attainers understand some gestural signs, but do not make them themselves for the most part. They understand that written words have meaning, but most are unable to recognise any letters yet. When "writing", they make circular and straight markings on the page or in shallow sand trays.

Mathematical development

67. In mathematical development, the highest attainers count to five, but mainly, children guess at which number comes next in a sequence, or what a numeral on the wall is. They are developing their understanding of concepts such as inside and outside, bigger and smaller, under and on top.

Knowledge and understanding of the world

68. Electronic switches are used by all children to control speaking devices, music CDs or tape recorders. The lower attaining pupils cannot always do this purposefully, and often need a lot of prompting to do it. The higher attaining children use the computer mouse to operate simple screen programs. They make items with paper, salt dough and collage materials, slowly gaining skills in handling materials and tools. Their understanding of time develops, both in the structure of each day, and in the idea of some things being much older than others.

Creative development

69. Children join in singing sessions, although they are not able to sing all the words, and the higher attainers play simple instruments or clap their hands. In art, they use crayons and paints to make pictures and patterns, developing their creative awareness and skills very well.

Physical development

70. Many children make very good improvements to their standing, sitting and mobility skills. Their water confidence in the school's own swimming pool develops very well, and they enjoy moving around with arm bands on and being splashed. They take part in games and exercises, both individually and in cooperating groups.

Teaching and learning

71. The excellent rate of progress is primarily due to the excellent quality of teaching. Lessons are planned extremely well, and are based closely on an exceptionally good, detailed and practical plan of what is to be taught in the long term. There has been a very good improvement in this unit since the previous inspection. Children's progress is very well checked on a daily basis so that the teacher and supporting staff can alter the planning for the immediate future, if necessary. The teaching is very well structured, with very good introductions, followed by individual or group activities that are very well matched to the children's needs. Staff use very clear speech, signing and symbol cards to make sure that all children know what they are saying, and know what to do. Children's learning needs are very well met by the challenging lessons that are presented in a positive and friendly way. All staff work together very well as a team, so the children know what to expect and how to behave. At the end of each lesson, the teacher reviews what has been learned with the children, to reinforce it, so they remember well.

72. The Foundation unit is managed and led very well. The unit leader is very enthusiastic, capable, experienced and well qualified. This results in the very good organisation of the whole unit, including the very effective team approach. The accommodation is spacious enough to allow children to move around and take part in a variety of ready-set up activities, using a very good range of equipment and materials to make the children's learning more interesting and exciting. The higher attaining children attend classes in local mainstream schools each week. Some children manage this well enough to begin full-time attendance at their local school, instead of moving into the main part of Warmley Park School.

ENGLISH

73. There has been very good improvement in the school's provision for English and strategies for teaching basic literacy skills since the last inspection. There have been improvements in the quality of teaching and learning for pupils of all ages, and this has resulted in pupils making very good progress overall. Pupils make good progress in Years 1 and 2 and very good progress elsewhere. Pupils taught in the three specialist classes for autism make very good progress.

74. In speaking and listening, pupils in Years 1 and 2 make good progress. They communicate basic greetings, their own and others' names, the days of the week, and the day's weather verbally, or by using signs. They take turns and listen to adults and other pupils carefully. Pupils in Years 3 to 6 are taught most of their literacy lessons in ability groups and this allows teachers to plan work that matches pupils' abilities well, ensuring that they make very good progress. Pupils follow basic instructions, respond to questions asked by adults, and indicate choices and decisions they have made. A few use the support of signing or symbols to do this. Pupils with autism start to use PECS confidently to communicate with others. Pupils in Years 7, 8, and 9 make very good progress. Most compose answers to simple questions in proper sentences using appropriate descriptive language. In an excellent literacy lesson based on a history theme, pupils compared what they could buy to eat now

with what was available during the Second World War. Pupils in Years 10 and 11 continue to develop their communication skills, often using signing, PECS or technological communication aids to support them in explaining their work, for example when sharing what they have found out when researching the planets. Students staying on to study at Post-16 communicate well in lessons and in real-life situations, for example on work experience.

75. Pupils in Years 1 and 2 learn to read through recognising symbols for everyday words and through the use of symbolic timetables. Higher attaining pupils start to read teacher-made books that have photographs and symbols to support their learning. In responding to books, they enjoy learning simple rhymes, role-playing characters and make animal sounds at the right point of the story in texts such as 'The Gingerbread Man' and 'Farmer Duck'. Pupils in Years 3 to 6 enjoy reading a range of texts together, including big books related to the phonics scheme. This helps them to learn about letter sounds to support their reading and spelling. They read sentences that are made up of words with accompanying symbols. Pupils in Years 7, 8 and 9 make very good progress in developing their independent reading skills, with many reading books from a graded reading scheme. They also start to read for information. Pupils in Years 10 and 11 use their skills in reading for information to undertake research, and they continue to make very good progress with their independent reading. Many Post-16 students identify and describe characters and follow the main storyline of a play, for example Shakespeare's 'A Midsummer Night's Dream', with the support of video clips that help in their understanding. They also continue to read at their own individual level, with higher attaining pupils reading books, and lower attaining pupils continuing to read sentences and paragraphs with symbolic support. The least able readers have very good opportunities to access a variety of texts through using the 'story sack' approach where artefacts and objects from the story are used to help with pupils' understanding. Pupils with autism share literature texts as a class group and do additional reading and writing work individually with adult support.

76. In writing, the same pattern of progress is seen. Years 1 and 2 pupils undertake pre-writing activities such as tracking and pattern-making. They start to write the letters of their own name, and then to form other letters of the alphabet. Higher attainers use motivating computer programs to help them learn letter sounds and spelling conventions to support their writing. In Years 3-6, pupils use word or symbol cards or pictures to make simple sentences to record their work. They are encouraged to use their imagination when writing their own stories, and they also devise simple poems. Pupils in Years 7, 8 and 9 know that when they are writing independently they must leave 'finger spaces' between words. They use basic punctuation such as capital letters at the start of each sentences and full stops at the end. Pupils in Years 10 and 11 write to record their work in English lessons and a range of other subjects and work towards achieving accreditation under the National Skills Profile, and these opportunities continue for those students continuing at the school at Post-16.

77. Teaching of English and literacy is very good overall. It is good in Years 1 and 2 where newer or temporary teachers are less experienced in managing the behaviour of pupils with this wide range of special needs and in planning individual tasks closely matched to learning needs. The National Literacy Strategy has been effectively implemented and all teachers use the three-stage planning structure, where they share the lesson objectives, explain tasks and read texts together, undertake follow-up group and individual work, and then share what has been learned and reinforce skills before finishing the lesson. All teachers have high expectations for what pupils will learn in all areas of the subject, but especially in reading and writing. Teachers in many other subjects, including religious education, design technology, personal, social and health education and citizenship, give pupils opportunities to read subject information and worksheets, recipes and instructions, and to record their work in a variety of formats. This makes a significant contribution to the very good progress that pupils

make as it gives opportunities for pupils to use their literacy skills in a widening range of contexts.

78. The most effective teaching involves very good planning, with appropriate differentiation for pupils of all abilities and very good deployment of the experienced and well trained support staff to assist pupils' learning. Resources that are of good quality are well chosen to match pupils' abilities and their interests. In the classes for pupils with autism, very good use of established routines to structure lessons promotes pupils' learning. Across the school, although teachers use information and communications technology well to create suitable reading materials and recording sheets, there is insufficient use of computers, for example in the reinforcing of basic literacy skills and in drafting pupils' writing and recording.

79. There are two other areas for development, both linked to assessment. The use of individual education plans is inconsistent across the school, especially in the creation of learning targets that are specific and measurable and which ensure that pupils with profound and multiple learning difficulties take a full part in all activities and are working at an appropriate level of challenge. There is too limited a range of accreditation opportunities available to pupils of all abilities to allow them to gain full national recognition of the very good progress that they make.

MATHEMATICS

80. Pupils make good progress in mathematics. National strategies to improve numeracy have been implemented effectively for pupils in Years 1-9. The impact is beginning to be seen, especially in pupils' mental calculation skills. Symbols are used very effectively in all classes to give pupils visual pictures and clues to support the development of mathematical ideas. Symbols also help pupils order events within each lesson and during each day or week.

81. Pupils' achievements are good in Years 1-6. Several younger pupils copy simple patterns and sort objects by colour. Others are helped to hold and explore the shape of objects of very different sizes and look at, and follow, the movement of a selected object by turning their head. Older pupils write numbers 1 to 20, programme and use a 'Roamer' robot and know that a square has 4 straight sides and 4 corners. Many pupils identify two dimensional shapes, for example a square or circle, by matching two that are the same.

82. Pupils' achieve very well in Years 7-9, as do students in Years 12 to 14. Pupils' achievement is satisfactorily in Years 10 and 11. Higher attaining pupils multiply two numbers in their heads, for example 2 and 4 and many count in 2s or 5s to 20. They read numbers on a temperature gauge and programme the microwave. Pupils confidently and accurately count the number of knives and forks required to set a table. They recognise and name coins and use them each day in the class café to pay for snacks. At Post 16, students working towards nationally recognised awards order numbers to 10, order coins by value and tell the time. They practise using coins in the vending machine in their common room. They carry out simple surveys with a high degree of independence, collecting data and using a computer programme to produce bar charts and pie charts, interpreting the results and drawing conclusions about, for example, the most popular colour of cars in the car park.

83. Overall the quality of teaching and learning is good. There are instances of very good and occasionally excellent teaching in Years 7-9 and at Post 16. Teachers have a good understanding of mathematics and take good account of the guidance of national strategies for improving numeracy. The three-part lesson structure is used very well to maintain pupils' interest. Teachers' understanding of the special educational needs of their pupils is very good and overall they provide well for the wide range of ability.

84. Good and very good teaching is exemplified by lesson plans drawn from the scheme of work and linked closely to pupils' individual targets, with an emphasis on practical activities. This enables all pupils to be fully involved and to take part actively in the lesson. Very effective teaching methods include using mathematics in practical situations, for example, pupils really enjoyed preparing and cooking their own pizzas for lunch. They showed how well they could apply their mathematical skills and knowledge and were able to work independently and in small groups. The careful selection of resources, for example the use of a large net (the spiders web) which the pupils hold as they are singing the number song, directs and engages the attention of all pupils, including those with profound and multiple learning disabilities. Pupils with autism are able to go to the local shop and exchange coins for a snack of their choice supported by picture symbols.

85. In the very few lessons where teaching is less effective, especially in Years 1 and 2, activities are too long and although satisfactory learning takes place, pupils lose interest and concentration. On occasion it is not clear what pupils with profound and multiple learning disabilities are learning because their targets are not specific and sometimes this results in these pupils not fully participating in the lesson.

86. A detailed scheme of work helps teachers to draw up good plans each term. All pupils have mathematics targets in their individual education plan and these are now linked to 'P' levels so that progress can be more accurately monitored. Pupils' work is marked and dated but this is not yet done systematically across the school. In classes for Years 10 and 11 pupils, mathematics is taught mainly through other subjects in the curriculum with only one, timetabled mathematics lesson each week. Monitoring the effectiveness of this approach is at an early stage and systems are not sufficiently developed to ensure pupils continue to make progress. Pupils past work shows that many of these pupils are making slower progress than others in the school.

87. Good improvement has been made since the last inspection. The quality of teaching and learning has improved and the achievements of higher attaining pupils are now accredited at Post 16.

SCIENCE

88. Pupils of all ages and ability achieve very well because there is a very high standard of teaching, the curriculum is exceptionally well planned and pupils enjoy the subject. Pupils' scientific learning also contributes very well to improvements in their number, communication and computer skills and to their personal development. There has been a significant improvement since the previous inspection.

89. Primary aged pupils learn about their own bodies and how they keep in touch with the environment through the senses of smell, sight, taste, hearing and touch. They sniff a variety of essences and sort them into those that smell nice and nasty. They bend, squeeze and stretch different materials to establish their properties. Looking in a mirror they identify different features of their faces and when drawing what they see, they put the features in the right place. After looking at different animals they sort them into farmyard animals and pets. Pupils of this age also learn about the importance of dental care and the need to recycle as many materials as possible to preserve the world's resources. A visit from a recycling officer from the local authority stimulated pupils to understand the importance of this. Occasionally, as in a Year 2 lesson, pupils of different ability achieve at different rates. Here, when learning about the forces of push and pull, those pupils with the greatest degree of learning difficulty got the lion's share of attention whilst more able pupils were slightly neglected.

90. Pupils of secondary school age sample a range of subjects, recognising whether they are hard or runny and develop their scientific vocabulary to include the words 'solid' and 'liquid'. They melt chocolate to demonstrate how substances can exist in each state. In an experiment to separate solids from liquids they have selected the right equipment, using a sieve rather than a colander 'because it has smaller holes'. When recording their experimental results and labelling diagrams they learn about the variety of purposes for which writing can be used. Pupils develop the ability to predict; for instance, what might happen to a plant if its roots were cut off. When studying friction they make good choices as to suitable floor coverings to prevent accidents and use computers well to record the results of their experiments. Pupils build up a very good awareness of the potential dangers of many easily available household goods and this prepares them well for life outside school, as does their learning about healthy eating.

91. Learning is enlivened by teaching which is predominantly very good and organisation of the curriculum in a way that provides an extensive range of learning opportunities. These comprehensively cover everything that the National Curriculum requires. Nearly all lessons include practical work or demonstrations; often by visitors, such as those from the local zoo during the inspection. Technological aids such as a computer microscope, linked to a projector, excited pupils in a Year 8 lesson and encouraged them to look closely at the features of an ant. Lessons are conducted with pace and vigour, often ringing the changes to keep pupils interested and occupied. In a lesson for Year 9 and 10 pupils, a very good range of different activities held the interest of a large class. This succeeded in encouraging pupils to work and record with as much independence as possible as they sorted household appliances into those which convert electricity into heat, light or sound. Planning extends to that in the Foundation Stage to ensure that pupils transfer easily into Year 1 with snippets of understanding about pushing and pulling and light and dark. At the other end of the school it is a pity that pupils' very good achievements are not better reflected in the gaining of qualifications.

ART AND DESIGN

92. Achievement in art and design is good for primary aged pupils and very good for all other pupils. The very good progress of older pupils is largely the result of very good, enthusiastic, specialist teaching, and a growing emphasis on the design element of the subject. There has been significant improvement since the previous inspection. Throughout the school, pupils are encouraged to do their best, and to take pride in their achievements, by the excellent way their work is displayed.

93. Pupils of primary school age learn to use a wide variety of tools, materials, and techniques, to produce collages, masks, portraits, and patterns, on paper and fabric. A good range of decorative techniques is used in textile work. Art projects are frequently linked to literacy, for example the character masks and rainbow fish collage made by pupils in Year 3. Shakespeare's Romeo and Juliet inspired the designs for masks made in Year 7, where pupils used both video and the internet to acquire information. Pupils plan, choose materials and evaluate their work, suggesting ways to improve it. They show appreciation of the work of others and learn from them.

94. Displays of the work of secondary school age pupils show that pupils have given great consideration to the design of T-shirts and create very good images in the styles of well-known artists, such as Van Gogh, and Seurat. They have made imaginative glove puppets to entertain younger pupils. The work of Post 16 students, on display around the school, includes very detailed masks, and scenery for "A Midsummer Night's Dream". It shows clearly that these pupils have continued to make very good progress.

CITIZENSHIP

95. Citizenship is covered through religious education and personal and social education within the primary department and taught as a separate subject in the secondary department and at Post 16. There is a good action plan in place, including an audit of the curriculum to identify where and how citizenship is being covered. Teaching is very good, leading to pupils being able to grasp an understanding of topical news items, for example sending a probe to Mars. Pupils discuss current issues and show understanding of the problems of living without electricity. They show awareness of the need to maintain the school grounds and make them a safe and tidy place for the younger children.

96. Teachers choose activities that successfully engage pupil's interest, and enable them to contribute at their own level and make progress. Pupils are clearly pleased with their achievements and take pride in their work. They work well together, for example in weeding and sweeping the grounds, and are very supportive of each other.

DESIGN AND TECHNOLOGY

97. Achievement in design and technology is very good for pupils of all ages because of the very good planning, and enthusiasm of the subject manager, and the high expectations of the staff. Younger pupils begin by investigating the properties of materials, and go on to design and create, for example making puppets, or a "funny-face salad" in Year 1. Pupils in Year 3 learn that air can move objects and use this technique to make "an amusing toy" which they then demonstrate to younger pupils to test the surprise element.

98. Strong links to literacy in the planning of design technology help pupils to understand the purposes of what they make. For example, pupils who made bird scarers could compare their effectiveness with other methods of protecting plants from birds, mentioned in the story they were reading.

99. Emphasis on designing for a purpose is strong for secondary aged pupils. It is seen as they produce packaging to protect delicate objects, plan outfits for different activities, or produce a musical instrument from assorted everyday metal objects. Design and technology in the 14 to 19 curriculum is linked to the 'ALL' scheme of home management, and design ranges from planning a meal, to designing a kitchen. Pupils evaluate not only their own work, but commercially produced items such as the variety of breads available. Pupils regularly plan, buy ingredients and cook their own lunches, working together effectively in all areas, including the clearing up after the meal. Plans to provide greater opportunities, for older pupils, by linking with a mainstream school, are nearing completion, and are of good enough quality to improve this, already very good, provision. There has already been good improvement in teaching and learning since the previous inspection.

GEOGRAPHY

100. There has been significant improvement since the last inspection and most pupils now achieve well and make good progress. By the end of Year 2, many pupils are finding their way round the school with increasing independence. Effective and enjoyable teaching methods help pupils to learn, such as playing 'follow my leader' where pupils guide the class to specific destinations such as the office or the library. Experiences then widen to include knowledge of the local area. Pupils with autism learn routes to such places as the local post office and by Year 6, they regularly visit the supermarket and use symbol shopping lists to help them with their purchases.

101. Good use of information and communication technology using programs and exploring the Internet helps pupils to learn about other countries. They successfully compare a village in India with one that is nearby. The more able describe differences in clothing recognising the effect that climate has on dress. Pupils with profound and multiple learning difficulties clearly express preferences for different types of Indian food. They feel the materials that clothes are made from noticing contrasts in fabric. Pupils in Years 7 and 8 know about volcanoes because they have helped to make models that erupt realistically and dramatically. Many understand the effects of earthquakes and a few, the causes, from watching a computer simulation of what happens. Through very detailed lesson planning, that establishes what, and how, each pupil will learn, pupils in Years 7 and 8 make very good progress. Although geography is not taught to pupils in Year 9, they do well learning about the environment, particularly in lessons on citizenship.

102. Teaching and learning is good overall and very good for pupils in Years 7 and 8. Very good use is made of the local community and pupils learn effectively because lessons invariably include practical activities. For example, pupils observe the weather and record what they see and younger pupils take pictures of different areas in the school and use them to illustrate a plan. Teachers take care to remind pupils what they already know at the beginning of lessons, often through skilful questioning, so pupils build on this knowledge. Photographs of collecting materials for recycling help recall the conservation work. Staff consistently praise and encourage pupils who, as a result, try hard to do what is asked and produce work to a high standard. Special events such as 'Eco week' improve pupils' understanding of the need to take care of the environment. Activities such as helping plant willow tunnels in the school grounds, making huge models of men from scrap items and making paper broaden pupils' understanding.

HISTORY

103. Most pupils achieve well and make good progress. This represents a very good improvement since the last inspection. Pupils in Years 7 and 8 do very well because the quality of their teaching is very good but pupils in Year 9 do not study history and they consequently make no progress.

104. Very good practical activities help Year 1 and 2 pupils to begin to understand the difference between old and new. Pupils with profound and multiple learning difficulties notice differences when they explore old earthenware pots and modern tins for storing food. Pupils try hand washing clothes and clearly prefer the modern washing machine. Visits to local museums and the site of a Roman bath-house have been used well to help compensate for a lack of resources and artefacts in school. By Year 6, pupils have touched and handled Roman coins, jewellery and pots and many know facts about life in Roman Britain. Pupils in Years 7 and 8 learned a great deal from taking part in a medieval workshop during their visit to the Bristol Museum. They have experience eating from bread plates and tasting highly flavoured food. Through very good use of resources such as video, the Internet and looking at items such as ration books, toys and clothes from the Second World War, pupils build up a comprehensive picture of then and now. Pupils with autism concentrate on learning about the passage of time by using their daily timetables and working their way through them systematically. They understand the need to sequence events, for example, to make a cup of tea.

105. Teaching and learning is good overall. It is very good and occasionally excellent for pupils in Years 7 and 8 because teachers' planning is very detailed ensuring that the needs of individuals are best met and all learn effectively. In all lessons, support staff and teachers praise and encourage pupils and deal with any unacceptable behaviour consistently. As a result, standards of behaviour are high and pupils are able to handle artefacts because they

understand they must be careful with them. In most lessons, very little time is wasted and activities are changed to ensure pupils' interest is maintained. For example, Year 3 pupils compare dolls dressed as ancient Greeks with those in modern dress then move into groups for written work, use the computer and finally come together to discuss what they have found out. Using history lessons to reinforce English teaching is particularly successful for pupils in Years 7 and 8.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Progress is satisfactory throughout the school, except at Post 16, where it is good. Pupils' skills develop as they gain more exposure to a range of equipment and programs that are used well to support learning in other subjects, or are used to help pupils to communicate. The pupils with profound learning difficulties use a variety of switches to say "hello" or to express a choice between, for instance, crisps and chocolate buttons. They also learn to operate switches that work toys, lights and attractive screen displays. More able pupils operate switches without prompting, so as to work tape recorders and CD music.

107. As they improve their skills, pupils use the computer mouse to move small pictures and symbols around the screen, and to draw simple patterns and pictures. The highest attaining pupils use the keyboard to write short sentences, often with symbols to match the words. They take a long time to do this, however, and need a considerable amount of help. Many pupils obtain simple facts and information from CD ROMs or from Internet pages, but they often do not fully understand how they have done this. Pupils' skills in reading and counting are helped by using various commercially produced English and mathematics computer programs. Their computer-related skills are also soundly developed by the good use of computers in supporting learning in other subjects such as science, history and geography. Many of the lower attaining pupils use large switches to speak a greeting, or to express a choice at snack time, for example. This use of the electronic equipment is sometimes good, but it is underdeveloped.

108. Skills in information and communication technology are not taught directly in separate lessons but pupils gain skills in the course of their learning in other subjects. Teachers mostly plan their lessons well to incorporate the use of computers in at least a few lessons each week. This is, however, not sufficiently structured to ensure good progress across all elements of this subject. Post 16 students do have direct teaching of computer-related skills, as part of a nationally recognised and checked course. Their progress is good because of the quality of the direct teaching, and the incentive of having the certification for success.

109. Four members of staff are responsible for managing the subject, but none has a clear view of how exactly how much teaching is actually carried out, as it is only the planning that is looked at. There have, nevertheless, been good improvements since the previous inspection, including the increase in equipment and programs that are appropriate for meeting pupils' learning needs. A very new interactive sensory light room has been created. Pupils' progress is not currently being checked consistently across the school, but a new system for doing this is being developed.

MODERN FOREIGN LANGUAGES

110. At present, this is not taught to pupils. The whole school takes part in a "Countries of the World Week" once a year, when each class chooses a country and dedicates a week to learning about the language, food and culture of that country. This is an exciting and valuable week, but it does not meet the statutory requirements for pupils in Years 7, 8 and 9. The school is reviewing this situation and is about to begin the teaching of French to pupils from the age of eleven, and possibly younger, next term.

MUSIC

111. Pupils of all ages and abilities up to Year 9 make good progress in music. There has been a good improvement since the previous inspection. Younger pupils take part in simple musical performances, knowing when to play loudly and softly and responding to word and symbol cards that relate to tempo, dynamics and pitch. Other pupils listen and attend to the sound of a musical instrument, for example, an African drum or respond by turning their head and smiling as they lie on a sound resonance board and feel the sound vibrations made by more able pupils. Older pupils follow a pattern of coloured dots matched to notes on a keyboard and 'play' a simple familiar tune. They respond to music that is very different, for example organ music and an Irish jig and express which they prefer and why.

112. The quality of teaching is good. Lesson planning is detailed and activities are well matched to pupils' interests and needs. For example, all pupils were very interested in choosing an instrument and exploring the sound made by the 'thunderstick' and the 'clackers'. They listened attentively to the 'storm' music being played to them and were able to make their own storm music very effectively, understanding how to make the storm more fierce and when to stop.

113. The contribution that music makes to other subjects is well developed; in religious education pupils listen carefully to organ music and in mathematics staff and pupils sing and sign number songs. Several pupils benefit from sessions with a music therapist who enables individual pupils to explore their feelings through music. The newly established music room with a very good range of resources and musical instruments is a strength of music provision. Pupils are very interested in this special environment and clearly enjoy using all the instruments particularly the keyboards.

PHYSICAL EDUCATION

114. Pupils of all ages and ability make good progress. They achieve well in bringing about significant improvements in flexibility of limbs, confidence in the hydrotherapy pool and awareness of their own bodies and their movements and balance. Higher attaining pupils develop skills well, especially in games with balls, hoops and bats. They learn to play cooperatively in teams, and compete against each other in good spirit. In gymnastics, they improve their balance on apparatus and their ability to jump and roll on mats. Higher attaining swimmers move up to half a length of the pool, and many pupils are very confident in the water. They move without arm-bands, going under the water easily, and playing ball games in the water. Those pupils with most mobility take part enthusiastically in dance and drama productions, and are active in aerobics sessions.

115. Teaching is good, often with well-planned lessons based on a good plan of what is to be taught in the long term. A few lessons, however, are not planned well, especially in the pool, where activities are often insufficiently organised or challenging. Usually, however, pupils' learning needs are well met by well-structured lessons that have a good warm-up, activities that make them work hard, and a final session to reinforce what they have learned. Teachers are good at motivating pupils to try hard and to pay good attention. They carefully demonstrate how to do movements and make good use of a wide selection of good apparatus and equipment. Occasionally, teachers give too much praise for average performances by pupils. At other times lessons are a little slow, or pupils have to wait a long time for their turn. Mostly, however, lessons run at a good pace. The positive relationships in classes, combined with good class organisation, ensure that pupils are very well motivated, and that they behave very well.

116. As a result of good management there is a comprehensive plan of learning for the subject. Good accommodation and resources are well used. Teaching is very well supported by regular after-school clubs as well as by occasional major events, such as a recent regional "Pentathlon" of indoor competitive events in which pupils were very successful. There is already a good system of assessing pupils' progress, but a newer version is being introduced, to further improve the way in which teachers can plan their lessons to best meet pupils' learning needs. There has been a good improvement since the previous inspection, especially in the teaching of the least able pupils and those who have autism.

RELIGIOUS EDUCATION

117. There have been many improvements since the last inspection. A new subject manager has brought about rapid change and there is greater consistency in teaching and learning. All pupils make good progress. Teaching has improved in quality, and examples of very good teaching were observed at all age groups. Schemes of work have been completely revised and they now link closely to the new Locally Agreed Syllabus, with a good balance of units on Christianity and other major world faiths and a wide range of opportunities for pupils to consider moral issues that support their work in Citizenship.

118. Analysis of the work of pupils in Years 1 and 2 shows pupils making good progress in learning about different religion's annual celebrations. These include Christmas, Easter, Eid, Divali and Harvest Festival. They consider issues related to belonging, for example to a family, school, clubs or to a religion, and to the value of having friends. This gives pupils a good basis for learning about organised religion in later years, and supports their moral and social development. By the end of Year 6 pupils have added to their understanding of Christianity and are studying other world faiths, such as Islam, Hinduism and Sikhism. They think about taking care of the Earth. By Year 9, pupils have visited a local Christian Church and learned about the significance of its features; for example, that the pulpit is where the sermon is given and that the font is used in baptisms. By the end of Year 11, pupils have considered moral issues such as homelessness and the principles of fair trade. During this, they learn about the difficulties in the life of a girl living in Africa, and they became very keen to organise a fund-raising coffee morning for charity. Post 16 students sensibly discuss a range of moral and social topics, including justice, and responsibilities and relationships. As with other pupils, they continue to look at Christianity and its relevance to everyday lives. In a lesson on the story of the Prodigal Son, they tried to put themselves into the places of the father and both of his sons, and to say how they might feel in a similar situation by thinking about their relationships with their own families.

119. Pupils with autism follow an appropriately adapted curriculum and make good progress. In a lesson with the senior autism class, pupils listened to a story about the life of a girl in Africa, and recognised many of the animals she saw in her journey. They tried many of the tropical fruits from the story, taking turns to taste them. Through this, they learned to share with their friends and with adults, including the visiting inspector.

120. Teaching is good overall. There is particularly effective specialist teaching of older pupils, where many lessons are very well taught. The best teaching makes effective links with other subject areas, for example citizenship, through discussion of moral issues; geography, through learning about life in other countries and music, through the consideration of church music. Many teachers support the development of pupils' literacy skills through opportunities for high quality speaking and listening in discussions, and by producing reading materials and worksheets that have symbolic support to help pupils to read the text. Less effective teaching is characterised by questioning that does not promote thinking or discussion and the lack of variety in tasks set for pupils of different ability. Teachers choose

and use resources effectively, and there is a good range to support the religions studied, but the school has identified the need to purchase more artefacts so that it does not have to rely so much on loans and the resources would always be available in school.

PERSONAL, SOCIAL AND HEALTH EDUCATION

121. Pupils of all ages achieve very well in personal, social, and health education, because this is central to all learning in the school. The approach to the subject is mainly through the individual education plans, allowing the targets to be tailored to meet the very different individual needs of the pupils. Achievement is assessed and recorded, clearly showing very good progress throughout the school. Plans are reviewed every term. Pupils are challenged in and out of lessons to be independent and develop good social skills. The very good emphasis on communication, with the use of symbols and signing, makes a significant contribution.

122. At first, pupils learn to look after themselves, concentrating on eating, washing and dressing, moving on to a greater awareness of others, playing together and helping each other. By the end of Year 6 they have taken part in workshops about drugs, risk taking, and making choices, as part of 'Project Myrtle', run by the Bristol Old Vic Education Department. Older pupils learn more about how the body works, and the importance of healthy living. This includes sex education, and learning about what can harm the body, such as drugs and alcohol abuse, as well as what is good for it, healthy eating and physical activity.

123. Pupils are encouraged to exercise by the provision of cycles in the school yard, They learn to take care in the sun, and successfully took part in a 'Sun Safety' poster competition. 'Eco Week' provided opportunities for improving their own environment by designing areas of shade. Pupils are made fully aware of the wider environment, litter pollution, and the importance of recycling. Participation in the Schools for Health Project, was a very positive experience and involved pupils, parents and staff, working together towards a healthy lifestyle.