

INSPECTION REPORT

HUMBERSTON PARK SCHOOL

Humberston

LEA area: North East Lincolnshire

Unique reference number: 118143

Headteacher: Mr A A Zielinski

Reporting inspector: Mrs P Potheary
21765

Dates of inspection: 17th – 18th February 2003

Inspection number: 249374

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	3 to 19 years
Gender of pupils:	Mixed
School address:	St Thomas Close Humberston Grimsby
Postcode:	DN36 4HS
Telephone number:	01472 590645
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Ingham
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Humberston Park is a day community special school for 89 boys and girls aged 3 to 19 years. There are 86 pupils on roll and two of these are part time, both in the nursery. All but two pupils are of white British origin and all pupils speak English as a first language. Forty-six per cent of pupils are eligible for free school meals. All but one of the pupils has a statement of special educational need and enter the school attaining well below national averages. Fifty-two pupils have severe learning difficulties and 25 have profound and multiple learning difficulties, the majority of the latter in Key Stages 1 and 2. Six pupils have autism as their primary difficulty, all but one in the primary school. One pupil has visual impairment and two have physical difficulties, both in the primary school. There are other pupils with visual impairment and nine with autism in addition to their primary difficulty.

HOW GOOD THE SCHOOL IS

Humberston Park is a good school with many very good and some excellent features. There is an air of efficiency and sense of purpose about the school and pupils' relationships with each other and staff are excellent. Teaching is of a consistently high quality and so pupils of all ages and abilities learn well and make good progress. Leadership and management are very good promoting high standards and a clear sense of educational purpose. The school provides good value for money.

What the school does well

- Helps pupils to make good progress in the majority of subjects and very good progress in the sixth form, through high quality teaching and several, well-implemented, whole-school teaching strategies.
- Helps pupils to develop very well in their communication, social skills, mobility and independence, so that they are well equipped to take their place in the world as fully as possible.
- Leadership and management are very good, ensuring a high quality of education, efficient use of resources and optimum staff deployment.

What could be improved

- The monitoring, assessment and evaluation of progress made by pupils, to enable more effective target setting and so enhance learning in a broader range of subjects.
- The stability of subject co-ordination to bring the quality of teaching and practice in all subjects in line with the best.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1998 and since then has made good progress. All previous issues have been addressed. In addition, the quality of education has been maintained at a high overall standard, but with a much higher proportion of very good teaching. Pupils' attitudes and behaviour have also improved and are now very good. This is despite an increasingly complex range of pupil needs and continued staffing difficulties. The school has a good capacity to improve further.

STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	Key
Speaking and listening	A	A	A	A	very good A
Reading	B	A	A	A	good B
Writing	B	B	B	B	satisfactory C
Mathematics	B	B	B	B	unsatisfactory D
Personal, social and health education	A	A	A	A	poor E
Other personal targets set at annual reviews or in IEPs*	C	C	C	B	

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

Pupils make good overall progress. They achieve very well in English and in their personal and social education. In mathematics, progress and achievement are generally good. Pupils make steady progress in science, and good progress in some classes. In the majority of subjects, for pupils in the nursery, and by ages 11 and 16, pupils achieve well. Progress in physical education is usually very good. During their time in the students centre, sixth form pupils make very good progress. The school's targets for 2001 – 2002 were not achieved because they were not sufficiently refined to reflect the good progress pupils made or to distinguish between rates of progress for different groups of pupils. The school has already taken steps to address this. Comparisons with similar schools are not reliable due to the changing nature and very wide range of pupil ability and the lack of well-moderated data nationally for pupils on the 'P' scales¹. Pupils often make good or very good progress in lessons, but a few, particularly the most able, make satisfactory progress over time in some subjects. This, in part, is due to the limited content offered in some subject lessons, linked to difficulties with individual target setting at the higher levels. The school has accurately identified this slower rate of progress for the new intake of more able pupils in subjects such as science, geography and history. Staff are planning to address their needs more fully so that they improve their rate of progress in a broader range of subjects. Good knowledge of the pupils and a focused individual approach allow teachers to ensure that all pupils, including the most able, those with autism, physical difficulties, profound and complex difficulties and visual impairment, do make generally good progress in the key areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. The pupils love coming to school, they work hard in lessons and show great enthusiasm for whatever they are doing. They take evident pride in their achievements and in the school environment.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in lessons and around the school; sometimes it is excellent. They are polite, show a good sense of humour, follow instructions very well and always try their best. There have been no exclusions.

¹ The 'P' scales are a nationally recognised, 8 level measurement of progress, towards Level 1 of the National Curriculum.

Aspect	Comment
Personal development and relationships	The way pupils develop personal skills is very good and the relationships they make with each other and staff are excellent. This is a key impact of the work of the school, enabling mature young people to become as independent as possible in all aspects of their lives.
Attendance	Attendance is well above the national average for similar schools and is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Good	Good	Good	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 good overall. It was very good in just under half of lessons, good in just under half of lessons and satisfactory in roughly one in ten lessons seen during the inspection. There were no unsatisfactory lessons. Teaching in the full range of subjects is usually good for pupils up to age 16 and very good for those in the sixth form. In English and personal, social and health education the quality of teaching is very good and pupils of all ages and abilities make very good progress over time in these subjects. In mathematics, teaching is usually good leading to good progress, especially in practical mathematical skills. No teaching was seen in science but other evidence suggests that teaching is good, although progress is currently satisfactory rather than good due to limitations in curriculum planning. This high quality of teaching usually meets the needs of all pupils of all abilities and additional learning difficulties such as autism and profound and multiple learning difficulties. This represents a significant improvement since the last inspection, when teaching was good overall, but with a much smaller proportion of very good teaching. The good and very good qualities in teaching include very good planning for each individual pupil, very good, well-organised team work and skilled teaching from teaching assistants, all leading to good progress as pupils are helped to build on prior learning and achieve at a level and pace appropriate to their individual needs. Structured whole-school systems provide an approach which is familiar to pupils so that they are able to predict what will happen and practise often, so that they develop independence very well. The very high quality of relationships, behaviour management and the catering for pupils' physical needs all ensure that pupils are helped to achieve as well as they can. The key weaknesses within the otherwise good and satisfactory lessons include a limited use of whole-class teaching for part of a lesson to inspire or provide a broader view of the subject for pupils working on individual targets. In some classes or subjects, targets are too repetitive and so lessons lack challenge or a richness of content. For each of these reasons pupils of all abilities, but particularly the highest attaining pupils, do not receive sufficient challenge in certain lessons to make good or very good progress. The school teaches pupils to communicate very well and uses all lessons to provide good support in the basic skills of literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and fulfils all statutory requirements. It provides pupils with a broad and highly relevant range of experiences to help each one learn and develop well. Some schemes of work, however, lack detailed guidance to help teachers plan systematically. Consequently, planning cannot ensure that pupils build the full range of skills, knowledge and understanding in each subject.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the personal, social and moral development of pupils is very good. All pupils are helped through very carefully structured programmes and a wide range of experiences to become as independent and mature as possible and behave well. Pupils' cultural and spiritual development is good overall.
How well the school cares for its pupils	The school cares well for its pupils. It offers very high quality personal care, where pupils are kept safe and physical and emotional needs are very well managed. Assessment and monitoring of progress to help guide pupils, although detailed, are being redeveloped. They do not yet provide all the necessary information to fully guide effective curriculum planning and target setting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is very good providing a very clear view of how to help pupils to develop as well as they can. This leads to a high overall quality of education in a complex and changing school, supported and managed very well by key staff. All staff work together very well as a team.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities very well, including statutory requirements. Governors also support, challenge and help to guide the work of the school very well. They have begun a thorough system of monitoring and are highly committed.
The school's evaluation of its performance	The school evaluates performance well overall and has appropriately identified key areas for development. Performance data is still insufficient to allow clear comparisons from one year to the next, but more effective systems are being developed.
The strategic use of resources	The school manages resources very efficiently and ensures that best value principles are followed well. The school still has no hydrotherapy pool, which limits the progress some pupils can make in keeping strong and supple.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Teaching is good and children make good progress.• The school is approachable and they can attend any lessons without notice.• The school is helping their children become mature and responsible.• The school is well managed.	<ul style="list-style-type: none">• The amount of homework provided.• The amount of activities taking place outside of lesson time.

The inspection findings agree with the parents' views that pupils and students like school, and that teaching is good and helps pupils to make good progress. The school is approachable, very well managed and helps pupils become more mature and responsible. Homework is provided, but the system is not always clear in expressing how it can help parents support the work of their children at home. The school has already undertaken an audit of the home-school programmes to improve practice in this area. The school provides a suitable amount of activities outside of normal lessons, including after-school clubs for art, computers, aerobics, football and basketball. There are also residential opportunities older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school helps pupils to develop very well in their communication, social skills, mobility and independence so that they are well equipped to take their place in the world as fully as possible.

1. From the moment pupils enter the school in the morning, the process of helping them to become independent and mature swings into action. Pupils are met from the buses by a highly organised team of teachers and teaching assistants. There is a buzz of purposeful activity as one pupil is guided towards the coat hooks and helped to recognise his own picture and supported in hanging up his coat. Another pupil, who has been in the school several years, is greeted, but left to walk to the coat area of her classroom and take off her own coat, slowly and with some difficulty, and hang it up successfully. She is watched from a distance, but left to the dignity of her growing independence. In the classrooms a graduated programme of self-help means that some pupils fetch their own books and others do so with support. All of this takes place in a friendly, humorous and respectful atmosphere, where pupils greet each other and staff maturely and get on with what is expected. Three mornings a week four sixth form pupils from the students centre are now able to make their own way to college using public transport.
2. There are many systems in place, which can be used to support pupil development. Through very careful planning, the skills required for each individual pupil to be mobile, communicate or help themselves, are built upon from lesson to lesson and year to year, from their time in the nursery until they reach the student centre, resulting in the high overall progress seen. The school uses a range of effective strategies to help pupils communicate. Beginning in the nursery, the Hi-Scope system means that a daily routine allows children to plan what they will be doing and, when they have done it, review what they have done. This method of plan, do and review is followed throughout the school, ensuring that each pupil is as fully in charge of their day as possible. The excellent routines enable pupils to practise their knowledge about dates, times and weather and greet each other appropriately. The pupils all truly understand their own timetable in some form. The Picture Exchange Communication System (PECS), which is so successful in enabling the increasing number of pupils with autism to ask for what they want, is also in place. Carefully structured word recognition programmes and the consistent use of symbols and signs all contribute to the very good progress pupils show in being able to communicate as they move up through the school. In addition, the school has implemented the Social Use of Language Programme (SULP) which is also systematically and very effectively used to support pupils' growing social communication and language development.
3. During lessons, every opportunity is taken to help pupils gain greater mobility. For some it is to have an electric wheelchair which they learn to guide themselves. One girl who is visually impaired is learning to walk with the aid of a walker. She spends considerable time each day with very patient teaching assistants putting weight on her feet and walking to a rhythm of known songs. Communication and directional skills are carefully nurtured and her progress is exciting. One boy who is blind is learning to walk using a cane. Every opportunity is provided for him to practise finding his own way, without physical support, but verbally guided when necessary by his teacher or an assistant. This takes a lot of painstaking work for him and the teacher, but the evident pleasure he shows in delivering the register, going outside to the college bus or walking to the dining room is testament to the excellent progress he is making. Physiotherapy sessions for pupils with severe physical disability are skilfully run by

teaching assistants. The pupils are good natured, despite the obvious efforts some of them must make and the whole session leads towards the gradual build up of physical ability that is planned and nurtured on a daily basis. The school successfully uses the highly regarded Mobility Opportunities Via Education (MOVE) system so that all activity is conducted with the principles of increasing functional, purposeful mobility in mind.

4. The way classes are organised makes sure that pupils with autism and those with profound and multiple learning difficulties are taught alongside their peers and make good progress. Approaches to teaching, which help these groups, such as the structure and predictability of lessons, help all pupils in the groups to become more confident and independent. Some pupils are supported in attending lessons in local mainstream schools. This benefits their growing social skills very well and provides challenge in their studies. Pupils are given a number of responsibilities around the school. The sixth-formers in the student centre have their own union that debates a whole range of issues and has effected change for the benefit of themselves and the school. For example, they are involved in the costing, decision making and ordering of new equipment, are now receiving larger meal portions at lunchtime and have participated in changes to the timetable. These older pupils attend the local college where they are able to do very well in their studies, which leads them even further 'towards independence'.²
5. By the time they reach the sixth form, pupils have a way of speaking to adults which clearly demonstrates a confidence and sense of high self-esteem. Sixth-formers were willing to talk enthusiastically about their achievements, such as playing for the local football team or planning and cooking their own lunch.
6. The school helps pupils to make good progress in the majority of subjects, and very good progress in the sixth form, through high quality teaching and several well-implemented whole-school teaching strategies.
7. Teaching is good overall and was very good in just under one half of lessons seen during the inspection. It is consistently very good in English, physical education and for pupils in the sixth form. All of the systems mentioned above are well implemented, where appropriate, in all lessons. Individual pupils are helped through meticulous planning to carefully build upon earlier skills very well. Teachers and teaching assistants work very well as teams, ensuring that the needs of all pupils are provided for in each lesson. By the time they reach the sixth form the carefully nurtured skills from the nursery through the increasing age groups ensure that pupils are able to take full advantage of their studies.
8. Lessons are well organised, business like and usually enjoyable. In one Key Stage 3 lesson the pupils with autism were able to understand why it is important to look at a person who is speaking. This was brought about by good humour, and a fast paced variety of activities, using a home-made video of examples. The excellent teamwork ensured that key points were emphasised well with individuals. In another lesson, the organisation into three groups of pupils enabled the work to be tailored to their different needs. In this lesson, pupils were so involved that their behaviour was excellent. One group was quickly able to learn the signs for toilet. Another boy showed how well he could recognise when a story character was excited because the teaching assistant gave him the time to respond in his own way. Planning to make sure that pupils with a wide variety of different or complex learning needs are able to learn in a way that best suits them is very good in the majority of lessons for all age groups.

² Towrasd

9. Teaching assistants comprise the largest part of the teaching force and their highly developed teaching skills and knowledge of the pupils contribute significantly to the good progress made. The classroom management by teachers is usually very good, so that the large number of adults are well deployed and pupils' needs met efficiently. In one Year 11 basic literacy skills group the lesson was taken entirely by teaching assistants and teaching was very good. This is a common feature of the school organisation. The high number of staff to pupils in this lesson meant that a great deal of very good progress could be made. The high quality planning meant that pupils were totally absorbed in matching their words and symbols, which they can use to increase their independence when out and about. One pupil with visual impairment used 'moon'³ symbols and could recognise the letter 'T'. This pupil is also learning the days of the week, making good progress because he has one-to-one support and highly appropriate resources.
10. A key element of the strong teaching seen is in the continuation into lessons of the structure and systems, which are very well implemented throughout the school. These ensure that pupils are familiar with the routine, know what to expect and feel able to be as independent as possible and do their best. In one lesson for the youngest pupils, the structure and organisation led to a very calm orderly arrival in the morning with pupils actively engaged from the word go. They all understood what would happen and so the session was very smooth and purposeful. The very high quality of relationships, behaviour management and the catering for pupils' physical needs also ensure that pupils are helped to achieve as well as they can.
11. Within this high quality of teaching there are areas for development. The emphasis on individual and small-group working is often appropriate, but sometimes opportunities to inspire the whole class as a group in the subject areas are missing. In these lessons, pupils do not experience elements of learning, that they may come to later as individuals, nor do they gain that sense of excitement that can come from a lively whole-class lesson. This is linked to the emphasis on working with individual targets which, as discussed below, do not always change sufficiently quickly for the pupil to experience a broader range within the subject. Pupils do work in whole groups each day and review what they have learned during the morning or afternoon. These sessions are of a high quality and enable pupils to go over some of what has been learned. However, the links to individual subjects are sometimes weaker as a result, which occasionally slows progress in some subject areas. In a few lessons the content of the planning is largely experiential rather than focusing on what individual pupils will be expected to learn next. This means that opportunities are sometimes missed to take pupils' learning forward quickly and build on their successes.
12. Teachers use resources very well. In one Key Stage 2 English lesson, pupils were very involved because the resources were interesting; they all laughed with delight when the alarm clock went off and woke up the bears in the story. There is also a good use of computers and other technology in many lessons. These are used to help pupils in making good or very good progress in communication, choice making, composing text and learning from exciting programs in several subjects.

³ Nationally recognised raised symbols which are easier to read than Braille.

Leadership and management are very good, ensuring a high quality of education, efficient use of resources and optimum staff deployment.

13. The headteacher is a very good leader. He has a strong presence in the school and a very clear vision and philosophy for the educational development of pupils. He wants the pupils to become as mature and independent as possible and ensures that this is the overriding concern in all actions undertaken. He seeks to ensure that the school is a high quality environment in every respect. The accommodation is bright, clean, very well maintained and welcoming; resources are plentiful, interesting and in good condition and the best teaching and therapy systems available are very well implemented. This leads to an atmosphere which clearly puts pupils first and seeks to address their most evident needs in a logical way. It also values the staff who work in the school, so that their needs in being able to do the job properly are addressed. This in turn sets an example and high expectation for the work of everyone in the school to which all maintenance, clerical, kitchen and teaching staff respond positively as a team.
14. The management of the school is also very good. The management team is broad based. The difficulties in attracting and maintaining teaching staff mean that each fully qualified, permanent teacher with a reasonable length of service has a substantial management remit. The leadership group works as a close knit team and supports the headteacher very well in keeping the school running smoothly. Every classroom teacher has at least four teaching assistants to deploy and this element runs like clockwork, with the large number of adults in each room, or with pupils around the school, knowing exactly what they should be doing and when. This results in high levels of intensive, one-to-one interaction with pupils, ensuring their continuously good progress. The strong emphasis on structure works very effectively so that any potential for confusion or weak practice is minimised and pupils benefit well from a number of appropriate and effective teaching systems.
15. The headteacher has overcome the shortage of teachers very well by deploying teaching assistants to take on several teacher functions. For example, some lessons and many group sessions are run by teaching assistants and the quality of these are almost always good or better. Teaching assistants have become particularly skilled in specialist physiotherapy methods and mobility programmes as well as communication systems and so pupils are able to make good progress through having appropriate therapies interwoven throughout the day. The school is now planning to create an improved career structure for teaching assistants to fully reflect the vital role they play.
16. The school's focus on the content area of some subjects is less evident than is usual in similar schools, although all pupils are ensured of their entitlement. This means the systems, which produce such very good progress in the key basics of communication, social development and mobility, secure good or sometimes satisfactory progress in subjects such as history, art, music and design and technology. However, the headteacher and his dedicated team are very successful at bringing together a complex and difficult school with significant staffing problems and producing a good overall quality of education with many very good aspects. By the time they reach the sixth form, pupils in the students centre are able to make very good progress because of the clear focus on carefully building up basic skills for each and every pupil from age three onwards.
17. Performance management is well implemented, but as yet lacks sufficient effectiveness, because databases to compare how well pupils are doing from one year to the next are not well established. This is being addressed and is discussed in the following section.

WHAT COULD BE IMPROVED

The monitoring, assessment and evaluation of progress made by pupils in all subjects, to enable more effective target setting and so enhance learning in a broader range of subjects.

18. The school considers assessment to be a key area for monitoring and maintaining good pupil progress and has already identified it for further improvement. The management team has begun to develop nationally recognised assessment in the core areas of English, mathematics, and science. This is closely linked to their ability to set effective targets at an individual, group and whole-school level and monitor outcomes.
19. The setting of targets, although satisfactory and good in places, is not working as effectively as intended. Not all pupils' targets on their individual education plans (IEPs) show progress from year to year. This is despite evident progress in lessons and in the very good skills pupils demonstrate during their daily activities. The targets set do help staff and pupils to work well towards specific goals and usually focus learning efficiently. However, they do not always meet the helpful criteria of 'SMART'⁴ target setting. They are usually specific, measurable and relevant, but some of them lack the other qualities of being achievable within a time-related framework. For example, in one mathematics lesson, two pupils had been working on single individual targets for many weeks. These pupils could often reach their goals independently, but not consistently. This led to a lack of excitement from the pupils, despite good efforts from the teaching assistants to liven up the repetitious nature of the lesson. The teacher had planned very well to vary the actual activity to reach the goal but, in the meantime, the experience for the pupils was narrow from a mathematical point of view. In some IEPs, pupils have the same or very similar targets over several years. This means that work is not sufficiently varied over time to give these pupils opportunities to make progress at a variety of levels or goals within the subject. Not all teachers are checking pupil targets to see that they are still relevant. They do not all consider whether targets should be dropped for a time and revisited later, in favour of a new skill or experience. Pupils do make good overall progress in lessons, but some only make satisfactory progress in the full range of subjects over time, particularly the most able pupils in subjects other than English, mathematics, personal and social development and physical education.
20. During the last inspection the school ran a highly regarded assessment system which fulfilled all the required criteria. It helped teachers to plan their lessons well, allowed target setting, which helped pupils to make systematic progress and led to a clear idea of future curriculum needs. This is still in place. Since then the national system of 'P' scales¹ has been linked to pupils' records of achievement in order to develop a more detailed database for monitoring individual, group and whole-school progress. This is still in the early stages of development at Humberston Park and is currently measuring progress in English, mathematics, science, information and communication technology and the humanities. The teachers are therefore using a mixture of old assessment, linked closely with the newer measures and the 'P' scale assessments. They do keep detailed records of what pupils have either experienced or achieved in the other subjects but these are sometimes complicated, or provide a great deal of information, which lacks overall clarity. In few lessons the assessment focuses on what the pupils have experienced rather than what they have learned, again leading to more limited progress and lack of suitable expectations for setting targets in some subject areas.

⁴ SMART a helpful concept for effective target setting, standing for Specific, Measurable, Achievable, Relevant and Time Related.

21. The school set whole-school targets for 2001 – 2002, predicting that all pupils would improve by one level on the 'P' scale in English, mathematics and science. These were not achieved because they were not sufficiently refined to reflect the good progress pupils are making or to enable the school to measure the rate of progress differently for different groups of pupils. These whole-school targets are specific, measurable and time related but they are not achievable for all pupils. This is due to a lack of comparative data within the school and nationally on how different groups of pupils progress through the levels. The school is well on the way to developing a database which will allow more realistic targets to be set in the future.

Improve the stability and consistency of subject co-ordination to bring the quality of teaching and practice in all subjects in line with the best.

22. The school has an enduring staffing problem, which has hampered regular development for some subjects, particularly mathematics and science. This has resulted in a slower than intended development of provision for the changing cohort, especially the increasing numbers of pupils in the higher ability ranges, but also for those with profound and multiple learning difficulties. The school has already identified a need to direct and evaluate practice more effectively in a number of key areas. These include mathematics but also the foundation subjects for more able pupils in Key Stage 3 and accreditation in the post-16 group. These are in line with the inspection findings and are being addressed.
23. Because the school does focus very well on the key areas of developing independence, communication, functional literacy skills and mobility, this has ensured that pupils do make good progress overall, especially as they reach the sixth form. In addition, the evident strengths in teaching, of providing a predictable structure as well as the staffs' very good knowledge of pupils, have meant that, even where subject content is limited, or schemes of work lack sufficient direction, teachers and teaching assistants have been able to carry pupils' learning forward, often to a high standard.
24. However, the very good practice in some areas of the curriculum, such as English, is not shared by all subjects or in all classes. The system lacks sufficient consistency, monitoring and guidance from some subject leaders. For this reason, some pupils do not have the opportunity to enjoy and develop the full range of skills in all subjects such as art, music and design and technology. This, in turn, means that although they make at least satisfactory and usually good progress, not all pupils are doing as well as they might in the full range of subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to sustain and continue improving the already high standards of education within the school, the headteacher and governors should:
- (1) Improve the monitoring, assessment and evaluation of progress made by pupils to enable more effective target setting and so enhance learning in a broader range of subjects. (Paragraphs 18-21)
 - (2) Improve the stability and consistency of subject co-ordination to bring the quality of teaching and practice in all subjects in line with the best. (Paragraphs 22-24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	10	2	0	0	0
Percentage	0	45	45	10	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	86
Number of full-time pupils known to be eligible for free school meals	40

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	7.3

Unauthorised absence

	%
School data	0

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
84	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YN – Y13

Total number of qualified teachers (FTE)	6.8
Number of pupils per qualified teacher	8.8
Average class size	9

FTE means full-time equivalent.

Education support staff: YN – Y13

Total number of education support staff	61
Total aggregate hours worked per week	3156

Financial information

Financial year	2001-2002
	£
Total income	872,827
Total expenditure	936,943
Expenditure per pupil	11,288
Balance brought forward from previous year	112,250
Balance carried forward to next year	48,134

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	37	30	4	4	26
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	78	22	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	74	26	0	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	67	26	0	0	7
The school provides an interesting range of activities outside lessons.	37	30	11	0	22