

# INSPECTION REPORT

## **GREENACRE SCHOOL**

Barnsley

LEA area: Barnsley

Unique reference number: 133394

Headteacher: Mr J Short

Acting headteacher at the time of the inspection:

Mrs A Munt-Davies

Reporting inspector: Mrs R Eaton  
15173

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> November 2002

Inspection number: 249461

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Foundation special
Age range of pupils:	2 to 19 years
Gender of pupils:	Mixed
School address:	Keresforth Hill Road Barnsley South Yorkshire
Postcode:	S70 6RG
Telephone number:	01226 287165
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor W Denton
Date of previous inspection:	N/A - new school

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15173	Mrs R Eaton	Registered inspector	Educational inclusion, including race equality	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13462	Mrs R Mothersdale	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14691	Mrs J Hall	Team inspector	Science Modern foreign languages	How good are the curricular and other opportunities offered to pupils?
23549	Mrs H Eadington	Team inspector	History Special educational needs Foundation Stage	
20024	Mr P Wright	Team inspector	Design and technology Religious education English as an additional language	
18498	Mrs D Morris	Team inspector	Art and design	
15600	Mr C Richardson	Team inspector	Mathematics Geography	
28106	Ms M Majid	Team inspector	Information and communication technology Citizenship Post-16 provision	
4989	Mr L Lewis	Team inspector	English Music	
10781	Mr R Thompson	Team inspector	Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Greenacre is a school for boys and girls aged two to nineteen with severe learning difficulties, profound and multiple learning difficulties, autistic spectrum disorders or communication or complex difficulties. Currently, 165 attend the school, including five children in the nursery and reception years and 42 post-16 students. Two-thirds of the pupils are boys. When they join the school, the majority of pupils are attaining standards that are very well below average. They all have statements of special educational needs. Eighty-seven have severe learning difficulties and 64 profound and multiple learning difficulties. There are six pupils with emotional and behavioural difficulties and six with autistic spectrum disorders, whilst two have speech and communication difficulties. All but one of the pupils is white. There is one Asian pupil. One pupil has English as an additional language. Punjabi is the other language spoken in this pupil's home. Pupils' homes are in Barnsley and Wakefield.

Following the amalgamation of three special schools, Greenacre opened in September 2001. Initially, pupils and staff remained on the three original sites, but have been together on one of these from January 2002. Two months after this, the headteacher became extremely ill. At the time of the inspection, the school was led by an acting headteacher, brought in from outside. Additionally, several of the teachers were absent as a result of illness and accidents. Because of this, a number of temporary teachers were working in the school.

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

Greenacre is providing a sound standard of education. Pupils' achievement is satisfactory. They often make good progress in lessons because they are taught well. Post-16 students are achieving well, working on accredited courses. The school's leadership and management are satisfactory. It provides satisfactory value for money.

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

- The acting headteacher is providing very strong, knowledgeable and effective leadership.
- Post-16 students are prepared well for the next stage of their lives.
- The school takes very good care of its pupils and students.
- Pupils and students very much enjoy being at their new school.
- The different groups of staff work together very well and are committed to the pupils and students and the school.
- Teachers make good use of the local community to help pupils and students to learn and become more independent.

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

- Pupils' progress in information and communication technology is not good enough.
- Pupils in Years 10 and 11 do not have opportunities for careers education and work experience.
- Staff do not use signing consistently in order to help pupils and students to communicate and learn.
- The school's improvement plan does not extend beyond the current year.
- Pupils and students are not provided routinely with homework.

*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 has not previously been inspected.

## STANDARDS

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

Progress in:	by Year R	by Year 6	by Year 11	by Year 14	Key
speaking and listening	C	C	C	B	very good A
Reading	C	C	C	B	good B
Writing	C	C	C	B	satisfactory C
Mathematics	C	C	C	B	unsatisfactory D
personal, social and health education	B	B	B	B	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.

The school has not yet set targets for groups of pupils to achieve. Children in the nursery and reception years and pupils in Years 1 to 11 are achieving satisfactorily overall, but doing well in design and technology and physical education. Achievement is unsatisfactory in information and communication technology. Post-16 students are achieving well in their accredited courses. When their particular special educational needs are considered, children, pupils and students make progress at equivalent rates. For example, those with profound and multiple learning difficulties do not learn as fast as those with severe learning difficulties, but their achievements are just as good because they have more obstacles to their learning. Boys and girls also progress equally well.

## PUPILS' AND STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils and students very much enjoy coming to school and take part enthusiastically in lessons and activities.
Behaviour, in and out of classrooms	Very good. Pupils and students behave very well during lessons and in free time. They act very responsibly during visits – for example, to supermarkets.
Personal development and relationships	Good. Pupils learn to be increasingly independent, especially in the post-16 department. Relationships are very good, with staff and between pupils and students.
Attendance	Satisfactory. Pupils and students are not usually absent unless they are ill or have medical appointments.

Pupils appreciate the opportunities provided by their new school. For example, they now have more friends of the same age.

They regularly raise funds for charities.

Post-16 students make very good progress in learning the skills they need for daily life.

Pupils and students are very considerate towards those who have greater needs – for example, helping each other at lunchtime.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6	Years 7 – 11	Years 12 – 14
Quality of teaching	Good	Good	Satisfactory	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 in English and mathematics and satisfactory in science and personal, social and health education. The skills of communication, including literacy and numeracy, are taught well in English and mathematics lessons. However, teachers do not use signing consistently enough. They provide satisfactory opportunities for pupils to develop literacy and numeracy skills during lessons in other subjects. Teaching in Years 7 to 11 is currently affected by staff absence, including that of the assistant headteacher with responsibility for this part of the school. Teaching is consistently good in design and technology and physical education, so pupils are achieving well. Support staff usually make very good contributions to pupils' learning. Occasionally, teachers do not provide them with enough guidance. Lessons are usually well organised, so time for learning is used to the full and pupils make good progress. However, now and again, lessons do not start promptly and so pupils do not learn as well. Teachers are generally good at meeting the needs of all pupils. For example, they make sure that their physical problems do not prevent them from learning. Occasionally, the work provided for the brightest pupils does not make them think and try hard enough. Pupils do not regularly receive homework to reinforce what they have learned in school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Although teachers are still fine-tuning the curriculum, the school generally provides the subjects and experiences necessary for pupils of particular ages and needs. The post-16 curriculum is good and prepares students well for leaving school.
Provision for pupils and students with English as an additional language	Good. The effective work of teachers and speech and language therapists is supported well by strong links with families.
Provision for pupils' and students' personal, including spiritual, moral, social and cultural development	Good. The school emphasises pupils' moral and social development. The arrangements for spiritual and cultural development are satisfactory.
How well the school cares for its pupils and students	Very good. All members of staff and other professionals work together very well to make sure that pupils and students are safe and happy.

The school works well in partnership with parents.

The post-16 curriculum is based on accredited courses, well matched to the needs of each student.

There are good links with the community, which enrich pupils' and students' experiences. For example, two converted houses provide very good opportunities for students to develop independence skills. However, at present, there are very few links with other schools. Pupils spend too much time on some aspects of information and communication technology and not enough on others. The school does not



offer careers education and work experience to pupils in Years 10 and 11, and this is a weakness. These pupils have only just started work on accredited courses.

Very few activities are provided for pupils at lunchtime and after school.

Health and safety and child protection procedures are very well organised, supported by very effective teamwork between education, medical and other staff groups.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher is leading the school forward very well in the short term. Senior staff fulfil important responsibilities but the effectiveness of the team is affected by staff absence.
How well the governing body fulfils its responsibilities	Satisfactory. Governors have relevant experience and expertise and are extremely supportive. They have ensured that the school has moved forward during the headteacher's absence and are now ready to involve themselves more in planning for future developments.
The school's evaluation of its performance	Satisfactory. The acting headteacher has established a clear picture of the quality of teaching and learning. Useful information is being built up about pupils' achievements, to set targets for groups of pupils and to help the school compare itself with others.
The strategic use of resources	Satisfactory. The school's current priorities are supported through careful financial planning and very efficient administration.

The school is well provided with staff, accommodation and learning resources. There is some good specialist accommodation – for example for design and technology – but the science room is inadequate for secondary-aged pupils and limits the range of their experiences.

The school satisfactorily applies the principles of best value.

Staff are committed to the school and working very hard to develop further the quality of education.

The school improvement plan is a useful guide for the current year, but there is no written plan to steer future developments.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• Behaviour in school is good.</li> <li>• The teaching is good.</li> <li>• The school is approachable.</li> <li>• The school has high expectations.</li> <li>• The school is helping children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A number are unhappy about the amount of homework provided.</li> <li>• Several don't feel well enough informed about how their children are getting on.</li> <li>• About the same number are dissatisfied with the activities outside lessons.</li> <li>• A few don't think the school is well led and managed.</li> <li>• A similar number think links with parents aren't close enough.</li> </ul>

The inspectors agree with the parents' positive views. The school does not have an agreed policy on homework; not enough is provided. Annual review reports provide suitable information about pupils' progress. However, opportunities to meet class teachers at review meetings or consultation evenings would enable parents to get additional detail or clarification. At present, not enough activities are available at lunchtime or after school. There have been unavoidable difficulties over the leadership and management of the school. In the headteacher's absence, governors have made very good temporary arrangements. The school is working hard to develop further its good links with parents – for example, more telephone lines and improved home/school communication books.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. Children in the nursery and reception years and pupils in Years 1 to 11 are achieving satisfactorily overall. During lessons, they often make good progress, as a result of effective teaching. Progress over time is slower, because the curriculum is still being developed, to make sure that, as they move up through the school, pupils' learning builds systematically on what they already know, understand and can do. The achievement of post-16 students is good. Here, the curriculum is better established. For example, all students are working towards external accreditation. These courses provide a clear structure for teachers' planning. In Years 10 and 11, accredited courses are only now being introduced. The school has not yet set targets for groups of pupils to achieve. Plans are in hand to attend to this.
2. In the nursery and reception years, children are making good progress in most of their areas of learning, because they are taught well. For example, they do well in the area of personal, social and emotional development. This is as a result of the wealth of opportunities staff provide throughout the day for them to develop the necessary skills and understanding. Effective links with therapists make significant contributions to developing children's physical, personal and communication skills.
3. During Years 1 to 11, pupils achieve well in design and technology and physical education. This is because the teaching, by subject specialists, is consistently effective, accommodation and resources are good quality and curriculum planning is well advanced, providing a solid structure to pupils' learning. Achievement is satisfactory in other subjects, with the exception of information and communication technology. Here, although they make satisfactory progress in lessons, achievement is unsatisfactory. Learning opportunities are not co-ordinated to make sure that enough time is spent on each aspect of the subject. Teachers in other subjects do not plan sufficiently for pupils to develop and practise their information and communication technology skills.
4. Post-16 students are achieving well in a broad range of courses, leading to accreditation matched accurately to each student's needs. Students make good progress in learning to apply their literacy and numeracy skills in a variety of everyday and vocational situations, because plenty of opportunities are provided and they are encouraged to be independent.
5. In most instances, children, pupils and students make progress at equivalent rates and achieve equally well, when their particular special educational needs are considered. For example, those with profound and multiple learning difficulties are offered experiences that stimulate their senses and prompt them to work hard at responding, to the best of their ability. A small group of primary-aged pupils have autistic spectrum disorders and are taught in a separate class. They are making

satisfactory progress, but would benefit from increased opportunities to communicate through signs and symbols.

6. The school's higher attainers are those with less severe learning difficulties. In general, teachers meet their needs appropriately. At times, expectations of these pupils are too low, they are not stretched and do not achieve well enough. The pupils with behavioural difficulties are managed well as a rule. This means that they and other pupils can make satisfactory or good progress during lessons, without undue disruption.
7. Progress in English and mathematics is supported satisfactorily by opportunities provided in lessons across the curriculum. For example, a history lesson with pupils in Years 7 to 10, with severe learning difficulties, involved a discussion about World War Two. Pupils read a poem, 'Peace', and wrote letters from imaginary evacuees to their mums.
8. There is no discernible difference in the achievement of boys and girls. Teachers take great care to provide equal opportunities for all – for example, making sure that they have chances to answer questions and use resources.

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

9. Pupils' and students' attitudes are very good. They are excited about coming to school and very much enjoy the opportunities and facilities open to them with the formation of the new school. For example, in an information and communication technology lesson, a student remarked that he liked the new computer room because, 'I can write with symbols and we have a computer each'. A pupil commented that the increased number of pupils in the school meant that there was always someone for you to be friendly with. 'Before, if I fell out with someone, there was no one left for me to be friends with. Now I've got lots of friends to choose from and I love coming to school.' There is no discernible variation between different groups and ages of pupils and students in their attitudes to school. However, where those with profound and multiple learning difficulties are taught alongside others with severe learning difficulties, their very good attitudes to learning are heightened. For example, during a visit to a garden centre to choose pansies and violas to pot up for Christmas presents, post-16 students with profound and multiple learning difficulties followed the examples set by other students. They were very decisive and rapid in making their selections, either by pointing, eye movements or speaking.
10. Pupils demonstrate clearly the pleasure they get from learning. For example, the faces of Year 8 pupils with profound and multiple learning difficulties expressed delight as they experienced the texture of paint during an English lesson. These very good attitudes lead to very attentive and perceptive pupils. For instance, in an environmental awareness lesson, post-16 students compared the changes that had taken place on the site of a former mine. They recognised the gate in a photograph as the one now standing in a field and linked the quiet country lane to a formerly busy colliery road. Assemblies reflect the hard work and application of pupils. In an assembly for secondary-aged pupils, a number of those in Years 10 and 11 faced a sympathetic but large audience and demonstrated that, although nervous about sharing their work, they were keen to communicate the effort they had made to weave words around the story of 'Charlotte's Web'.
11. Behaviour is also very good. There was one fixed-term exclusion during the previous school year, but none in the current year. A few pupils have challenging behaviour, as a result of their special needs. The school successfully encourages them to manage their behaviour through individual behaviour plans, strategies and rewards. As a

consequence, the school is a very orderly and pleasant place in which all pupils and students are able to learn and make progress. On visits, pupils and students display very good behaviour and this contributes to their learning. For example, during a shopping trip to a supermarket, where students had the opportunity to go independently to buy a number of articles, they could be trusted to behave responsibly, carry out their tasks swiftly without any fuss, and help each other. Regular customers and staff in the supermarket greeted the students with pleasure. Pupils and students are very kind to each other. A group with severe learning difficulties in Years 4 to 6 allow time for a pupil to contribute to discussions, using a computer to communicate. Behaviour at lunchtime and break-times is very good and pupils and students are generally very helpful to each other. Those with severe learning difficulties are considerate towards others with profound and multiple learning difficulties, for example taking care not to bump into them.

12. Pupils' and students' personal development is good and is supported by the very good relationships in the school. Team enterprise activities promote work and social skills and offer students the chance to link with a school in America, finding out what kind of sweets American children like and comparing them to those sold in the school tuck shop. The student-owned company, 'Crafty Stuff', runs the tuck shop, which makes its way round the school several times a week. Pupils and students also raise funds for charities, such as Macmillan Nurses, setting up tombola and raffles and baking cakes. Post-16 students respond very well to the personal development opportunities in the two houses used by the school. They are proud of snacks they prepare, for example delicious vegetable soup and sponge pudding, cooked in the Victoria Road kitchen. The same students confidently questioned a visitor before admitting her to the house. Pupils and students are looking forward to having a say in the running of their school through a school council. Most pupils and students get on very well with each other and some have developed very strong relationships. This is remarkable, given the short length of time that some of them have had to get to know each other.
13. The school has been unable to supply all the information required for the DfES absence returns for the academic year 2001/2002, as a number of registers were misplaced during the amalgamation of the three schools. This has been accepted by the DfES. A scrutiny of all registers from January 2001 provides evidence of satisfactory attendance and very few unauthorised absences. In most classes, a core of pupils attends very regularly and post-16 students' attendance is in line with that of the rest of the school. Where pupils are absent, this is commonly linked to medical appointments or absences for illness, treatments or convalescence.

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

14. The quality of teaching is good. It is good in many lessons in the nursery and reception years, in Years 1 to 6 and for post-16 students. In Years 7 to 11, teaching is often good, but there is more variation in the quality and less very good teaching than in other parts of the school. The teaching here is satisfactory overall. This difference is owing to the presence of several temporary teachers, covering for staff absence. Naturally, these teachers do not know the pupils as well. Additionally, the assistant headteacher with responsibility for the secondary-aged classes is also currently absent. As a result, the teaching team has not benefited from consistent leadership. During the inspection, a tiny proportion of lessons was less than satisfactory. These lessons occurred when teachers were unfamiliar with the pupils' needs or did not take them fully into account when planning activities. In Years 1 to 11, teaching is consistently good in design and technology and physical education. This is because the subject leaders have especially high levels of expertise and are responsible for a considerable proportion of the teaching. Most of the school's teachers are very experienced, but they have not always previously taught pupils with the range of special educational needs represented in the school. In Years 7 to 11, several

teachers, who are not specialists, have responsibility for teaching important subjects, such as English and mathematics, to their classes. A few of these classes are made up of pupils with very varied needs, presenting particular challenges to the teachers. Teachers have worked very hard and responded positively to the advice and support given by senior staff, demonstrating a determination to develop their skills and meet the needs of all pupils.

15. In order to provide consistency and a sense of security for pupils, the school has organised the staff for each class so that the teams represent, as far as possible, the three original schools. This has meant that teachers and support staff have had to adapt to new ways of working and build up relationships with each other, as well as with the pupils. Because of their professionalism and with the encouragement of senior staff, support staff currently make very good contributions to lessons and pupils' learning. Teachers nearly always ensure that their assistants have clear roles to perform, making sure they appreciate what pupils are intended to learn. For example, in an information and communication technology lesson for post-16 students with profound and multiple learning difficulties, support staff worked with the higher attaining students. They used their initiative and knowledge of the students in order to judge accurately when to change activities, so the students remained interested and alert. When one student, listening to a Will Young CD, began to appear rather too relaxed, the music was turned off. This provoked surprise and a successful effort by the student to switch the personal stereo back on again. Very occasionally, there are weaknesses in the way in which support staff are managed. For instance, they may not be fully involved, perhaps, when the teacher is questioning the class. More effective teachers give the staff a clear role, for example recording what pupils and students have contributed. Without this guidance, a few support assistants do too much for the pupils. This might be physical, taking over too soon when a pupil is struggling to complete a task, or they may jump in too quickly with an answer or supplementary question, not allowing the pupil enough time to decide what to say and then communicate it.
16. Visits into the community were involved in a significant number of the lessons where teaching was very good. Teachers usually plan these very thoroughly so pupils get the most out of the occasion. For example, the post-16 students' visit to the site where a colliery had once existed was very successful because the teacher was so clear about what he wanted the students to learn. Resources had been prepared carefully – for example, photographs had been enhanced using information and communication technology so they showed particular features of the landscape. Back at school, students looked at a book 'Pit' and talked about their visit, responding very enthusiastically to the teacher's questions, praise and encouragement. Occasionally, routine visits are less effective, for example when the class of primary-aged pupils with autistic spectrum disorder visited local woods. Not enough use was made of the journey to encourage pupils to communicate and the planned photographs, to record the visit, were not taken.
17. The successful visits highlight several strong features of the most effective lessons. For instance, very good use is made of the available time, so pupils are learning throughout. This is a result of teachers' organisational skills, which ensure, for instance, that staff work as a team, resources are readily available and activities run smoothly from one to another. These factors mean that pupils are kept interested and so they try hard. When the teacher is less skilled at judging when to change activities, pupils and students may become bored and make slower progress. Similarly, learning is affected when, occasionally, lessons do not start promptly, perhaps because pupils are straggling in after their personal needs have been attended to. Making the best use of time indicates teachers' high expectations for pupils to achieve. These are also evident in the way many teachers insist that all pupils are provided with interesting activities that provide them with just the right amount of

challenge. They make sure that physical problems do not interfere with pupils' ability to learn and tasks can be completed with the minimum of adult help, provided they try hard. In a very good physical education lesson for pupils in Years 10 and 11, the teacher made excellent provision for those using wheelchairs. As a result, they were able to play an equal part in competitive physical exercises, such as putting the shot and slalom races.

18. Teachers almost always cater suitably for the lower attaining pupils, for example by deploying staff to support them. However, in a fair number of lessons, higher attaining pupils would benefit from being given harder work. For instance, in an English lesson for pupils with severe learning difficulties and profound and multiple learning difficulties in Years 7 to 10, the same worksheet, about words beginning with 'C', was provided for all pupils. Those with profound and multiple learning difficulties had a slightly different task, matching pictures, rather than attempting to write. The highest attaining pupil with severe learning difficulties quickly completed the worksheet but then had to wait for the slowest ones to catch up, because the teacher had not fully met his needs. The school is fully aware of the need to increase the extent to which signs and symbols are used to encourage and enable all pupils to communicate and be involved in lessons. At present, this provision is too inconsistent. Similarly, although teachers make satisfactory use of opportunities to develop pupils' literacy and numeracy skills in lessons across the curriculum, computers and other technological aids are not used sufficiently to help all pupils to learn.
19. Teachers and support staff have established very good relationships with pupils. As a result, pupils are keen to please and gain approval, enjoying the praise and humour that feature in many lessons. At the same time, they are left in no doubt as to teachers' high expectations for them to behave well. This is seen when instances of challenging behaviour are nipped quickly in the bud. For example, one Year 2 pupil found it hard to sit still when a story was being read. The teacher immediately gave her a job to do – holding up numbers – which enabled her, and the rest of the class, to concentrate. Very occasionally, an individual pupil's behaviour is not dealt with effectively. For instance, in a couple of lessons, secondary aged pupils were unwilling to do as asked and argued with teachers, slowing down the lesson and their learning. These occasions tend to occur when activities, or the teaching style, are not very interesting.
20. Teachers do not provide enough opportunities for pupils to continue learning when they are at home. A school policy has not yet been agreed. Where parents, or pupils request homework, teachers provide it.

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

21. The school provides satisfactory learning opportunities that meet statutory requirements. Learning opportunities are best in the post-16 provision. Here, the use of accredited courses and the arrangements to develop students' personal and work skills, promote their independence and prepare them well for leaving school. In the short time that the new school has been open, all teachers have worked hard to plan learning experiences that take good account of the small steps in progress that pupils and students make. However, in all subjects, the curriculum is still being fine-tuned, to ensure that the needs of all pupils are met and their learning progresses smoothly as they move up through the school. Only in information and communication technology is the curriculum unsatisfactory, with some aspects under-represented. Co-ordinators have not had time to identify how other subjects contribute to pupils' learning in literacy, numeracy, information and communication technology and citizenship, in order to make sure that full use is made of such opportunities.

Teachers generally follow the recommendations in the national strategies for literacy and numeracy, but whole-school approaches have yet to be agreed. The amount of teaching time each week is good. This time is mainly used well but some slippage was seen during the inspection, when several lessons started later than planned.

22. Children in the nursery and reception years are taught in two classes, together with pupils in Years 1 and 2. The curriculum for all of them is appropriately based on the national guidance for children in the Foundation Stage. A satisfactory, and developing, range of opportunities is provided. For pupils in Years 3 to 6, learning opportunities are satisfactory overall. All the National Curriculum subjects are taught, with a relevant focus on communication.
23. In Years 7 to 11, learning opportunities are also satisfactory. Pupils mainly get sufficient access to all the National Curriculum subjects. However, this term, pupils in Years 7 to 9 with profound and multiple learning difficulties do not have enough time allowed for French. Learning opportunities for pupils in Years 10 and 11 are not as relevant as they could be. Suitable methods of external accreditation have been identified and courses are underway in a few subjects. However, work on these is at an early stage. Again, there is not enough planning to provide careers and vocational education, work experience and college links.
24. In the post-16 provision, learning opportunities are good. The chosen range of accredited courses is well matched to students' learning needs and ages. These courses provide a secure framework for teachers' planning. Careers education and guidance, vocational education, and work experience are all well planned. Very good use is made of facilities in the community.
25. The provision for pupils and students with additional educational needs is satisfactory with a number of good features. High quality support is provided, for example, by occupational therapists, physiotherapists, speech and language therapists, the school nurse and other medical staff and educational psychologists. However, the learning targets in pupils' individual learning plans are often insufficiently detailed to enable progress to be measured accurately in the short and medium term. The school is aware that this is an area for development. The use of signing benefits many pupils and students with communication difficulties but it is not yet used consistently throughout the school. In the provision for pupils with autistic spectrum disorder there is insufficient use of symbols, particularly in relation to timetables. Additionally, when working with individual pupils with autism, staff do not consistently use restricted language structures that would enable pupils and students to become familiar with learning routines. The pupils with autism and profound and multiple learning difficulties who are taught in separate classes, do not have enough opportunities to mix with, and learn alongside, other pupils.
26. The provision for pupils' personal, social and health education is good. Topics are repeated from year to year but the focus changes appropriately as pupils mature. The content of what is taught in personal, social and health education, and indeed in other subjects as well, is suitable for pupils' ages. Citizenship is taught to pupils in Years 7 to 11, both as a separate subject and through personal, social and health education lessons. The good quality provision includes important and relevant areas such as rights and responsibilities, community and voluntary groups and conflict resolution.
27. The school has good links with the local community and is beginning to establish links further afield, for residential visits, sporting events, and through electronic mail links to a school in North America. Closer to home, very good use is made of two houses for post-16 students to develop their independence, home management skills, personal hygiene and shopping skills. Pupils and students visit shopping centres, parks, garden centres and cafés, for example. Students open a bank account as part of the

post-16 enterprise programme. Visits from public services, such as the police, support moral and careers education. Music provision is enhanced through use of the peripatetic music service. A local drama group supports careers education. Although opportunities to enrich learning during lessons are good, there is a very narrow range of activities at breaks and lunchtime and after school. Transport arrangements after school do limit opportunities, but the school has not yet been creative enough in getting round this problem.

28. So far, there are very few links with other schools. Where these links do exist they are very successful. A class of higher attaining, mainly Year 9, pupils with severe learning difficulties is taught by a science specialist in the laboratory of a local secondary school. As a consequence, pupils are developing very good investigative skills using scientific equipment safely. These opportunities are not available to other pupils in the secondary department. This holds back their development of practical skills and experience of a wide range of materials and scientific processes, because science accommodation and resources in Greenacre are unsatisfactory. Participation in sporting activities means that many pupils meet young people of the same age as themselves. College links for secondary pupils and post-16 students are currently not well developed but they are improving.
29. The provision for pupils' spiritual development is satisfactory. Themes are introduced in assemblies and developed in classes throughout the week. Assemblies are colourful and interesting and presented in a lively way, through drama and by the use of real objects, which can be touched and examined. Opportunities for promoting the pupils' spiritual development occur in celebrations of religious festivals, such as Divali and during visits to places of worship. In lessons, such opportunities were often unplanned and only incidental to the main thrust of the lesson. For example, in a Year 6 art and design lesson, pupils looked with wonder at the beautiful colours of the cellophane and sweet wrappers that the teacher was showing them. Pupils are encouraged to show their work in class and to be proud of their achievements. They are taught to be familiar with, and respect, beliefs and stories from all the major religions. However, teachers do not plan consistently for pupils to have time to reflect on the experiences that they have during the school day.
30. The arrangements for moral and social development are good. Staff provide good role models and help pupils to understand the difference between right and wrong. The school is a very caring community where values of tolerance, respect and concern for others are actively promoted. Throughout the school, pupils are expected to be courteous, considerate and polite to one another, to staff and to visitors. Teachers regularly encourage pupils to work together during lessons. For example, in a Years 7 to 11 physical education lesson, pupils applauded each other and learned that individual success is the taking part in an activity without necessarily winning it. Pupils are helped to understand the effect of their actions on their classmates and, by discussion and encouragement, to reflect upon how other people feel. Staff set up very good opportunities for pupils to learn social behaviour. For example, the nursery- and reception-aged children ask each other what they would like to eat and drink, request the drinks and snacks for their friends and serve it to them at their table, using 'please' and 'thank you'. Post-16 students, including those with profound and multiple learning difficulties, are given the opportunity to develop their social skills when working towards nationally accredited qualifications. The scarcity of outside play provision and organised playground games, are missed opportunities for promoting pupils' social development.
31. The provision for cultural development is satisfactory. There is an appropriate programme of visits, which provides pupils with suitable opportunities to develop an awareness of the richness and variety of their own culture. Visits to historical locations as well as visitors to the school promote an awareness of local culture, art and drama.



The post-16 students gain much value in learning about themselves and others through their work experience placements. However the school does not yet help pupils to appreciate that England is a multicultural society.

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

32. There are very good systems in place to take care of pupils and students. Health and safety procedures are very efficiently organised and are constantly under review. The arrival and departure of school transport is under the scrutiny and organisation of a transport manager. He co-ordinates all movements of vehicles around the school at the start, end and during the school day and ensures that safety guidelines for vehicles are adhered to strictly. There are daily inspections of the school building, and the hydrotherapy pool benefits from dual checks by the physiotherapy department and the school's premises manager and caretaker. Emergency evacuation procedures are very well organised. Health authority professionals are based in the school to support pupils' needs and many staff have completed emergency first aid training. The school health adviser has drawn up individual care plans for pupils who require them, and the arrangements for recording the dispensation of medication are precise and secure and organised by the school nurse. When groups of pupils go out of school, there are very good arrangements to ensure that the appropriate medical information accompanies them. Therapists work alongside staff in the classroom as well as in their treatment and therapy areas and there is a strong sense of teamwork between health professionals and teaching staff. Both of the houses used by the school as bases for students' independent living activities have been assessed for health and safety by the local education authority and adapted suitably where necessary.
33. The school has very good child protection procedures and a clear and concise child protection policy. A team that includes an NSPCC social worker, education welfare officer, school health adviser and pupil/parent counsellor considers pupil welfare issues. It is a strength of the school that it has access to these professionals, and the local child disability team and area child protection committee, to oversee the welfare of pupils. Although the deputy headteacher is the school's designated person for child protection, the pupil/parent counsellor shares much of the responsibility and all of the classroom staff have received up-to-date and relevant training. Others, such as the lunchtime supervisors, are still to be trained.
34. Pupils' personal development is guided well. The personal, social and health education and citizenship programmes, and the facilities to promote independent living, combine to offer pupils good advice and support as they move up through the school. Pupils and students who use wheelchairs have access to advice on independent living from one of the governors. Students are taught how to care for themselves, make snacks, or use public facilities such as cafés or supermarkets. The school has identified that some pupils may need special guidance and support in coming to terms with growing up and is running courses to help them deal with the problems posed by the onset of adolescence.
35. The school has good procedures in place to monitor and promote attendance. The office staff check the attendance registers and liaise with the pupil/parent counsellor and education welfare officer to follow up any concerns and agree whether an absence is authorised or not. Transport escorts provide an invaluable source of information on pupil absence. There are well organised signing in and signing out procedures for pupils and groups of pupils. Registration procedures comply with statutory requirements. As yet, the school does not reward any improved or

exceptional attendance, but the importance of regular attendance is promoted through newsletters and individual phone calls and home visits.

36. Pastoral support for monitoring and promoting discipline and good behaviour is good. One of the pupil/parent counsellor's roles is to promote anti-discriminatory and anti-oppressive behaviour and to bring in specialist support if appropriate. All incidents are recorded and monitored by the pastoral team and can lead to a pupil having a behaviour plan as well as their individual education plan. All staff discuss the necessary behaviour management approaches for each pupil or student. The behaviour policy does not include a specific anti-bullying policy, although this is referred to within the child protection and positive behaviour management strategies. Rewards for good behaviour vary between classes and departments. The school recognises the need to develop and adopt a consistent approach, whilst appreciating the necessity to make rewards suitable for the wide age range and needs of pupils.
37. The systems for assessing pupils' academic progress are satisfactory. A range of measures is used, including individual education plan targets, annual review targets, National Curriculum levels and a nationally used scale for establishing the attainment of pupils and students with special educational needs. Assessment and recording procedures are further advanced in some subjects than in others. For example, they are well developed in mathematics. The school realises that the procedures are not yet complete or used consistently and the deputy headteacher is to shortly lead a review of them and the curricular plans. Each pupil has a very useful portfolio containing examples of work across the curriculum. These are annotated helpfully by teachers, to indicate, for instance, how much support the pupil received. Additionally, the work is allocated a 'level' that allows comparisons to be made and progress to be measured. However, teachers have not yet worked together to ensure that their judgements are standardised.
38. The use of assessment information to guide curricular planning is satisfactory. The subject co-ordinators sample teachers' medium- and short-term planning, which is informed by pupils' individual education plan targets. Again, this procedure is not consistent across all National Curriculum subjects. Pupils' statements are reviewed annually, or more frequently if their needs alter. The deputy headteacher examines all annual review documents to ensure that the set targets are appropriate. Parents are fully involved in the review procedures, as are the appropriate professionals, who advise on specialist input and any modifications that might be required. Pupils' personal files are very well organised, so information can be obtained quickly.

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

39. Parents' views of the school have varied over the past year, but have now come together as positive. The amalgamation of the three schools raised strong feelings, but parents now feel 'much more settled. With the upheavals gone it seems like one school.' After initial difficulties, such as a break in the provision of hydrotherapy, parents are now looking forward to what the school can provide for their children. Mixed views are held on homework, with some parents considering that not enough homework is given and others being adamant that they do not want their children to receive any. Many parents do agree, however, that there is no pattern or consistency to homework. Parents acknowledge that they receive their children's targets and can work on these at home, but a number would like more basic homework provision such as counting, spellings and words. The school is working with parents, carers and grandparents to create a range of multi-sensory 'Storysacks'. These resources encourage parents to enjoy reading with, and telling stories to, their children and, by using a prompt card, to support the teaching of reading at home. A number of parents come into school to support, for example hydrotherapy sessions and outings in the

community. Most parents send their children to school regularly, but a small number take them away for holidays during term time. One or two fail to inform the school of the reasons for their children's absence.

40. The school actively pursues the partnership with pupils' and students' homes. A few parents are critical of the home/school communication books, as they perceive that they do not always give the information they want. This is an area the school is reviewing. Many parents want to communicate with the school on a regular basis by telephone, and the limited number of telephone lines restricts this possibility. The school has partially addressed this concern with an automatic answering system but recognises that this still needs improving. Weekly sessions with the speech and language therapist are providing opportunities for parents to be more confident to use signing to communicate with their children and also to support their learning at home. Overall, parents are impressed with the care that the school takes of their children. The pupil/parent counsellor is able to visit pupils' and students' homes if necessary and to help parents with specific problems. The daily routine of escorts reporting messages to the school office is a good link between home and school.
41. Information to parents in annual written reports is satisfactory and meets requirements, but a number of parents are concerned that teachers are not always present at annual review meetings to answer their questions. Staff absences have made it difficult for this to be possible on every occasion. As there have also been no consultation or open evenings yet for parents, a number of parents consider that they are not receiving sufficient information from the school on their children's progress. Regular newsletters give a lively picture of what is happening in the school on a weekly basis, provide opportunities for fundraising, and celebrate what pupils have achieved in and out of school. A recent appeal for the formation of a 'Friends of Greenacre' group has met with a satisfactory response. Parents acknowledge that they always get a friendly reception at school, with a well-equipped room set aside for their use.

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

42. In the short time since it opened, the school's leadership has undergone a series of changes, largely stemming from the headteacher's sudden illness. Immediately after this, the deputy headteacher, who was still acquiring the skills needed to fulfil her own responsibilities, rose to the challenge of assuming the role of acting headteacher. In partnership with the governors and other senior staff, she made sure that the school continued to run smoothly, so that pupils' education and care were not affected. However, in order to move the school forward at the necessary pace, the governors recognised the need to recruit a leader with experience of running a large school. As a result, the current acting headteacher was appointed. This has proved to be an excellent move. Building on the work of the headteacher and the deputy headteacher and through very strong, informed and confident leadership, the acting headteacher is ensuring that staff have a clear focus for their work, are provided with the support they need and are kept well informed. Consequently, planned developments are taking place and staff feel secure, involved and enthusiastic. During the inspection, teaching and support staff made it very clear that Greenacre is one school and not the remains of the three previous ones. They are looking forward and are committed to providing the best possible quality of education for all pupils. This high level of morale is a significant achievement, which owes much to the professional and personal attributes of the current acting headteacher.
43. The deputy headteacher and assistant headteachers responsible for the primary and post-16 departments provide very effective support and fulfil important roles. The deputy headteacher has responsibility for a large number of important aspects of the school, for example oversight of the curriculum and timetables, co-ordination of

classroom and lunchtime support staff, developing links with other schools and staff development. Even without her teaching role (currently suspended) these responsibilities are onerous, given the size and complexity of the school. There is no clear ownership of certain tasks, for instance taking responsibility for behaviour management or for co-ordinating the provision for special educational needs. Additionally, a few staff roles overlap (such as those for careers and work experience) and teachers' subject responsibilities are not all of equal weight. There is a need to review responsibilities in order to make the most efficient use of teachers' expertise and time.

44. The construction of the school improvement plan was managed effectively by the deputy headteacher during the time of her acting headship. It successfully involved all staff – either as subject leaders or as part of a team or department. The planned actions are clear and appropriate and responsibilities and timescales are identified. It provides a useful guide for the work of the school during the current year. However, there is no written plan for developments in the longer term, and this is a weakness. At present, for example, all subjects are moving forward together, with no indication of the school's priorities or where financial resources, non-contact time and other support need to be focused.
45. The acting headteacher has introduced formal procedures for performance management and has ensured that most teachers have been observed in the classroom, either by herself or an adviser from the local education authority. Training has been provided for the senior staff and they too will shortly begin to carry out observations. Subject leaders have yet to become involved in this aspect of their role. As a result of the acting headteacher's visits to classrooms, individual teachers have been provided with advice and support, leading to improvements in their practice. Subject leaders have worked very hard to establish programmes of work and they make regular checks of teachers' planning and pupils' and students' learning, building up very useful portfolios of work in each subject. In a few subjects and areas, developments are being delayed by the long-term absence of a few members of staff. This is especially significant in the secondary department (where the relevant assistant headteacher has been absent for some time) and in information and communication technology. Appropriate interim arrangements have been made, but teaching and learning in these areas are inevitably being affected adversely. Additionally, the absences mean that all staff are not developing their leadership and management roles at the same rate. The acting headteacher and chair of governors are well aware that staffs' return to work will need to be managed carefully and are planning for this.
46. The governors are led effectively by an experienced and knowledgeable chair. They are fully conscious of the areas of their work in need of development, such as the structures for checking that plans and policies are implemented. However, they are equally certain that their priorities have, until recently, been to ensure that the leadership and management of the school are secure. Governors have carried out this role very well. They have useful and relevant experience and expertise and are extremely supportive, well placed to move on from 'fire-fighting' to establishing more formal mechanisms and structures to develop further their role.
47. Senior staff and governors are very conscious of their responsibilities to all pupils and they demonstrate that each one is valued equally. For example, special arrangements are made when individual pupils have needs that cannot be met by the school's regular timetables or class groupings. Information is being built up about how well individual pupils are learning and making progress. Discussions are taking place with the local education authority to establish suitable targets for groups of pupils to achieve and to enable the school to compare its performance with similar schools. The school's leaders have established very good working relationships with other

professionals, such as therapists. These partnerships are having a very positive impact on pupils' learning and wellbeing.

48. The strategic use of resources, grants and other funding is satisfactory. Educational priorities are supported through satisfactory financial planning which is linked to the school's one-year improvement plan. However, the budget has been affected by the need to pay an acting headteacher. Additionally, the local education authority is still considering the most appropriate method of allocating funds to the school and is aware of the current deficit budget. The bursar ensures that the financial administration systems are very good. The governors, headteacher and senior managers review the school finances very regularly. At the time of the inspection the school had not had a financial audit by the local education authority. The school ensures specific grants are used for their designated purpose and this has a very positive impact on the education of the pupils throughout the school.
49. The principles of best value are applied satisfactorily. The school compares costs and quality to ensure maximum efficiency. It engages in competitive tendering, and staff are required to justify their use of resources and identify further needs for their subjects. Administrative staff are professional, welcoming and efficient.
50. There are sufficient, well qualified and experienced staff to meet the demands of the curriculum and the very diverse needs of the pupils. The high staffing levels in many lessons have a positive impact on the quality of education provided and on the achievement of the pupils and students. This is especially evident in practical lessons, such as art and design, design and technology and science, when pupils and students work very closely with an adult on an individual or small group basis, so they are involved in activities as much as possible.
51. Clear staffing structures are in place so that staff know their immediate colleagues and managers well. The class teams are very supportive of each other. Hence, despite high levels of absence recently, the impact of temporary or non-familiar staff in a lesson is reduced due to the consistency offered by the rest of the team. Good systems for the professional development of all staff are in place. These are closely linked to the school's improvement plan, and also to individual staff needs. Learning support staff have equal access to training opportunities. They feel valued and understand that they are important members of the team. Systems for introducing new staff are clear, with mentoring a key feature where needed.
52. The accommodation is good. All parts of the building are accessible to non-ambulant pupils. The corridors are wide and roomy. The doors are wide enough for easy wheelchair access and there is a handrail running the length of all corridors to enhance and support pupils' mobility around the school. The building is well maintained and very clean, due to the hard work of the site manager and his staff. All rooms, including the hydrotherapy pool, have alarms which staff can use to summon assistance when required.
53. There is a large hall, which is used for physical education, assemblies, drama, music and as a dining area. The food technology and design and technology rooms have adjustable benches, tables and furniture. The classroom used for some music lessons is small for this purpose. However, a performing arts suite is to be built imminently, and this will alleviate the situation. There is a large information and communication technology room, complete with interactive whiteboard, and a technician who works full time during term time. There are speech therapy rooms, a medical office and medical room, soft-play room and three light and sound rooms. The post-16 students have a discrete area in the school as well as two houses in the community, which are used very effectively. The science room is inadequate for

secondary-aged pupils which results in these pupils missing out on valuable experiences.

54. The hydrotherapy pool saves pupils travelling offsite to have hydrotherapy. However, a minor area for development is the poolside shower. At the moment the fixed showerhead does not allow pupils to shower effectively before entering or leaving the pool. The children in the nursery and reception years benefit from a well-organised learning environment which includes easy access to the hydrotherapy pool. Resources are of a good quality, but storage facilities are limited and this restricts the space available for classroom activities. The outside play area is well equipped but the school is fully aware that the present hard play surface is unsuitable for young children. The outside play space does not include a shaded area where children can play out of the direct sunlight.
55. Overall, resources for teaching and learning across all subjects are satisfactory. They are good for physical education and music, but unsatisfactory for science, mainly because of inappropriate teaching accommodation. Good use is made of community resources, such as the local swimming pool and leisure centre, to extend pupils' and students' experiences.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. In order to raise standards further, the headteacher and/or acting headteacher, staff and governors should:
- 1) Improve achievement in information and communication technology by:
    - securing effective co-ordination of the subject;
    - improving the curriculum so pupils spend sufficient time on each aspect;
    - developing a programme of work to ensure pupils' learning builds on what they have learned already;
    - making sure that, in all subjects, pupils have opportunities to practise their information and communication technology skills.  
(paragraphs 3, 18, 21, 108-110, 112)
  - 2) Develop and put in place a programme of careers education, work experience and links with colleges for pupils in Years 10 and 11.  
(paragraph 23)
  - 3) Agree a whole-school policy to promote the use of signing to help pupils and students to communicate and take part in lessons. Provide staff with any necessary training.  
(paragraphs 18, 25, 59, 68)
  - 4) Build on and extend the current one-year school improvement plan by developing an outline plan for the next few years. Ensure that:
    - priorities and the school's direction are identified clearly;
    - as a minimum, all staff and governors are involved in developing the plan;
    - the plan identifies opportunities for subject leaders to build up a picture of the quality of teaching and learning;
    - staff responsibilities are reviewed, to ensure that these are allocated equitably.  
(paragraphs 43, 44, 45)
  - 5) Provide pupils and students with suitable opportunities to continue their learning through homework that is appropriate for their age and learning difficulties.  
(paragraphs 20, 39)

In addition, the following issues should also be considered for inclusion in the action plan:

- A) Develop the facilities for science so that they are suitable for secondary-aged pupils.  
(paragraphs 28, 53, 80)
- B) Ensure that higher attaining pupils are provided consistently with work that challenges them to try hard and achieve well.  
(paragraphs 6, 18, 81)
- C) Provide more opportunities for pupils with profound and multiple learning difficulties to mix with and learn alongside those with severe learning difficulties.  
(paragraphs 9, 25)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	113
Number of discussions with staff, governors, other adults and pupils	56

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	21	46	43	1	1	0
Percentage	1	18	41	38	1	1	0

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	165
Number of full-time pupils known to be eligible for free school meals	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	10.59

#### 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***

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
164	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
1	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)	21
Number of pupils per qualified teacher	7.8
Average class size	9.1

#### **Education support staff: YN – Y13**

Total number of education support staff	70
Total aggregate hours worked per week	2118

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
	£
Total income	1,312,706
Total expenditure	1,421,950
Expenditure per pupil	9,057
Balance brought forward from previous year	109,244
Balance carried forward to next year	-109,244

This significant deficit is owing to the school's income still being finalised during the first months of its existence.

## Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	165
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	0	0	3
My child is making good progress in school.	44	50	2	0	3
Behaviour in the school is good.	35	48	3	0	13
My child gets the right amount of work to do at home.	21	31	21	5	15
The teaching is good.	58	39	0	0	3
I am kept well informed about how my child is getting on.	47	35	13	3	2
I would feel comfortable about approaching the school with questions or a problem.	68	31	2	0	0
The school expects my child to work hard and achieve his or her best.	47	47	0	2	3
The school works closely with parents.	40	44	8	5	2
The school is well led and managed.	40	37	11	2	8
The school is helping my child become mature and responsible.	40	48	3	2	3
The school provides an interesting range of activities outside lessons.	35	26	13	5	21

Percentages do not add up to 100 where not every parent responded to the particular statement.

## **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**

57. The school makes good provision for children in the nursery and reception years. Children's progress in lessons is frequently good, in line with the quality of teaching. Overall, their achievement is satisfactory. This is because work is still ongoing to develop the curriculum in order to meet the full range of the children's needs and to further improve their achievement.

#### Key strengths

- Teachers are skilled at ensuring that lessons involve children of all abilities.
- Children have good opportunities to make choices and decisions.
- Children frequently make good progress in lessons.
- Classroom support staff make a good contribution to children's learning.
- Behaviour management is calm, firm and consistent.

#### Areas for improvement

- Signing is not used consistently to help children to learn and communicate.
- The curriculum requires further development in order to meet the full range of children's needs.

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

58. Children's social skills and understanding are developed and reinforced well throughout the school day. This is an effective means of promoting learning and accounts for the good gains children make in this area. The teaching is good and is well supported by the positive attitudes of teachers and support staff who are unfailingly patient, calm and involved. Consequently the children trust the adults, enjoy being with them and are ready to learn. Occasional instances of challenging behaviour are calmly and firmly managed. Children understand the school routines and follow them as well as they are able. They are encouraged to make choices in many areas of the curriculum, and higher attaining children are learning to select activities and resources with minimal help. Snack times provide good opportunities for the children to share drinks and biscuits or fruit, and to be part of a group in which everyone takes turns. Large switches are well used to enable those with profound and complex needs to greet each other. There is an appropriate emphasis on promoting children's independence and they are usually encouraged to try to do things for themselves. However, occasionally, staff step in with help too quickly and restrict children's efforts.

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

59. All children make at least satisfactory progress in this key area of learning because teaching is frequently good. When signing and symbols are used routinely, achievement and progress are good and children become increasingly confident to respond to questions and prompts in discussion. However, staff do not make full use of opportunities for signing, limiting children's opportunities to communicate. Children answer to their names, either orally or by non-verbal signals, listen to stories attentively and use books for pleasure. Higher attaining children anticipate and join in with repetitive phrases in familiar stories and songs. The teachers and classroom assistants read stories expressively and make good use of props, such as glove

puppets and other toys, to involve children of all abilities and to promote their understanding. The use of a sand tray to encourage children to form letters is effective, and higher attaining children make purposeful marks with a pencil or crayon. A minority of children can recognise their own names in written form.

### **Mathematical development**

60. Children frequently make good progress in lessons, because they are taught well. Over time, they achieve a satisfactory standard. Numeracy skills and basic mathematical concepts and language are taught through a wide range of classroom activities, including number rhymes and songs and exploratory play. Counting activities and the language of colour, size, shape and position are well used by staff as part of the daily classroom routines. Children complete simple tasks involving matching, sorting and sequencing skills. Higher attaining children confidently count to ten and are beginning to write numbers. Those with more complex needs benefit from opportunities to explore colours, textures and shapes, and show pleasure when helped to place one brick on top of another.

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

61. Achievement and progress in this area of learning is satisfactory overall, in line with the quality of teaching. Children begin to understand the passing of time when they talk about important events such as birthdays, and they become increasingly aware of classroom routines. They explore the world around them through activities that use all their senses as, for instance when they experience the smells, tastes and textures of a range of herbs, or mix and shape dough to make gingerbread men. Higher attaining children learn how to use the mouse or a few keys to change images on a computer screen. Those with more complex needs benefit from using special switches to interact with equipment in the light and sound room. Through outings to places in the local environment, the children increase their awareness of the world outside school.

### **Physical development**

62. Children make steady progress in physical development. In lessons their progress is often good, because they are taught well. The sessions they have outside and in the soft play area and the ball pool promote general physical development through running and jumping, climbing, riding bikes, pushing trolleys and playing with balls and other equipment. The staff take every opportunity to maximise the children's independence in activities such as eating and dressing. Physiotherapy sessions make a valuable contribution to the physical development of children, as do their visits to the hydrotherapy pool. A recently introduced programme of movement and communication activities, taught jointly by the class teacher, a speech and language therapist, a physiotherapist and an occupational therapist, is contributing significantly to the physical, personal and social development of children with complex learning and physical difficulties. Children benefit from the many opportunities they are given to increase their control of small pieces of equipment, such as pencils, construction toys, switches and a computer mouse and keys.

### **Creative development**

63. Children's achievement in creative development is sound. Because the teaching is good, their progress in lessons is often good. Children experiment with colour and texture when painting with fingers or brushes, make collages and are beginning to use information and communication technology in their artwork. Printing with potatoes and sponges widens their experience of a range of media, and they enjoy mixing flour and water and using the dough to form shapes. Music is well used throughout the day to

promote children's personal and social skills and their literacy and numeracy development. They enjoy singing songs and jingles and many join in enthusiastically with the appropriate actions. Children of all abilities are intrigued by the sounds they find they can make with percussion instruments, and higher attainers discover with delight that they can vary the speed and volume of their playing.

64. The provision is well led, and staff within each class work as effective teams. Plans are in place for the teachers to be more closely involved in joint planning. Good links are maintained with parents through the home/school diary system and by telephone calls. Parents provide invaluable support through their help during hydrotherapy sessions and on outings into the community.

## ENGLISH

65. The quality of the provision is satisfactory. Teaching is good overall and is occasionally very good. As a result, pupils are making good progress in speaking and listening, reading and writing. Their achievement is satisfactory, because the curriculum is still being developed and insufficient use is made of signing to fully meet the needs of all pupils.

### Key strengths

- Library skills are taught well and increase pupils' interest in books.
- Computers are used well in the library and with pupils who have profound and multiple learning difficulties, to raise achievement in reading.
- 'Storysacks' stimulate younger pupils' interest in reading.
- Support staff make good contributions to ensuring that the learning needs of pupils are met.
- Speech and language therapists are taking a leading role in promoting the use of signing to help pupils to communicate.

### Areas for improvement

- Lessons in Years 7 to 11 do not always meet the needs of all pupils.
- Lessons do not always start promptly.
- The teaching of drama needs further development.
- The use of information and communication technology as a teaching resource is underdeveloped.
- The co-ordinator requires time to find out about the quality of the work of other teachers.
- Not enough use is made of signing to help pupils to communicate and learn.

66. During Years 1 to 6, pupils' progress during lessons is consistently good. Teachers make good use of the methods promoted by the National Literacy Strategy, for example opportunities for whole-class and small-group activities. In the best lessons, they provide a variety of activities and use a range of learning resources. For instance, in a lesson for pupils in Years 3 to 6 with profound and multiple learning difficulties, the teacher used a 'storysack' to tell the story of 'Goldilocks'. The 'storysack' contained articles such as large-, medium- and small-sized teddy bears, chairs and bowls with porridge. Pupils entered into the spirit of the story and tasted the porridge, expressing their likes and dislikes through speech and signing. High quality decision-making and very good speaking and listening resulted. The teacher and a support assistant read to pupils in a way that motivated them to listen very carefully. Pupils began to anticipate what was going to happen – when Father Bear returned, the boy holding him took the bear to the centre table to join the action. There was a great deal of drama implicit in the teacher's delivery of this lesson. However,

the teaching of drama across the school needs further development. At present, there is a small amount of role-play, including an ambitious enactment of a wedding. Information and communication technology is used well in a minority of classes but the use of computers to help pupils learn is largely underdeveloped.

67. Pupils with autistic spectrum disorder made satisfactory progress in a lesson focusing on their individual targets. Work was well matched to their needs – for example, matching photographs to symbols and making marks on paper. One pupil looked at books independently for several minutes, holding them correctly and turning the pages. However, symbols are not used enough to help pupils to anticipate the structure of their day. Additionally, staff do not repeat familiar phrases sufficiently to enable pupils to respond with confidence.
68. In Years 7 to 11, progress in lessons is generally good. Pupils with profound and multiple learning difficulties make particularly good progress in lessons supported by speech and language therapists, with lots of signing to support their communication. For example on one occasion pupils in Years 8 to 11 were stimulated by resources such as a stretchy ring, which they wiggled and pulled in time to songs such as ‘What shall we have to drink today?’ They tried hard to speak and sign ‘Yes’, when offered a turn. However, signing is not well developed across the school and needs to be used more consistently for many pupils to gain full access to, and understanding of, the teaching. Where computers are used, they provide pupils with access to a wide range of literacy skills, for example during a good library lesson for pupils in Years 7, 8 and 9. There are times when the needs of the highest and lowest attaining pupils are not being fully met by the content of the lesson. In a Years 10 and 11 lesson for pupils with severe learning difficulties, the higher attainers showed that they had gained understanding and knowledge of Antarctica, from a ‘big book’. They wrote good diaries of their imagined lives in the frozen south. One pupil read her excellent contribution to the class. However, the lesson failed to interest the lowest attainers. It was taken by a teacher covering for an absent colleague and did not meet the learning needs of these pupils. They became bored and frustrated and one of them stormed from the room. The work of the oldest pupils is not yet externally accredited.
69. The leadership and management of the subject are satisfactory. The programme of work for English is still being developed to ensure that it provides support for teachers in meeting the needs of all pupils. There are times when lessons do not begin promptly, as was the case when an assembly over-ran. On another occasion a visiting school arrived late to use the hydrotherapy pool, resulting in Greenacre pupils missing part of their literacy lesson. There are strengths in the use of speech and language therapists, classroom support assistants and the use of the library as a resource to develop reading and a love of both fiction and non-fiction. The co-ordinator has not yet had opportunities to visit classrooms in order to gauge the quality of teaching and learning or to consider pupils’ use of literacy in other subjects.

## MATHEMATICS

70. The provision for mathematics is satisfactory, although the quality of teaching is often good. During Years 1 to 9, pupils make good progress in lessons. In Years 10 and 11, progress is satisfactory. Achievement is satisfactory throughout, because the curriculum is still being developed.

### Key strengths

- Teachers generally make good use of the information they have gathered about pupils’ learning.
  - The recommendations of the National Numeracy Strategy are used well in many lessons.
  - Support staff make effective contributions to pupils’ learning.
- 
- Computers are not used sufficiently to help pupils learn.
  - The co-ordinator has not had opportunities to visit classrooms to see how well mathematics is taught.

71. During Years 1 and 2, pupils work alongside those in the nursery and reception years. Teachers take great care to ensure that work is closely matched to pupils' individual needs, making effective use of their individual targets. During one lesson, a higher attaining pupil independently counted up to ten objects in a picture and wrote down her answers. A support assistant worked with a pupil with profound and multiple learning difficulties, encouraging him to match one of two pictures to articles such as a doll or a bunch of keys. Gradually, the challenge was increased, so he began to choose from three pictures. In most lessons, staff make good use of signs to help pupils to understand and communicate. They make very useful notes about pupils' learning, as and when it occurs during lessons. Teachers make good use of this information when planning lessons, leading to pupils' good progress.
72. Pupils continue to learn well during lessons in Years 3 to 6. Here, teachers take particularly good account of the lesson structure described in the National Numeracy Strategy. For example, lessons generally begin with a session involving the whole class, sharing a story about colours or counting together. Higher attaining pupils are able to recognise numbers from one to twenty and find the number missing from a sequence of one to ten. They know the names of simple two-dimensional shapes and a few are able to solve addition problems with numbers to ten. Pupils with profound and multiple learning difficulties are beginning to react when the number of objects, such as model cars, is altered.
73. The pupils in Years 1 to 3 with significant autistic spectrum disorder experience songs involving numbers, for example 'Five Speckled Frogs'. Higher attaining pupils are able to make a choice from two symbols, showing that they understand the concept of 'one'. The teacher makes good use of resources, such as toy frogs, but too much time is spent encouraging pupils to sit together as a whole class. At present, most pupils are unable to concentrate for too long.
74. During Years 7 to 9, higher attaining pupils are learning to handle larger numbers and they are taught well. For example, in one very good lesson, pupils counted mentally up to 20 and down again. The teacher was very enthusiastic and this motivated pupils to get involved and try hard. Her questions were particularly well matched to each pupil's needs, ensuring that they were each able to be thoroughly involved and make very good progress. When sorting cubes according to their colour, a lower attaining pupil was asked 'Have you any greens? How many?' For another pupil, with better communication and numeracy skills, the question was 'How many greens have you got?'
75. Higher attaining pupils in Years 10 and 11 are making satisfactory progress in lessons, in line with the quality of teaching. Here, the work is less closely matched to pupils' individual needs. This also means that the pace of the lesson slows down, because those who find their work too difficult demand attention from the teacher and support staff. Nevertheless, pupils continue to become more adept at handling numbers, tackling addition, subtraction and multiplication and using numbers to 20. They learn to measure accurately, using trundle wheels and rules, because teachers provide suitable practical activities. At present, pupils' work is not externally accredited.
76. In Years 7 to 11, pupils with profound and multiple learning difficulties are taught in mixed age classes. They make good progress, through well-chosen activities which stimulate pupils to respond and learn. For example, in a good lesson, pupils were involved in a range of experiences related to colours and numbers. The teacher and

support staff, working closely together, continuously reinforced their learning. As a result, their responses were becoming slowly more consistent.

77. The leadership and management of mathematics, by the knowledgeable co-ordinator, are satisfactory. Assessment procedures are good. Teachers currently plan programmes of work for their classes without the support of a whole-school framework to ensure that all pupils learn in a structured way as they move up through the school. At present, insufficient use is made of computers to help pupils to learn. Teachers take advantage of opportunities to incorporate numeracy in other subjects, but such use is not planned consistently. The co-ordinator has not yet been allowed time to check the quality of teaching and learning across the school.

## SCIENCE

78. The provision for science is satisfactory overall. Pupils make satisfactory progress over time. Boys and girls learn equally well. The quality of teaching and learning is satisfactory overall. Primary-aged pupils learn well in lessons, because the quality of teaching is mainly good.

### Key strengths

- The quality of teaching and learning is good in Years 1 to 6.
- Teachers make good use of the limited range of resources.
- Links with a secondary school lead to very good learning in one higher attaining secondary class of mainly Year 9 pupils, because they have access to specialist teaching and facilities.
- Learning opportunities have been well planned by the co-ordinator to meet National Curriculum requirements.

### Areas for improvement

- Accommodation and resources are unsatisfactory, especially for teaching science to secondary-aged pupils.
- There is currently no external accreditation for pupils in Year 11.
- Lessons do not always challenge higher attaining secondary-aged pupils enough.
- Computers are not used enough to support learning in science.

79. During Years 1 to 6, teachers are creative with the limited resources available, and pupils respond well. The youngest pupils, who follow the Foundation Stage curriculum, very much enjoy the sensory experience of investigating fresh herbs and expressing their likes and dislikes. In this class, pupils with severe and pupils with profound, learning difficulties work together very well, responding very positively to the teacher's infectious enthusiasm. In a class of pupils with severe learning difficulties in Years 3 to 6, pupils respond enthusiastically when they act out the story of the 'Three Little Pigs'. This method helps them to learn well about the properties of straw, wood and brick. Pupils in Years 3 to 6 with profound learning difficulties learn very well about floating and sinking, mixing and dissolving. They experiment using everyday powdered foods familiar to them and have plenty of well-targeted support. Teaching and learning support staff in this lesson have very high expectations and provide tremendous encouragement. One boy responds very positively to his learning support assistant, he concentrates and perseveres, and achieves particularly well. He learns to pull his chair up to the table, hold a beaker of water in one hand, then spoon in and stir powdered foods, and look intently at what happens. The achievements of each pupil are carefully recorded by the teacher and the assistants. However, these pupils do not have enough opportunity to learn alongside other pupils.

80. Teaching and learning are satisfactory in Years 7 to 11. The science facilities and range of resources are below the basic standard normally found in secondary



schools. One class of higher attaining pupils, mainly Year 9, do learn very well because they have specialist teaching in a laboratory in a local secondary school. They can use Bunsen burners to compare fuels, such as coal, wood, wax and paper. They can write down the results of their experiments, then decide which fuel is the best. There is a good level of support in the laboratory but staff are very effective in standing back and allowing pupils to work independently. Six other secondary classes have no access to these specialist facilities. As a result, the development of their practical skills and experience of materials and physical processes is held back. In Year 10, higher attaining pupils who have reached National Curriculum attainment Level 4 in the Year 9 national tests, underachieve. For example, they repeat work about everyday appliances that use electricity, when they are capable of more challenging work. Currently, the science course in Years 10 and 11 is not externally accredited. Units of work towards an entry level certificate are, however, being considered. In the sound and light room, secondary-aged pupils with the most profound learning difficulties learn well how to track bright lights. They learn that when using switches there will be a response. They have no opportunity, however, to work alongside pupils in other science classes.

81. In spite of the limitations imposed by the unsatisfactory accommodation and resources, pupils make an effort, lessons are good humoured, and relationships are good. The management of pupils is good so time is used well. Pupils' achievements, however small, are recorded. The subject is satisfactorily led and managed. The co-ordinator has developed good long- and medium-term plans that meet statutory requirements, and has established a consistent approach to assessment and recording procedures in the secondary department. The co-ordinator is now working towards a consistent approach to assessing and recording achievement across the primary and secondary departments, so that pupils' progress over time can be tracked effectively.

## ART AND DESIGN

82. The provision for art and design is satisfactory across the school and leads to satisfactory progress in lessons and over time.

### Key strengths

- Teachers record pupils' achievements carefully and this enables their progress to be measured as they move up through the school.
- Support staff make important contributions to lessons.

### Areas for improvement

- Not enough use is made of computers to support pupils' learning in art and design.
- Pupils in Year 11 do not have their work externally accredited.
- The curriculum does not provide pupils with enough opportunities to learn about the art of other cultures.

83. Pupils throughout the school enjoy their art and design lessons and are proud of their achievements. They join in willingly with the broad range of activities planned. Younger pupils in Years 1 and 2 benefit from a sensory approach to art and design that enables them to explore and investigate paint, materials and techniques for themselves. For example, during the inspection, pupils were using their fingers, brushes and sponges to create gingerbread men linked to their literacy story. They have many opportunities to paint pictures, create collages and use simple tools. For example, higher attaining pupils show that they are beginning to mix paint and to print using vegetables.

84. In Years 3 to 6, teachers plan effectively to encourage pupils to be independent. They begin to mix colours and they use stencils to develop a 'space' topic in a creative way. Higher attaining pupils combine materials to create an effect. For example, they put pieces of cellophane together to create a new colour. Lower attaining pupils explore texture and shape with their hands and make choices as they work with adults to create a collage. Pupils with more profound difficulties respond appropriately to the sights and sounds of materials. They move their hands or bodies as they explore resources – for example, scrunching paper independently.
85. During Years 7 to 11, due to absence, art and design is currently being taught by temporary teachers, but the good staff support teams in classes provide a solid base for the pupils and help for each other. They provide an appropriate range of activities and promote positive attitudes to art and design through encouragement and discussion. Just occasionally, lessons lack clear direction and this means that pupils work at too slow a pace and are not sufficiently challenged to do more. In Years 7 to 9, pupils of higher attainment show a good response to art and design. They develop their skills through paint, collage, three-dimensional materials and line drawings. They have studied the work of the artist Gustav Klimt, and have used paint to develop backgrounds in his style. They draw recognisable pictures with appropriate proportions, such as black and white drawings of their new school, using a shading technique. Lower attaining pupils explore and experiment with liquid paint. They choose the colours they want to work with and spread the paint with their hands to make a class picture.
86. In Years 10 and 11, pupils benefit from the use of the good art and design room as they continue to develop their skills. They undertake a suitable range of art and design projects and make effective use of natural resources as they create pictures to hang on the wall. They use twigs and string effectively to create a frame and find pictures on the Internet to stick in the middle. The lack of appropriate accreditation for this age group is a weakness, however, and inhibits pupils' self-esteem.
87. The leadership and management of art and design are satisfactory. The deputy headteacher is currently standing in for the co-ordinator, who is absent. A good start has been made in the implementation of an appropriate curriculum. One of the most positive features is the way in which teachers are carefully annotating pupils' work, so that their achievements can be measured and tracked over time. Insufficient use is made of computers in support of art and design and this reduces pupils' opportunities to develop understanding of how to communicate their ideas in a different way. This is a particular weakness for those pupils who find it difficult to work with their hands. Pupils do not yet have enough opportunities to learn about art from other cultures and countries.

## **CITIZENSHIP**

88. Citizenship is taught to all pupils in Years 7 to 11. The provision is good. Currently, the quality of teaching is satisfactory and pupils are making satisfactory progress as a result.

### **Key strengths**

- The subject makes a good contribution to pupils' moral and social development.
- During lessons, pupils are encouraged regularly to practise their speaking and listening skills.
- The programme of work helps pupils to develop the skills they need for everyday living.
- The involvement of the community supports the subject well.
- Citizenship complements the personal, social and health education curriculum, which is also well planned.

#### Areas for improvement

- Lessons move at a steady pace but there is not enough extension work for higher attaining pupils.
- Opportunities for pupils to learn about citizenship through other subjects have not been identified.
- Computers and the Internet are not used enough to give pupils experiences of the wider world.
- The lack of a school council restricts pupils' opportunities to learn about some aspects of citizenship in a practical way.

89. During the inspection, teaching and learning were satisfactory, although pupils are making good progress over time, because the curriculum is well planned. Individual lessons tend to move along relatively slowly and the highest attaining pupils do not always receive the necessary additional challenge. Teachers do not plan sufficiently for pupils to use computers to support their learning.
90. In Years 7 to 11, pupils learn about themselves as part of a community. They look at themselves as a class, then as part of the school and then as part of the wider world. During one lesson, lower attaining pupils with severe learning difficulties in Years 7 to 10 walked around the school, examined photographs of pupils outside classrooms and were able to understand that those pupils were part of a particular class group. They looked at the medical room and the nurse talked about her job and how she was part of the community; they were particularly interested in the stethoscope. Most pupils were able to find their own way back to their classroom. They have already completed written work about themselves in the classroom and a support assistant took photographs of the areas they visited, as stimulation for future written work. During another lesson, the same pupils consolidated their understanding of healthy living. The lesson was focused on exercise and how to keep healthy and pupils showed a good understanding of what exercise does to their body. For example, one pupil explained that exercise 'makes your heart beat fast'.
91. Pupils find out about people who help them, keeping safe, including saying 'No' to strangers and safety rules in the home. There are individual programmes for pupils with profound and multiple learning difficulties, based on sensory experiences such as feeling for objects in a bag.
92. Co-ordination of citizenship is by the personal, social and health education co-ordinator, who has made a good start with a new subject. She is trying out materials for a national organisation to promote citizenship, built on the conviction that citizenship education can be delivered effectively for pupils with special educational needs. As yet, the contribution of other subjects to citizenship has not been identified.

## DESIGN AND TECHNOLOGY

93. The provision, including the quality of teaching, is good. Pupils are currently making good progress. This is a result of good teaching and lessons that motivate students to achieve well in a subject that is important to their future independence.

#### Key strengths

- Pupils work very hard, because they are very interested in their lessons.
- Teachers have high expectations.
- The subject is well led and managed and is moving forward very quickly.
- Pupils make particularly good progress in resistant materials technology lessons, because they are taught very well.

#### Area for improvement

- A detailed programme of work is not yet complete for all material areas, for example textiles

94. The curriculum is well structured and teaching is good and, as a result, pupils are making good progress. This is a consequence of the strong leadership and subject expertise of the co-ordinator. Designing and making activities make a constructive contribution to pupils' learning to communicate and to developing mathematical, physical, personal and social skills. In all of these respects pupils, by the end of Year 6, are achieving well because of the effective teaching they receive. For example, pupils with severe learning difficulties, in a good Year 5 lesson, compared old and new recipes and selected appropriate equipment and techniques to bake scones. They learned about how to weigh and mix ingredients, taking care to wash their hands between each stage of the mixing process. Support staff followed the teacher's good quality planning, using questions effectively to check pupils' understanding.
95. The quality of teaching is good overall. Lessons are very well planned and the support staff work hard to ensure that all pupils can fully benefit from the lessons. Teachers and support staff know the pupils well and work confidently in supporting the wide range of abilities displayed by pupils. For example, pupils in Years 4 to 6 with profound and multiple learning difficulties enjoyed pushing over a brick tower as they explored different materials. Relationships are very positive and supportive, making lessons interesting and enjoyable for pupils and staff alike.
96. In Years 7 to 11, the teacher chooses activities carefully and structures them well, based on good knowledge of the full range of pupils' needs. He ensures that those pupils with profound and multiple learning difficulties receive effective additional in-class support. These arrangements give all pupils good opportunities to learn how to follow instructions in a logical sequence, use simple tools correctly and complete tasks successfully and safely. This approach works well and has a positive impact on the standards pupils achieve. For example, in a good lesson seen with higher attaining pupils in Years 8 and 9, the teacher maintained a brisk pace in explaining clearly step by step how to design and shape a pendant using plastic. All pupils understood the designing sequence and showed great pleasure in showing off their completed pendants. In another lesson, a group of pupils with profound and multiple learning difficulties were involved in choosing the materials for a soft toy, for example pointing with their eyes at the filling they wanted to use.
97. The subject is well led and managed by the co-ordinator. He is very well organised, well qualified and experienced, and has undertaken further training whilst at the school. He has a clear view of pupils' standards of achievement, and has developed a good system of assessing how well they are learning. Good development work has resulted in a detailed programme of topics to be covered in each year, to which all staff teaching the subject can refer as an aid for their individual lesson planning. Further work is now needed to develop a detailed programme of work for textiles, and to develop opportunities for higher attaining pupils in Years 10 and 11 to have access to an extended range of externally accredited examinations to fully recognise their achievements. Computers are well used to support pupils' learning. For example, the higher attaining pupils in Years 10 and 11 used a computer aided design program when designing a moving model.

## **GEOGRAPHY**

98. Geography is taught every other term, alternating with history. The provision is satisfactory, as is pupils' achievement. In the small number of lessons observed, pupils in Years 3 to 6 were taught well and made good progress.

**Key strengths**

- Good use is made of the school and local environment to help pupils to learn.
- In Years 3 to 6, teachers make sure that activities are well matched to pupils' needs.
- The co-ordinator has made a good start in leading and managing the subject.

**Areas for improvement**

- The whole-school programme of work requires more adaptation to ensure pupils make good progress as they move up through the school.
- Not enough use is made of computers to support pupils' learning.

99. During Years 1 and 2, pupils explore the school environment and places further afield, such as local shops. Higher attaining pupils are able to return the class register to the school office and locate particular items of food on shelves in supermarkets. Those with profound and multiple learning difficulties follow with their eyes the progress of a moving object and indicate things that they recognise, for instance a favourite book.
100. Lessons in Years 3 to 6 are taught well, with particularly good use of resources, including the environment. As a result, higher attaining pupils are developing a good awareness of plans and maps and how they are used. In one lesson, the teacher explained difficult concepts well, for example 'Maps look down on places'. This prompted one pupil to think hard and describe how, during a plane journey, he had looked down at a town. Pupils with profound and multiple learning difficulties took part in a range of well-planned activities, involving tracks, vehicles and a model shop. The staff were skilled at encouraging all pupils to try to do things for themselves, before offering help. Because of this, two pupils made noticeable progress in pressing a switch to release a toy car. Another worked very hard and eventually grabbed a model sandwich as it went by on a toy train.
101. During Years 7 to 11, pupils build satisfactorily on these early experiences. For example, higher attaining pupils show their better understanding of maps by making a street plan. Teachers provide plenty of opportunities for pupils of all abilities to take part in visits to places in the locality. A system for externally accrediting pupils' achievements in Years 10 and 11 has very recently been adopted.
102. The subject is well led and managed by the enthusiastic co-ordinator. A temporary programme of work has been put in place, to help teachers plan suitable projects. As yet, the co-ordinator has not been able to check the quality of teaching and learning through visits to classrooms. Computers are used insufficiently to help pupils to learn in geography.

## **HISTORY**

103. The provision, including the quality of teaching, is satisfactory. Pupils make satisfactory progress in lessons and over time.

**Key strengths**

- Pupils' learning is enhanced by the use of a range of resources, including visits to local historical sites and museums.
- The opportunity for accreditation has very recently been introduced for pupils in Years

104. Most teachers give a high priority to developing pupils' understanding of the passing of time. This enables pupils to learn to sequence happenings in the school day, birthdays and events over longer periods of time. Consequently, by the end of Year 2, many pupils understand and use simple language relating to the passage of time, for example the names of the days of the week. They recall trips out with their teachers, and understand that although people in their families are different ages, everyone begins as a baby. By the end of Year 6, higher attaining pupils write simple stories about when they were younger and can select toys they played with as babies. Pupils with more complex needs are beginning to make links between actions and their consequences, as was demonstrated when a pupil pressed a switch and a toy car ran down a ramp.
105. Between Year 7 and Year 9, pupils build steadily on this base. They begin to understand how people and events from long ago still have an influence today. They learn why Guy Fawkes is remembered with bonfires, and recognise that conflict between parliamentary factions has been taking place for a very long time. In an effective lesson on World War Two, for higher attaining pupils with severe learning difficulties, the teacher made good use of reference books, poetry and photographs showing the devastation caused by air raids. Her skilful use of questions and prompts encouraged all pupils to become involved, and they responded thoughtfully to the moral issues of war and the social consequences of children leaving their families and living with strangers. Pupils in Years 10 and 11 continue to improve their historical skills. They begin to understand the causes of the Industrial Revolution and some of the changes it brought in the lives of ordinary people. They benefit from opportunities to see and handle old objects and make sensible suggestions as to their possible uses. Teachers do not always ensure that tasks are closely matched to the needs of all pupils. For example, in a lesson for pupils with severe learning difficulties in Years 7 to 10, the task of recording their work by cutting and sticking was too easy for the higher attainers.
106. The subject is well led and organised. The school benefits from the co-ordinator's enthusiasm and subject knowledge. He has not yet had any opportunity to visit classrooms during history lessons and this restricts his ability to identify priorities for development. Information and communication technology is insufficiently used for research, but visits to sites in the area, such as Monk Bretton Priory and Doncaster Museum, widen pupils' experience and enhance their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

107. The provision is unsatisfactory. The curriculum is not suitably balanced and pupils' progress overall is unsatisfactory. Teaching is satisfactory and pupils make satisfactory progress in individual lessons.

Key strengths

- Several teachers provide good quality lessons and experiences for pupils.
- The information and communication technology room is spacious and has the potential to be a very good resource.
- A technician provides useful support for teachers and pupils.
- Pupils have timetabled lessons in the subject.

Areas for improvement

- The absence of the co-ordinator has meant that the curriculum has not developed as well as in other subjects. Teachers do not have enough guidance to help them plan work that builds on what pupils have already learned.
- The curriculum does not include enough work on spreadsheets, databases and control technology, particularly for higher attaining pupils.
- More resources are needed for pupils with profound and multiple learning difficulties.
- Planning in other subjects does not consistently identify opportunities to use information and communication technology.

108. The curriculum is weighted heavily towards communication skills, with not enough provision for the use of spreadsheets, databases and control technology. Although three light and sound rooms are available, sessions are often unfocused and pupils do not always have appropriate individual targets. There is unsatisfactory use of computers in a number of subjects.
109. Teachers make variable use of information and communication technology in Years 1 to 6. In one class, the subject is part of pupils' individual education plans and the teacher gives individual support to pupils while others are in the light and sound room. Although progress during this session is good, not enough time is allowed overall for achievement to be other than unsatisfactory. In a good Year 6 lesson, for pupils with severe learning difficulties, one group made good progress in using a digital camera. By the end of the lesson, they were able successfully to take the photograph and then press the appropriate button to show the photograph on the screen. In a lesson for pupils with autistic spectrum disorder, the teacher's plan was not matched closely to pupils' individual needs, though they were working at very different levels. For example, the highest attaining boy used a mouse accurately to select matching pictures. Others, in the light and sound room, simply looked at revolving lights and bubble tubes without a clear purpose.
110. During Years 7 to 11, pupils use computers for communication and to present their work. In a good Years 8 and 9 lesson in the light and sound room, pupils with profound and multiple learning difficulties used switches to control the bubble tubes and one pupil succeeded in turning on a bright light by moving his head against the switch. Although overall the use of information and communication technology throughout the curriculum is unsatisfactory, there are a number of satisfactory incidences. For example, in an English lesson, for pupils in Years 7 to 9 with severe learning difficulties, the teacher introduced the monitor as part of the computer system and explained that the large whiteboard was showing what was on the monitor. She showed the interactive CD-Rom of 'The Snowman' and the pupils were given opportunities to use the mouse to play scenes from the film. Most teachers are

successfully using computers and the network for their planning, record-keeping and reports and use the digital camera to record pupils' work.

111. Where timetabled information and communication technology lessons took place, teaching was satisfactory and, in some cases, good. In one good lesson with pupils in Years 8 to 11 with profound and multiple learning difficulties, the teacher had organised a variety of activities related to the objectives in their individual education plans. For example, one pupil was able to make a powered car go forwards independently and backwards with help; this activity took place in the corridor outside the classroom as it was linked to her mobility programme. Another was encouraged to investigate cause and effect by using the touch screen. Effective support and prompting enabled her to improve her skills. With help, she was able to put her finger on the screen and wait with excitement for the result. Pupils in a higher attaining Years 10 and 11 class are making good progress in wordprocessing and desktop publishing.
112. The co-ordinator is on long-term sick leave and progress in this subject has therefore been limited. As a result, the use of information and communication technology in the school is inconsistent, with teachers using their own systems of planning and assessment. The pupils often spend far too little time on the computer and therefore make unsatisfactory progress. A temporary co-ordinator is now leading the subject and she is aware of what is needed to improve the situation. She has recently ordered appropriate additional resources, for example alternative keyboards for pupils with profound and multiple learning difficulties. There are plans for an audit of the use of information and communication technology throughout the school. The accommodation is good and teachers benefit from the work of a technician.

## MODERN FOREIGN LANGUAGES

### French

113. Pupils in Years 7 to 11 learn French and the provision is satisfactory. Pupils achieve satisfactory standards. In the lessons observed, teaching and learning were satisfactory.

#### Key strengths

- Pupils enjoy participating in lessons.
- Relationships in class are good.
- Pupils have opportunities to practise their literacy and numeracy skills during French lessons.

#### Areas for improvement

- The teaching and support staff do not speak enough French in lessons.
- There are not enough resources, artefacts and displays of French culture to support learning.
- Computers are not used enough to help pupils to learn.
- Procedures for assessing pupils' progress in listening and responding, reading and writing in French are not yet in use.

114. The quality of teaching and learning in Years 7 to 11 is satisfactory. There is an appropriate focus on listening and responding but no procedures are yet developed to record pupils' achievements in French. Pupils with severe learning difficulties learn to count, use French vocabulary, say short phrases and ask questions in French. They learn greetings, and how to express their likes and dislikes related to hobbies and sports. They enjoy number games where they can listen to numbers spoken in



French and match them to cards bearing those numbers. Pupils do not yet have the confidence to speak whole sentences in French. Learning would be more interesting, exciting and effective if pupils heard more French spoken by teaching and learning support staff. Pupils do, however, enjoy their lessons and make an effort to speak French. The quieter pupils and the higher attaining pupils, are not always challenged enough to contribute in lessons. Pupils in Years 7 to 11 with the most profound learning difficulties are not receiving their full entitlement of French this term. The school is aware of this and has plans to rectify this situation.

115. There is some use of videos and audio tapes to support learning. There is, however, only a narrow range of resources, and no dedicated room for teaching French, so the learning environment is rather impoverished. Information about France, French people, their culture and music, use of artefacts and displays, and the organisation of French events in and out of school, are all under-used. Not enough use is made of computers to support learning in French. Leadership and management are satisfactory. The co-ordinator has developed procedures to assess small steps in progress but these are not yet in use. Planning for the introduction of external accreditation for pupils in Year 11 is underway.

## MUSIC

116. The quality of music provision is satisfactory with some of the teaching and learning being good. As a result, pupils' progress and achievement are satisfactory overall.

### Key strengths

- The teamwork between teachers and support assistants is very good.
- Music is used well in the class for pupils with autistic spectrum disorder.
- Peripatetic teachers enhance the quality of the provision.

### Areas for improvement

- The pace of some lessons is too steady.
- Signing is not used enough to help pupils with profound and multiple learning difficulties to learn and be involved in lessons.
- There are times when lessons do not start and finish as timetabled.

117. For pupils in Years 1 to 6, teaching is good and pupils' progress reflects this quality input. A few lessons are supported by a pianist. In one of these, pupils enjoyed singing 'Clap your hands to the rhythm of the music' and were fully involved. A whole series of instruments were offered to supplement the rhythm. Each pupil was given a choice and selected a shaker or drum with which to follow the beat. At the pianist's suggestion, pupils played loudly or softly, taking their cue from the piano music. The lesson is a short one and pupils are able to maintain their interest and efforts throughout. Pupils with autistic spectrum disorder in Years 1 to 3 respond well to songs and are beginning to take part in the actions. Support assistants help the learning by encouraging the pupils to sing. In one lesson, the choice of music was very lively and encouraged pupils to get involved. One of the pupils was given the responsibility to operate the CD player and select the songs to be sung. This too was a short lesson full of pace and learning for the pupils.
118. In the only lesson observed with secondary-aged pupils, there was a spread of ages from Year 7 through to Year 11 and all the pupils had profound and multiple learning difficulties. The pace of this lesson was slow (the 'Hello' song lasted for 15 minutes) and, at 70 minutes, too long for pupils to remain focused. The theme, 'bonfire night', was a good choice. There was lots of singing and playing of percussion instruments. Pupils listened to an appropriate extract of Handel's music. Support staff worked hard

to motivate pupils, although not enough signing was used. A supporting teacher had no clear role and was insufficiently involved in the lesson and in promoting pupils' progress.

119. The leadership and management of the subject are satisfactory and the policy document for music is a clear statement of intent. The co-ordinator does not have any time to evaluate the quality of the teaching of music in the primary department. There are times when lessons do not begin or end as the timetable suggests, losing valuable time for learning. Several pupils benefit from individual lessons, for example learning to play percussion instruments.

## PHYSICAL EDUCATION

120. The provision, including the quality of teaching, is good. As a result, pupils make good progress and achieve well.

### Key strengths

- The quality of teaching is good, with particular strengths in the quality of relationships and teachers' skilled use of questions.
- Pupils of all levels of attainment work very hard to improve their performance.
- Very good opportunities are provided for pupils to compete in a variety of sporting events outside school.
- Teaching benefits from good levels of specialist knowledge in all activities taught.
- Pupils develop good attitudes towards physical education and sport, and an appreciation of the benefits of regular exercise.

### Areas for improvement

- Information and communication technology could be used more frequently and effectively.
- The co-ordinator has not yet had opportunities to observe the work of other teachers.

121. The quality of teaching and learning is consistently good. In all lessons, the relationship between pupils and adults is very good. Relationships between pupils themselves are also very good, and wherever possible pupils support each other, being quick to applaud each other's successes. Skilled questioning by staff is used very effectively to check pupils' understanding and extend their learning.
122. Pupils of all levels of attainment work very hard in lessons. For example, in a lesson for secondary aged pupils between Years 7 and 11 with profound and multiple learning difficulties, pupils made great efforts to hold, aim and roll Rabouille balls at a target five metres away. Pupils made great progress during the lesson. Their control and accuracy improved considerably and the support and encouragement they gave each other was impressive. Their concentration and effort was only matched by their sheer enjoyment. In another lesson, for pupils in Years 3 to 6, more able pupils with severe learning difficulties showed their skill and determination by walking on balance beams, jumping and climbing on, up and over apparatus. Well-focused praise and encouragement from staff ensured pupils improved their performance. Pupils showed enormous pride in their work.
123. A lesson for pupils in Years 1 to 3 with autistic spectrum disorder, was less successful because the pupils were not yet ready to cope with the freedom of the sports hall. Staff had to work very hard to contain their behaviour.
124. Already, many pupils have had good opportunities to participate in area and national sporting competitions. The school actively participates in the Federation of Disability

Sports Organisation and also Disability Sport England. These links provide pupils with a wide range of opportunities to participate in a variety of activities. There is a high level of involvement of pupils in sporting activities, both in and out of school, including athletics. These help pupils to develop skills and improve their fitness. Organisations in the community provide valuable input. For example, the Football in the Community initiative has resulted in Barnsley Football Club providing coaching and training for older pupils.

125. The quality of teaching and learning benefits greatly from the enthusiasm and specialist knowledge of the subject co-ordinator. She leads and manages the subject well and is keen to share her enthusiasm and expertise with all staff. This has a positive effect on the quality of physical education provided across the school in all activities taught. A good start has been made in the use of information and communication technology for planning, recording and reporting, but this needs to develop further. It has not yet been possible for the co-ordinator to observe the work of other teachers. Hydrotherapy, and the involvement of physiotherapists in lessons, make important contributions to pupils' physical development. Overall, the subject is a strength of the school and makes a positive contribution to pupils' personal development.

## RELIGIOUS EDUCATION

126. The provision is satisfactory. Pupils' achievements are satisfactory overall. The teaching observed was good and pupils made good progress in these lessons.

### Key strengths

- Pupils have positive attitudes and respond well in lessons.
- The teaching is often good.
- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- The curriculum takes good account of the locally agreed syllabus.

### Areas for improvement

- The role of the co-ordinator is not fully established.
- Lessons could be further enriched by having visitors into the school, or by making greater use of visits in the community.

127. It was possible to observe only a few lessons of religious education. The pupils' work effectively reflects the aims of the school. This is done through encouraging friendship and developing in pupils a growing awareness about how different people live and work together. During Years 1 to 6, teachers use carefully planned experiences to help pupils explore the world around them. They are encouraged to develop a sense of sharing and caring for others. For example, higher attaining pupils in Years 3 to 6 learn to appreciate how their actions affect others and develop an understanding of sharing. They are developing moral values when encouraged to sign or say 'sorry' and to appreciate the people who help them by helping when they can. Assemblies are used effectively to support pupils' learning and to develop their awareness that 'God is all around us'. In one lesson, higher attaining pupils in Years 4 to 6 began to appreciate that there are different places of worship, as they compared pictures of a church and a mosque.
128. Pupils in Years 7 to 11 continue to make good progress and continue to learn about the importance of Jesus within the Christian faith. Pupils with profound and multiple learning difficulties begin to develop an awareness of their place in the world and that we are able to enjoy it as a gift from God or from other gods. Through participating in

a variety of activities pupils begin to understand the traditions of these faiths. Overall the quality of teaching and learning is good. The programme of work appropriately includes aspects of Christianity and other religions, focusing on stories, special people, symbols and festivals. Festivals of the major world religions are celebrated, for example Yom Kippur, Ramadan and Divali. Assemblies also reinforce spiritual and moral values by discussion of topics such as 'sharing' and 'our differences'. Pupils in Years 10 and 11 have recently begun following an accredited course.

129. The co-ordinator has made a satisfactory start in her leadership and management role, and has appropriately identified areas for further development within the subject – for example, the need to establish closer links with local churches and other faith groups. The resources are being built up soundly, and the plan of what is to be taught each year is good and based on the locally agreed syllabus. These ensure that religious education makes a positive contribution to pupils' spiritual, moral and cultural development.

## POST-16 PROVISION

130. The provision, including the quality of teaching, is good. Students make good progress in lessons and over time, working towards a range of accreditation.

### Key strengths

- Teaching is often very good.
- Students have good opportunities to develop independence skills.
- The good quality curriculum is tailored to meet students' varying needs.
- There are effective links with the community.
- The staff team is well led and works together very well.
- A good range of accreditation offered to students of all abilities.

### Areas for improvement

- The range of college link courses is limited.
- Teaching is occasionally less than satisfactory.
- Students with profound and multiple learning difficulties do not have opportunities to take part in residential experiences.

131. The post-16 curriculum is distinct and relevant to the students' needs. They are following a wide range of courses leading towards external accreditation, with a very strong and appropriate emphasis on the development of personal and social skills. Students who have the greatest learning needs receive good quality and very caring additional support, enabling them to make the same good progress as others. The curriculum is successful in helping students to realise their full potential.
132. The teachers and support assistants work very hard together to ensure that the students achieve as much independence as possible. During a visit to a garden centre, students with profound and multiple learning difficulties were given ample opportunity to make decisions. For example, plants were regularly rearranged, so students had to make an individual choice, pointing with their hands or eyes. In the local college refectory, the students, all with severe learning difficulties, paid for their own refreshments. The teacher gave them good opportunities to make independent choices and to approach the cashiers on their own. Some of the students have already had a residential experience, where their independence skills were promoted as they practised skills such as clearing tables and making their bed.
133. Teaching is good overall. During the inspection, several very good lessons were observed, but one was poor. Students' achievement is regularly noted and assessed

by the support staff and work is well planned. For example, the teacher's thorough planning to meet the needs of all the students in a very good English lesson resulted in the class being on task for an impressive length of time. Very good use is made of the local community to promote students' literacy, numeracy and personal and social skills. For example, during an excellent numeracy lesson, students visited a local supermarket. When buying 16 yoghurts, one student demonstrated very good numeracy and independence skills. She identified that the '5 for £1' offer meant she could get 15 for £3 and then pay for only one at the full price. When they were at the checkout, students were encouraged to look in their change for the nearest amount of money and not just to give a £1 coin. A very good lesson with a class of students with profound and multiple learning difficulties, focused on a visit to a bowling alley. Those who could collect shoes were equipped with a picture showing shoes of the correct size, so that they could communicate with the staff. The students visit a variety of locations, including two local sports centres and Barnsley Football Club. All students are encouraged to visit and use community facilities as part of their accredited courses.

134. The community is also used well in the good careers education programme. The students have visited a train station, a bus station and other amenities in the locality. The programme includes experience of the world of work and forms part of an accredited course. The students take part in a wide range of work experience placements. In a good careers lesson, the content was relevant, as the students learned what to do on their first day of work experience. They were encouraged to develop personal and social skills as well as prepare for work experience. For example, they talked about how to behave in the work place, not to swear and how to keep safe.
135. The college links programme is improving and there are plans to extend the courses offered. During a very good careers lesson, a group of students with severe learning difficulties experienced a taster course in bricklaying at the construction site at a college of further education. They made good efforts to co-ordinate their movements and to follow the correct techniques. As a result, all students achieved a row of cemented bricks and learned about the skills needed by builders.
136. There is a wide variety of accreditation available, including a youth award scheme, accreditation for lower attaining students and those with profound and multiple learning difficulties, and a skills profile. All students follow similar themes, but the courses provide different levels of challenge and have been clearly mapped by the post-16 co-ordinator. They all cover the key skills of communication, application of number, information and communication technology and personal skills. Courses also include home management, the environment, sport and leisure and the world of work, and all aim to help the student in the transition from school to life in the community. This process is further helped by the school's involvement in the Barnsley project 'Passport to Opportunity', which aims to extend the range of training and education opportunities offered.
137. Personal, social and health education and citizenship are important elements of the curriculum. Students make good progress in a course on 'Life and Living'. There is very good separate accommodation for students with profound and multiple learning difficulties. The conversion of the house is excellent and very good use is made of the facility, for example to help students develop personal hygiene and home management skills. In a good lesson at the school site, students were working towards an 'independence' challenge by learning what to put in a healthy sandwich. Higher attaining students could complete a diagram of healthy and unhealthy foods. Those students using wheelchairs were fully included in the lesson.

138. In English lessons and throughout the curriculum, teachers stress communication skills, social sight vocabulary and how to obtain information. For example, in a very good lesson, students following an accredited course in English are making very good progress. They show a high degree of reading, writing and listening skills. They are able to read words such as 'ticket inspector' and they know what that means, 'He checks if you have a ticket.' In mathematics, teachers make sure that the students can apply their knowledge to everyday situations. Higher attaining students show some understanding of using the 24-hour clock and can find out the price of everyday items and compare prices at different supermarkets. Lower attaining students and those with profound and multiple learning difficulties understand that food costs money and practise handling money by taking part in regular giving and receiving situations. They can identify most coins and some notes, such as a £5 note.
139. Information and communication technology is well used in some areas and the teaching is good. For example, students with severe learning difficulties were able to access a search engine on the Internet with help and type in a search term, 'trains'. They were encouraged to be more specific and one student entered 'train museums'. Their learning was reinforced at the end of the lesson, when the teacher showed an interactive CD-Rom on the large screen, about the National Railway Museum in York. In a very good art and design lesson, students used the digital camera, downloaded images and printed them out. Students with profound and multiple learning difficulties are also making good progress. For example, in a good lesson, all students were aware of cause and effect and a few were able to use the spacebar appropriately and knew the key to use in order to make the computer 'talk'. These students can use small switches to operate toys and alter the volume on a CD player. Good use is made of the light and sound room for students with profound and multiple learning difficulties and activities are well chosen to meet individual needs. However, the use of computers is underdeveloped in some areas, such as mathematics.
140. The post-16 co-ordinator leads and manages the provision well. Early decisions regarding the accreditation offered have meant that the curriculum has got off to a good start and teaching and learning are purposeful. Other than informally, the co-ordinator has not been able to observe the work of other teachers and ensure that standards are consistently high.