

INSPECTION REPORT

CAMBERWELL PARK SCHOOL

Blackley, Manchester

LEA area: Manchester

Unique reference number: 105606

Headteacher: Pamela Stanier

Reporting inspector: Alan Lemon
20165

Dates of inspection: 23rd – 26th September 2002

Inspection number: 249955

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	2 - 11
Gender of pupils:	Mixed
School address:	Bank House Road Blackley Manchester
Postcode:	M9 8LT
Telephone number:	0161 740 1897
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Appropriate authority:	Governing Body
Name of chair of governors:	Stephanie Pritz
Date of previous inspection:	11 May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20165	Alan Lemon	Registered inspector	Art and design	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
8937	Howard Allen	Lay inspector		<p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
19386	Trevor Watts	Team inspector	<p>Mathematics</p> <p>Physical education</p> <p>History</p> <p>English as an additional language</p>	
16722	Noreen Buckingham	Team inspector	<p>Science</p> <p>Information and communication technology</p> <p>Design and technology</p> <p>Special educational needs</p>	
27429	Margaret Smith	Team inspector	<p>English</p> <p>Music</p> <p>Educational inclusion</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

30243	Anne Heakin	Team inspector	Geography Religious education Foundation Stage	
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Camberwell Park School is a day special school for boys and girls with severe and complex learning difficulties. There are 89 pupils on roll in the age range of three to 11. Nine pupils with severe learning difficulties are autistic. Also included in this, there are 14 children at the Foundation Stage. The pupil population is ethnically diverse but most pupils are white and the next sizeable group are Pakistani. English is not the first language of 21 pupils all of whom have difficulties in speaking any language. Fifty-two pupils are eligible for free school meals. The nature of pupils' special educational needs means they are admitted to school with very low levels of attainment. A new headteacher took up her post in April 2002. Two specialist classrooms have been established recently, one for teaching pupils with complex learning difficulties and the other for teaching those with autism.

HOW GOOD THE SCHOOL IS

This is a satisfactory school. The quality of teaching is satisfactory. Pupils make sound progress and they have good attitudes towards school. The school has not improved sufficiently in relation to what it had to do since the last inspection. The leadership and management by the new headteacher are strong and she is ensuring the school moves forward. The value for money provided by the school is satisfactory.

What the school does well

- Mathematics, science, music and physical education are taught well.
- There is good collaboration between teachers, classroom assistants, therapists and other support staff.
- The school has planned and resourced effective provision for pupils with autism.
- There are good relationships and support for pupils' welfare which contribute to their good behaviour and positive attitudes towards school.
- The provision for pupils' moral development is good.

What could be improved

- The breadth and balance of the curriculum for pupils in Years 1 to 6, including meeting the statutory requirements in relation to design and technology.
- The promotion of pupils' literacy and numeracy skills across the whole curriculum.
- The procedures for assessing and recording pupils' progress in most subjects.
- The monitoring and evaluation of the curriculum and the quality of teaching and learning.
- The governors' role in overseeing the work of the school, including meeting the statutory requirements in relation to the contents of the school's prospectus, the governor's annual report to parents and parts of the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. The improvement since then is unsatisfactory. Sufficient progress has not been made on shortcomings in the school's curriculum, its procedures for assessing and recording pupils' achievements, their progress in design and technology, the role of the governors, the statutory requirements in relation to the prospectus, monitoring and evaluating the school's work, all of which were identified by the last

inspection. Some key issues have been dealt with satisfactorily, namely, improving learning resources, the achievement of higher attaining pupils and those with complex learning difficulties, and statutory requirements in relation to recording pupils' attendance. An action plan for tackling all of the issues was carried out but with little effect on implementing the necessary changes. Since the last inspection, the quality of teaching and learning has remained satisfactory. Pupils' achievements in most subjects have been maintained, but there are improvements in achievement in the Nursery and Reception year and in mathematics because in both cases teaching and the curriculum are now better. There has been a good improvement in the provision for information and communication technology. However, in design and technology and history improvement overall is unsatisfactory. A new headteacher was appointed in April 2002 and, recently, a new chair of governors was elected. This has given the school strong, clear minded, leadership, which, in recognising the school's strengths and weaknesses, is actively moving forward on addressing outstanding issues. There have been good improvements, as a consequence, to the fabric and organisation of the building and grounds; in making specialist provision for the autistic pupils and those with profound and multiple learning difficulties.

STANDARDS

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

Progress in:	by Year R	by Year 2	by Year 6	Key
speaking and listening	B	C	B	very good A
reading	B	C	C	good B
writing	B	D	D	satisfactory C
mathematics	B	B	B	unsatisfactory D
personal, social and health education	B	B	B	poor E
other personal targets set at annual reviews or in IEPs*	B	B	B	

The school has very recently made an assessment of pupils' attainment in literacy and numeracy, using nationally recognised performance criteria for pupils with severe learning difficulties (the 'P' levels). It is intended this assessment will act as a baseline to measure pupils' progress over time. There is still much needed to be done to refine this assessment before the school is in a good position to use it to set performance targets for pupils.

Overall, pupils are achieving satisfactorily. There is no significant difference between boys and girls or pupils from different backgrounds or special educational needs. However, because autistic pupils are responding well to their specialist regime and expert teaching, they are achieving well in communicating and interacting socially. Children in the nursery and their reception year are being taught effectively and are progressing well in relation to the Early Learning Goals. These children are improving their physical skills, moving about more independently and using utensils more purposefully. They are enthusiastic about communicating, counting and playing together. A group of pupils in Years 1 and 2 are making unsatisfactory progress in English. Literacy is not taught well and they are not managed or organised effectively. Between Years 3 and 6, in English, literacy teaching is effective and pupils achieve well so that by the end of Year 6, they speak, use signs and symbols

effectively. Most are keen on reading and by signing and using symbols show they know about stories. Their writing is unsatisfactory because there are not enough well planned opportunities to extend their manipulation skills, use computers and write for a variety of purposes. Pupils' literacy and especially writing is not supported enough in other lessons. Progress in mathematics is good because teachers make good use of the National Numeracy Strategy. By the end of Year 2, pupils recognise numerals and are counting and sorting objects. By the end of Year 6, lower attaining pupils continue with this, but higher attaining pupils count up to 10 and some recognise numbers up to 100. They also add and take away small sums. Pupils are achieving well in science, music and physical education where there is good teaching and curricular planning. Achievement is satisfactory in art, geography, information and communication technology and religious education. It is unsatisfactory in design and technology, and history because these subjects are not taught well and their curricular planning and assessment are weak.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They take an interest in their lessons and work hard.
Behaviour, in and out of classrooms	Pupils behave themselves well in school and when they are away on educational visits. Some autistic pupils are the most challenging in the school but, for most of the time, they co-operate, stay calm and behave well.
Personal development and relationships	The relationships between pupils and with staff are good. Pupils happily take on the small responsibilities they are given. They are not presented with enough well considered opportunities to take more responsibility or to show their initiative in lessons and around the school.
Attendance	Unsatisfactory. In the last full school year, the attendance rate was below the average for similar schools. So far this year attendance is better.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	good	satisfactory	satisfactory

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 in English in Years 3 to 6 is good and in these lessons literacy is well structured. It is unsatisfactory in Years 1 and 2 where the class is often not well managed, the teacher's expectations are too low and literacy is not taught effectively. Literacy skills are not taught in other subjects. The framework of the National Numeracy Strategy is followed successfully in mathematics, where teaching and learning are good. Numeracy is not promoted effectively in other subjects. Science and personal, social and health education are taught well. Teaching is good in the nursery and reception year, in the class for autistic pupils, in music and physical education.

While teaching is satisfactory overall, it varies between very good and unsatisfactory. Where teaching is very good, teachers and classroom assistants know their pupils well, have formed positive relationships with them and meet their needs effectively. They start lessons on time and in a lively way that gets pupils involved and enthusiastic. Lessons are not always clearly planned but they contain a variety of challenging activities conducted at a good pace and organised to match the range of abilities of pupils. Groups are consistently well managed. The teaching of children in the nursery and their reception year is based on a thorough assessment of their needs leading to the setting of good individual targets and well planned support for learning. The teacher and classroom assistants make an effective team in giving support and encouragement to all children. This is quickly becoming the case for autistic pupils because assessment is central to teachers' planning and their management of pupils. The knowledge they are building of each pupil is being used very effectively in meeting all of their needs. Where teaching is less effective or unsatisfactory, lessons are not planned in detail and the lack of assessment of pupils' progress contributes to this. As a result, the purpose behind lesson activities is not based securely enough on clear and relevant learning objectives. Work in lessons does not challenge pupils nor meet their needs. The use of lesson time suffers, either because they start slowly or go on too long.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is unsatisfactory. It lacks breadth and balance. The provision in design and technology, information and communication technology, geography and history is unsatisfactory and the statutory requirements for design and technology are not being met. The curriculum in mathematics, science, music and physical education is good. It is good in English in Years 3 to 6.
Provision for pupils with English as an additional language	The provision is satisfactory. The large number of pupils affected are achieving satisfactorily. They are all at an early stage of communicating, using signs or symbols rather than speech.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Opportunities for pupils' spiritual development are not being planned. Pupils' social development is limited but activities out of school contribute well. The positive values communicated to pupils by staff make a good contribution to pupils' moral development. Pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school shows a good concern for the personal well-being of its pupils. Good behaviour is promoted effectively. Procedures for assessment are unsatisfactory, so pupils' progress is not monitored effectively.

The school has good links with parents but it does not keep parents well- informed about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The new headteacher is providing strong leadership and has started effectively to resolve the school's weaknesses. The senior management team is being enlarged but is not fully in place and this is slowing the rate at which urgent issues are being tackled.
How well the appropriate authority fulfils its responsibilities	Unsatisfactory. The governors have not succeeded in becoming fully involved in the work of the school. They have not kept an effective check on the school's progress on the key issues from the last inspection and some of their statutory requirements are not being met.
The school's evaluation of its performance	Unsatisfactory. The monitoring and evaluation of the work of the school is not extensive or rigorous enough.
The strategic use of resources	The school is managing its budget and planning spending satisfactorily. It takes reasonable steps to ensure it derives best value from spending. The school has made good use of grants to establish specialist provision for autistic pupils.

There is a good number of staff and they work effectively as a team. The accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school. • The exceptional support given to their children by all of the staff. • They believe the school is approachable and sensitive to their concerns. • The impact of the new headteacher on improving the school. 	<ul style="list-style-type: none"> • The level and quality of supervision for their children at the swimming pool and in the hall at lunchtimes. • The provision of regular work for their children to do at home. • The variety of activities for their children at lunchtimes.

Inspectors agree with parents that the items that please them most are all positive features of the school. The observations by inspectors of swimming lessons indicated that in these instances pupils were adequately supervised. However, in relation to lunchtime supervision inspectors agree that the school should ensure there is an adequate level of expert oversight. There is agreement that more activities should be made available at lunchtimes and inspectors also agree that more should be done to support parents who want to spend time at home reinforcing what their children are learning at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the rate at which pupils make progress has stayed the same since the last inspection. There is little variation between then and now in how well pupils achieve in subjects or at the different stages of their education. However, the progress of children in their Nursery and Reception years has improved. Teaching and learning in mathematics is better and this has brought improvement to how well pupils achieve in the subject. The strengths of pupils' progress in science, music and physical education are still to be found and there has been a little forward movement in pupils' progress in information and communication technology. The good progress, reported at the time of the last inspection, of pupils with profound and multiple learning difficulties, when taught in their specialist base, is less evident now, although their progress is satisfactory. This is because provision for them has only recently been re-organised to a completely specialist approach, including the appointment of an experienced teacher, and this is at the development stage, so the full benefit of the initiative is yet to be realised. Pupils' progress in design and technology was unsatisfactory at the time of the last inspection and this remains the case because it is not timetabled properly and is managed ineffectively.

2. The school is not yet setting whole school targets to raise pupils' attainments. It has just recently begun to assess each pupil's attainments using nationally recognised performance criteria ('P' levels) for pupils' with severe learning difficulties. There is no significant difference in how most groups of pupils are achieving. Pupils from minority ethnic groups, those who are refugees or from traveller families make satisfactory progress overall. Pupils whose home language is not English are not unduly hampered by this because their level of communication is at the very early stage of most pupils. Pupils with profound and multiple learning difficulties make satisfactory progress overall. Pupils with autism make good and rapid progress in learning to communicate, co-operate and understand daily routines. This is the result of the early success of the new provision in the school for these pupils, particularly the impact of the training undertaken by the staff responsible for autistic pupils.

3. Children in the nursery and in their reception year benefit from consistently good teaching and effective teamwork between the teacher and classroom assistants. A thorough initial assessment leads to the identification and a sharp focus on relevant targets for each child and they make good progress towards these. In their personal and physical development, children interact well with others and increase the independence with which they eat their food, dress themselves or go to the toilet. They take their turn and share in activities as well as accepting small responsibilities that help with classroom routines. Children kick their legs and stretch in the hydrotherapy pool. Higher attaining children keep their balance while jumping or moving over uneven surfaces. They manipulate objects and tools like sponges, rollers and paint brushes. Children are keen to communicate and are quickly picking up a variety of skills with which to do so. Those who are not able to speak indicate with their eyes or a facial expression that they recognise their names. Others greet each others saying words, using signs or by pressing a switch to operate a recorded message. Children get involved in and enjoy listening to stories. They hold a pencil and make marks on paper as the first step towards writing. Children develop an awareness and knowledge of number well. Using cups in water play, they experience 'full' and 'empty'. Higher attaining children match pictures with objects and exchange one penny for one cake. Some count from one to five. Children with profound and multiple learning difficulties indicate with their eyes their awareness that objects are the same colour and belong together.

4. There is variation in how well pupils achieve in English. They do not make sufficient progress by the end of Year 2 because the expectations made of them are too low and their lessons are not effectively organised and managed. Pupils are not taught nor have enough practice in signing and using symbols. Higher attaining pupils recognise the letters making up their names and two letter words such as 'he' and 'go'. Most are at an early stage of writing letters shapes. Beyond Year 2, pupils' literacy is developed well in English. For example, there are frequent lively exchanges in the course of lessons that encourage pupils to speak or use signs. Autistic pupils use symbol schedules to regulate their day's work and to communicate. This is contributing to them being better settled and learning more. By the end of Year 6, pupils listen to each other and contribute news, for instance, about a birthday party or their weekend. Most pupils are familiar with books and stories. They are enthusiastic about reading, recognising, matching or reading the words of a story. Their reading skills include signing and using pictures or objects to show how they understand the story. Higher attaining pupils read well, using skill in decoding longer or more difficult words by combining the sounds of their letters. They read a sentence from a card and find the same sentence located in their story. Most pupils have refined their mark-making skills and exercise control over a pencil or crayon. Some form letter shapes either by tracing over the letter shape or freely copying a letter's outline. However, the resources there are for combined electronic symbol and word processing are not exploited well and this lessens the scope pupils have for further writing experiences. Pupils' literacy skills in general, but particularly writing, are not being promoted in other subjects, which provide them with fewer opportunities to consolidate and build on their achievements in English.

5. In mathematics, by the end of Year 2, most pupils are increasingly familiar with low numbers and their numerals, for example, they know the link between number four and four objects. Higher attaining pupils are counting to 10 and will reliably count out the objects in a group to six. Most pupils sort objects into groups of similar size or colour. By the end of Year 6, some of the pupils with profound and multiple learning difficulties fix their eyes on objects, reach for them and choose one. Higher attaining pupils, including autistic pupils recognise some features of shapes such as points in a triangle, roundness and solidity. They count up to 10 and recognise numerals up to 100. These pupils sort objects using more sophisticated categories such as similar shapes or materials. They add up numbers using values up to 12 and some are starting to write recognisable numerals. Pupils are not practising their number skills in most other lessons and therefore miss important opportunities to achieve more.

6. By the end of Year 2, in science, pupils have explored how sounds are made and what makes them travel. They have investigated different seeds and what they require in order to germinate into plants. By the end of Year 6, pupils discover by experimenting that some substances, like sugar, dissolve and are absorbed in water. While an experiment to test that hot air rises was less successful, pupils gained a partial understanding that hot air had the effect of lifting their model hot air balloons. Pupils with profound and multiple learning difficulties encountered different textures and some, who had been resistant to the unfamiliar feel of new materials, made progress by being more accepting of these encounters.

7. Pupils achieve well in music and occasionally better than this because what there is to learn has breadth, challenges and is well planned. Pupils sing and play musical instruments, keeping time and producing rhythms. They discover the expressive qualities generated by the different instruments, for example, for making sounds like rain or thunder. Pupils compose their own music and in listening to the work of composers pick out the sounds of violins or the cello. Their progress in physical education is good. They are taught well and get three lessons each week, which allows for a breadth of learning. Pupils with profound and multiple learning difficulties accept being handled and moved and they engage in reaching for, pulling and pushing a ball or hoop. They tolerate the water and splashes in the hydrotherapy pool while kicking with their legs. Higher attaining pupils float and swim, some

up to or over fifty metres. Most perform a wide range of physical skills in gymnastics and dance such as running, jumping and balancing. Autistic pupils are not yet ready to respond positively to a planned programme of physical education but they do well to manage a planned walk each day and are increasingly confident about going into water.

8. Pupils make satisfactory progress in geography and religious education. The pupils' achievement in art is satisfactory. However it could be better if what was planned for them to learn in each lesson had a much clearer purpose and was based upon an assessment of what pupils had already learnt. This would create more challenge for them and give a broader range of activities. In information and communication technology, most pupils' progress is satisfactory but it is restricted by limited use in lessons generally. Some pupils with profound and multiple learning difficulties use electronic switches well to communicate and interact in the light and sensory rooms. For example, they know to operate a switch to choose and activate a favourite piece of equipment.

9. Lesson activities are not being planned effectively in design and technology. Learning opportunities are being missed either because the design and technology work provided lacks enough challenges or it is not being supplied on the timetables of some class groups. In history, the curricular plan is not developed sufficiently with the result that the work pupils do adds up to fragmentary experiences around the Greeks, Egyptians or Victorians not tied to any sense of time and not based enough upon experiencing and understanding the passage of events within their own time scale.

Pupils' attitudes, values and personal development

10. Pupils enjoy coming to school. Their attitude to learning is good and this is unchanged since the last inspection. Pupils try hard in most of their lessons, especially when teaching is challenging. Pupils thoroughly enjoyed and concentrated well for long periods during some very well taught swimming and music lessons.

11. Pupils behave well in lessons and around school. They have a good understanding of right from wrong and respond appropriately to most situations. When pupils go on visits or trips to places outside school their behaviour is always exemplary. For example, when travelling on transport to and from swimming and throughout the lesson, pupils behaved very well. This included autistic pupils, some of who have very challenging behaviour as a consequence of their autism. Pupils' behaviour at breaks and lunchtimes or when moving around the school is very good.

12. Pupils' personal and social development is satisfactory overall and unchanged since the last inspection. Pupils have good relationships with staff and most act in a welcoming and polite manner. Children in the nursery and reception year accept small responsibilities and increase their independence. For example, they share snacks at break time and do the washing up and wiping tables after break without waiting to be asked. Autistic pupils have individual personal and social development plans and these are working well. Pupils generally have some opportunities to be more independent, for example, dressing and undressing at the swimming pool, or taking attendance registers back to the office. However, there are not sufficiently high expectations being made of pupils to do more.

13. The level of pupils' attendance has not improved since the last inspection and remains unsatisfactory compared to the national average for similar types of schools. However, attendance rates for the current school year to date are very good and if maintained will result in attendance levels amongst the best in the country. Family holidays taken in term time are one cause of absence and there are a few persistent attendance problems which the education welfare officer is dealing with.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching and learning has not changed overall since the last inspection when it was judged to be satisfactory. In relation to each subject of the curriculum, teaching and learning is good for children in their nursery and reception years, mathematics, science, music and physical education. It is satisfactory in English, art and information and communication technology. No overall judgements are made in relation to teaching and learning in design and technology, geography, history and religious education because too few lessons could be observed. On the evidence available in history from records in pupils' and teachers' files, learning is not made sufficiently relevant to pupils experiences of time passing and changes over time.

15. Generally, teachers and their classroom support assistants know their pupils and meet their needs satisfactorily. This is a stronger feature in the nursery and reception year where teaching is focused well on each of the children's needs. The teacher makes good use of the initial assessments of each child to set clear and relevant targets for them. A close track is kept of what children are achieving in their activities and this is recorded, which ensures their targets are pursued effectively. The needs of pupils with autism are being met with increasingly good effect as a result of a new separate classroom having been established for them. Their teachers and classroom support assistants have been trained in well-trying teaching approaches. They are planning programmes carefully for each pupil based on a thorough assessment of their needs and developing specialised learning resources. All of this is being put into practice very successfully and pupils are learning rapidly to understand their daily routines, the expectations about work and carrying out tasks independently. They have become more settled and are gradually building up the positive behaviours that are turning them into more effective learners. A similar strategy has been initiated for pupils with profound and multiple learning difficulties, which is allowing the school to focus its expertise better with these pupils. As a result of the high number of adults in the classroom, pupils get a lot of attention and encouragement. The teacher and classroom assistants know the pupils well and are effective in eliciting their responses and keeping them involved in learning for lengthy periods during lessons. One pupil, who disliked any physical contact, has, for example, learned to accept this and now participates in and enjoys lesson activities.

16. There is good teamwork between teachers and classroom assistants and this ensures all pupils receive the support and encouragement they need to learn. In the best lessons teachers and classroom assistants make considerable efforts to ensure pupils enjoy their work and they have high expectations for pupils to try hard. This is marked for children in the nursery and reception years where a good deal of talking with them is a priority that helps develop their communication skills. Adults watch for children making particularly good efforts or breaking new ground, as when one child put two words together for the first time, which is immediately recognised and warmly celebrated. In mathematics lessons, teachers and classroom assistants often generate lively conversations with pupils, which enthruses them to tackle their work with energy and sustained concentration. The good use of questioning by teachers also captures pupils' interest and helps them think for themselves. In a science lesson the teacher used questions effectively to support pupils finding out for themselves what made light bulbs turn on and off in an electric circuit.

17. The teaching of literacy skills is approached well in English lessons for pupils in Years 3 to 6. Lively communication is encouraged which includes effective use of signing and symbols. Higher attaining pupils have learned how to join up the sounds of letters to read new and difficult words. However, when it comes to writing, the use of symbols and, in particular, computer applications using symbols are not promoted enough and pupils are

limited in how much they learn about writing. While speaking and listening is often a strong feature of lessons, the full range of literacy skills is not taught successfully in other subjects. In science, for example, there are no opportunities for pupils to record the findings from their investigations and experiments. Numeracy skills are taught well in most mathematics lessons and this is approached with the use of the National Numeracy Strategy. However, pupils' numeracy skills are not developed through most other subjects.

18. There are a variety of reasons why some teaching or aspects of lessons are not as effective as in most lessons. It involves a lack of skill in planning lessons and assessing how well pupils are learning. It also relates to badly organised work and pupils not being managed well. This affects pupils in the Year 1 and 2 class the most. This challenging group is not always managed effectively so there are instances when some pupils are restless and not involved constructively. However, in the parts of lessons that are planned well, as in the case of a mathematics lesson, activities get off to a good start. The opening activity, involving questions and songs on number, was greeted with enthusiasm but the following work was less well planned and pupils lost interest and became unsettled. In several lessons for this group, planning was minimal and this resulted in pupils' activities not being well organised. In an English lesson, for example, the teacher introduced and demonstrated new signs for the group but did not check that pupils had learnt this. When it came to them practising writing skills the approach and resources were very basic. The individual writing tasks needed more variety and challenge in different activities to develop writing, particularly greater use of computers. With this group and some others, planning is unclear and the purpose of activities is not thought out in enough detail. Teachers are not clear about what pupils should learn and the purpose of the activity is not demonstrated or pursued through their teaching. In particular, there is limited close assessment of whether pupils have learnt. In history, for example, what pupils are learning is not assessed and this leaves teachers without a sound foundation for planning future lessons to build upon what pupils already know, understand and can do.

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

19. Overall, the curriculum is unsatisfactory because it lacks sufficient breadth and balance. The curriculum was unsatisfactory at the time of the last inspection when it was at an early stage of development and at that time lacked balance. It has not improved sufficiently since then, although in response to the key issue for action stated in the last inspection report, subject co-ordinators have written the plans for what should be taught in each subject. These plans meet the statutory requirements in all subjects except design and technology. However, many of these plans are not followed effectively because subject co-ordinators, whose plans they are, have not been able to monitor and give a lead on their use by teachers. Where leadership is stronger, for example, in mathematics, music and physical education, co-ordinators have succeeded in seeing their planning is implemented and that teachers are confident in teaching their subjects.

20. The curriculum provided in design and technology, history and information and communication technology is unsatisfactory. The plans for what should be taught in design and technology are not developed sufficiently and the subject lacks effective co-ordination across the school. The work pupils are given to do in history is not made relevant to their own experiences of the passage of time and changes happening in the course of time. Information and communication technology is unsatisfactory because it is not used as much as it should be across the subjects taught in the school.

21. Provision in the nursery and reception year is satisfactory, but planning is over-complicated and the links between the Early Learning Goals of the Foundation Curriculum

are not being developed sufficiently in lessons. The breadth and balance of the curriculum is good in mathematics, physical education, music and science. The English curriculum is satisfactory overall as is the approach to literacy in most English lessons. The implementation of a literacy strategy is good in Years 3 to 6 but this is unsatisfactory in Year 1 and 2. Beyond English lessons, the promotion of literacy, especially writing, across the curriculum is unsatisfactory. Though some very good examples of the use of signing were observed, particularly in Year 6, the lack of a whole school policy has resulted in the inconsistent use of signing. Symbols are used in timetables, but apart from in the group for autistic pupils, they are not used well to promote reading and writing. The curriculum in art and design, geography and religious education is satisfactory.

22. Curriculum time is lost in some classes at the beginning of morning and afternoon sessions, when too much time is spent settling pupils before lessons begin. By contrast, in one of the Year 3 classes, pupils 'sign in' and begin work immediately on a range of activities, while waiting for others to arrive. This routine also provides pupils with good opportunities to make choices and work independently.

23. The class group for autistic pupils is very new but a good start has been made. The curriculum is appropriate and effective in meeting the special educational needs of these pupils. Staff training has succeeded in providing key skills and a good understanding of a well tried and developed approach to working with autistic pupils. Symbols are being used very effectively for communication and establishing regular routines for the group.

24. While around a quarter of the pupils come from homes where English is not spoken, this fact is not a major block to their progress. The main difficulty for these pupils, as it is for most pupils in the school, is in communicating and, if possible, using language. The provision for these pupils is satisfactory. New pupils, who come from homes where English is not spoken, are assessed by specialists from the local education authority. There is a translation service available and interpreters are also provided for meetings where necessary. However, none of the staff in school have the expertise or training in speak any of the languages common among these children's families. The school has plans for school notices to be published in different languages and to ensure all of the cultural and religious differences represented by its population of pupils are addressed.

25. Pupils travel to school by special transport and this limits the opportunities for activities outside lesson time. However, apart from a club for cubs once a week, lunchtime is now not used for additional activities, which is unsatisfactory. A wider choice of activities had, in the past, been organised and this was appreciated by parents. In terms of other additional activities outside lesson time, there is a holiday for older pupils each year. There is a good programme of visits to places of interest, such as museums, parks, the sea-side and places of worship. Visits to school by the 'Live Music Now' group, a local school band, and the local education authority's music service allow pupils to hear live music performed. There are celebrations at various points in the year, for example, a Jubilee party, a harvest service and a Commonwealth Games afternoon. Visitors to the school also include ministers of religion, the fire brigade and the police.

26. Satisfactory links are made with other schools through music and a few Year 1 pupils visit the nursery in a local primary school. A local business has an interest in the school and has made donations to the school fund. Pupils have also been involved in the local community's 'Blackley in Bloom' event.

27. At the time of the last inspection spiritual, moral, social and cultural development was judged to be good. With the exception of moral education, the school has not maintained the

good standard of this provision, which is now satisfactory. The school does not have a policy or a planned method of monitoring the quality of spiritual, moral, social and cultural provision.

28. The promotion of pupils' spiritual development is satisfactory. Some teachers make opportunities in lessons that encourage wonder and delight in pupils. For instance, in music, the Year 6 group held their breath as one of their number, who finds it difficult to vocalise, used the microphone. When the sound was made the whole class gasped and were very pleased with the success of their classmate. Opportunities for further spiritual development occur in religious education when pupils have the chance to handle religious artefacts. Pupils in Year 1 and 2 and those in Years 3 to 6, each have a weekly assembly and all class groups have opportunities for daily acts of worship. Pupils are responsive to the lighting of candles and follow the adult lead to join their hands for the prayer. However, these opportunities are variable in quality and are in some instances, perfunctory. The opportunities to be found across the curriculum for pupils to develop spiritually are too few. The school has developed a good quality document to support the collective act of worship but teachers are not consistent in how they use this material.

29. The opportunities for pupils' moral development are good. Pupils are given responsibilities for taking the register and, in some classes, being the 'daily helper'. Teachers and assistants know the pupils well and form good relationships with them. They are good role models for the pupils in how to conduct themselves and behave appropriately, encouraging courtesy and consideration for others. Teachers and support staff work hard to instil values of what is right and wrong within the context of the school, and consistently praise good behaviour. Circle time is often used effectively not just to share work but to review behaviour during the lesson, allowing pupils to reflect on their own behaviour. A regular feature of school life is the weekly meeting of Camberwell Cubs. Around a dozen boys and girls belong and conform to Cub Scout expectations of behaviour in their games and customs. They learn to keep to the rules of a game, to lose with grace and participate in activities as part of a group. During the inspection the cub members thoroughly enjoyed their rehearsal for the local Gang Show to be performed with other local cubs.

30. The opportunities for pupils' social development are satisfactory. In lessons opportunities are given for pupils to work collaboratively but this is limited. The school organises a residential holiday for Year 5 and 6 to visit Ghyll Head Outdoor Pursuits Centre. This involves rock climbing, walking and socialising with pupils from other schools who are visiting at the same time. Pupils are involved in raising funds on Red Nose Day and after the Harvest Festival food is taken to local elderly people. The school also involved itself in the recent Blackley in Bloom initiative when pupils maintained the flower tubs in the school grounds.

31. The opportunities for pupils' cultural development are satisfactory. Through geography pupils become aware of other countries, for example the difference in climate between Africa and England. This understanding is consolidated when on Commonwealth Day each class chose a country to represent in the school games. In Religious Education lessons they learn there are different faiths, this understanding is reinforced by visits including a church, mosque and temple. Recent jubilee celebrations included a street party in the main school corridor with the local high school band performing music from the 1950's. The music and art curriculum give an insight into the work of artists from other countries and the local music service has arranged regular workshops with a Samba band. Pupils' extend their knowledge of the community and benefit from the arrangements made for The Fire Service, a dental nurse and community policeman to visit and talk with the pupils about health and safety issues.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. There is a high priority on ensuring the well-being of pupils, which is good to the extent of all staff relating positively to pupils and making them feel secure. However, the school's procedures for monitoring and supporting pupils' personal development are unsatisfactory and in this respect the school is not carrying through its commitment to its pupils systematically. There is insufficient detailed information in use on pupils concerning their special educational and other needs. As a result, individual targets are not effective and each pupil's individual education plan is updated too infrequently to keep an accurate check on their progress or changing needs.

33. Staff have good relationships with pupils and respond effectively to their personal and care needs. There is very good support for pupils from health service personnel. Visual, hearing and speech impairment problems are regularly followed up and the school has tackled the issue of a shortage of professional speech and language therapy support by ensuring school staff augment pupils' language programmes. The nurse and physiotherapists work very closely with the school and the school benefits from having access to the facilities of the adjoining health clinic. There are two well qualified staff to support pupils with profound and multiple learning difficulties in terms of specialised feeding and medical requirements. This ensures these pupils are able to sustain a high level of attendance. Child Protection procedures are very secure. There is also very good provision for looked after children who all have personal education plans in addition to their individual education plans. Health and safety procedures are satisfactory. There are appropriate procedures in place in relation to fire safety and electrical appliances are tested in accordance with requirements. There are thorough risk assessments done when manual handling and lifting of pupils is required. However, what is written in school policies does not reflect the good practice going on. The staff handbook does not give sufficient guidance on the full range of health, safety and welfare matters although this is currently being updated. Lunch time organisers do not possess the knowledge and expertise to provide an adequate level of supervision to pupils during the lunch-time session when more qualified and experienced staff are taking their break.

34. The procedures for promoting discipline and behaviour are good and this represents good improvement since the last inspection. The formation of a class group specifically for autistic pupils, where much of the challenging behaviour is located, has had an immediate effect of bringing greater calm to the school and to these pupils. The expertise in managing autistic pupils has increased as a result of specialist training and putting this into effect has worked to settle them. Pupils with challenging behaviours have individual behaviour plans and these are followed consistently by staff. The senior teacher, who has responsibility for the school's behaviour management policy, is developing consistency of practice through regular meetings with representatives from the teams of staff in each class.

35. Procedures for monitoring and improving pupils' attendance are now better than they were at the time of the last inspection and they are now satisfactory. The school follows up unexplained absences on the first day any pupil fails to attend and the educational welfare officer visits the school on a regular basis and is advised of any concerns teachers may have with regard to pupils' attendance. The school has recently introduced a computerised attendance recording and monitoring system but has yet to get fully to grips with how it works and, as a consequence, is not fully analysing patterns of absence. At times, the marking of pupils' attendance or absence in class registers is not always carried out in the prescribed way by some teachers.

36. Assessment was unsatisfactory at the time of the last inspection and with the exception of the development of a policy, little has been done and assessment procedures remain unsatisfactory. The use of assessment information by teachers to help plan lessons

is poor. However, there are sound procedures for assessing children in the nursery and reception and the information is used well in the next stage of planning and teaching. Procedures for assessing the progress of pupils' with the most complex learning needs are under development but, as yet do not have an impact on setting targets. Day-to-day assessment is not a routine feature of lessons and, more often than not, pupils' achievements are not recorded.

37. The procedures for assessing pupils' progress in English, mathematics, information and communication technology and personal development are in place but they are not followed consistently by teachers, therefore they are not effective in allowing them to make accurate judgements about pupils' achievements. Currently, there are no clear assessment systems for most of the foundation subjects of the National Curriculum or the core subject of science and this means that teachers do not have a reliable way of checking what pupils do or do not know in these subjects. Special performance criteria, which are available to judge the achievements of pupils with severe learning difficulties, have been used to assess pupils' levels of attainment. So far, this information has not been put to use and therefore it has not been effective in helping teachers set appropriate targets for pupils or influencing the next stage of curriculum planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Overall, the school's partnership with parents is good. The school has made a strong effort to continue to develop its links with parents. Parents view the school positively and generally consider the school works closely with them. They are comfortable with approaching the school with any questions or problems they may have. The school understands and values their contribution and is aware of the difficulties some have in participating more because of the distance they live from the school. All parents are encouraged to contact or come into school whenever they have any concerns about their child. Some parents, as well as other adults, help with groups going out to the swimming pool or on school visits. The school makes every effort to make home visits to parents of children new to the school to advise them of school procedures and welcome them. Some parents have expressed interest in supporting their children's learning at home and this issue is prioritised on the current school improvement plan. The school is investigating the level and nature of the need to have school documents translated into the different languages spoken at home by parents.

39. Parents' involvement in the work of the school is satisfactory. Their attendance at the Annual Reviews of their children's Statement of Special Educational Needs has increased. The information supplied by the school for parents about their children's progress is unsatisfactory. Parents receive from the school each term a copy of their children's individual education plan. However, the individual education plan and the written reports on each pupil's progress prepared for the annual review contain too little information on what pupils have learnt or is targeted for them to learn in the coming months. This is a result of assessment procedures and the use of assessment information not being effective. Consequently, the targets written in individual education plans are not sufficiently focused on what a pupil should learn. In subjects other than English and mathematics, what is written in pupils' plans is general class objectives and descriptions of activities rather than individual learning targets.

40. The school does give parents up-to-date curriculum information in advance of pupils beginning topics. A system has just been introduced whereby each teacher writes a daily class letter for parents describing lesson activities for that day. However, this information is not individualised as it is in the home/school diary. Other information provided to parents about the school is of a variable standard. There are regular letters and newsletters home to keep parents informed about important dates in the school calendar and events pupils have,

or are expected to, take part in. However, important documents such as the school prospectus and annual governors' report to parents, despite containing much useful information, are not easily readable as well as not conforming to statutory requirements in certain areas.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The new headteacher is a strong, clear minded leader with the experience and confidence to increase the effectiveness of the school. However, this is hindered because the school as a whole is not yet in a sufficiently strong position to manage, with urgency, the improvements needed. Change will take time and needs more resources. The headteacher took control of leading and managing the school in April 2002, aware there was a challenge in this and quickly came to the view that the school had not succeeded sufficiently in the past on moving itself forward as an effective organisation. There has only been the time for the headteacher to make an initial assessment of this situation, decide a strategy and begin the work of addressing the school's most urgent priorities. The school has still outstanding issues that were identified in the last inspection and which should have been addressed. These concern the curriculum, the assessment of pupils' progress, their progress in design and technology and the role of the governors, all of which remain unsatisfactory. The improvement since the last inspection is unsatisfactory. The impression of progress on resolving the key issues as set out in the evaluations of the school's action plan is in stark contrast with reality. This suggests that previous leadership failed to consolidate at ground level the necessary changes in the school's educational provision.

42. The current headteacher is succeeding in preparing the ground on which the school can move forward effectively. Much has been achieved in pulling the school together in terms of its physical state and organisation as well as lifting morale and the school's expectations of the staff. The headteacher has made an honest appraisal of the school's strengths and weaknesses and has reported on this to the governors. She has also been building positive relationships with parents and staff, for example, interviewing staff individually, spending time in classrooms and attending many Annual Reviews in order to meet parents. By way of beginning to move forward, staff are participating in reviewing the school's aims. They have formed working groups which are examining several aspects of the school's work. These are the first steps in developing a much more corporate culture of deciding on change and bringing it into reality. The headteacher presented her vision for the school's future to the staff in a training day which set the ball rolling for them to begin self-evaluation exercises and identify their priorities for development that will go towards the school improvement plan. The headteacher has also expedited action on the provision for autistic pupils and those with profound and multiple learning difficulties by establishing discrete classrooms for each, employing an experienced teacher for profound and multiple learning difficulties and training two teachers in the skills of educating autistic pupils.

43. A broader structure of senior management is being developed, the main feature of which is the creation of three assistant headteachers. The plan for the delegation of senior management responsibilities gives sufficient clarity and focus, ensuring there is direct accountability for each key area of the school's work. However, there are only two of the assistant headteachers in post and it is the aim to seek to fill the third post during the summer term of 2003. This post carries the responsibility for the crucial areas of curriculum and assessment. The existing assistant headteachers and the senior teacher are all effective in the discharge of their responsibilities. Although the headteacher sees curriculum and assessment being tackled through working groups, staff are already immersed in other working groups. In addition, while both priorities are listed in the school improvement plan there is no detailed action plan as yet from which working groups can take a lead.

44. While there is much regular contact with teachers in their classrooms by the headteacher and other senior staff, this is not in the form of systematic monitoring of their teaching. There is also a mixed picture, but a generally unsatisfactory one, in relation to the co-ordination of the subjects of the curriculum. Co-ordinators express enthusiasm and are keen to manage and develop their subjects effectively. Where this is being done well, as in the Foundation Stage, mathematics, music and physical education, it is linked to co-ordinator's subject expertise and sometimes to the fact they are the main teacher across the school. The co-ordinators who have in the past been able see others teach their subject or have examined other teacher's planning have done so largely without a clear purpose. For example, almost universally, what pupils have learnt of their subjects has not been assessed and without this information teachers are in a weak position to plan the curriculum effectively. While the time has now been made for all co-ordinators to manage their subjects, there are no guidelines for them on how to do this effectively.

45. Since the last inspection, the governors have not addressed fully the key issue of increasing the effectiveness of their involvement with the school. While they using the appropriate procedures for conducting their work, they are not applying the rigour needed to ensure that all statutory requirements are met, for example, in relation to the National Curriculum, the school's prospectus and the governor's annual report to parents. It is only recently that their knowledge of the school has started to give them a proper insight into its strengths and weaknesses.

46. The headteacher had the advantage of taking up her appointment at the beginning of a financial year and one in which the budget already contained a surplus of unspent funds carried over from previous years. This allowed much needed scope to begin a process of change. A quickly formulated one year school improvement plan contains the immediate major whole-school priorities to be tackled and this is informing soundly how the budget is to be spent. Part of why subject co-ordination is not effective is that often co-ordinators are not spending the money made available to them. Neither are they making development plans for their subjects that would highlight the priorities for spending. The headteacher has been able to take action on improving the look of a school that is described as having been run down and untidy. The investment in refurbishments and re-organisation has had a positive effect both in the running of the school and in the morale of the school's community. Parents were quick to appreciate the improvements and these encouraged them to believe that changes for the better were now happening which spelt better things for their children. Somewhat more strategically, the appointment of an assistant head teacher to be in charge of teaching pupils with profound and multiple learning difficulties took the first step in addressing an outstanding issue regarding the provision for these pupils. Equally, some of the extra money the school received as grants, turned out to be very well used for training two teachers in the techniques for educating the school's group of autistic pupils. The school is now in possession of essential expertise in meeting the needs of its pupils that it did not, until recently, have. The beneficial effects are most apparent in the new provision for the autistic pupils. A curriculum which meets their needs effectively and good procedures for assessing these pupils are now emerging. As a result, the demeanour of the autistic pupils is much calmer and purposeful. In terms of getting the best from spending the budget, the four principles of 'best value' are applied satisfactorily. The costs of major projects are carefully scrutinised and prices are challenged. There has been a shake up in the quality of work agreed in service contracts. However, the school is not far down the road of measuring and analysing pupils' performance; assessment remains an underdeveloped aspect of the school's provision. This hampers them in comparing outcomes in terms of pupils' achievements with the financial decisions made.

47. It is a well-staffed school, in particular, with a good number of well trained and experienced classroom assistants who work very effectively with teachers and who,

individually, have much to offer in support of pupils learning and well-being. There is good collaboration between teachers and therapists in providing appropriate programmes for pupils. The positive effects of training are apparent in the teaching of numeracy and pupils with autism. The training in the use of information and communication technology is improving its use by staff throughout the school. The school has adequate accommodation which provides a number of good discrete play and recreational areas outside for different groups of pupils. Learning resources have improved satisfactorily since the last inspection and are now sufficient overall. The resources in information and communication technology, music and physical education are good. While they are inadequate in geography and history, like music, there is a lively programme of visitors and visits that contributes to enriching the curriculum in these subjects. Children in the nursery and reception year have enough play equipment but it is generally too old and worn. As a subject, design and technology has not been developed sufficiently since the last inspection and resources remain inadequate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The headteacher and governors should act decisively and rigorously to improve the school by:

- (1) Providing all pupils with a broad and balanced curriculum. To do this:

Ensure the curriculum has immediate and strong overall leadership in order that curriculum policies, and the planning and teaching of the curriculum work together coherently.

Meet fully the statutory requirements in relation to design and technology.

Provide each subject co-ordinator the time, guidelines and expertise to monitor, evaluate and take effective action in relation to their subjects across the school.

Ensure that pupils' literacy, numeracy and information and communication technology skills are promoted well across the whole curriculum, particularly in support of pupils' communication through the use of signs, symbols and writing.

- (2) Developing and implementing effective procedures for assessing and recording pupils' progress in every area of their learning. To do this:

Ensure there are clear expectations and guidelines for all staff.

Provide training and development in the effective use of the nationally available performance criteria for measuring pupils' attainments.

See that all teachers make good use of the information generated through assessment to plan what they will teach to each pupil and to set clear and specific targets for what each pupil will learn.

- (3) Systematically monitoring, evaluating and taking effective action on all of the school's educational provision including the quality of teaching and learning.

- (4) Improving the governors' role in overseeing the work of the school. To do this:

Ensure governors understand the expectations of their roles and are trained to meet these.

See that governors keep themselves fully informed on the work of the school from the outcomes of the school's monitoring and evaluations, external audits, the monitoring carried out by governors and the school improvement plan.

Set the school a range of objectives for improvement based on their information and act in a rigorous manner in ensuring that it meets governors' objectives.

Meet the statutory requirements in relation to the contents of the school prospectus and the governors' annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	23	20	3	0	0
Percentage	1.9	13.0	42.6	37.0	5.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. **Care should be taken when interpreting these percentages as each lesson represents more than one percentage point..**

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	89
Number of full-time pupils known to be eligible for free school meals	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	12.0

Unauthorised absence

	%
School data	0.9

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	43	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	11	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: N – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	8.1 : 1
Average class size	10

Education support staff: N – Y6

Total number of education support staff	22
Total aggregate hours worked per week	665

FTE means full-time equivalent.

Financial year	2001/2002
	£
Total income	1044930
Total expenditure	1045884
Expenditure per pupil	11752
Balance brought forward from previous year	92444
Balance carried forward to next year	91490

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
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	89
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	0	2
My child is making good progress in school.	63	34	2	0	0
Behaviour in the school is good.	58	25	5	0	13
My child gets the right amount of work to do at home.	35	22	22	14	8
The teaching is good.	73	20	2	0	5
I am kept well informed about how my child is getting on.	76	20	2	2	5
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	66	32	0	0	2
The school works closely with parents.	68	27	5	0	0
The school is well led and managed.	63	30	0	0	8
The school is helping my child become mature and responsible.	53	40	0	3	5
The school provides an interesting range of activities outside lessons.	51	17	10	0	22

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

49. Pupils in the Foundation Stage achieve well in all the required areas of learning and make good progress in relation to their individual targets. This is a sound improvement on the standards children were achieving at the time of the last inspection. This is as a result of consistently good teaching in each area of learning that focuses on children's individual educational needs and effective collaborative work between the teacher and the two skilled support workers. Staff make good use of the toys to stimulate children and extend their achievements, but most of these are outdated. The classroom walls are thoughtfully displayed with well-labelled work reflecting children's recent achievements. Within the first few weeks children are assessed and good use is made of the information to devise individual educational targets in all areas of learning. Teaching is based on these targets and children's achievements are recorded during each day. This means that teaching is well informed and meets children's special educational needs. Assessment information is used well to plan lessons and all adults are vigilant in noting children's progress during the day. The provision in the Foundation Stage is being well led and managed in meeting the needs of children. However the systems for recording and planning are cumbersome and time-consuming. The curriculum is appropriately based on the Early Learning Goals and the national performance criteria for children and pupils with severe learning difficulties.

Personal, social and emotional development

50. Children are being taught well and make good progress in their personal, social and emotional development. They increase their personal skills throughout the day through interactions with the teacher and support staff. All adults are aware of children's skills and the next stage of their development so react immediately when children recognise familiar adults, eat finger food or attempt to use the bathroom independently. Reassurance is given to children when they are in unfamiliar settings such as the hydro pool and pleasure is evident from the gurgles and splashing. In class activities, more able children distribute plates and say "*Here we are A.*" naming the child. All the children are prompted and say thank you with a smile, physical movement or a verbal response. A more able child went to the dining room and then reported back with the information that lunch would include fish and chips. With adult support children take turns and pass a ball between them. Children respond well to their names. They show their pictures of Pooh Bear to each other, recognising their own work by smiles or utterances. Teaching and learning are good. The 'hello' session at the beginning of the day is an established routine and used effectively to set the tone for the day and make children feel part of the group. Snack time is used well for children to improve their self-help and social skills, one little boy enjoying the chore of washing up. Photographs indicate personal and social skills are promoted well for example showing children celebrating their achievements such as playing with friends or looking after another child.

Communication, language and literacy

51. The teaching of communication, language and literacy is good. Pupils are enabled to develop their language skills well through a range of activities throughout the day. The staff are alert at all times in recognising and responding to children's efforts to communicate. In registration time, for example, adults congratulate children when they recognise their names and signal this through eye-pointing or facial expression. Children greet each other verbally, signing or using communication aids. Children make marks with paint and crayons and good

progress is made from the point where a child's need for support to hold a crayon and make a mark is replaced with making marks independently using a steady pencil grip. Less able children use their hands and fingers to make marks. In oral communication, targets are set appropriately for children to use gestures or props, to vary the pitch of their voices and to mimic adult intonation. There was great elation as one child said "no more" during a mathematical activity, as it was the first time the staff had heard him put two words together. Before a creative activity the teacher held up the aprons, and from this, children recognised they would be using paint and helped with distributing the aprons. Continual assessment of children's progress in these skills means that adults encourage and congratulate appropriately. These impact directly on the good progress children make in developing communication skills. Photographs in children's Records of Achievement show significant progress in, for example, independently saying single words during a play activity. Children learn to enjoy stories because the teacher uses a sensory approach effectively to enliven the experience. When the *Bear Hunt* was read, children felt the 'splish-splash' of water and experienced night-time under a dark cloth.

Mathematical development

52. In numeracy, children make good progress. This is because teaching is imaginative and work is planned so children will be able to consolidate or develop their mathematical skills. The constant support given by the adults helps children to participate in the activities to the best of their ability. In water play children experience 'full' and 'empty' with plastic containers. Play in the Baker's shop encourages matching skills as the more able children give one penny for one cake and put the money in a till. Matching skills are further developed as these children match pictures to objects. Less able children learn to use their eye-pointing skills to indicate how a group of objects can be sorted into two groups by, for example, their colour. In the regular counting sessions children join in counting one to five with the most able following the adult lead and half the children raising their hands to cue 'blast off' when they got to one. A tall and short teddy bear are used to reinforce the mathematical vocabulary of measurement, and in a good lesson based on shape, children participated with enthusiasm as they were given slices of bread to make into squares. The most able child concentrated for several minutes as he independently cut his slice of bread and spread it with butter and jam. The key words of 'round' and 'square' were reinforced throughout the lesson and all children achieved well as they participated to the best of their ability. At the end of sessions there is time to sing and number songs feature with adults emphasising the numbers and helping children to follow the actions.

Knowledge and understanding of the world

53. Pupils are given good opportunities through the effective teaching and learning taking place to understand the world around them and they make good progress as a consequence. They find their way around the classrooms, bathroom and hall. With the help of adults, children who are unable to walk become familiar with their surroundings. The school trip to Blackpool earlier in the year extended children's awareness of places beyond school and home. Children have access to two computers in their classroom and the more agile children use the keyboards in free activity time. Children type their name or the initial letters of their names. The most able child uses a computer programme to drag the letters of his name correctly and take his headphones off after listening to tapes. Children participate in the daily prayers of thanks and, encouraged by adult enthusiasm, they sing songs such as 'If you are happy and you know it clap your hands'. Electronic switches of various types are used well by children with no speech to communicate. With these, they participate in greetings and group discussions. Wall displays show children explore fabrics and textures as they glue and stick to create model birds from junk materials, use wood shavings to decorate their fish and make a woodland collage using leaves, petals and grass from the sensory garden. The

teacher makes good use of the digital camera record important new achievements amongst the class. The more able children photograph their friends. Children push and pull with the range of small toy cars and take part in imaginative play with these. Children explored light and dark when they listened to a story of bears that were afraid of the dark. They snuggled up in the Bear Den and staff created a dark atmosphere and then children copied the teacher and use torches to light up the sky. Those children unable to move the torches enjoyed the activity, responding with gurgles and happy babbling.

Physical development

54. Children's physical development is given a high priority. Physical skills are taught well and children make good progress. The teacher liaises with the physiotherapists and though they do not work together, there is a good multidisciplinary approach because the regular discussions and advice given by the physiotherapist are transferred into classroom practice. All children enjoy a weekly visit to the hydrotherapy pool. The more able have their session with the teacher assisted by a parent. In this session children increase their skills in independent dressing though they all still need some assistance. Children experience floating, kicking, and stretching in the water. Children with profound and multiple learning difficulties respond to the programme of massage, relaxation and soothing music with smiling and movement. This programme improves their muscle tone and flexibility. These children use the hydrotherapy pool and with the support of the physiotherapists and classroom assistants they enjoy being in water. One boy responded well to the splashes and his next step was to blow bubbles. The outdoor play area is used well to support physical development. The bike track, ball and quiet areas are used appropriately with constant adult attention to make sure children benefit from the activities. Throughout all these activities adults continually stimulate and respond to children's physical reactions and encourage them to communicate their feelings. All children have appropriate targets for their physical development including for example learning to walk on an uneven surface. The most able child jumps, hops and rolls over. In a dance lesson, this pupil followed instructions to bend his knees, stretch and kick his feet with increasing control. Children, who could not participate as well in the dance lesson, responded to the sound of the music by wriggling or kicking in their beanbags. All of these interactions help children to gain confidence and become aware of their bodies.

Creative development

55. Children develop creativity and their imagination well as a result of effective teaching. They use their fingers to make marks and paint bear faces. They also use paint and plastic shapes to make prints. Children make handprints in wet paint. They experiment with texture by adding sand or crumbled biscuits to wet paint and making a rough effect. Children develop their manipulative skills by using sponges, rollers and brushes to create their artwork. When painting their own pictures of *Pooh Bear*, children recognised the bear; the majority motioned towards their own faces when mouths and ears were discussed. They enjoyed using red and yellow paint to depict the bear. One boy concentrated very well with his painting and managed to methodically paint his whole paper in red. Children's work is shared and praised, and throughout these creative opportunities staff make good assessments of children's physical and communication skills, which supports them to achieve well.

ENGLISH

56. Achievement in English is satisfactory overall. The amount of pupils' progress in lessons is affected by the variation in the quality of teaching. It is good for pupils in Years 3 to 6, but unsatisfactory for those in Years 1 and 2. The group of pupils with profound and multiple learning difficulties is making satisfactory progress. The structured approach used by the

teacher and classroom assistants encourages these pupils to make and refine sounds effectively. However, there is not enough emphasis on linking sound or gesture to meaning, in order to create an effective system of communication. The new class for pupils with autistic spectrum disorders has made a good start and make good progress using symbol schedules and the Picture Exchange Communication System (PECS). Their increased ability to communicate has already lessened frustration and improved behaviour.

57. By the end of Year 2, pupils do not make sufficient progress overall, partly as a result of the diversity of pupils needs and because the organisation of lessons and the management of pupils are not effective. As a consequence, listening and communication skills are not promoted well and pupils are not achieving as well as they should. The group is rarely settled and quiet. They are making sound progress in reading. Higher attaining pupils can match letters, but, when matching the letters of their own names, there is not enough attention given to them matching letters in left to right order. They recognise words such as 'he', 'go' and 'is'. Progress in writing is unsatisfactory. Pupils attempt to over-write, but without much success. Lower attaining pupils are learning to recognise letters and form them using their fingers either in the air or in sand. They make marks on paper with crayons and pencils. However, insufficient use is made of signing and symbols to support reading and writing, though some signing was used in the telling of the story.

58. In all English lessons affecting pupils in Years 3 to 6, literacy teaching is well structured and makes a contribution to pupils' good progress in speaking and listening as well as reading but not writing. In Year 3, lively communication is encouraged in lessons and pupils are keen to respond with signing or spoken words. Interest in the story being read promotes good listening, anticipation, and the use of imagination. Pupils in Year 4 and 5 listen carefully to the story and show their understanding through answers to teacher's questions. By the end of Year 6, pupils contribute to discussion and listen with attention and interest to each other. They anticipate and make imaginative suggestions. Very good use of signing and of multi-sensory resources ensures that all pupils participate in learning. Higher attaining pupils in Year 6 relate their accounts of events, for example, one boy described his sister's birthday party and another talked about how he had spent his weekend.

59. Good signing and use of picture cards and objects by teachers and classroom assistants leads to pupils in Year 3 making good progress in reading. They join in the reading of the story with enthusiasm, recognise, match or read words from the book. Higher attaining pupils read well from their books. Name recognition is well reinforced in one Year 3 class, as pupils have to find their own names on the white board and make a mark underneath to sign in. In Years 4 and 5, pupils are developing good phonic skills and strategies for reading new words, supported by good letter and word work in literacy lessons. They are familiar with vocabulary associated with books, such as author, illustrator, title, and cover. By the end of Year 6, higher attaining pupils read a sentence card and then find that sentence in the text of their own reading books. There is a wide range of ability in Year 6, but all show interest and enthusiasm while listening to stories. Good use of the computer version of the reading scheme was observed.

60. Overall, by the end of Year 6, pupils are achieving unsatisfactorily in writing. Higher attaining pupils make satisfactory progress in writing, but less able pupils do not achieve as well as they could. All classes have a wide ability range, so in each class pupils learn to make marks on paper, to form letters, to overwrite, or to copy, at an appropriate level. Shared writing is effective in most classes. However, there is insufficient use of symbols to support written communication, limiting pupils' ability to write. There is insufficient use of computers, for example with symbol/word processing, to support writing, though some pupils can type their names, with support.

61. Overall, teaching and learning are satisfactory. They are unsatisfactory in Year 1 and 2 and good in Years 3 to 6. In Year 1 and 2, low expectations and lack of organisation reduces the rate of learning for most pupils. The teacher's poor use of voice, both in reading and talking to pupils resulted in a loss of their interest and attention. The good teaching and learning in lessons for pupils in Years 3 to 6 were the result of very good teamwork and very good use of resources. Learning support assistants make a significant contribution. Expressive reading and skilled questioning encourages a love of stories and rhymes, and promotes a desire to learn to read. However, assessment is unsatisfactory. There is no ongoing assessment and recording of individual progress in lessons and therefore no use of assessment to inform planning. Teachers know their pupils well and do respond to their needs, but this is not systematic enough to contribute to more refined planning.

62. The co-ordination of English is unsatisfactory as is the improvement since the last inspection. A literacy strategy has been implemented since then and although it is reasonably successful in promoting the progress of pupils in Years 3 to 6, this is not the case in Year 1 and 2 or in supporting pupils' literacy skills in other subjects. Resources for literacy have improved and are now good. They include a range of 'big books', story sacks, and other multi-sensory resources, which are used effectively in Years 3 to 6 and ensure most pupils are well included in learning. However, the monitoring of teacher's curricular planning and lessons is unsatisfactory. As a result, the most and least successful teaching is not observed and good practice is not shared.

MATHEMATICS

63. Pupils achieve well throughout the school. This is because the teaching is good and it is based closely on the guidelines of the National Numeracy Strategy, which the subject co-ordinator has planned out effectively for all staff to follow. Pupils with autism and pupils with profound and multiple learning difficulties are making good progress.

64. By the end of Year 2, pupils chant numbers up to five, recognise some of these numerals, and realise that the number 4, for example, represents four real things, such as four ducks, bricks or crayons. They learn to take one away from a number, such as seven, or to make an addition of one. Several pupils trace the shape of a numeral with their finger. Higher attaining pupils recognise numerals to ten and count to ten independently. They count a set of up to five or six objects and say how many. Most pupils, including those with autism sort objects into big and small, or red and yellow and stack wooden bricks in piles of two or three.

65. Most pupils with profound and multiple learning difficulties, regardless of their age, engage with small numbers through looking at items and reaching towards them when given a choice of a large toy car or a small one.

66. By the end of Year 6, higher attaining pupils, including the group of autistic pupils, recognise some of the features of two and three-dimensional shapes, such as them having points, rounded parts, or being solid. They count objects to ten, reliably and recognise numerals up to 100. Even so, they easily become confused, and, for instance, add two on, instead of taking two away. Working with money, pupils match real coins to pictures on a page, but do not know what they are, only that they can be used in exchange for things in the classroom 'shops'. The most able pupils sort a variety of objects into groups, using their colour, shape, size, or what they are made of. They struggle if too many choices are given at once. In counting and number work, they add numbers up to 12 and take small numbers away from 12. These pupils are beginning to write numerals and their sums on the page, but they are not encouraged to do this often enough and their progress is lacking in this aspect of their mathematics work.

67. Teaching and learning in mathematics is good. Teaching is consistently effective because of the medium term planning done by the co-ordinator and also because lessons follow effectively the structure of the National Numeracy Strategy. Mathematics is taught more confidently in Years 3 to 6 than in Years 1 and 2. Teachers plan their lessons well as a rule, although sometimes the aims of the lesson, the planned activities and the actual activities do not match well. Teachers and support staff have positive and often lively relationships with their pupils. This helps enthuse the pupils and it encourages them to try hard and concentrate on their work. In one lesson where the teaching was particularly good, which involved Year 4 and 5 pupils, the short activity to start the lesson contained lively singing of 'Nine Newspapers' with pupils exchanging newspapers for a coin. This was followed with well varied and lively group activities, which ensured work sustained a good pace and was challenging for all pupils. One group, for example, worked at the classroom shop using a large counting frame and other equipment very well to help with buying and counting lollipops, newspapers and pencils. The lesson stayed busy and purposeful as groups moved onto other, similar activities after a time, including several pupils using different computers, where they worked on colour matching, number recognition, and completing pattern sequences. The teacher and support staff worked very well with the pupils, helping, guiding, encouraging, and giving praise. The pupils were keen and they tried their hardest. At the end, there was a whole class review of what each group had been doing, how well they had learned, and what they had learned. Typically, staff use signing well with pupils; they speak clearly and use the correct mathematical words.

68. However, a few lessons are too long at an hour and a quarter. Also, in a few lessons, the activities slow down and lose their purpose because they are not well focused activities with a clear learning objective. In lessons in other subjects around the school, teachers mainly do not bring numeracy into their teaching. Except in a few subjects, such as science, the pupils' numeracy is not helped satisfactorily. Despite their training in relation to the National Numeracy Strategy, most teachers do not encourage number skills.

69. This subject is co-ordinated well. The co-ordinator is experienced in mathematics and has had additional training in numeracy. The National Numeracy Strategy is very well embedded in all mathematics lessons, with all teachers having had the appropriate training. There is a good plan for how the subject is being developed, including further building up the already good resources. There has been a good improvement since the last inspection. The curriculum is now broad and is balanced well. It is very appropriate to the needs of pupils. The quality of teaching has improved from satisfactory to good; the subject approach and overall policy is now good; the total time each week is now good. The use of computers is more relevant and common in mathematics lessons than it was previously. There is still no formal assessment of pupils' progress. There is a systematic procedure for measuring and recording pupils' progress but it is not used consistently by teachers. As a consequence, the targets written into pupils' individual education plans on what they will aim to achieve are often not specific to each pupil and are more frequently very general and related to groups of pupils.

SCIENCE

70. Pupils' achievement in science is good throughout the school and this maintains the standards reported in the last inspection. Pupils experience an appropriate range of scientific activities and there is relevant coverage of the National Curriculum. As pupils with autism of all ages are focused on learning routines for working and developing means of communicating they are not yet doing work that is specifically science. However, their good progress towards readiness for learning is opening the way for them to start meaningful work in science. No lessons were observed in Years 1 and 2, but a scrutiny of teachers' planning,

pupils' files and classroom displays shows that pupils make good progress in science. By the end of Year 2, pupils have explored how sound travels and what makes sounds, for example, by making recordings their own voices. They have investigated different types of seeds and what they need to germinate and grow. In Year 4, pupils make simple electrical circuits. Most name the various components on their circuit board and, with support, made the bulb light up much to their delight. This activity led to a high level of co-operation between pupils. In Year 5, pupils enjoyed experimenting with balloons and a hair dryer to discover if hot air rises. By the end of Year 6, pupils know that certain substances dissolve. They investigated how much sugar can be dissolved in different amounts of water. They made tea using hot and cold water and observed the change of colour in the water, the changing texture of the tea bags and the disappearance of the sugar. Pupils with profound and multiple learning difficulties experienced texture and temperature in a range of different materials and indicated which they preferred. In addition, they reached and grasped materials, which demonstrated progress for some who had been resistant to any tactile stimulation.

71. The quality of teaching is good overall and very good when lessons are taught by the co-ordinator who has secure subject knowledge and is very confident. This results in a high level of involvement and interest by the pupils. Support assistants make a valuable contribution in helping pupils and maintaining their interest. Pupils learn best when they have opportunities to be fully involved in practical activities using good resources and well motivated by the teaching. The teacher uses appropriate technical language which enhances pupils' learning and they are encouraged to predict what might happen, for example, in Year 6 when sugar is put into the tea. However, there are no opportunities for pupils to record their findings, which mean there is no evidence to show progress. Teachers were careful not to do everything for the pupils but made good use of questions to lead pupils forward and support their investigations, for example, by asking "*Why does it not light up?*" "*What is missing?*" Most pupils with profound and multiple learning difficulties responded well to the range of stimuli presented to them and staff were very aware of each pupil's likes and dislikes and any shift in their individual preferences.

72. Leadership and management in science are satisfactory. The subject has an enthusiastic co-ordinator who has developed the plans of what pupils should learn but has not considered how to further develop the subject within an action plan nor have effective assessment systems been developed. This restricts the co-ordinator's ability to review and adapt the curriculum to meet individual needs where appropriate. Resources for science are well organised in boxes for each topic, which is helpful to teachers. There is insufficient use of information and communication technology to enhance pupils' learning.

ART AND DESIGN

73. Overall, pupils achieve satisfactorily. In general, pupils are provided with a variety of art activities using range of art materials. However, underlying their work is a lack of challenge and this is derived from insufficient planning of the learning opportunities in art. By the end of Year 2, pupils have a reasonable number of opportunities to enjoy experience and work imaginatively. They explore the feel and the potential for shaping soft modelling material. They also explore paints with their fingers, hands as well as paint brushes and develop awareness of colours and making marks. Pupils make prints of their hands or from leaf shapes and in doing so begin the connection between objects and their images, although many are at an early stage of understanding the visualisation of what they see, think and feel. For most, they improve their manipulation of paint and crayons, for example, by restricting the spread of the colour to the shape they are filling. When printing, most pupils progress to making sequences, setting out prints in rows and columns. Higher attaining pupils think more clearly about, and exert greater control of, the marks they make, concentrating on circular or straight lines. This contributes to them refining early writing skills. Over time, their

work does not show that they are given the scope and choice to explore and experiment more independently.

74. By the end of Year 6, while learning opportunities remain too narrow, most pupils exercise greater control when using pencils or crayons by drawing straight lines and keeping their colouring within defined areas. A higher attaining pupil makes an observational drawing, which is well visualised, of a washing machine representing its rectangular shape accurately and, with expressive use of line, shows the spinning and tumbling going on through the machine's door. Most pupils choose colours and shapes to create patterns and a few know that mixing colours produces new colours, for example, that red and blue makes purple. They experience a wide range of techniques and materials, for example, using charcoal, which creates a different quality of line and overall effect. However, this type of departure, like others, is not pursued with pupils in sufficient depth. Some have explored colour and combining different materials in a collage influenced by Warhol's *"Campbell's Soup Can"* but no work followed from this that built on what pupils had learnt.

75. Teaching and learning are satisfactory overall. The work in lessons is structured well, reflecting a good knowledge of pupils' special educational needs and the approaches that suit them getting actively involved. For example, in a good Year 3 lesson, pupils were split up into small groups of matching ability and given different tasks but work which was appropriately challenging. Higher attaining pupils discussed plans and had greater independence in choosing their colours and sharing the work of painting a large cardboard figure while the others had good opportunities to hold and handle sponges and glue spreaders. They were learning essential physical skills and with the effective encouragement of the classroom assistants they thought about and selected their materials and colours. In a Year 6 lesson the teacher discussed and demonstrated the technical parts of making patterns and at the end gave pupils the opportunity to describe and evaluate their work. These meant pupils had clear guidelines to carry on their work independently and, in summing up at the end, could think about what they had achieved. However, teachers' expertise in art varies between being sound and inadequate in terms of seeing relevant learning objectives in art for this population of pupils. When the reasons for a lesson activity are not clear, teaching is less effective. For example, a group of Year 1 and 2 pupils were asked to sculpt an animal form as part of their work. It was not made clear if the purpose was for them to learn modelling skills or something else. The pupils explored the modelling compound in an unfocused manner and for learning to have been more challenging they perhaps needed a demonstration of how to shape simple animal forms.

76. The co-ordination of art is satisfactory. While the co-ordinator is not an art specialist, the task of developing the subject has been treated with professionalism. The strength is in the development of a good policy and in planning what should be taught to the different age groups. Also, resources have been increased and are satisfactory. The co-ordinator is an effective teacher of art and has the opportunity to examine teacher's plans for art lessons as well as observe them teach and give advice. This is a satisfactory improvement since the last inspection when there was no adequate planning in place and resources were poor. However, there is still no assessment of what pupils learn in art, which makes it difficult for teachers to use the planning available in a constructive way.

DESIGN AND TECHNOLOGY

77. Overall, pupils' are making unsatisfactory progress in design and technology. Very little teaching is occurring and there is insufficient evidence in teachers' planning files and in the records of pupils' work, to show pupils are making sufficient progress. The subject has a low priority within the school's curriculum and suffers from a lack of effective leadership. It is unclear within the curriculum framework how much time is allocated to this subject and

therefore it cannot meet statutory requirements. Pupils in Year 3 made a class 'big book' together but some pupils found handling the materials and carrying out the assembly difficult and there was no indication of them being involved in thinking about the design. Pupils were unable to work independently on the project and needed a high level of support to complete tasks. Pupils with profound and multiple learning difficulties used cake ingredients to explore the cause and effect in operating an electric mixer. Pupils activated the mixer with a single pressure switch. Staff celebrated individual responses and good interactions between staff and pupils encouraged interest.

78. The school has some resources, but without a co-ordinator for design and technology, a development plan to move the subject forward, and an audit of resources, the provision for design and technology is unsatisfactory. The contribution expected from all subjects to pupils' basic skills such as literacy, numeracy and information and communication technology is not being made. No assessment procedures are in place and although there are plans of what pupils should learn these are not effective in operation due to a lack of monitoring and evaluation of what is provided throughout the school.

GEOGRAPHY

79. Pupils' achievement in geography is satisfactory and this has stayed the same since the last inspection. Pupils are taught geography in two half terms of the six available in the school year and during the inspection it was only possible to see one lesson and pupils' achievements in that lesson were satisfactory.

80. Photographs show that by the end of Year 2, pupils learn about their locality and within the theme of 'transport' visited Manchester Airport. A wall display charts the travels of Camberwell Bear to London, Florida and Switzerland and good display of a tactile map made by the children show they have learnt about geographical features such as a lighthouse, jetty and village. By the end of Year 6, pupils have visited different parts of the school, such as the kitchen and the office, and develop their awareness of the school environment, which moves on to include the immediate locality outside school. In the lesson observed, involving Year 3 pupils, good use was made of photographs of the local police station, shops and bus stop to help pupils recall their earlier walk around the locality. Pupils responded with interest to pictures of newsagents, chemists and supermarkets and, with adult prompting, indicated in which shop items such as toothpaste and bread could be bought. Though there were good opportunities for pupils to repeat words and extend their vocabulary, the practical task of matching actual items to the four shops set up in the classroom became too complex. The teacher managed the class firmly and meaningful praise encouraged the pupils to persevere with their learning. Pupils have benefited from visits to Hollingworth Lake, Lytham St Anne's to support their topic on water as well as Tropical World in Leeds in relation to 'Weather Around the World'. Pupils experience the contrasts between hot and cold climates and they show they understand by making pictures of a snowman or a sunny beach. Classroom display indicates that pupils are learning about the water cycle. A good quality display in the Year 6 classroom shows pupils have learnt about physical features such as scrublands, mountains and tropical rainforests.

81. Leadership and management of the subject are satisfactory. The geography co-ordinator has developed the curriculum to take account of recent changes nationally and, in the one lesson seen, the updated planning was being used. Though a good emphasis is placed on visits to support the curriculum, there is no formal assessment of pupils' progress in geography. There are also insufficient resources for the subject which restricts pupils achieving more.

HISTORY

82. Pupils' progress in history is unsatisfactory. Pupils are not developing a sense of time in a planned and structured way. They experience a series of topics such as Greeks by wearing masks and having sports, Egyptians by mummifying dolls, or Elizabethans by wearing different clothes and dancing to different music. These are isolated experiences, not tied in with any real sense of time. The learning is not based sufficiently in pupils' own timescale of their day and their week. For example, when they were a baby, when they leave school or what they were doing on September 11th 2001. The pupils with profound and multiple learning difficulties are just beginning to learn in this way and are making sound progress in their awareness of their own growth and changes by experiencing what babies and teenagers wear. More generally, pupils are not building up their knowledge of others who are older or younger, in their families, for example.

83. Only one lesson was seen during the inspection. However, through discussions with teachers and by looking at their planning for history, it is clear that the teaching and learning are unsatisfactory. Lessons are not planned to teach basic skills. Activities focus on experiences and there is little challenge in this for most pupils. No formal assessments are made of how well the pupils are progressing in their learning. Teachers do not have a clear idea of what pupils have achieved. In the annual reports to parents teachers' comments do not always include information on history. When comments are made, they are about what pupils have enjoyed, taken part in, or experienced, but not what they have learned and understood.

84. The school's provision for history is unsatisfactory. The plan of what should be taught is lacking, being based on a series of separate topics with no sense of time to link them. Themes such as the Romans or Egyptians are repeated several times through the school. The resources are insufficient in quantity to allow two classes to do the same topic at once and in some instances history lessons are postponed as a consequence. Good use is made of outside people and places to enrich learning. Pupils have, for example, visited a local Tudor hall, a mock Victorian village, and a museum about the ancient Egyptians. These are valuable experiences for all pupils. Pupils have individual targets for history, but these are general and mainly the same for each group or class. The targets do not specify clearly what individual pupils will learn.

85. There are no clear plans for how the subject should be developed. There has been too little improvement since the last inspection. The history curriculum, resources and use of information and communication technology remain underdeveloped. History has not been a priority with the school as a whole, nor with individual teachers. It does not contribute well to the development of literacy or numeracy across the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

86. Pupils throughout the school are achieving satisfactorily. All classrooms have at least one computer and pupils have access to another room containing four computers. This room also houses the sensory resources of the light room and the Snoezelen, both of which are well used. Both sensory rooms have a good range of interactive equipment. Switch access is encouraged so that pupils can have some control over their immediate environment and can make choices when possible. In 'circle time', pupils with profound and multiple learning difficulties operate specially adapted electronic switches to respond. The evidence in pupils' files show that they have used simple art packages and a digital camera.

87. Only a few discrete lessons were observed in information and communication technology. Pupils' work in lessons shows that they are now making satisfactory progress overall. In Years 1 and 2, pupils made good use of all the facilities in the computer room.

Those working on the computers followed a story by using the mouse to operate the page-turner and the hearing icon to listen. With support, others could find the letters of their name on the screen. In the light room and Snoezelen room, pupils with profound and multiple learning difficulties respond positively to the various sensory stimulation, showing an awareness of light and dark and different colours. Some use a switch, knowing that a change would occur and they switched on their chosen piece of equipment. One pupil showed great delight when realising coloured lights would change by operating the switch. Pupils in Year 3 know the purpose of some keys on a computer keyboard, for example, using the delete button to erase words on the screen. Lower attaining pupils operate a computer by using a less complex keyboard and a 'rollerball' which is easier to use than a mouse. This is achieved with adult verbal prompts and some physical guidance. In Year 4, pupils use the computer to design a greeting card. They are very enthusiastic and choose the type of greeting, the colours and select an appropriate image. Pupils use the mouse to pull their image into position on the screen and use the arrows keys to change its size. From a dialogue box they select the words for their greeting. A few elaborate their work by adding a border to their card.

88. The quality of teaching is satisfactory overall. All staff have recently been involved in training and their increased subject knowledge means that they are becoming more confident in using the equipment and have a better awareness of what is available. Teachers and support assistants work well together to improve pupils' skills with information and communication technology equipment and give a high level of support to ensure that tasks are understood and pupils can complete the activities. Praise and encouragement maintains pupils' interest and increases their confidence.

89. The co-ordinator is very experienced and shows a commitment to improving the teaching of the subject and increasing resources. The school sees information and communication technology in its widest sense and pupils have access to digital and video cameras, tape recorders and programmable robotic toys. A good range of switches is available for pupils with the most complex learning needs. As a consequence, there has been a sound improvement in their achievement since the previous inspection.

90. However, the management of the subject is not effective and there has been insufficient improvement since the last inspection. There is too little monitoring and evaluation of the subject and the use of information and communication technology across the school. There is little evidence of work completed by pupils in the past and assessments of their work are incomplete. While it is identified on all class timetables, the subject is not being taught consistently in all class groups and the situation was similar at the time of the last inspection. Information and communication technology is used regularly in the teaching of literacy and numeracy in English and mathematics lessons respectively. It is not used well enough to support pupils' writing and this was the case at the time of the last inspection. There is also only limited use of switches and other information and communication technology in the teaching of other subjects. As a result, the reinforcement of information and communication technology skills across the curriculum is unsatisfactory.

MUSIC

91. Pupils in Years 3 to 6 achieve well in music as a result of the good planning and its use in teaching. It was not possible to observe any music lessons for Years 1 and 2, during the inspection and therefore no judgement is possible on how well they are achieving.

92. In Years 3 to 6, pupils sing and play percussion instruments, responding on cue to a conductor. They compose their own music using graphic scoring, record their compositions,

listen to and review their performances. Pupils listen to a variety of music and express their reactions.

93. Pupils in Year 3 choose instruments to represent weather conditions such as rain, wind, and thunder. They listen to each other and evaluate the choices, then put them together to create the sound effects of a storm. From listening to the music of Benjamin Britten they identify the sounds of the cello and violin. They compare this music with their own compositions. Pupils listen with discrimination and are excited when listening to the recording of their own music, recognising their contributions. In Year 4 and 5, pupils respond enthusiastically to a taped song by joining in and some clapping their hands. They keep time, create rhythms and play untuned percussion instruments. They understand the quality of sounds enough to make links between different instruments and ideas or characters in a story. By the end of Year 6, pupils listen very carefully to recorded sounds. They recognise and name household sounds, using words, symbols or objects. They repeat or copy the sound and say or indicate in which room the item would be used. Pupils with profound and multiple learning difficulties respond well when listening to music. They enjoy the tapping or clapping of various rhythms and respond with smiles when helped to play instruments.

94. The quality of teaching and learning ranges from satisfactory to excellent and is good overall. The overall planning, produced by the co-ordinator, has enabled non-specialist teachers to teach music well. The individual teachers add to this basic planning, their own skills. Relationships are very good, and pupils are interested and enthusiastic. They respond very well to the recording of their music, maintaining quiet during recording, being attentive for the playback and excited by their, and others, achievements. Very good use of resources ensures good inclusion. The pace of lessons is good and pupils are challenged. Listening skills are promoted well, and pupils listen to each other with respect and attention. Lessons are evaluated, but individual progress is not recorded.

95. The subject is well managed, but at present there is no monitoring of teaching. Resources are good and used very well to enhance lessons. Staff use singing throughout the school day, to mark the change of activity. Visits from music groups such as Live Music Now, a local school band, and instrumentalists from the music service, give pupils the experience of live music. The improvement since the last inspection is satisfactory. The good quality of teaching has been maintained and teacher's planning is better. However, pupils' progress is not being assessed and this detracts from planning being more effective.

PHYSICAL EDUCATION

96. Pupils achieve well throughout the school. This is because the teaching is good and, during the three lessons per week, pupils cover a breadth of physical education activities.

97. Pupils with profound and multiple learning difficulties tolerate being handled and moved, and learn to make some purposeful movements for themselves. They will, for example, reach for a ball, push a hoop to the teacher and try to roll over, pull a hoop in a tug of war, or resist being over-balanced. While their skills may develop very slowly, good progress is made by the end of Year 6. In swimming, for instance, they grow to be much more tolerant of the water, being moved around and allowed to float. When encouraged, they kick their legs and allow water to be splashed on their faces during games in the pool.

98. By the end of Year 2, pupils with severe learning difficulties walk to the school's hydrotherapy pool. In the water, they kick and attempt to float. By the end of Year 6, they have learnt to float and also make some swimming strokes. In gymnastics, pupils move across the floor in different ways, such as running, rolling, crawling or hopping. On the apparatus, they climb safely, crawl through tunnels, jump off a padded table and slide down

ramps. Many pupils learn to co-operate with each other and will follow the teachers' instructions, such as when to start and stop, which way to turn, or who to have as a partner. In dance, pupils move in appropriate ways to music, such as soaring, gliding and floating. The group of autistic pupils have a brisk walk each day, as a form of general exercise and stamina training. They go to the swimming pool and make good progress in building confidence in water and developing skills, without as yet swimming unaided.

99. By the end of Year 6, the few higher attaining pupils swim more than fifty metres, tread water, and perform a 'star float', with their face down in the water. They take part in games with partners, or as a member of a small team. Their physical co-ordination improves and they pass a ball to a nearby friend, or hit the ball with a racket. On gymnastic apparatus, they move safely and are well balanced. They have taken part in caving, canoeing and climbing activities at an outdoor pursuits centre and have gained greatly in confidence as well as skills.

100. Teaching and learning are good. Teaching is done by one teacher mainly. This teacher has a good knowledge of the subject, but the planning for individual lessons tends to be based more on a series of activities, rather than a single focused aim for what pupils will learn. In Years 1 and 2, the teacher is still at the stage of finding out what these newly admitted pupils can do and how they react to the hall or the hydrotherapy pool. These lessons have tended to be slower and less structured, as the pupils get used to new ways of doing things. Overall, pupils are well challenged by the activities and staff enjoy positive relationships with them. Equipment is used well, whether it is the large gymnastics apparatus, or small games equipment. The support assistants work very well with the pupils, giving good encouragement, praise and support. The lessons are well structured, with a good warm-up activity, a challenging main session, and an appropriate slower activity to finish, often with a review of what has been learned. In a particularly good swimming lesson, for instance, the teacher had very good support from other staff who had very good skills with the subject and the pupils. The pupils were taught in small groups of differing abilities, including the autistic pupils. There was a high level of challenge for the pupils to do their best, and they were encouraged and praised well. The pupils responded enthusiastically and learnt very well.

101. This subject is well managed and led. The co-ordinator is experienced and enthusiastic. There is a sound plan for how the subject is being developed, including applying for 'Healthy Schools' status, and the 'Activemark' award from Sport England. The curriculum is good. It covers all the required aspects of physical education, and there is a generous amount of time allocated to each, including, for instance, swimming throughout the school. Much time is used, however, in getting changed, or being transported to the swimming pool. Some lessons are particularly short as a result. Staff make good use of nationally recognised methods and systems of teaching for different aspects such as swimming, mobility, dance and massage therapy. The physiotherapists are consulted for advice, particularly on the needs of the least able and least mobile pupils. Good resources have been built up for each aspect of the subject, and good use is made of them. The hall is unfortunately a passageway to two other classes and the kitchen, and this disturbs some lessons. Good use is made of outside people and places, including having positive links with other schools, through a swimming gala, a 'Commonwealth Games' day and joint weeks at the outdoor pursuits centre. There is no formal assessment of how pupils are progressing, except in swimming. Teachers cannot effectively alter their planning to take account of pupils' progress and ensure activities are always as challenging as they should be.

102. The school has done well to maintain a good level of provision and pupils' standards since the last inspection. Pupils still have a positive attitude to their activities. The co-

ordinator now teaches most classes for at least some of the time, and there is a good policy in place. The resources have been developed particularly well.

RELIGIOUS EDUCATION

103. Improvement since the last inspection is satisfactory. The school has adopted the Locally Agreed Syllabus and the subject now meets statutory requirements.

104. The pupils' achievement is satisfactory. Judgements are based on photographic evidence, wall displays and discussions. This is because very little work is recorded and due to timetabling arrangements it was not possible to see any lessons during the inspection. Throughout the school pupils extend their awareness of religious faiths and traditions. From a variety of educational visits, which have included the local church, a Buddhist Centre and Mosque, pupils gain experience of different places of worship. The school has developed a good quality range of resources so the pupils can touch and see at close quarters the items that are special to Hindus, Jews, Muslims or Christians.

105. By the end of Year 2, pupils have joined in with Christmas celebrations and recognise that a lit candle signals the special time for religious education. As they progress through the school they are able to examine Christian objects such as a bible, crucifix and rosary beads. Pupils in Year 3, for example, having examined special Buddhist artefacts, create their own two-dimensional Buddha from shiny paper and glitter. Key words such as 'reflect' and 'meditate' are displayed within the classroom. By the end of Year 6, most pupils participate in assemblies that exemplify the feelings of being special, sharing and caring for others. In discussion with teachers and support staff, pupils talk about their feelings when they are ill and who looks after them. They watch videos of bible stories, such as Zacchaeus and re-enact them through role-play. There is a separate, well considered curriculum for pupils who have profound and multiple learning difficulties. These pupils experience the impact of creation through light, sound, touch and smell. These experiences are consolidated by a tactile display showing the moon and sun.

106. The co-ordination of the subject is unsatisfactory. The co-ordinator has reviewed the policy with teachers and has given training to the staff to demonstrate good practice based on one of the units in the religious education programme. Teachers' planning is monitored each half-term and the co-ordinator attends appropriate professional development meetings held by the local education authority. However, there is no plan to guide the development of the subject, no formal assessment in the subject and uncertainty about applying national performance indicators in religious education for pupils with severe learning difficulties.