

INSPECTION REPORT

MOSELLE SCHOOL

Tottenham, London

LEA area: Haringey

Unique reference number: 102178

Acting Headteacher: Mr M Doyle

Reporting inspector: Ms S Aldridge
8810

Dates of inspection: 9th – 12th December, 2002

Inspection number: 250422

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	4 to 19 years
Gender of pupils:	Mixed
School address:	Adams Road Tottenham London
Postcode:	N17 6HW
Telephone number:	0208 808 8869
Fax number:	0208 801 7074
Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Bucky
Date of previous inspection:	June, 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8810	Ms S Aldridge	Registered inspector	Design and technology, modern foreign languages	What sort of school is it? The school's results and pupils' and students' achievements. How well are pupils and students taught? What should the school do to improve further?
9446	Ms H Griffiths	Lay inspector		Pupils' and students' attitudes, values and personal development. How well does the school work in partnership with parents?
28106	Ms M Majid	Team inspector	Mathematics, citizenship, personal, social and health education	
17530	Mrs M Cureton	Team inspector	Geography, history, educational inclusion, including race equality	How good are the curricular and other opportunities offered to pupils and students?
3055	Mr C Tombs	Team inspector	Art and design, physical education	How well is the school led and managed?
17907	Mr M Bowers	Team inspector	Special educational needs, science, Post-16 provision	How well does the school care for its pupils and students?
27054	Mrs M Geddes	Team inspector	English, music, English as an additional language	
21899	Ms G Lawson	Team inspector	Information and communication technology, religious education	

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham on Sea
Somerset
TA8 1AN

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is on two sites, one mile apart, in Tottenham and caters for 120 pupils and students from four to nineteen with learning difficulties. At present there are no children in the Foundation Stage. There are twice as many boys as girls. All have statements of special educational needs, or are being assessed for one, and attainment on entry is very low. Since the school was last inspected, pupils and students with more complex needs have been admitted. Now, priority needs on statements show that roughly a third of pupils and students have moderate learning difficulties, about the same proportion have autism, about a fifth have severe learning difficulties, and a tenth have emotional and behavioural difficulties; six pupils have little or no speech. Most have complex needs across more than one of these categories. A high proportion is eligible for free school meals. The school's population is very diverse; almost half are from minority ethnic groups. Over a third of pupils and students speak English as an additional language and 14 of these are at an early stage of acquiring the language. There are six refugees and a small number of travellers. The school was awarded Beacon status in December 1999, and this has been renewed until July 2005. The substantive deputy headteacher is acting as headteacher, and all but one of the senior management team are in acting posts.

HOW GOOD THE SCHOOL IS

Moselle is a highly effective school. Pupils and students achieve well, and teaching is good with some very good features. The school is very well led and managed and provides very good value for money.

What the school does well

- Achievement in design and technology, physical education, personal, social and health education and music is very good.
- Pupils' and students' personal development is very successfully promoted, and relationships across the whole school community are very good.
- Pupils and students have great enthusiasm for school; most have very positive attitudes to their work and behaviour is good.
- The curriculum is very good and is enriched by a very broad range of extra-curricular activities; there are excellent opportunities for pupils to learn alongside and socialise with pupils from mainstream schools.
- Highly trained staff work effectively as a team and show excellent commitment to improving the school and caring for pupils and students.
- The work of the acting headteacher, senior management team and the governors very effectively supports continued improvement.
- Staff work very successfully in partnership with parents and the community; the school is valued as a resource for helping to promote inclusion in the local area.

What could be improved

- The accommodation is cramped at the main site, and does not provide well enough for pupils of secondary age.
- The range of accreditation available to pupils in Years 10 and 11.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1998, it has addressed all the key issues identified, except that relating to the teaching of Years 10 and 11 pupils on the upper school site – this it cannot achieve without support from the local authority. Teaching time has been increased so that it meets recommendations, the curriculum for information and communication technology (ICT) now meets requirements, financial control is now computerised and a bursar has been appointed. The school now reports absence in its prospectus as required, and strategies for encouraging attendance have been further developed, with some success. In addition, the school has improved staff development opportunities, introduced the National Literacy and Numeracy Strategies, and developed its role as a

Beacon school. It has successfully met the challenge of catering for a changing pupil intake. Improvement is very good.

STANDARDS

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

Progress in:	by Year 6	by Year 11	by Year 13	Key	
Speaking and listening	B	B	B	very good	A
Reading	B	B	B	good	B
Writing	B	B	B	satisfactory	C
Mathematics	B	B	B	unsatisfactory	D
Personal, social and health education	A	A	A	poor	E
Other personal targets set at annual reviews or in IEPs*	N/A	N/A	N/A		

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

Pupils and students who attend regularly achieve well; they are given a very broad range of relevant learning experiences, which are well taught. The many different groups of pupils and students achieve equally well because staff are skilled in catering for pupils of different abilities and with different needs. The school has set challenging targets for individual pupils and students, and its detailed analysis of the data it collects shows that these are likely to be met. Achievement is good in English, mathematics, science, ICT, history, geography and art and design; it is satisfactory in French. In religious education, achievement is good in Years 1 to 6, and satisfactory in Years 7 to 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils and students tackle classroom tasks with interest and attendance at out-of-school-hours activities is very good.
Behaviour, in and out of classrooms	Pupils and students behave well in class, around school and when learning in the wider community. Bullying is not a feature of the school.
Personal development and relationships	Relationships are very good and help to create a harmonious learning environment. Pupils and students are keen to take responsibility; as they mature they become more independent, show an increasing regard for the feelings of others, and respect for others' beliefs and values.
Attendance	Despite the efforts of staff, this does not compare well with similar schools nationally, and is unsatisfactory. Much absence is the result of illness or medical appointments, but a few pupils and students are persistent non-attenders, whose parents condone their unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Good	Good	Good

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

Teaching is very good in personal, social and health education; it is good in mathematics and English. In design and technology, physical education and music, teaching is very good. Teachers plan their lessons well to ensure that pupils and students are all challenged; they take good account of differences in abilities and of pupils' and students' special educational needs. As a result pupils and students of all groups continue to build on their knowledge, skills and understanding. Teachers use practical methods that appeal to pupils and students, who are well involved in tasks as a result. The management of pupils and students with challenging behaviour is particularly good in Years 1 to 6. Literacy and numeracy skills are taught well in subjects other than English and mathematics; the teaching of ICT skills across other subjects is satisfactory. All staff have been trained to use a suitable signing system; at present signing is more widely used in Years 1 to 6 than in other classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Statutory requirements are met and no pupils or students are disapplied from the National Curriculum. The curriculum is enriched very effectively by extra-curricular activities, partnerships with other educational institutions and the wider community; all pupils and students have opportunities to learn alongside their mainstream peers. Careers education, vocational courses and the school's provision for personal, social and health education are very good. The school provides very well for pupils' and students' diverse special educational needs. Students have a highly relevant curriculum that prepares them very well for adult life. Provision of extra-curricular activities is better at the main site than the upper school site.
Provision for pupils and students with English as an additional language	Good. Provision for these pupils and students is co-ordinated well across the school and they are supported well in class. Analysis of assessment data, showing the progress made by different groups, enables the school to target its support well.
Provision for pupils' and students' personal, including spiritual, moral, social and cultural development	There is excellent provision for pupils' and students' social development. Very good opportunities are provided for the development of pupils' and students' moral, cultural and spiritual awareness.
How well the school cares for its pupils and students	Child protection procedures are very good, and staff care for pupils extremely well. There is a very well-developed system for assessment in English, mathematics and personal development; assessment information is used very well to track pupils' and students' academic progress and set targets for raising achievement. Procedures for monitoring and improving attendance are satisfactory.

The school works very well in partnership with parents and carers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is exceptional shared commitment to improvement. The acting headteacher and senior management team provide a clear vision, and work well together; each member leads very effectively on one or more areas of the school's work. There is a strong commitment to equality of opportunity and the further development of inclusion. The school is managed very well, despite its complexity and two sites.

How well the appropriate authority fulfils its responsibilities	Very well. Governors support the school effectively and keep its work under close scrutiny. They have a thorough understanding of its strengths and areas for further improvement, and take suitable action to help secure improvement.
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The school's evaluation of its performance	Very good. The school measures its success very well through analysis of assessment information in English, mathematics and personal and social development. Monitoring of teaching is very well established, so is performance management.
The strategic use of resources	Very good. The school's budget is used very effectively to support continued improvement, and ensure that needs are met well. Financial planning is good, and finances are well managed. Beacon funds are used well to support inclusion in mainstream schools. Delegation of responsibilities to staff is generally good, but the acting members of the senior management team have a heavy workload.

Staffing is very good, learning resources are good, but the accommodation is unsatisfactory. The school applies the principles of best value in a satisfactory manner.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The staff are approachable • The teaching is good • Children like coming to school • The school is well led and managed 	<ul style="list-style-type: none"> • A few are not satisfied with the amount of homework given.

Inspectors support parents' and carers' positive views of the school. They find the school's arrangements for homework are good in Years 1 to 11; the school's homework policy is implemented well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

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

1. Overall, pupils¹ achieve well, whatever their ethnic origin, special educational need or gender. This reflects considerable progress since the last inspection, when the population of the school was quite different. Much has been done to ensure that pupils of all different groups are catered for well and have equal access to all areas of the school's very broad curriculum. The minority of girls is well catered for, and some lessons are taught separately to boys and girls; as a result both groups make equally good progress. Good teaching ensures that pupils make good progress in lessons, and effective use of curriculum maps supports continued progress over time. Inevitably, the small number of pupils whose attendance is patchy make limited progress.
2. Target setting successfully supports continued good achievement. The school has been using P-scales (Qualifications and Curriculum Authority, 1998 and 2001)², to assess pupils' and students' attainments in English, mathematics, and personal and social development, for several years now. It has used the information to set individual targets each year, as well as whole-school targets. Progress towards these targets is carefully monitored, and assessment data is analysed by gender, ethnic group, mother tongue and special educational needs. In this way the school is able to identify whether any pupils or students are not doing as well as expected. Where any such under-achievement is identified, the school allocates additional support to individuals or groups of pupils. For example, it found that pupils in Years 1 and 2 originating from the Asian sub-continent did less well in one aspect of mathematics than other pupils, so support from an assistant was allocated. In this way it ensures that pupils of all groups do equally well. There are good opportunities for pupils to work on their targets, which are carefully assessed; progress is recorded and reviewed regularly. At the time of the inspection, assessment data showed that eight out of ten pupils were set to achieve their individual targets.
3. Since the last inspection, improvements in provision have helped to extend pupils' and students' achievements too. For example, achievement has improved in art and design, design and technology, physical education,
4. Achievement in English is good. The school has successfully introduced the information and communication technology (ICT) and music. National Literacy Strategy, improved the planning that teachers use when preparing their lessons, and increased staff skills in teaching pupils with communication difficulties. There are many good opportunities for pupils to express themselves, in their own ways, in classrooms, as well as through activities at lunchtime and after school. For example, non-verbal pupils were seen participating fully in an integrated drama session one evening; they expressed themselves by signing and vocalising. Support from speech and language therapists helps to ensure that those with particular difficulties are provided with suitable programmes. Pupils for whom English is an additional language are given good support, and where their language is at an early stage of acquisition, pupils learn to sign. As a result of this good provision, all groups of pupils make good progress in communication skills, including speaking and listening. The careful teaching of letter sounds helps pupils to read words that they do not immediately recognise, so they make good progress in increasing the number of

¹ Throughout the main report the term pupils refers to pupils and students where appropriate

² P-scales describe levels of attainment below Level 1 of the National Curriculum

words that they can read on sight. Similarly, handwriting skills are taught well, and there are good opportunities for reading and writing skills to be used in other subjects.

5. All pupils achieve well in mathematics. A modified form of the National Numeracy Strategy has been introduced, and staff have received training to support this; resources have also been improved. Pupils' very positive attitudes help to secure good achievement too. Monitoring of teaching has helped to achieve a consistent approach to the teaching of mathematics, and planning ensures that pupils receive a wide range of mathematical experiences.
6. Very good achievement in personal, social and health education is associated with a broad, well-planned and taught programme, as well as excellent opportunities for pupils to socialise with others in Moselle and mainstream schools and colleges. Extra-curricular activities, including residentials, make a strong contribution to the progress that pupils make too. For example, one after-school activity that promotes co-operation and inclusion, is a mini-enterprise that enables pupils to develop teamwork, art and design, computer technology and business skills. Their products include Christmas cards of a commercial standard.
7. Pupils achieve well in science, ICT, history, geography, and art and design. In French, taught in Years 7, 8 and 9, achievement is satisfactory; this is linked to satisfactory teaching. In religious education, pupils in Years 1 to 6 achieve well, because teaching here is good. Satisfactory achievement in religious education in Years 7 to 11 is linked to satisfactory teaching; although assemblies are used well to set themes for the subject, follow-up work in secondary classrooms afterwards is limited by the small size of some rooms.
8. Students over sixteen achieve well in all curriculum areas. Their achievements are recognised by a sound range of external accreditation, and they leave school either for employment or further education.

Pupils' and students' attitudes, values and personal development

9. Overall, attitudes to learning, relationships and personal development are very good. This is an improvement on the findings of the last inspection. Behaviour is good, as it was at the time of the last report.
10. The school's mission statement says that it aims to create a friendly, welcoming and caring school which will encourage a positive attitude to life and learning and prepare pupils for participation in society. Pupils' and students' attitudes reflect the school's aims very well. They are very keen and interested in their lessons. They are eager to make a contribution to discussions and concentrate very well on their tasks. For example, in a Year 11 design and technology lesson, pupils were so enthusiastic to continue with their ceramic work that they asked to work through their breaktime. In a Year 7 and 8 art and design lesson, pupils showed that they were proud of their achievements and able to constructively criticise their own work. Pupils show a very good level of respect in assemblies. For example, in a moving whole-school assembly on the Christmas story, pupils listened very well to the telling of the story and to the singing of a carol by a small choir, and were very keen to come up to help the teachers leading the assembly. Pupils are keen to come to school and punctuality is good.
11. Behaviour is generally good in lessons, assemblies, playtimes and when moving around the school. Pupils appreciate the school rules and feel they are treated fairly. They know right from wrong. Because teachers have high expectations of pupils, they respond well and are responsible. For example, in a Years 3 and 4 art and design

lesson, there was a good, safe, working atmosphere because pupils paid very good attention to safety rules. On occasions, behaviour at the end of lessons deteriorates. Some pupils find it difficult to maintain concentration and their behaviour is disruptive to others' learning. Relationships between pupils, students and adults are always very good and on occasions they are excellent; this helps to create a suitable learning environment, and promotes progress well. Pupils show care and concern for adults and are very supportive of them. There is no evidence of bullying. There have been no exclusions over the last year.

12. Pupils' personal and social development is very good. There are many good opportunities for them to take responsibility and they take these seriously. They understand the value of other cultures through art, music and religious education. They show very good levels of independence in their learning. They often show very good initiative, for example, in offering safety equipment or help to their peers, or a chair to visitors.
13. Attendance is below average, although it has improved slightly since the last inspection. The high level of authorised absence is due to the number of pupils whose medical conditions involve time in hospital. The high level of unauthorised absence is due to a very small number of pupils with attendance problems, often condoned by their families. Those who do not attend well do not achieve as well as other pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Teaching is good, with some very good features. No unsatisfactory teaching was seen. This is an improvement since the last inspection when a few unsatisfactory lessons were seen and the proportion of very good teaching was lower than inspectors found this time.
15. Since the school was last inspected the pupils admitted have a wider range of special educational needs and tend to be lower attaining as a result of more complex difficulties. Staff have been well trained to take account of the new intake, and training continues. For example, all staff who teach pupils with autism have been trained in suitable techniques, including the use of signing and symbols to encourage communication. There has also been training in the management of pupils with challenging behaviour. As a result, staff have good expertise in teaching the range of pupils in the present population. Monitoring of teaching has helped to ensure continued improvement too. Several teachers have strong expertise in teaching their subjects and this has a clear impact on pupils' learning. For example, in design and technology, physical education and music, teachers' subject knowledge is strong.
16. Planning is a particular strength. Plans, or maps as they are called in the school, draw well from those that are recommended nationally, and they have been skilfully adapted to take account of pupils' difficulties and needs. Teachers are provided with good quality maps on which to base their lesson plans, and these are designed well to take account of the organisation of pupils into classes that have more than one year group. This helps to ensure that pupils continue to build on their knowledge, skills and understanding, and that there are suitable opportunities for revisiting topics where this is beneficial. When teachers draw up their lesson plans they identify well the differences in teaching strategies for different pupils or groups of pupils. In a design and technology lesson, for instance, higher attaining pupils tackled a more challenging task and worked with little support, whereas lower attainers were supported well in a less demanding activity. Nonetheless, all were well challenged, and worked conscientiously to achieve a good deal in the lesson.

17. Teachers are very skilled in the use of methods that help pupils to learn from first-hand experiences. In particular, the annual show is a tapestry of contributions from different subjects; the props are made in design and technology, the backdrops in art lessons, and so on. Teachers frequently include visits in their plans, and pupils enjoy these. Staff also capitalise on incidental learning opportunities as they arise. For example, on a geography visit, pupils met up with a policewoman, and the teacher introduced each pupil to her and encouraged them to handle and listen to her radio. Many lessons are planned to include a variety of activities, and this helps to hold pupils' attention for the duration of the lesson.
18. Pupils and students particularly enjoy practical tasks; these hold their attention well and they concentrate for considerable periods of time when they are engaged in such activities. In a French lesson, for instance, the teacher had set out the classroom as a French café; suitable background music played and pupils were set the task of ordering a drink and some food in French. Pupils entered well into the spirit of this simulation, and practised their social skills as well as their language. Good use is also made of role-play, to help pupils learn about events in the past, for instance.
19. Staff understand the nature of autism well, and make good use of methods that take account of the particular difficulties that pupils with autism experience. For example, visual timetables are used well to signal changes in activity, and this helps pupils with autism to make a smooth transition from one session to the next.
20. A lively, dramatic approach is also successful in engaging pupils. A particularly good example of this was seen in an integrated design and technology session for pupils in Years 1 and 2. The teacher's enthusiasm communicated itself to pupils, who became completely absorbed in their task of 'dressing' a paper cut-out of a body, then decorating the 'clothes' with 'sparkly bits'. Pupils achieved a great deal in a short time because the pace of the lesson was very brisk. The session also provided an excellent opportunity for pupils from Moselle to work alongside those of the same age from a nearby mainstream school. Pupils were seen to learn from one another in this session; one showed another how to clear up together; as one held her hand below the edge of the table, another swept debris into her hand.
21. Staff are skilled in the management of pupils, several of whom have challenging behaviour. Very good relationships are invaluable in this respect, and clear behaviour management plans help staff to be consistent in their handling of individual pupils. Occasional outbursts, or refusals to work, are handled consistently well, and pupils invariably return to being co-operative. In Years 1 to 6, management is particularly good; here staff have very high expectations of behaviour and participation in work. One class was seen about to leave the school on a visit; the teacher spelled out very clearly the importance of good and safe behaviour, and told pupils that it was her responsibility to return them safely to the school, and that she needed their co-operation to do this. Pupils listened gravely to her words.
22. Successful management of pupils owes much to the vigilance of staff, and close supervision between lessons. For example, in the periods between lessons, when secondary-aged pupils are moving through the congested corridor of the main site, staff are much in evidence. They quickly intervene to settle any minor difficulties before they develop and this ensures that pupils arrive in lessons in a good humour and ready to learn. On one occasion, a teacher kept pupils waiting for a music lesson, and they were unsettled as a result.
23. Literacy and numeracy skills are reinforced well in most subjects. Communication skills are encouraged well. In classes for pupils with autism, use of signing and symbols help pupils to understand and respond. Teachers introduce new vocabulary

carefully to all pupils, and use it frequently, so pupils become accustomed to words and begin to use these themselves. There are good opportunities to read and write in many subjects, and all pupils keep diaries when they go on residential visits. Clear diction is encouraged when pupils are singing, and the teacher signs as well as singing, pausing to teach pupils new signs, and encouraging them to make the signs themselves.

24. Pupils use measuring skills frequently in design and technology, science and food technology; in art and design their attention is drawn to different shapes, and in history pupils learn about sequences of events. Staff and pupils make good use of the digital camera, and all subjects are beginning to make increasing use of software to enable pupils to use ICT as a learning tool. There is room for further improvement in the use of ICT in both science and design and technology.
25. Support staff make an important contribution to teaching. They are usually well briefed and clear about their roles, and they work very well with teaching staff to promote learning. They give good support, ensuring that pupils are able to get on with tasks, prompting when necessary; they judge the level of support well, so that pupils do not rely on them too much.
26. A good range of resources is used well to assist learning. Real objects are particularly useful in supporting pupils' knowledge and understanding. For example, in history and religious education, a wide range of artefacts is used in teaching. These are particularly beneficial for pupils with severe learning difficulties, or those with autism, as they engage them well.
27. Teachers assess pupils' knowledge and understanding well through the use of focused questions, which are more challenging for higher attainers. Work is marked carefully, with helpful comments, and good work is often recognised and celebrated at the end of lessons. Homework is used well to consolidate understanding and skills developed during lessons, and parents are enabled to help with this through the dialogue maintained in home/school books. Pupils' and students' individual targets are prominently displayed in classrooms, and many know what their targets are. As a result, they are made aware of their progress. Students leave with very well-presented, comprehensive records of their achievements.

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

28. The curriculum is very good and provides a broad range of worthwhile opportunities that fully meet the interests, aptitudes and complex special needs of pupils. It is sufficiently flexible to meet the needs of all pupils of different ages and stages of ability, at the same time setting challenging standards for all.
29. There are separate classes of pupils with general learning difficulties and pupils with autistic spectrum disorder, to address different needs. However, the level of integration of pupils with autism into some general learning difficulties classes is good, and pupils with autism are fully integrated into the rich and busy life of the school. Differing provision for pupils with learning difficulties and those with autism is carefully and successfully provided. The school provides music therapy, enhanced communication provision, multi-sensory experiences, soft-play and access to counselling. Speech and language therapy, occupational therapy and physiotherapy are provided when necessary. Teachers of visually-impaired and hearing-impaired pupils visit the school to advise on suitable programmes.

30. The curriculum is well planned to take account of the organisation of classes with more than one year group; this ensures that all pupils continue to build on their knowledge, skills and understanding. The school ensures that pupils have equal access to all areas of the curriculum because planning is virtually on an individual basis. Statutory requirements are fully met. All pupils follow an appropriate adaptation of the National Curriculum, with additional emphasis on social competence and independence for both groups of pupils. Literacy and numeracy are consistently well addressed in subjects other than English and mathematics. Curriculum provision set out in statements is fully met. Curriculum provision in mathematics, design and technology, art and design, physical education and personal, social and health education is very good.
31. The school day allows for a very good programme of clubs and activities to be available to pupils at lunchtime as part of a well-planned programme to assist their social development. The variety, quality and range of after-school provision, journeys and residential experiences available to pupils are very good.
32. All classes have well-organised and valuable opportunities to undertake projects with mainstream pupils. Primary pupils were making very good use of this to rehearse a lively musical play during the week of inspection. Secondary pupils and students over sixteen meet mainstream pupils and students in youth clubs, out-of-hours education and on college courses.
33. There is very good provision for personal, social and health education. The school regards the progress pupils make towards their targets in the subject as vitally important in achieving socially appropriate behaviour, effective transition to the next stage in education and eventual independent living. The governing body has approved a sensitive and appropriate sex and relationship education programme, and the inappropriate use of both drugs and alcohol is addressed. The school is working towards the 'healthy school standard' and was one of the first to be involved in the 'national fruit scheme'.
34. The high quality curriculum prepares pupils very well for the next stage in education. The school links effectively with a local business education partnership which provides a week's tuition on Business Enterprise for all older pupils. Representatives from local businesses have given younger pupils the benefit of their valuable experience, and pupils were able to experience taking part in a mini-enterprise involving the commercial manufacture of pizzas. Formal lessons in awareness of the variety of choices available after school start as early as Year 9. Good links with the local college help pupils develop the necessary skills and vocational preferences before they leave school. All those that left the school in the summer of 2002 went on either to employment, training or further education.
35. Links to the community are very strong, and include a well-known drama group which supports inclusion, a valuable link with a local hospital which supports health education, a play project and a specialist youth club. Links with partner institutions are also very strong and further enhance provision. There are joint drama projects at primary and secondary school level, and opportunities for Moselle pupils to study GCSE subjects in the local comprehensive school. Links to a local college of further education are well organised and productive. Induction of pupils into the school draws on a range of information provided by feeder schools. Any inclusion with pupils from mainstream schools is sensitively handled, well supported and successful.
36. The Post-16 curriculum is very good. Accreditation is satisfactory. Besides lessons in numeracy, literacy and skills of communication, students have good opportunities to ponder what comes next as a result of continuing input by specialist careers advisers.

Independence skills are well emphasised, particularly for those with autism. Lessons become more informal. Physical education now prepares students for leisure activities and is taken off-site. Some prefer to take exercise by walking in the countryside. Lifeskills, food technology and music take place in school, and there are college courses in food preparation, construction, horticulture, floristry and the performing arts. Students organise a variety of social occasions and links with many agencies. For example, an annual information evening on support beyond the school gate, is attended by many link organisations involved in supporting transition to adult life.

37. The curriculum has shown a good deal of improvement since the last inspection as it has been increasingly well adapted to the more complex needs of new pupils. However, lack of sufficient accreditation at the end of Year 11 is a weakness; much of what pupils achieve is not externally accredited. The school has recently introduced some external accreditation, but this is suitable mainly for lower attaining pupils.
38. Overall, the school provides very effectively for pupils' and students personal development. Provision for pupils' spiritual development is very good. This is an improvement on the findings of the last inspection. The school makes very effective use of assemblies and personal, social and health education lessons to cultivate pupils' spiritual development. Pupils are helped to explore the values and religions of others through music, art and design and religious education lessons. They visit places of worship, such as churches, temples and mosques, and celebrate the festivals of the world's great religions. Other subjects offer good examples for reflection. For example, in a Years 7 and 8 history lesson, a pupil commented that the Victorians did not know that one day they would be thought old-fashioned. The memorial garden at the front of the school reminds them of those pupils who have died. The school's shared ethos enables pupils to live up to the school's aims.
39. Provision for pupils' moral development is also very good. At the last inspection, it was satisfactory. Teachers and other staff provide very positive role models for pupils, and everyone is treated courteously, fairly and with care and respect. As a result, pupils are helped to distinguish right from wrong and provided with a good moral code as a basis for behaviour.
40. Provision for social development is excellent; at the time of the last inspection it was good. Pupils are encouraged to work well together in pairs or groups in lessons. Pupils have the opportunity to take part in the Haringey Junior Citizens award, youth clubs, Young Enterprise, Team Spirit and the Haringey Shed drama productions. The Duke of Edinburgh Award Scheme has recently been introduced as a lunchtime club. Integrated lessons with pupils from other schools, and the opportunity for students to attend classes at the local college offer excellent opportunities for pupils and students to mix with a wide variety of other people of different ages and cultures. The Lifeskills programme helps prepare students for life outside school. Teachers and support staff lead by example, and actively promote good behaviour and the taking of responsibility. The annual drama productions involve all pupils and offer excellent opportunities for them to perform and work as a team. Annual residential visits are excellent ways of allowing pupils to socialise and work alongside one another. The many extra-curricular activities are very well supported.
41. The school provides very well for pupils' cultural development. There is a very good range of visits. The multicultural and multi-ethnic nature of the area is celebrated and used very well to give pupils insights into the traditions and cultures of other groups of people. For example, Chinese New Year is celebrated through assembly, food technology and a trip to Chinatown. Multicultural instruments are used very well in music and music therapy. The school is involved in a borough project bringing

together eight schools, which will explore the theme of citizenship, and involve dancers and artists.

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

42. The school is a very caring community with a warm and friendly atmosphere. There are highly effective procedures to ensure the health, safety and welfare of its pupils. This is a considerable improvement on the last inspection.
43. Child protection procedures are very effective. The acting headteacher and his deputies have been recently trained. Local authority guidelines have been adopted and training shared with all staff. The acting headteacher is also responsible for looked-after children. Links with the disability team at social services are close.
44. There are clear policies for ensuring health and safety. All staff have done first-aid training and there are three fully-trained staff. All staff receive refresher training before residential trips. Arrangements for dealing with pupils' medical conditions are very effective. Risk assessments are undertaken regularly by the conscientious site manager and concerns dealt with promptly by the acting headteacher and the governor responsible for health and safety. Accident books are properly kept. There is good safety practice in design and technology, physical education and science. Fire drills are recorded meticulously and concerns followed up carefully. Procedures for ensuring safe arrivals and departures on the school buses are excellent. This was a concern at the time of the last report, but has been addressed well. Security at both sites is very good.
45. Attendance is monitored thoroughly on a weekly basis for patterns of lateness or absence. Pupils with problems are carefully tracked in collaboration with the educational welfare officer.
46. The school has a very good system for monitoring pupils' academic progress and personal development. It is used throughout the school and gives a clear picture of the achievement of all pupils in most subjects. It is effectively tailored to meet the wide range of abilities shown by pupils across the school. The school uses P-scales very effectively to assess achievement in small steps and to give a clear picture of the progress each pupil makes in English, mathematics and personal, social and health development. This ensures that pupils are assessed against suitable criteria.
47. Annual reviews are completed thoroughly and clear priorities are set. Objectives in individual education plans are plainly written and link well to priorities identified at their annual reviews. Pupils' progress towards their targets is monitored well by staff through the use of a range of whole-class targets.
48. Pupils who need support from specialist services such as speech and language therapists, physiotherapists and English as an additional language support staff are provided for well. The school has good links with these professionals and effective liaison ensures that needs are identified and acted upon quickly. Speech and language reports make a good contribution to the annual review process. Classroom support assistants work effectively with specific pupils, sharing their learning targets and supporting them in lessons. Teachers' comments in pupils' books are positive and offer constructive advice.
49. The whole-school approach to the management of pupils' behaviour is used effectively by the staff; it is well understood by pupils and, when combined with the positive relationships that exist between pupils and staff, produces a harmonious learning environment. Pupils have behaviour programmes that identify possible

triggers for specific types of inappropriate behaviour, as well as strategies for adults to use in response to these situations.

50. The good behaviour policy highlights the importance of a positive approach and of raising pupils' self-esteem. It carefully explains why certain behaviour is appropriate and necessary. The policy recognises the importance of a clear, structured and consistent approach towards the development of good behaviour and highlights the significance of the adult being a good role model.
51. Pupils are given responsibilities for daily tasks and individuals receive extra help and support. Praise is used well, and pupils' achievements are celebrated in assemblies.
52. A full range of sanctions has been introduced and the school produces action plans that identify strategies to help and support specific pupils who have difficulty accepting the agreed code of behaviour.
53. Documentation highlights the difficulties that pupils have in recognising the nature of bullying. Pupils' annual progress reports testify to the success of this system in improving individuals' behaviour.
54. Students in the Post-16 group are given good support and guidance through the organisation of meetings where various alternatives, including college courses, industry links and recreational activities are considered. These meetings are attended by representatives from employers and voluntary groups.
55. The school satisfies all statutory requirements regarding the statementing of pupils and makes good provision for them. It also meets well the recommendations of the revised Code of Practice for special educational needs (Department for Education and Employment 2001). For example, pupils are involved well, during annual reviews, in reviewing their targets and setting fresh ones. Individual education plans are well constructed and used effectively to help address pupils' and students' priority needs.
56. There are very well-thought-out procedures for assessment. Each pupil has an assessment folder containing relevant information. Targets are set twice a year in English, mathematics and personal and social development. At the end of the school year, pupils are assessed in the above areas against P-scales and national curriculum level descriptors. If a pupil is not showing progress, a checklist of the smaller steps required for the appropriate level is used to help teachers to assess achievement. Records are kept of reading, number, ICT, self-help and life skills and responsibilities in the school. Pupils with autism have an additional assessment sheet appropriate to their needs. Parents are involved in these procedures through open evenings and the annual review. Each pupil has a record of achievement folder; they are encouraged to choose a particular piece of work and say why they chose it and how they could improve it. These folders form the basis for the National Record of Achievement. Assessments inform the annual reviews and the setting of the next set of targets.
57. Not all subjects have started to use P-scales, although this is planned as a whole-school development. There are some very good examples of marking, where work is annotated, dated and often levelled.
58. In general, records are good, although some teachers rely too heavily on their own knowledge of what pupils know, understand and do. Teachers generally make good use of the assessment information when they plan their lessons in order to make sure that the content and level of difficulty suits the pupils, giving them sufficient

challenge whilst being achievable. Information is also being used when the future curriculum is being planned.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents and carers have very positive views of the school, and appreciate what it does for them as well as their children. Those who responded to the questionnaire or attended the meeting were very supportive of the school. In a high response, parents said that they were very satisfied with the quality of teaching, with the progress their children made and with the leadership. Nearly all felt that their children liked school and were helped to become mature and responsible. They felt very comfortable about approaching the school with problems and were very well informed about their children's progress. The only area in which some parents felt any concern was on homework. The findings of the inspection support parents' positive views. Homework is generally used well to support class teaching. In Years 7 to 13, pupils who do not complete their homework are supported well in school.
60. The school has very good links with parents and carers; this is an improvement on the findings of the last inspection. The information it supplies for them is of a high standard. The prospectus, and its accompanying brochure on provision for pupils with autism, are full and clear, and are translated into several languages. The governors' annual report to parents and carers is very accessible and provides very good information on all the school's activities. Pupils' annual reviews give very good information on progress, set targets and give pupils, students and parents the opportunity to comment. All pupils at the lower end of the school, and older pupils for whom it is appropriate, have home/school books that are very well used as a dialogue between parents and carers and the school. Records of achievement build very effectively towards final records.
61. There is a good range of meetings, which are very well attended and include induction meetings for new Year 11 pupils. Advance information on the curriculum is sent to parents and carers at the beginning of the year. All parents or carers have signed the home/school agreement. The home/school link deputy headteacher has set up an awareness discussion group, which uses the services of the school counsellor. There is a high level of parental involvement in organising and producing the school's annual show, and parental attendance at annual reviews is excellent. Parents and carers have worked in school in a voluntary capacity in recent years, but delays in carrying out the required police checks mean that none are working in school at present. There is no Parent/Teacher Association, although there has been one in the past.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership of the school is very good; it enables the school to meet its aims very well, and promotes achievement well. The acting headteacher provides strong and determined leadership, and gives the school clear educational direction and a continuing concern for high standards. During his short time in post he has maintained the morale of staff in a climate of impending change and he has provided the impetus behind a number of initiatives. He is ably supported in his work by a senior management team made up of talented individuals with varied personalities and experience. They work very well as a team, communicate effectively, and share the same ethos and collegiate approach. They each lead very effectively on a variety of whole-school developments. For example, one is responsible for supporting and developing links with parents and carers, another leads on assessment and target setting, and a third is responsible for provision for pupils with autism. Three of the four members are in acting positions, and continue to carry previous responsibilities, including a significant teaching commitment; governors plan to resolve this as they recognise that this is not sustainable.
63. The management of the school is very good. The routine administration and communications that support classroom practice are very efficient. Meetings are adequate, planned, purposeful and well recorded. This busy school has a large number of links with other establishments and groups going out of school regularly, but because organisation and contingency planning are well developed, and communication across the two sites is good, the school runs smoothly.
64. Monitoring and evaluating the quality of teaching and learning are very good. Formal feedback is given that identifies the strong elements in lessons and those that require further development. This process has contributed to the improvement in teaching and learning since the last inspection. The English and mathematics co-ordinators have monitored their areas effectively to ensure that the school's literacy and numeracy strategies are well embedded into the school's curriculum. Similar work has been carried out by the science and personal, social and health education co-ordinators. This has had a positive impact on achievement. The quality of other subject co-ordinators' work is also good. Many are specialists. Although all do not have the opportunity to check the quality of teaching and learning in lessons, they nevertheless promote high standards in their subjects through formal and informal meetings, through advice and support, and through the monitoring of teachers' planning and pupils' progress.
65. A significant feature of the management is the extent to which governors, the acting headteacher and senior management team, teachers and support assistants work together as a cohesive team in pursuit of the school aims. The ethos of the school reflects a widespread commitment to positive relationships, valuing diversity and equality of opportunity for all. The shared commitment of all staff is amply demonstrated in their attendance on an ambitious school journey programme which includes every pupil from Years 3 to 11, and in their take-up of training opportunities. The good standard of teaching, teachers' high expectations and a stable workforce are clear evidence of their capacity to succeed.
66. The three-year school improvement plan has been drawn up after considerable consultation with staff, governors and parents. As a result there is a sense of commitment and ownership. It is a very detailed and comprehensive document, although it does not clearly identify priorities; this has been identified, through external monitoring, as an area in need of improvement. The plan provides a focus on what needs to be done and the action needed for achievement. It is regularly reviewed and contains specific criteria for success, clear lines of responsibility, timescales, and estimates of the cost involved. As such, it is a most useful tool for moving the school

forward and also makes a very valuable contribution to the quality of the school's budget planning, by closely linking spending with educational outcomes.

67. There are extensive and effective procedures for self-evaluation. In addition to the careful and fruitful analysis of assessment information, the school also identifies areas of greatest need so that staff and resources can be deployed accordingly. There are clear links between the school's targets and its very good arrangements for staff development and performance management. Staff development is appropriately aimed at acquiring skills for pupils with more complex needs, and includes training on signing, picture exchange vocabulary and other methods of teaching pupils with autism. All staff new to the school benefit from a well-planned induction and professional development programme, and the school has developed a career structure for its support staff. The management and development of inclusion opportunities are good. Effective links with support services, local mainstream schools, a local college and the community enable pupils to experience inclusion and be successful in a range of settings.
68. The school benefits from the work of a highly effective governing body, which ensures that statutory requirements are met. The governors are very supportive of the work of the school and have a good understanding of its strengths and weaknesses. Although kept well informed by the acting headteacher, they have their own independent systems for checking what goes on in school. These include observations of teaching, visits to special functions, presentations to governors by subject co-ordinators, and regular checking of the school improvement plan.
69. There are good numbers of teachers and support assistants and the ratio of teachers to pupils compares favourably with similar schools.
70. Since the last inspection the school has worked very hard to improve the accommodation, which is on a split site, in creative, practical ways. A detailed and comprehensive building plan underpins development well. Improvements have been made to the main school playground and a good range of play equipment has been provided. The gym at the main site is large enough for inside physical education activities and the hard courts outside allow for a good range of games and outside activities. The rolling programme of refurbishment and renewal has enabled several changes. For example, a multi-sensory room, a new classroom, a soiled changing area, a library area and resources room together with an enlarged staff room have been provided in the main school. A new well-equipped computer suite enables ICT to be taught in discrete lessons and this has improved pupils' achievement in ICT. Displays are attractive, of high quality, and used well to celebrate pupils' achievement.
71. At the upper school site a staff room, literacy area, resource room and first-aid room have been added. This site has a large hall and spacious rooms but has not enough room to house all of Years 10, 11 and the Post-16 students. This creates educational and logistical problems for the school. For example, resources to enable the National Curriculum Programmes of Study to be taught in subjects like design and technology and science have to be shared, and Year 10 pupils have to be moved between sites. Although staff try to ensure as little time as possible is lost in this movement it is inevitable that time will be lost and some pupils' learning will be disrupted. The lack of parking space on both school sites adds difficulty to movement between sites of both staff and pupils. The playground on the upper school site is in need of improvement, and there are detailed plans for this.
72. Although teachers make effective and creative use of space, classrooms on the main site are cramped and not suitable for secondary-aged pupils. Some classrooms are too small for the numbers of pupils in the class and this limits the number of teaching

strategies that teachers can use. Examples of this were seen during the inspection in lessons in religious education, art and design and science where the size of the room had a direct impact on teaching strategies, pupils' behaviour and independence in learning and so affected their achievement. The music room is too small and the science room is not suitable for secondary-aged pupils, as there is no gas or low voltage electricity supply. The library on the main site is also not appropriate for older pupils. Overall, accommodation is unsatisfactory. The school has little left that it could do to make the necessary improvements, and the local authority is planning improvements in the context of its overall strategy for inclusion; it has already carried out a feasibility study.

73. Generally, resources to support teaching and learning are good, and the school makes very good use of resources off the school site. In physical education, resources are very good. They are good in art and design, mathematics, music, design and technology, geography, history, personal, social and health education, ICT and religious education, and satisfactory in English, science, modern foreign languages and for students at Post-16. The lack of ICT software in science and design and technology narrows the curriculum provided for older pupils.
74. Since the last inspection, financial management has been improved by the recent appointment of an experienced bursar and the use of ICT systems.
75. The school's existing surplus has accumulated because the previous headteacher has not been replaced, a member of staff is seconded part-time to the local authority, and other planned staff appointments have not been made. There are also planned improvements to the building. Governors monitor expenditure carefully, and there are clear plans to reduce the surplus to a prudent level. Financial controls are very good; there are no outstanding issues from the most recent audit.
76. The school makes very good use of a number of grants. For example, government funds have been used to expand the range of extra-curricular activities, and improve the buildings and grounds. The grant for supporting pupils who speak English as an additional language is used well. A support assistant is employed, and she speaks one of the minority languages of the pupils, and a member of the teaching staff, who speaks a different minority language, co-ordinates support for these pupils across the school. The school's own fund, which has charitable status, is put to very good use, supporting pupils whose parents cannot afford to pay for school journeys.
77. Beacon funds are used well; teachers support developments in other schools, including the establishment of provision for pupils with autism and the development of assessment using P-scales. Other uses in the recent past include support for a special school in special measures, advice from a teacher, who is a trained counsellor, on the management of pupils with behavioural difficulties, advice to schools on teaching numeracy, and the inclusion of pupils with Down's syndrome. The local authority values this aspect of the school's work, as it helps to promote inclusion.
78. Donations from charities are also put to good use. For example, the music therapy post is funded this way each year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. The acting headteacher, staff and governors should:
 - a) Liaise with the local authority to improve the accommodation so that there:
 - is sufficient space for class group sizes;

- are suitable, discrete, specialist rooms for science, design and technology, art and design and music available for secondary pupils on the site where they are taught; and
- are suitable playground facilities at the upper school site.

(Paragraphs 71, 72, 125, 144, 176, 199)

- b) Extend the range of external accreditation available to pupils, particularly higher attainers, in Years 10 and 11.

(Paragraphs 37, 127, 133, 138)

POST-16 PROVISION

80. The curriculum for Post-16 students is good. Students make good progress and achieve well. The school makes use of a sound range of accredited courses to support the curriculum.
81. The Post-16 curriculum is effective and highly relevant to the students' needs. Students follow a wide range of courses that often lead to accreditation with a strong and appropriate emphasis on the development of personal and social skills. There is a good careers programme which includes involvement in local community and work-experience placements. Students who have the greatest learning needs receive very good quality and caring additional support, enabling them to make the same very good progress as their peers. The curriculum is successful in helping students realise their full potential.
82. The teachers and support assistants work hard together to ensure that students achieve as much independence as possible. For example, when they visited a local supermarket they were given very good opportunities to work out the shopping and mathematical challenges for themselves as they purchased items of food to be used to prepare an omelette for their lunch. Teachers generally ensure that in lessons there are opportunities for the higher attaining students to work independently. For example, in very good science and food technology lessons the higher attaining students worked independently. The school provides good opportunities for pupils to have residential experiences every year where their independence skills are promoted. Students' achievements are regularly noted and assessed and work is planned well.
83. A suitable range of accreditation is available from City and Guilds Food Preparation to Open College Network Certificate of Attendance in Construction, Art and Design, Floristry and Performing Arts. Students passed selected tests in National Vocational Certificates in Literacy, Numeracy and Communication and were presented with their first National Record of Achievement. Higher attaining students passed GCSE Courses in Art and City and Guilds Numeracy Awards.
84. Personal, social and health education and citizenship are an important element of the curriculum and students make good progress. In all the lessons observed during the inspection students were encouraged to work in pairs, to listen to other people's points of view and to accept the routines of discussion, not to interrupt, and to share their thoughts and opinions when it was their turn. Students learn about social responsibility and self-care during first-aid programmes when they are taught how to apply plasters and bandages. They are shown what constitutes a healthy diet, and follow a general hygiene course as part of the promotion of 'Teenage Health'. Students successfully model a company when they are involved in 'The Real Game' lessons where they explore the challenges and issues involved in the running of a

company. Students respond well to the good teaching. They enjoy the activities and make good progress.

85. By the time students leave the school, many are confident and competent communicators. They can develop an argument within their conversation, rephrasing sentences to help others understand what they are saying. Many students make good progress in reading accurately with good expression and show good knowledge and use of phonic skills to aid word recognition. Most students copywrite legibly and higher attainers write neatly, producing coherent sentences, correctly using capital letters and full stops. Staff stress the importance of communication, social vocabulary and how to obtain information, so students take good account of these.
86. The quality of the English teaching is good. Teachers have good knowledge of the needs of their students and make sure that they apply their knowledge to everyday situations. They deploy the learning support assistants well and are often supported effectively by skilled speech therapists. Good relationships exist between adults and students as they work together individually or in small groups to help them achieve the learning objectives, for example, spellings, completing questionnaires and forms and recording information to be shared with others. There is a clear work ethic and a good routine has been established. Teachers are aware of the students' levels of progress and the planned activities are well matched to their abilities.
87. Students make good progress in mathematics. They count and orders numbers to 50 and calculate using the two, five and ten times tables. Most use pencil and paper calculations and measure accurately in centimetres. The higher attaining students count, add, subtract and multiply numbers to 100 with confidence to solve written problems. They use calculators competently and accurately to halve and quarter whole numbers. Most use money with accuracy and confidence. Students investigate the qualities of two-dimensional shapes, identifying such shapes as pentagons and octagons.
88. Teaching is good in mathematics. Lessons are carefully planned to meet the needs of the full range of the pupils. Classes are well managed and questioning is used well to analyse the levels of their understanding. Behaviour plans for individual students are well used and support staff are invaluable in helping pupils to manage their behaviour. As a result students concentrate intensively and try hard. Lessons move forward with brisk pace and adults ensure that there are good opportunities for them to report back to students on their progress. Adults' expectations of students' behaviour are particularly high.
89. Students' scientific skills include the ability to observe, describe and record phenomena as they investigate the effects of different forces including magnetism and gravity. They understand the concept of electrical circuits. They read instruments to measure temperature and voltage, and develop more advanced knowledge about light and the spectrum.
90. The students make good progress in other areas of the curriculum. For example, scrutiny of art displays showed evidence of some good quality work linked to famous artists. Analysis of students' performances in physical education indicates at least good progress. Students are able to choose from a variety of physical activities each week.
91. The college links programme includes performing arts and a good range of vocational options, such as construction. Their involvement in performance arts made a good contribution to their personal development, giving them confidence to prepare props,

and speak and act in front of an audience. The construction course planning shows a good variety of activity to include wall decoration.

92. By the time students leave Moselle, they are well prepared for the next step, and they move either to employment, training or further education.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	120
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	33	52	23	0	0	0
Percentage	2.7	29.7	46.9	20.7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	120
Number of full-time pupils known to be eligible for free school meals	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	8.9

Unauthorised absence

	%
School data	1.0

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

Attainment at the end of Year 2 (Key Stage 1)

Fewer than 10 pupils were eligible for assessment so results are not given here.

Attainment at the end of Year 6 (Key Stage 2)

Fewer than 10 pupils were eligible for assessment so results are not given here.

Attainment at the end of Year 9 (Key Stage 3)

12 pupils were eligible

Key Stage 3 12 pupils eligible

TA/Tests	Below Level 1	Level 1	Level 2	Level 3
English	2	4	5	1
Mathematics	2	2	6	2
Science	4	-	7	1

(3 pupils took the KS 3 tests; the other 9 were assessed by teacher assessment)

Attainment at the end of Year 11 (Key Stage 4)

Fewer than 10 pupils were eligible for assessment so results are not given here.

Attainment at Post-16 (Year 13)

Award	No of students
City and Guilds Food Preparation Certificate	5
Open College Network; Certificate of attendance in Construction	11
Open College Network; Certificate of attendance in Art and design	17
Open College Network; Certificate of attendance in Performance arts	9
Open College Network; Certificate of attendance in Floristry	10
National Proficiency Test Council's Vocational Foundation Certificate in Numeracy, Literacy and Communication	27

18 students received their NRA

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
30	0	0
4	0	0
23	0	0
7	0	0
5	0	0
2	0	0
1	0	0
10	0	0
1	0	0
1	0	0
0	0	0
14	0	0
18	0	0
1	0	0
1	0	0
3	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y13

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	6.6
Average class size	8.9

Education support staff: YR – Y13

Total number of education support staff	18.6
Total aggregate hours worked per week	604.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1,703,633
Total expenditure	1,681,725
Expenditure per pupil	13,672
Balance brought forward from previous year	68,056
Balance carried forward to next year	119,964

Recruitment of teachers

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	4.8
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	120
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	15	1	0	0
My child is making good progress in school.	62	27	8	0	3
Behaviour in the school is good.	52	31	6	1	10
My child gets the right amount of work to do at home.	51	25	14	4	6
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	80	17	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	10	0	0	1
The school expects my child to work hard and achieve his or her best.	75	17	4	0	4
The school works closely with parents.	73	23	1	0	3
The school is well led and managed.	79	14	1	0	6
The school is helping my child become mature and responsible.	79	17	3	0	1
The school provides an interesting range of activities outside lessons.	66	20	6	1	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

93. Provision for English is good overall, and pupils achieve well in speaking and listening, reading and writing. This is linked to good teaching and the quality of the curriculum, particularly planning. Detailed medium and short-term planning developed since the last inspection has contributed to pupils' achievement. All staff have been trained to sign, although signing is used more consistently in primary classes. Drama sessions with pupils from neighbouring schools are a very strong feature of the provision, giving further opportunities for communication and development of social skills. Pupils make good progress on targets set at annual reviews. Teachers include all pupils in learning through carefully planned tasks, suitable for pupils of different abilities and with a variety of special educational needs. Thus, there are no differences in the achievements of pupils of different groups, including those with English as an additional language. For the majority of these pupils, their learning difficulties are more significant in limiting their progress than their knowledge and experience of English.
94. By Year 2, higher attainers follow simple instructions, and respond to questions with short phrases; they recognise most words in simple texts and re-tell stories. To communicate what they have done at the weekend, higher attainers write words on the whiteboard. Lower attainers follow the teachers' signs and actions, recognise the word 'elephant' from its initial sound, and make circular marks on paper using a pencil. Those pupils with English as an additional language make good progress by learning to sign.
95. By Year 6, higher attaining pupils speak appropriately to their peers and adults, greeting them spontaneously, for example. They recognise a wider range of words, and have developed skills in tackling words they do not immediately recognise. They write using a keyboard and computer, using capital letters correctly. Lower attaining pupils listen to stories attentively, recognise a small number of words, as well as characters in reading scheme books; they trace over letters and colour within lines with some support from adults.
96. By Year 9, pupils studying Macbeth enjoy chanting the witches' chant, and higher attainers read this with little support; they develop their spelling skills, using their knowledge of letter sounds, and write creatively. For example, they compose a chant of their own, designed to get them what they want. However, they do not yet write in a joined style. Lower attainers enjoy poems, and follow instructions well; they are still learning initial sounds, and write by copying underneath an adult's model.
97. By Year 11, higher attaining pupils are aware that different situations require a different tone, and they can adapt to this, by adopting a formal tone, for example. These pupils read confidently with good expression, reading for pleasure and to find information, which they locate by using their knowledge of the alphabet. Their writing is punctuated correctly, and short words are spelt correctly. Lower attainers can convey information to others, listen to one another, and ask questions. They know most letter sounds, recognise some key words, and choose to flick through magazines. They form most letters correctly, and spell short words correctly.
98. Teaching and learning are good. Teachers' planning is high quality, based on the very detailed medium-term planning for the subject. All staff work together in employing a wide range of very effective strategies for managing pupils' behaviour, including acting as role models and, as a result, relationships and behaviour are usually very good. Grouping pupils in years 7 to 10 according to ability has proved effective in helping teachers focus on appropriate levels of work and enabling pupils to work as a group.

The structured teaching of letter sounds enables pupils to acquire the important skill of reading words that they do not immediately recognise, which helps them to make good progress in reading.

99. Staff work closely with speech and language therapists, to help pupils with communication difficulties to communicate using symbols and pictures. For instance, pupils making Christmas angels found the correct symbols and arranged them in order, to help them say 'I want glue stick'. Support for pupils with English as an additional language is enabling these pupils to progress well.
100. Pupils have positive attitudes towards the subject, and during reading sessions at the start of each day they concentrate well, managing to ignore distractions of other pupils arriving in the classroom. They particularly enjoy joint drama sessions with pupils from a nearby primary school. During the inspection, pupils were working on 'Beauty and the Beast' (re-named 'Wish you were here'). Pupils took their directions well, and learned their lines; they co-operated well with one another too. Skilful teaching gave pupils good feedback about their performances, and some pupils were beginning to evaluate their own work. The school's strong tradition of annual drama productions gives pupils the confidence to perform in public.
101. Teachers generally manage pupils well, as relationships are very good on the whole. Expectations of good behaviour and work are made clear. Approaches that appeal to pupils are also used to good effect. For example, pupils in Year 11, studying Charles Dickens 'A Christmas Carol', were shown a video and pictorial resources to help them understand the story.
102. Staff use questioning well to assess pupils' understanding, and teachers provide well for pupils of different abilities. Assessment is well planned and effective, ranging from ongoing classroom assessment to planning for targets from annual reviews which are made available for all staff in classrooms. Assessment using QCA P-scales as well as National Curriculum levels has been completed. Senior teachers are undertaking analyses of the data from this assessment and beginning to make judgements on targets, though this is in the early stages of development.
103. The co-ordinator for English has a very good grasp of the direction of her subject and plans well for new developments. There are plans to include greater use of ICT in English and training in signing and symbols are being extended through the upper school. The school has made good use of limited space for libraries for pupils of different ages, but the library provision for junior pupils does not provide enough space for display or the range of books required, although books are widely available in classrooms, so learning opportunities are not compromised.

MATHEMATICS

104. Provision for mathematics is very good at all key stages and boys and girls achieve equally well, as do pupils of different attainment levels. This good achievement is the result of good teaching. Pupils have very positive attitudes towards mathematics. The adaptation of the National Numeracy Strategy contributes well to the high achievement.
105. The National Numeracy Strategy framework has helped give mathematics lessons a good structure and has provided them with clear lesson objectives. It reinforces previous learning and pupils respond particularly well to the mental and oral sessions. Group work is generally well organised and good use is made of learning support assistants, who all have a 'bag' with suitable mathematical resources. Plenary

sessions in the good and very good lessons are used effectively to assess and reinforce learning. Teachers make sure that pupils are clear about what they have learned. However, in the satisfactory lessons, the plenary session is used less well and pupils did not listen or make contributions on their achievement.

106. By Year 2, most pupils can count and recognise numbers up to 20. They can use the terms big, small, long and short. Lower attaining pupils can count and hand to an adult three objects and can build a tower of five blocks and respond to 'smallest and largest'. Pupils are encouraged to use mathematics in real situations and a lower attaining pupil with autism can hand out the correct number of plates and cups to his peers in the class. In a good lesson with a mathematics focus for Years 1 and 2, pupils visited a local centre with a large soft-play area and used the coloured balls for counting and colour recognition, and the climbing area and slide for 'up' and 'down'. A lower attaining pupil fulfilled his individual learning objective by being able to point upwards, say 'up' and throw a ball up in the air. A pupil with autism could count out four balls and give them to the support assistant. Pupils also counted to five before going down the slide.
107. By Year 6, the majority of pupils can add up to 20. They can count in twos and this is reinforced by using real 2p coins. Higher attaining pupils can identify missing numbers in a 1000 square and can count backwards in twos and can use subtraction up to ten. A higher attaining pupil with autism is able to use different mental strategies for addition. Pupils can identify coins and, when referring to money, understand 'less' and 'how much change' and higher attaining pupils can use pounds as well as pence. They can tell time to the hour and half past, and measure using standard units of length. Lower attaining pupils can add up to five and practise subtraction by using real 1p coins. In a very good Years 3 and 4 lesson, pupils were able to count in 1000s up to 8000 and identify what comes before and after a number up to ten.
108. By Year 9, most pupils can add together two numbers up to 20. Higher attaining pupils can recognise numbers up to six digits; they know that the seven in 733 stands for 700 and one pupil knows that if a one was added in front of 954,723 it would mean a million. They can name the multiples of ten to 100 and carry out simple multiplication activities using two and five. Lower attaining pupils can name numbers up to ten and can count bricks to 15. Pupils know the names of simple two-dimensional shapes and higher attaining pupils can measure the sides of shapes and the radius and diameter of a circle. They can read the time using o'clock and half past. Higher attaining pupils know quarter past and can work out ten past by counting the minutes round in fives. In a very good lesson with Years 7 and 8, pupils count in fives by listening to 5p coins being dropped into a pot and were able to use a computer program to translate analogue into digital time.
109. The majority of pupils in Year 11 can count and order numbers to 50 with confidence and calculate in twos, fives and tens. Higher attaining pupils can count, subtract and multiply number to 100 and identify the calculation needed to solve problems. They know common two-dimensional shapes including octagons and pentagons, and can measure a line accurately using centimetres and millimetres. In a satisfactory Year 10 lesson, one pupil, with help, was able to work out lines of symmetry in a series of capital letters and a higher attaining pupil could explain how he found lines of symmetry with a mirror. In a good Year 10 lesson, pupils were able to create their own symmetrical patterns and were delighted with their achievements. In a well-planned Year 11 lesson, pupils were learning to convert times to the 24-hour clock. Higher attaining pupils from Year 10 and above can take a City and Guilds Stage 1 or 2 course in mathematics.

110. Teaching is good. Teachers have good subject knowledge and understand the National Numeracy Strategy well and use the planning format of the strategy to very good effect with clear learning objectives. A major feature of the good teaching was the very high quality of the relationships between pupils and teachers and the good teamwork between teachers and support staff. In one very good lesson, the constant use of praise and delight by the teacher and support assistant resulted in a very happy and secure group of pupils who worked hard to achieve well. In all the very good lessons, teachers gave very clear explanations and used questioning skilfully to assess pupils' knowledge and understanding. However, in some less effective lessons, teaching could be improved by teachers ensuring that all pupils make progress and by using the plenary session to consolidate learning and praising pupils for their achievements. ICT was used effectively in mathematics to reinforce pupils' learning. Teachers use key words and ensure that pupils speak clearly and in sentences when appropriate. Planning is very good, especially short-term planning which is detailed and caters effectively for individual pupils.
111. Homework is set on a weekly basis and parents have been given information about the National Numeracy Strategy. The assessment of mathematics is very good and follows the whole-school assessment procedures. The use of mathematics across the curriculum is good. For example, in science, pupils order information in simple charts and in personal, social and health education, pupils use graphs to display the amount of sugar in food.
112. Leadership of the subject by the co-ordinator is very good, and has secured significant improvement since the last inspection. He is a leading mathematics teacher and has given demonstration lessons and helped with the planning in other schools. The co-ordinator has a very good subject knowledge and through implementation of the National Numeracy Strategy, has introduced consistency into the teaching of the subject throughout the school. He has improved resources and made sure that each class has a 'maths box' with the basic materials needed. A very good policy document, which guides teachers well, is in place. Teaching of mathematics is monitored once a year by the co-ordinator in a supportive role.

SCIENCE

113. Pupils of all ages achieve well in science. There is no discernible difference between the achievements of boys or girls, pupils with different special educational needs, ethnic origins, or those who speak English as an additional language.
114. By Year 2, pupils recognise and understand the difference between living and non-living things. Higher attaining pupils are becoming aware of the range of living things in the world around them and how, for example, spiders are different to fish.
115. By Year 6, pupils know that they hear sound through their ears, that vibrating objects such as tuning forks touching drum surfaces create sounds and sounds can be high or low, loud or soft. Pupils know that certain objects sink when they are placed in water whilst others float. Higher attaining pupils are beginning to develop their ideas about what causes objects to float or sink and they successfully investigate this. The higher attaining pupils have developed some understanding of a fair test. However, they do not make regular predictions of what will happen and give reasons why.
116. By Year 9, pupils know that some materials, for example metals, are better than others at conducting heat. The most knowledgeable pupils know that teapots made from clay pottery are more practical than those made from metal. They can set up fair tests to investigate absorbency to identify the most effective materials. They identify

changes when they mix solids with water, noting that the colour changes and that the water is not suitable for drinking. They follow up their predictions and complete diagrams. The most skilful include text with their diagrams.

117. By Year 11, all pupils carry out investigations into materials and their uses, sort, and classify samples into categories such as hardness, flexibility and surface condition. They are associating the properties of these materials with their uses. Pupils continue to investigate the properties of rocks, examining their shapes and textures. They associate rock with its geological name and use digital cameras to record their samples as part of their course work.
118. Overall teaching is good. The teachers' knowledge of their subject is good overall, and they cater well for pupils of different abilities and those with different special needs. Particular strengths are the setting of clear objectives, very effective planning, and precise questioning to help pupils recall previous work and organise their thinking. Teachers prepare good resources such as video clips, materials and equipment to enable pupils to have practical experiences, which enrich their lessons. Often very good strategies are used to help pupils make a connection between what they are learning and the application of science to everyday life. This helps them to understand why towels are made of absorbent materials, for instance. Correct scientific vocabulary is used whenever possible, and pupils are encouraged to use words such as 'vibration' and 'absorbency'. Pupils use equipment such as tuning forks and thermometers as part of their investigations.
119. Support staff are deployed well and form positive relationships with pupils keeping them engaged in the activities. However, occasionally when Year 10 pupils are not settled as they arrive in class, not enough strategies are used to calm them down, and consequently the planned programme of work is not completed due to the time taken up gaining their attention.
120. Frequent changes of activity successfully hold pupils' attention and interest throughout lessons. In one lesson the teacher's enthusiasm was contagious, and pupils remained involved in activities to investigate sound vibrations. The sight of rice bouncing on the drum surface of a tambourine when it is touched by a vibrating tuning fork enthralled pupils.
121. Pupils in Year 11 benefit from a course taught in a local college of further education; this link enables the school to ensure that requirements in science are met. Lessons take place in a science laboratory with pupils wearing the appropriate protective clothing. This raises the pupils' self-esteem as they see themselves as scientists involved in real laboratory work. Very good planning ensures that the most able pupils are challenged to work at Level 5 of the National Curriculum. Teachers use correct scientific terminology, for example, 'alkaline' and 'germination', so pupils become familiar with these terms. Pupils are taught how to ensure that an investigation is a fair test, and they are taught the safe use of scientific equipment such as microscopes. During one very successful observation, the lecturer used a high-magnification projecting microscope to introduce the class to the life of a paramecium. This produced a moment of awe and wonder as the pupils observed the greatly magnified image of this one-celled creature.
122. A particularly effective strategy is the use of 'social time' during a prolonged session to give the oldest pupils opportunities to relax before completing the lesson and being introduced to the homework project. Pupils know and accept the rules of these breaks and quickly return to their work when they are asked to do so.

123. The subject is managed effectively by the co-ordinator who has an overview of the curriculum. The outline planning ensures that pupils continue to build on their knowledge, skills and understanding. A very good range of teacher-produced resources is available to help staff plan their lessons. However, some worksheets pose questions and give answers; they do not challenge the pupils to think things through or to come to their own conclusions.
124. Teachers assess pupils' work thoroughly and the marking of work is very effective in praising their achievements and pointing out areas for further development. Assessments are used well to build up pupils' profiles of knowledge and skills to be used in the end-of-year reports and reviews. P-scales are not yet being used, but there are plans to do this.
125. The co-ordinator supports teachers through written evaluations of observations of their lessons. The multiple use of the workshop at the main site as a science laboratory, art room and design and technology workshop is unsatisfactory because it is too small and ongoing investigations cannot be left out on worktops. This limits the extent of practical work that can be undertaken.
126. Literacy skills are promoted well through the use of key words, reading of worksheets and writing of reports. Not enough use is made of the data-handling aspect of mathematics to help students come to conclusions about their scientific investigations. Sufficient apparatus and equipment is available to enable pupils to take measurements and record events but there is no computer in the science room. There are no sensing devices to extend pupils' development of measurement of temperature, time, light and volume.
127. Improvement in science since the previous inspection is good because of the improvement to the quality of teaching and the corresponding good progress made by the pupils. An area in need of further development is the provision of external accreditation for pupils in Years 10 and 11, some of whom are capable of passing GCSE examinations.

ART AND DESIGN

128. Overall the quality of provision is good, with many very good features. The subject endorses the aims of the school and makes a consistent contribution to pupils' spiritual, cultural and personal development. Good achievement is linked to good teaching, high expectations, and the good leadership provided by the part-time co-ordinator. There have been significant improvements in teaching and learning, in assessment procedures, resources, and in the quality of display since the last inspection, when many aspects of the subject were judged to be unsatisfactory.
129. Pupils' understanding and enjoyment of art and design are developed through activities that bring together the requirements of the National Curriculum. Lessons are well planned to build on prior learning and well prepared so that learning is continuous. Activities, materials, tools and techniques are carefully selected and modified to meet pupils' needs. Clear signing and the sensitive interventions of support assistants ensure that less able pupils are well supported, and encouraged to build on their knowledge, skills and understanding. As a result all pupils, regardless of ability, are fully included and are able to make the same good progress.
130. By Year 2, pupils explore a variety of materials and techniques through well-planned topics. They develop their skills in painting, colouring, printing, collage and modelling and improve their observational skills. Higher attaining pupils use pen or pencil to

draw reasonable representations of what they see or touch, lower attainers make good progress in copying a simple zig-zag pattern below a model. By Year 6, pupils refine and consolidate their knowledge, skills and understanding. Higher attainers add finishing touches to their drawings or collages of people or animals, adding such fine details as fingernails or buttons, for instance. Lower attainers improve their ability to colour accurately within lines. Literacy and numeracy skills are regularly reinforced. For example, the language of shape and colour is used while a Year 4 class make Christmas tree prints. Similarly, Years 5 and 6 pupils reinforce literacy and numeracy skills when taking photographs of buildings in Haringey, and identifying names of shapes when drawing them.

131. The art specialist works with secondary-aged pupils and with a more therapeutic approach. A calm purposeful ethos is a feature of her lessons. Pupils are encouraged to share their feelings and their work with the group both at the start and conclusion of lessons. The rest of the group listen carefully, and in some cases emphasise and show appreciation of each other's efforts. Pupils make good progress because the teacher has very good subject expertise and a good understanding of pupils' special needs. For example, she gives a very precise demonstration of printing techniques, accompanied by a clear explanation, so pupils know what is expected of them. She circulates the group, encouraging, prompting, and challenging, in a positive way, so that pupils think about their work and develop their own ideas effectively. Lessons are purposeful, well planned and underpinned by very positive relationships. Pupils settle quickly, sustain their concentration and handle equipment with care and respect. They work co-operatively to clear up at the end.
132. By Year 9, higher attaining pupils produce bold prints, with contrasting colours of fruit or leaves; they do this accurately and independently. Lower attaining pupils need physical support and prompts. By the end of Year 11, more able pupils work on individual projects, such as creating a hand sculpture using wire mesh, paper and clay, or constructing a papier-mâché pot. Lower attaining pupils need support, but find images of Jamaica on the Internet, trace the Jamaican flag and transfer this onto a polystyrene sheet ready for printing. The subject makes increasingly good use of ICT, sometimes in the computer suite. For example, pupils have made an image of their face using a Paint program, and developed their drawing, tracing and painting skills by composing self-portraits. They experiment with mixing colours to make up realistic skin colours, and compare their work with that of the artist, Frieda Kahlo.
133. Art and design is a valued subject in the school, and this is evident in the many multicultural displays of pupils' work in classrooms and the hall. These bright, vibrant displays enhance the daily life of the school, set standards and celebrate achievement. The subject also makes a good contribution to school life by linking lesson activities with seasonal events and festivals, such as Christmas, to provide displays that everyone can enjoy. All pupils have the opportunity to work on the backdrops for the annual show. Pupils gain ideas from looking at the works of famous artists, for example, still-life stencilling in the style of Cezanne, and abstract paintings reminiscent of Matisse. The subject is well led by a part-time specialist who has improved the scheme of work, assessment procedures, and communication, support and advice across the school. Accommodation and resources are good. Effective use is made of the community facilities to enhance and extend the curriculum. For example, through visits to various art galleries, inclusion with primary pupils, and by taking part in art exhibitions in venues around the borough, pupils have a rich variety of experiences. While there is an opportunity for the most able pupils to study this subject at GCSE level at a local secondary school, the school should look at extending opportunities for external accreditation at sixteen for less able pupils.

CITIZENSHIP

134. There are at the moment no discrete lessons in citizenship, but the school has done an audit of the provision for citizenship related to the National Curriculum guidelines and has identified the areas in which various units are covered. For example, pupils learn about human rights in a variety of settings. Rights and responsibilities within the school are part of the pupils' induction, and an inspiring annual assembly covers human rights and responsibilities in everyday life; it also introduces the pupils to the United Nations Declaration of Human Rights. The pupils looked at various cultures within Britain during Black History month. Year 7 and 8 pupils with autism have taken part in an integration project with another school and used drama and art to explore the theme of citizenship. The audit shows that the school meets requirements.
135. The co-ordinator is well informed about the requirements for citizenship and is establishing a school council, where the pupils will learn how to elect pupils and take part in decision making within the school. The school is aware of the need to produce a policy for citizenship and to write a scheme of work. Some resources have been purchased to support the programme already offered in personal, social and health education. At the present time, the personal, social and health education programme is being used effectively as a foundation for the citizenship programme and the use of other subjects to widen the curriculum has been identified as a means of strengthening provision.
136. There was insufficient evidence of teaching and pupils' achievements to make judgements on these aspects.

DESIGN AND TECHNOLOGY

137. Pupils achieve very well in design and technology, despite weaknesses in the accommodation at the main site. High achievement is linked to the quality of teaching, pupils' enthusiasm for the subject, and the very wide range of learning experiences that pupils have.
138. By Year 2, pupils use tools such as scissors and glue spreaders, they roll out shapes using play-dough, and can join large Duplo Lego pieces and stickle bricks. The most skilful build models, such as houses and vehicles, using construction toys. Pupils continue to develop their making skills, and by Year 6 are beginning to design to a specification and develop simple evaluation skills. For example, they evaluate a variety of children's soft toys, then design a soft toy for a child. By Year 9, pupils use power tools, such as a pillar drill, to shape and join materials, although lower attainers need close supervision to complete projects. Pupils express their design ideas through simple drawings and patterns. Higher attainers evaluate their work, suggesting sensible improvements. By Year 11, pupils have made a good variety of artefacts, including battery-operated clocks, mechanical toy birds, and beat-the-buzzer games, using a good variety of resistant materials, including metal, plastic and electrical components. The most skilful can select the right tools for each job, and use a wide range of hand tools safely; they reflect on their products and can suggest ways of improving them. However, pupils' achievements are not externally accredited.
139. Teaching and learning are very good. Teachers plan very well, drawing from curriculum maps to provide a wide range of experiences. They also ensure that tasks are well matched to pupils' individual needs. For example, higher attainers are set more challenging tasks, and are encouraged to work independently. Designing and making skills are carefully taught, so pupils tackle tasks with confidence. They enjoy the challenges set for them, working hard and with enthusiasm. Safety is given a

good emphasis, and pupils respect and follow the workshop rules. There are good opportunities for pupils to work alongside their mainstream peers. During the inspection, pupils in Years 1 and 2 were joined by a group of the same age from a mainstream school. Pupils were getting to know one another; they worked co-operatively, and learned from each other during this session.

140. Lessons always proceed at a brisk pace; there is a sense of urgency, so most pupils concentrate hard. When concentration occasionally flags, teachers remind pupils of the need to get on, and so a great deal is achieved in each lesson.
141. Visits are used well to stimulate pupils, and give them design ideas. For example, a visit to Verulamium, gave pupils good ideas for their mosaics. Good use is also made of real exercises. For example, enterprise activities, such as making props for the annual school production, and the making of articles for sale, such as Christmas cards, motivate pupils very well. They are proud of what they produce, and can explain to adults what processes they have gone through to make items.
142. Teachers question pupils skilfully, to enable them to discuss improvements they can make to their designs. In a lesson for Years 7 and 8 pupils, the teacher had given pupils a digital photograph of the boxes they had made in an earlier lesson; pupils drew their improvements straight on to these so they were able to see what difference the improvements would make.
143. Literacy and numeracy are promoted well through the subject. For example, pupils write an account of how they have designed and made objects, such as a mobile. Assessment sheets that pupils complete at the end of a project includes statements about what pupils have learned, and pupils make their own written comments too. Numeracy skills are reinforced well through measurement, weighing in food technology, and when pupils convert nets into three-dimensional boxes. Although there is good use of the digital camera, there is little use of software to help pupils generate designs, so pupils do not develop this skill.
144. The school has two workshops, one at the main site, which is a shared facility for science and art and design and does not have the facilities for pupils to work with power tools. The sharing of this room makes it difficult for ongoing projects to be kept out. At the upper school site there is a dedicated workshop, with good facilities. Good use is made of facilities at the college, where pupils use a vacuum-forming machine. Resources are good, but there is a need to invest in software for computer-assisted design.

GEOGRAPHY

145. Provision in geography is good. Teaching and learning are consistently good in the lower school, and more variable, but entirely satisfactory, in Years 10 and 11. Lessons were not seen in Years 1 to 4, but pupils' work was analysed, documents scrutinised and teachers interviewed. Progress in Years 1 to 4 is good, as pupils gain familiarity with a variety of local environments. They are helped to address the key issue of their method of travel to these environments and decide what direction they must take. Literacy is well emphasised as pupils name such geographical features as rivers, ponds and streets. During these lessons they learn to associate simple plans and maps with their school environment.
146. By Year 6, pupils have studied China, which some, with prompting, identify on a map of the world. With varying degrees of help, pupils investigate a range of Chinese artefacts, and identify women's dresses, a cup and saucer, and paper dragons. High attaining pupils notice that Chinese script is different from their own. Lower attainers identify a fan, with heavy prompting. One boy with autism sits in the classroom for an extended period, which is a great improvement on his previous tolerance. Pupils' literacy is well promoted during these activities as pupils learn to say 'Chinese' and make confident utterances to express their favourite artefacts.
147. By Year 9 pupils have successfully pursued geographical enquiry to gain knowledge and understanding of a range of differing environments. They re-familiarise themselves with local landmarks in Year 7, which they correctly associate with the city. They learn to make a model of their neighbourhood and so come to an understanding that the city is a crowded and densely populated place. Literacy is well promoted as pupils trace key words, fill in gaps in their worksheets, and learn to say simple sentences such as 'This is a post box'. There is a good level of planning for pupils to access a website that gives pictures of the countryside. Pupils use a digital camera and its associated software to take pictures of the different environments they explore. In their extended study of other countries, pupils pinpoint Peru on a map of the world, although they sometimes require considerable prompting to do this successfully. They know that dwellers in the slums of Lima have only one room, no piped water, electricity or sewage disposal, and come to realise the difference between their own lives and an alternative, disadvantaged one.
148. In Year 10, pupils study the Indian festival of Holi, in the context of what they know of Christmas, Eidh, and Divali. They design a card to celebrate the festival, using key symbolism. A higher attainer successfully answers a quiz on India on an Internet website. Others copy key information and fill in gaps in the prose of their worksheets.
149. By Year 11, pupils study geography in the light of current affairs. They look at the location of the USA, and mark Atlanta, New York and Washington on a map. They name Martin Luther King, have some knowledge of his life and death, and know about the struggle in which he was involved.
150. Teaching and learning are good. Lessons are well planned, frequently on an individual basis, so all pupils make the same good rate of progress. Pupils with autism receive a great deal of help to marshal their thoughts and develop their language skills. Inventive, simple strategies, such as opening a box in the classroom, catches pupils' interest and attention, and improves their behaviour and motivation. Lessons are supported by clear behaviour plans, which result in minimal disruption. Active learning is well emphasised, whether the pupils are out and about in their locality or using chopsticks to support their study of China. Well-planned use of ICT and video clips give pupils additional experience of other environments and other countries.

151. The curriculum is broad, balanced and rich. Well-planned field work is undertaken on school residential journeys, and this is a significant strength. The curriculum aims to raise pupils' awareness of the larger environment and in this it is successful. Planning is well organised over two and three-year cycles to match the organisation of pupils into classes of more than one year group. This eradicates repetition except for necessary consolidation, and ensures that pupils continue to build on their geographical learning. The newly appointed co-ordinator is thoughtful, well informed and efficient, and has already made a start on what needs to be done.
152. Since the last inspection, there has been a good level of improvement. Teaching and learning in Years 3 to 6 has improved, and is now good. Resources have been supplemented well. Schemes of work are now sufficiently detailed to provide a very good base upon which teachers can build their lesson plans. However, in Year 11, there is not enough emphasis on geographical skills. The development of numeracy does not yet receive sufficient emphasis; teachers miss opportunities to reinforce this vital skill within geographical studies. The subject makes a good planned contribution to pupils' social and multicultural development.

HISTORY

153. Provision for the subject is good. Due to timetabling constraints, lessons were seen in Years 7, 8, and 9 only. Pupils' work in earlier years was analysed and it was clear that younger pupils have some understanding of how time passes, and how the baby becomes the toddler who develops into the school pupil. Numeracy is well addressed in all years, and by Year 6 pupils have considerable experience of sequencing. By the time they are in Year 9, all have improved their understanding of chronology. By this stage, they have used a range of evidence to help them to understand how life has changed for ordinary people over the last century. They have studied changes in clothes, food, furniture, jobs, services and journeys. In their study of the home, they realise that a hundred years ago washing machines were not invented, bathrooms were rare and running water frequently absent. Pupils ponder the implications of these facts on people's ability to keep clean. Pupils have visited the Ragged School Museum and used an interactive website to see in what ways a Victorian classroom differs from their own. All indicate, with varying degrees of help, which, from a range of authentic educational artefacts, belongs in the Victorian classroom, and which in their own. In their study of old cameras, higher attainers range them in order of age, but average and lower attainers are content to look through the lenses and choose one to draw. Pupils are helped to evaluate the evidence of photographs from past times. They comment on the buses, the street lamps and costumes of the people, and realise that the chimneys on the rooftops are evidence that the open fire was the principal means of domestic heating a hundred years ago. Recent history in the context of current affairs is addressed in Year 11, with planning for lessons on women's changing roles being a significant strength.
154. Pupils make good progress because they are consistently well taught. Teachers make strikingly good use of historical artefacts to catch pupils' interest and motivate them to inquire more closely into the days when they were in daily use. Lessons have clear aims, which are well met. Learning activities are well informed by careful assessment. All pupils make the same good progress because planning is frequently on an individual basis and very well adapted to the needs of all pupils. The good teamwork of teachers and learning support assistants ensure a high level of individual support. Classes are always very well managed so disruption is minimal, and pupils are able to develop their capacity for concentration. Pupils learn well individually and in small groups, sometimes with help from other pupils. They show interest in the texts and delight in many of the artefacts, which helps their understanding. Learning is

further enhanced by good, well-planned use of appropriate websites, which support learning on the Victorians, for example. Role-play, and the building of models helps to make the past real to them. The good opportunities for pupils to interview visitors, such as those who were evacuated in World War Two, provides an important primary source and further promotes their knowledge and understanding.

155. The curriculum is good, with an emphasis on independent enquiry a significant strength. Provision includes a range of visits to museums and nearby places of interest which have historical associations. School journeys are well planned to contain experiences which support pupils' sense of time past, such as visits to churches and churchyards. Pupils' literacy is well supported by prompts and worksheets so they are enabled to record what they have learned, and key words are prominently displayed and well promoted in every lesson.
156. Co-ordination of the subject is very good, particularly in the management of the curriculum in Years 3 to 6 over a two-year cycle and Years 7 to 9 which are planned over three years. There is no undue repetition in lessons except for consolidation, and new work is carefully mapped and resourced. The time devoted to the subject is just adequate.
157. Since the last inspection, there has been a good level of improvement. The good standard of provision described in the last report has been maintained. Teaching and learning have improved and are now consistently good. The school continues to adapt the curriculum and styles of teaching to the increasingly complex needs of pupils, and is successful in ensuring that all achieve equally well. Assessment has improved and is now good, with a record of pupils' skills and knowledge consistently well kept. Resources have improved. There is now an excellent collection of artefacts which makes historical study meaningful for those with complex needs. Topic boxes and a good range of extra resources for teachers ensure that provision fully meets the needs of the pupils and the planned curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

158. There has been significant progress in the subject since the last inspection and now pupils achieve well and make good progress throughout the school. This is due to good planning, effective staff training, and greatly increased resources, which have had a direct impact on teaching and learning. There are no significant differences in the learning of girls and boys. Pupils with English as an additional language also make good progress in the subject. The school works hard to ensure all pupils have equal access to all activities.
159. By the end of Year 2, pupils are familiar with a wide range of communication resources; they use the mouse and keyboard, explore, and respond to a range of different activities on the computer. Higher attaining pupils learn how to gather and present information in a range of forms. For example, they use graphs to display facts about themselves, select and show preferences. Pupils with autism look at, and respond to, colours and buttons on the screen; they add colour to objects and make simple pictures appear on the screen. In one very good lesson, these pupils followed a musical program using the mouse and spacebar to make clear choices to stop, start and select alternatives. The learning was particularly good because of the skilled and confident support of the teaching team. Younger pupils enhance their communication skills through an awareness and anticipation of well-known programmes. They match objects on the screen and are delighted to press arrow keys and the mouse buttons to make things happen.

160. By the end of Year 6 pupils know the names of parts of the computer and keyboard and higher attaining pupils use a simple wordprocessing program to combine text and graphics. Most pupils learn to follow carefully instructions on the screen and those from their teachers; they manage the keyboard competently, but their typing skills are slow. Pupils with general learning difficulties develop their listening skills and concentration well. They use clipart and bring pictures on to the screen to illustrate simple sentences. Pupils with autism enjoy and make good use of the digital camera, incorporating images into their worksheets and wall displays.
161. At the end of Year 9, higher attaining pupils save and retrieve information with some assistance and use the mouse skilfully to put words in the right order and to assemble sentences. Pupils with general learning difficulties collect data, enter it on the computer and use it to create a graph. They send messages using e-mail and reply to e-mails with minimum support. Lower attaining pupils use computer applications to consolidate the work they do in English and mathematics. Staff support pupils well, with effective questions and useful prompts so that pupils are able to use quite complicated applications with relative ease. In a good lesson, lower attaining pupils in Years 7, 8 and 9 were able to consolidate their skills in addition and subtraction, develop their ability to estimate, and extend their learning on number bases through the use of suitable software and skilled teaching. The most skilful pupils use a wordprocessor independently and improve their spelling and the presentation of their work.
162. By the time they reach Year 11, pupils use ICT competently and build successfully on the good progress made in earlier years. They follow an integrated computing course at college where they achieve well because of good teamwork between the school staff and college lecturer, and the access to the specialist college facilities. In a very good lesson, pupils combined text and images to produce high quality personalised celebration cards. The lesson was particularly successful because of the expertise of the college lecturer and the very effective teamwork between the college and school staff. Pupils chose from a range of resources with great care to select their text and images, including many multicultural and religious images taken from the Internet. Pupils use a range of software confidently to store and manipulate data. They use the Internet with minimal support to research and investigate topics, including planning a three-day visit to a place of their choice.
163. In discrete ICT lessons, teaching is generally good. Teachers ensure their lessons have clear objectives that are fully explained to pupils at the outset and reviewed at the end; as a result, pupils are aware of the extent of their learning. Pupils learn well and become increasingly mature in their approach as they progress through the school. They behave well and they try hard to succeed. Teachers and support staff manage pupils with autism and those with challenging behaviour very effectively. They use praise and positive feedback to show pupils that their work is valued, which in turn, improves pupils' self-esteem. Pupils' personal development is very well extended in lessons when pupils are amazed, excited and proud of the work they produce. In the best lessons, teachers provide very good opportunities for pupils to enhance their communication skills and develop greater autonomy and independence by skilful support and very careful planning. Effective school-based training has ensured that the majority of teachers are confident with the subject and familiar with the new computer system and software. However, very occasionally pupils' learning is slowed down because of problems with the new system or teachers' unfamiliarity with software.
164. Most teachers plan to give enough opportunities for pupils to use their skills in other subjects. For example, pupils develop sound research skills in history and geography and there are opportunities in English for pupils to develop creative and independent

writing skills and in mathematics to support number work using ICT. However, in order for pupils to progress still further, planned opportunities to use ICT to support learning in all subjects must be provided.

165. The co-ordinator manages the subject well. The new policy and planning provide a good guidance for teachers. There is a good subject development plan, and teaching and learning are carefully evaluated so that improvements can be made. Assessment arrangements are developing satisfactorily but the establishment of a more formalised system would allow the school to track pupils' progress more precisely. The co-ordinator, who is on a year's placement from another school, has seen the establishment of a new computer suite in the school. Although resources have increased, there is a shortage of software to support work in science and design and technology.
166. The school provides limited technical support to maintain the machines, organise the software, and manage resources. The present co-ordinator has no class responsibility and she spends a significant part of her time on this. Increased technician support would be a more efficient use of staff time.

MODERN FOREIGN LANGUAGES

French

167. Pupils' achievement in French is satisfactory. Those in Year 7 have little or no experience of learning the language, but by the time they reach Year 9, most pupils understand much of the vocabulary that they might need to get by in France. For example, they are able to give and return simple greetings, count to 20, order food in a café, shop for basic items, and introduce themselves to someone they meet. Higher attainers understand more, and can say more; they also read and write some words and simple phrases. Pupils enjoy learning French, and can be heard using snippets of the language around school.
168. Teaching and learning are satisfactory. Practical activities, games and songs are used well to help pupils learn the language, and these approaches appeal to pupils. For example, they entered enthusiastically into a café simulation during the inspection week. There is also some limited use of ICT software, to help pupils consolidate language skills. Work is marked well, using French, and pupils grow to understand the written language used. The teacher has only recently devised a format for record keeping, and no completed records were available for scrutiny during the inspection.
169. The teacher speaks French fluently, although much English is used during classes, and signing is used sparingly to help pupils understand. Pupils with little or no speech are included in all lessons, and they use communication boards and symbols – this helps to reinforce their communication skills. However, better use could be made of a system of exchanging pictures to enable these pupils to communicate. For example, one pupil pointed to his card, on which there were several symbols, to indicate his choice of drink; this was misunderstood by the pupil acting as a waiter. If the non-verbal pupil had been given two 'drinks cards', and given the one of his choice to the 'waiter', there would have been less chance of misunderstanding.
170. Resources for the subject are satisfactory; there are some artefacts, including magazines, which pupils enjoy looking at, but there is a need for more software. The co-ordinator has not had time to draw up a subject development plan, as she is an acting member of the senior management team, and other priorities have taken

precedence. Nonetheless, the subject is well established in the school, and pupils' personal development is promoted well through French.

MUSIC

171. Provision for music is very good overall. The expertise of the music teacher makes a strong contribution to pupils' achievement, and music has a high profile in the life of the school. The subject very effectively supports pupils' social and personal development. Productions including music and drama, and a regular drumming session with pupils from neighbouring schools participating, make a powerful contribution to pupils' learning and to their communication and social skills. Since the last inspection, there has been good progress in assessing pupils' work and providing for pupils of all abilities.
172. The teacher engages younger pupils very effectively in lessons by use of lively songs and actions. By Year 2, pupils keep a rhythm but occasionally pupils with challenging behaviour do not participate well and so make little progress. The majority of pupils enjoy their lessons as the teacher generally manages behaviour well. Pupils learn to use a range of instruments such as small hand percussion and drums.
173. Good use of signing, and the introduction of symbols helps pupils with communication difficulties to participate in all lessons. Pupils are given the opportunity to choose instruments, and they learn to treat the instruments, including the guitar, with care and respect. They learn to take turns and listen to others.
174. By Year 6, all pupils join in actions and signing for the song 'Pizza Pizza'. Pupils sing and play individually and as a group. The teacher uses well-prepared facilities to record the music that is made. Pupils listen to a recording of their work and higher attaining pupils begin to evaluate it. All pupils participate and work together on their composition. A small number of pupils find it difficult to wait their turn when playing in a group, but there are high expectations of behaviour and, on most occasions, pupils co-operate. The teacher encourages clear diction in singing, and praises pupils for their efforts so that all pupils' work is valued. Support staff play a very effective part in helping pupils focus on the task.
175. Secondary-aged pupils enjoy their lessons and participate enthusiastically, due to the wide range of appropriate music and the skills of the teacher. Pupils work with concentration on their composition. When improvements are suggested, pupils listen and respond. By Year 9, higher attaining pupils develop a two-part composition and are confident in playing for an audience. They are learning how to create different effects. Pupils with autism enjoy singing and some play with good rhythmic skill on drums. High expectations of pupils' performance and behaviour are very effective in ensuring all pupils are learning skills and understanding of music. Pupils with challenging behaviour are generally very well managed.
176. Teaching and learning are very good. In the most successful lessons, it is good planning and the teacher's expertise which promote learning well. The teacher's expertise in assessing and improving pupils' skills during lessons helps pupils to make good progress. Staff make regular recordings of pupils' work and a system of reporting is now in place. The curriculum offers a good range of opportunities including music from many different cultures. A music week is held each year, during which several professional musicians come into school to perform and run workshops for pupils. There are weekly sessions offered by music tutors to pupils in years 10 and 11, as well as to students over sixteen, and a music therapist provides sessions for pupils with autism two days each week. The co-ordinator has a good

grasp of the direction of her subject and what improvements are needed, in particular more use of ICT software. There is a separate music room which is soundproofed and is used well, but is too small to accommodate full class groups of pupils and instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION

177. In personal, social and health education (PSHE), pupils achieve very well and make significant gains in knowledge, understanding and skills across an appropriate range of PSHE contexts because teaching is well planned and generally very good. Pupils also make very clear progress against the personal and social development targets set for them in their individual education plans. There is no difference in the achievement of boys and girls or those with additional special educational needs. Teachers have a very good knowledge of the aspects of PSHE that they teach. The programme is very good overall. There are opportunities for pupils to explore their thoughts and feelings and teachers are committed to helping the pupils to become independent and enabling them to have a degree of responsibility and control over their lives. For example, pupils in Years 3 and 4 were given time to change for physical education; they were encouraged to be responsible for their own clothes and for changing themselves.
178. In Years 1 and 2, pupils are encouraged to learn appropriate behaviour when eating a meal and also to be independent by fetching eating utensils and putting away their plate and utensils when they have finished. There are individual objectives for each pupil and pupils have eating and drinking goals when appropriate. Before a trip out, pupils in Years 1 and 2 knew all the routines involved. They were encouraged to take off their own coats and shoes on arrival at the soft-play area and also to put them on again at the end of the activity.
179. During Years 3 to 6, pupils learn about personal hygiene and can identify important parts of their body to keep clean. They have class discussions on how to look after their teeth and the teacher has annotated the file of a higher attaining pupil with autism as 'very knowledgeable in class discussions'. As part of the Haringey project, they have learned what to do in emergency situations, how to make phone calls to emergency services and road safety.
180. Girls and boys in Years 7 to 11 have separate PSHE lessons, at their request. By Year 9, pupils realise that safety routines are desirable when they are home alone. They learn how to use the telephone to keep safe. They continue to learn about hygiene and consider the onset of puberty. They look at a healthy diet and how to store food safely.
181. In a good Year 10 PSHE lesson for pupils with autism, pupils could say that their lesson was about 'independence'. The pupils were sequencing making a cup of tea and a higher attaining pupil succeeded in placing 21 sentences in order and then read her sentences when asked. Lower attaining pupils worked with visual cues and fewer sentences. One lower attaining pupil was very focused on his task and was determined to try to work it out for himself. After listening to a few prompts from the teacher, he succeeded in making the correct sequence. Pupils in Year 10 are increasing their awareness of what drugs are and what they do. In a good lesson (boys' group), the teacher used role-play to help pupils to understand the effects of drugs. Although a PSHE lesson for girls was not seen, scrutiny of work shows that they learn about drug use and misuse and how not to get involved. Secondary-aged girls go on their own residential trip, as the school sees them as a minority group who

are very vulnerable and during the residential they are able to bond in a totally safe, non-threatening environment.

182. In Year 11, pupils work on emergency aid and can place a victim in the recovery position and know how to check for breathing. They have investigated the use of the telephone in a variety of situations. The pupils follow a programme in sex and relationships. Pupils in Year 11, who are part of the senior communication group, learn to follow a sequence of instructions as they learn to prepare breakfast as independently as possible and choose from a variety of breakfast foods.
183. Teaching is very good overall. There are very good relationships and pupils are confident to ask questions and respond to the praise for their achievements. Teachers use different techniques such as video clips and role-play to gain pupils' interest and involvement in the lessons. Planning is good and the programme is assessed at the end of each module and measured by P-scales.
184. The PSHE programme is well managed and covers both sex and drugs education. The co-ordinator monitors teachers once a year in a supportive role. The school is currently working towards the Healthy Schools national standard. PSHE is seen as an important and relevant part of the pupils' curriculum.
185. An important element of personal and social development is the lifeskills programme. The aim of this programme is to help the pupils to live independently and is very relevant to the pupils' needs. In a Years 5 and 6 lesson, pupils learned how to measure icing sugar and mix with water to cover the small Christmas cakes they have already cooked and covered with marzipan. The pupils paid attention carefully and followed instructions well as they each used a jug of hot water to help them to spread the icing. Hygiene procedures were strongly emphasised by the teacher. Pupils were encouraged to be independent, as one was given the responsibility for counting the pupils and getting the correct number of plates from the cupboard. By Year 11, pupils have learned to plan and prepare meals. They choose menus using their knowledge of nutrition and balanced diets, shop for supplies at a large supermarket and cook the food, paying particular attention to hygiene. This programme is very good and is also an important element of the pupils' residential experiences.

PHYSICAL EDUCATION

186. Pupils achieve very well and make very good progress across the school in a wide range of physical activities. This is because teaching is by a specialist, who brings consistent quality, enthusiasm and rigour to the subject. Her leadership and expertise is supported by the work of committed and highly effective support staff. As a consequence, pupils work hard during lessons, think carefully about what they do, show high levels of participation and co-operate well with each other.
187. Since the last inspection there have been good improvements in physical education in what was already judged to be an effective subject. Teaching and learning across the school have improved, partly as a result of the monitoring of teaching. There have been improvements too, in curriculum breadth and assessment detail, while resources have been maintained at the same high level.
188. The very good progress applies to all groups of pupils and all ages. Indeed, the most prominent feature of the subject is the teacher's determination that all pupils, including those with autistic spectrum disorders, should have equal access to all opportunities offered in the curriculum and out-of-school hours, and to experience the excitement,

challenge and feelings of wellbeing associated with physical activity. There are separate physical education lessons for the minority of senior girls, at their request.

189. All pupils make very good progress in swimming. More skilful pupils use a community pool and swim competently up to 100 metres using the major strokes. Their achievements are accredited through national association awards and school awards. Less able pupils also make very good progress in learning basic water skills because of the one-to-one support of teachers and support staff, and informed advice given by the teacher or instructor. Clear unambiguous instructions, for example, 'Push your stomach up, and hold your head back' helped one pupil float unaided on his back. The pool is well equipped and this has a positive impact on learning. The effective use of good resources, arm bands and floats, enable pupils to independently experience buoyancy. Swimming at Moselle is given a high priority, with an intention of teaching as many pupils as possible to swim 25 metres by the age of eleven. Pupils show by their work ethic how much they enjoy the swimming sessions. There is total trust in the support staff and teachers helping them. Changing facilities are good, clean, warm and spacious. Appropriate emphasis is placed on all health and safety matters, and in helping pupils develop personal and independent skills in dressing and undressing.
190. Across a range of activities, pupils make very good progress. Good assessment procedures ensure they build on prior learning with confidence. For example, in gymnastics, by Year 2, pupils learn different ways of travelling on, under and over apparatus and how to take off and land on two feet. In doing so they improve their co-ordination, posture and balance. Pupils learn early on to wait their turn, and be part of a team when taking part in relay games. Good questioning and clear demonstrations by the teacher confirm understanding and reinforce speaking and listening skills. In hockey, by Year 6, pupils learn to control a stick, dribble, pass and shoot a puck. They recognise and describe the changes that happen to their body during exercise, because the teacher asks them to feel their hearts and notice the change. In football and basketball, by Year 9, pupils understand the rules and tactics of the games and work to refine their skills at passing and dribbling. In Year 11, they develop skills and interests in running, table tennis, badminton, climbing and sailing. The school's senior running team recently won the Haringey Schools' road running league, and the cricket team won a major special schools' competition for the third successive year.
191. Good resources motivate pupils to learn and provide them with safe and appropriate challenges. Support staff model appropriate behaviour and maintain pupils in their activity. Behaviour is invariably good and the management of some idiosyncratic behaviour of autistic pupils is immediate, patient, astute and effective. All pupils have very positive attitudes to the subject and high levels of self-esteem. They are very proud of their achievements, however small, and work hard to improve their stamina and techniques.
192. The school is justifiably proud of, and promotes, its excellence in sport. In 1998 the school received the 'Sportsmark' award for providing an exceptionally high standard of sports provision. This was re-awarded in 2001 and is valid for three years. The co-ordinator provides excellent leadership for the subject, developing her own expertise and constantly looking for new opportunities to extend the curriculum. There is a good scheme of work in place supported by effective assessment procedures. The physical education curriculum provides a very broad range of highly relevant learning opportunities, reinforced by an excellent programme of lunchtime and evening clubs, residential trips, and inter-school sports. Activities include football, hockey, cricket, basketball, rounders, tennis, athletics, gymnastics, dance, badminton, volleyball and swimming. An annual sports afternoon, held in the summer term, is well attended by parents and carers. The school makes very good use of local facilities to extend and

enhance its curriculum. For example, the school uses facilities at the Banbury Sailing Centre, Alexandra Palace ice rink, Lordship Lane recreational park and New River athletics stadium. In addition, links have been established with The London Cricket Association and Haringey Sports Development. The physical education accommodation is good for a school of this size, but improvements are needed to the upper school playground to provide pupils there with a hard-core sports area. Physical education makes a particularly good contribution to pupils' personal, spiritual, moral, cultural and social development. It reinforces work in literacy, numeracy and geography and continues to be a real and significant strength of the school.

RELIGIOUS EDUCATION

193. The provision for religious education is satisfactory. High quality, well-planned assemblies form part of the teaching in religious education; these introduce the lessons, most of which follow in a lively and strongly motivational way. Both assemblies and lessons make a significant contribution to pupils' spiritual, moral, social and cultural development; they are carefully planned and organised, and make very effective use of music and a range of sensory resources. They are firmly based on the Haringey guidelines in accordance with the local SACRE. There are no marked differences in the performance of boys and girls, or other groups. Pupils with English as an additional language also make satisfactory progress.
194. Pupils' achievement by Year 2 and Year 6 is good. This is because pupils show good understanding in their oral and signed answers, and make good progress in listening and improving their communication skills.
195. By the end of Year 2, most pupils know that religion is important in our lives and that Christmas celebrates the birth of Jesus. They joyfully join in singing, signing and clapping the carols of Christmas and join in a shared reading of the nativity. Higher attaining pupils are able to remember the key words from the story and retell the main parts. Pupils with autism learn to work in a larger group and because of the teachers' expertise, skilful choice of resources and the large element of music in the lessons, they make good progress in participating in and responding to all elements of the lessons.
196. By the end of Year 6, pupils recognise that different religions have distinct feasts and festivals. For example, they know about the celebration of Diwali and understand the significance of light and dark in the ceremonies of different religions. They are beginning to understand the importance of rituals in the celebration of Christmas and know it is a Christian festival. Most know the names or signs for the main events in the Christmas journey and understand that the feast of Christmas is imminent. Teachers and support staff skilfully enable lower attaining pupils to use language and symbols to read the story of Joseph and Mary and understand its importance.
197. Pupils' achievement by Year 9 and Year 11 is satisfactory. Year 9 pupils know several of the stories and traditions of different religions and many recognise the similarities and differences between them. Higher attaining pupils know something about the rules of religions. They can explain why followers of the Hindu faith do not eat meat, for example. Pupils know how different religious groups pray, and some know about different places of worship. For example, on a visit to the nearby Hindu temple, higher attaining pupils wrote of the behaviour expected before entering parts of the temple, for instance removing one's shoes. They recognised the importance of silence and showing respect for holy places.

198. Pupils in Year 10 learn about wider concepts of peace, tolerance and friendship and traditional celebrations associated with them. Year 11 pupils show a developing understanding of moral issues. They discuss religious beliefs concerning anger, love and forgiveness. They recognise how these affect our daily lives. They learn about the lives of revered people, famous for their love of others and their fight for justice in peaceful, non-violent ways.
199. The very good stimulus of the weekly assembly is somewhat diminished by restrictions placed on the range of strategies teachers can use in smaller rooms with older, larger pupils. For example, in the week of the inspection, a useful strategy to follow up the assembly might have been role-play but this was not possible in the restricted space available. However, the good use of visits and visitors significantly enhances the curriculum for pupils throughout the school.
200. Teaching is generally good in Years 1 to 6 with one excellent lesson in Years 5 and 6. It is satisfactory in Years 7 to 11. A strong feature of the outstanding teaching with younger pupils is the lively and imaginative way in which lessons are presented and enhanced by good resources. This makes learning exciting and fun so that pupils are well motivated and make good progress. Lessons are carefully planned and teachers provide sound opportunities for practising what has been learned. In these lessons, although some pupils have significant learning difficulties, they can understand the lessons and remember what they have learned. Teachers create a very positive learning environment and their strong relationships with pupils enable them to manage their behaviour well. Pupils generally respond well. They try hard and, when presented with opportunities, show initiative and take on responsibility. Where teaching is less successful but still satisfactory, challenging behaviour is not managed well and the pace of the lesson is slow. Occasionally the teacher uses unsuitable resources to help pupils' understanding, or misses opportunities for using ICT or drama to support learning and this limits pupils' progress.
201. The co-ordinator manages the subject well. The good progress in the development of the subject since the last inspection is largely due to her vision and hard work. Teaching and learning for pupils has improved. There is an effective development plan and the policy and planning for the subject is up to date and embedded in the practice of the school. Assessment of pupils' learning is satisfactory and reports to parents are good. Resources including artefacts have been increased and are now good and well organised into topic boxes for ease of use.
202. The subject has a high profile, underlined by the weekly religious education assembly, which each class and their teachers in turn present to the school. They prepare resources, readings, mini drama productions and music, which lead into the lesson that follows. Teachers provide good opportunities for pupils to develop their communication, writing and number skills but there are limited opportunities for pupils to use ICT to support their learning.