

INSPECTION REPORT

NEW SIBLANDS SCHOOL

Thornbury

LEA area: South Gloucestershire

Unique reference number: 109404

Headteacher: Mr. Paul Casson

Reporting inspector: Mr. Alan Tattersall
20466

Dates of inspection: 2nd – 5th December 2002

Inspection number: 252398

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	2 – 19 years
Gender of pupils:	Mixed
School address:	Easton Hill Road Thornbury South Gloucestershire
Postcode:	BS35 2JU
Telephone number:	01454 866754
Fax number:	01454 866759
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Lynne Watkins
Date of previous inspection:	22 nd June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20466	Alan Tattersall	Registered inspector	Modern Foreign Language (French)	What sort of school is it? How high are standards? What should the school do to improve further? How well are pupils taught?
19693	Sally Hall	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils and students?
18461	Vanessa Wilkinson	Team inspector	Foundation Stage History Music Physical Education	
14563	Graham Pirt	Team inspector	Science Art and Design Religious Education Special Educational Needs	How well is the school led and managed?
2642	Janet Bond	Team inspector	Mathematics Design and Technology Geography Personal, Social and Health Education	How good are the curricular and other activities?
28106	Michele Majid	Team inspector	English Information and Communication Technology Post-16 Educational Inclusion English as an Additional Language, Citizenship	Pupils' attitudes, values and personal development?

The inspection contractor was:

QICS

Ibsley
4 West Cliff Road
Dawlish
Devon
EX7 9EB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New Siblands is in Thornbury, near Bristol, and has 44 boys and 21 girls on roll aged between two and nineteen, including two part-time nursery children. Pupils come from the South Gloucestershire area. Attainment on entry is very low and all pupils have statements for severe or profound and multiple learning difficulties. A small proportion of pupils has additional complex learning needs, including autism, communication and behaviour difficulties. There are only 5 children in the nursery and reception. They join with 3 pupils in Years 1 and 2 to form the 'foundation class'. Two pupils in Year 11 receive lessons in a 'transition class' with five students who are post-16. There are no pupils who are from homes where English is not the first language. Five pupils receive free school meals, which is low for a school of this type. A very high proportion of pupils spends part of the week being educated alongside their peers in local mainstream schools and colleges.

At the time of the inspection two teachers were absent for medical reasons.

HOW GOOD THE SCHOOL IS

This is a good school with very good features. Good teaching and relationships ensure that pupils make good progress and achieve well by the time they leave school. Pupils enjoy coming to school and participate very well in lessons. The headteacher provides good leadership to ensure that the school is well managed. Very good financial planning has ensured improvements to accommodation and impressive resources for learning. The school gives good value for money.

What the school does well

- Provides good teaching for most pupils, with very good teaching for the youngest children, to ensure that pupils make good progress in learning.
- Provides very good arrangements for pupils to attend lessons within local schools and colleges, which promotes their learning and social development well.
- Encourages pupils to have a very positive attitude to learning, behave well and form very good relationships with each other.
- Ensures that there are very good links with parents to support pupils' learning.
- Promotes pupils' cultural development very well.

What could be improved

- The support provided for the small number of pupils who have more complex learning needs, communication needs, behaviour difficulties and autism.
- The checking of what pupils are learning to measure their progress more accurately and plan for pupils to learn more.
- The range of work that pupils and students undertake in the transition class.

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 last inspection in June 1998, the school has maintained the high quality of teaching and improved the standards that pupils achieve. The headteacher and governors are committed to leading well-chosen developments that are having a positive effect on raising standards in spite of a few staff not fully endorsing the school's direction. There has been good progress in applying the National Literacy and Numeracy Strategies. The school has shown great determination to improve the arrangements to promote pupils' cultural development and these are now very good. Governors have a much better involvement in checking what is happening in school and linking spending to promoting pupils' progress. There is improved planning for what is to be taught in most subjects and to promote pupils' personal, social and health education. Planning is still not fully in place for music and religious education. The school has made many improvements to the accommodation but it is still unsatisfactory.

STANDARDS

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

Progress in:	By Year R	By Year 6	by Year 11	by Year 14	Key Very good A Good B Satisfactory C Unsatisfactory D Poor E
Speaking and listening	A	B	B	B	
Reading	A	B	B	B	
Writing	A	B	B	B	
Mathematics	A	B	B	B	
Personal, social and health education	A	B	B	B	
Other personal targets set at annual reviews or in IEPs*	A	B	B	B	

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

Achievement is good in most subjects. It is only satisfactory in history, geography and design and technology because the courses they follow are limited in scope. Pupils achieve very well in swimming. The school's emphasis upon the promotion of literacy, numeracy and personal, social and health education has ensured that pupils achieve well in these areas. The achievement of the youngest children in the 'foundation class' is very good because of the very high quality of teaching they receive. Although they follow a narrow course, the pupils and students beyond Year 10 who follow accredited courses achieve well in the Accreditation for Life and Living and National Skills Profile by the time they leave school after Year 13. Pupils achieve the targets that are set for them at annual reviews well. Achievement is satisfactory for the small number of pupils who have additional special educational needs. Occasionally they receive good support to make the same progress as other pupils but overall they require better and more consistent support. The targets set for whole school improvement in literacy, numeracy and personal development are satisfactory and are met well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and try hard.
Behaviour, in and out of classrooms	Good in lessons and around the school. Very good on the many visits in the community.
Personal development and relationships	Relationships are very good. Pupils have good independence skills and use their initiative well.
Attendance	Satisfactory. Attendance levels are in line with similar schools.

Pupils respond well to the planning to involve them in learning. They enjoy learning and the success it brings.

TEACHING AND LEARNING

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

The quality of teaching is good overall and often very good or excellent. The teaching of English and mathematics is good. Teaching and learning in science and personal, social and health education is good. Teaching is very good in the 'foundation' class for the youngest children. A significant strength in teaching throughout the school is the way that teachers plan their lessons very well; often there is a brisk pace that

grabs pupils' attention. Teachers involve pupils effectively in their lessons, often providing very good resources and encouraging pupils to make a great deal of effort to succeed. Occasionally, however, teachers miss opportunities to promote pupils' literacy, numeracy and use of computers when studying other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and satisfactory in the transition class. Pupils have an effective range of learning experiences. There are good arrangements for pupils to be equally included in school activities. The arrangements are very good for pupils to spend valuable time in local schools and colleges each week to support their learning.
Provision for pupils with English as an additional language	There are no pupils for whom this applies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision to promote pupils' cultural and multicultural development is very good and a strength of the school.
How well the school cares for its pupils	Staff show high levels of care and concern but a few of the methods used to check and record health and safety procedures are too informal. Procedures to check academic progress are satisfactory and the school has good procedures to check and support pupils' personal development. There are effective procedures to promote pupils' good behaviour.

The school has developed very good links with parents. Parents have a positive view of what the school provides for their children. Most pupils are in classes containing more than one year group; occasionally a few do not receive work suitable for their age. The school meets the statutory requirements for pupils with special educational needs satisfactorily. The methods to check what pupils have learnt and the school's use of this in planning future work although satisfactory, could be more accurate to be more useful in setting work for pupils to achieve more.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The good and strong leadership of the headteacher has enabled the school to make good improvements in spite of disagreement on occasions from a few staff about how the school should develop. Teachers who manage subjects do this well.
How well the appropriate authority fulfils its responsibilities	Good. Governors are well informed about the work of the school, understand its strengths and weaknesses and provide strong support to the initiatives that lead to school improvement.
The school's evaluation of its performance	Good. The well-chosen priorities for development, based on an evaluation of performance, have been a significantly positive reason for the way that improvements have been made. The school knows how well it is doing for its pupils and what it can offer to other schools.
The strategic use of resources	Very good. The school looks after and plans the spending of its finance very well, making best use of the funds available to ensure that the resources to promote pupils' learning are very good.

There are very good procedures to introduce new staff to the school. The school plans well to get the best value from purchases. There are sufficient teachers and good provision of classroom support staff. They

receive good training. Although much improved, there are many shortcomings in the accommodation and it is unsatisfactory. Resources for learning are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Good teaching. • Their children are expected to work hard • Kept well informed about how children are getting on • Approachable staff. • Their children make good progress • School works closely with parents • Behaviour in school is good 	<ul style="list-style-type: none"> • Homework • Activities outside lessons • A few parents and carers would like better communication with the school

The inspection team agrees with parents' positive comments but does not share the concerns of a significant minority about homework, activities outside of lessons or the few who would like better communication.

- Homework makes a satisfactory contribution to learning. The school has drawn up a good homework policy and taken into account parents' and carers' views. The policy states that homework will be sent home for those who request it.
- Although there is a lack of planned activities at lunchtime, the school does provide a satisfactory range of activities outside of lessons overall.
- The inspection team found that the school has good links with parents and carers. Even so, the school is taking effective steps to improve further the contact with children's homes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils' achievements are good. This reflects the good quality of teaching and is better than at the time of the previous inspection. Pupils and students enter school with very low levels of attainment, particularly in their communication, physical, personal, and social skills. Most pupils make good progress towards the satisfactory targets that the school sets for them each year and over their time in school.
2. Children in nursery and reception achieve very well. This is due to the very effective teaching they receive and the way that they follow work that is matched carefully to their needs. This gives them a very good start to the school. Elsewhere in the school, most pupils and students respond well to the good quality of teaching to make good progress and achieve well overall in most of the subjects and activities that are offered.
3. Pupils achieve equally well at the end of Years 2, 6 and 11, and the small number who are post-16 achieve well by the time they leave school. Parents are very pleased with the way the school has provided accreditation for students. Although students achieve well, the school recognises the need to build on this success to provide wider opportunities for accreditation. Pupils make good progress towards individual targets for them to achieve in literacy, numeracy and personal, social and health education. Pupils make good progress towards other targets set for them in their individual education plans. The developing system for measuring and setting targets for whole school improvement in English, mathematics and personal, social and health education demonstrates that pupils are achieving well and making good progress. They confirm the success that is accruing for the school's vision for continued improvement in the standards that pupils achieve.
4. Pupils' achievements in English, mathematics and science have improved from the generally satisfactory position at the time of the last inspection to the current good achievement. The good achievement in personal, social and health education has been maintained but pupils receive more consistent guidance throughout the day. The reason for such good consolidation and improvements in standards is the way that the school has improved training and teaching methods for staff, together with providing better accommodation and much better resources for learning.
5. Pupils achieve well in most other subjects except history, geography and design and technology where achievement is satisfactory. The reason for this is mainly concerned with the amount of time pupils have to study the subjects and the limited range of work pupils complete, particularly in design and technology.
6. There is no difference in the achievement of boys and girls. There is little difference in achievement according to age. Although pupils who have additional special educational needs at times make the same progress as other pupils, the planning of support for them is not consistently good to ensure that overall they make more than satisfactory progress. For example, pupils who have difficulty communicating do not receive consistent support through additional means of communication such as special equipment or the use of signing and symbols.
7. Pupils achieve well in information and communication technology (ICT) lessons because of the improvements to equipment and staff training. Achievement in physical education is good and pupils continue to achieve very well in swimming.

8. Nearly all pupils spend part of their week in lessons in another school. They gain in subject knowledge from lessons such as music and dance. The social skills they develop contribute well to the progress they make in social development. The college course and the satisfactory work experience for pupils in Year 11 and post-16 enable pupils and students to gain confidence and make good progress; preparing them well for life beyond school.

Pupils' attitudes, values and personal development

9. Pupils' attitudes are very good and behaviour is good. They behave well in and out of lessons and display very positive attitudes to their work and a liking for the school. Pupils look forward to coming to school and greet each other enthusiastically. They enjoy being with their friends and value each other's contributions in class and around the school.
10. During the nursery and reception years, children build very strong relationships with staff and each other. They learn to trust because they can rely upon the consistent treatment they receive. This helps them to settle in to school very well. Elsewhere in the school, pupils are keen to take part in activities and listen to instructions carefully in lessons. Pupils often derive pleasure from lessons such as when pupils in Year 6 showed delight by vocalising loudly when they recognised the shapes they had made in art. In a good lesson for pupils in Year 2, pupils were eager to participate in exciting music activities and clapped spontaneously. Relationships are very good and pupils often anticipate each other's needs, for instance, they pass a book or collect another's coat for play. This is the result of effective encouragement from staff.
11. Behaviour overall in lessons is good. Pupils' behaviour around school is good and often very good. They have numerous opportunities to go on visits in the community and invariably behave very well. For example, pupils were keen to talk to each other and to the staff on the journey to the swimming pool. The same pupils were proud of their written work and eager to share it with adults and other pupils, relishing the positive comments. They are polite and well behaved when visitors come to their lessons. The lessons shared with pupils in other schools provide pupils with an opportunity to show how well behaved they are and how much they want to learn.
12. Pupils respect each other and this leads to an atmosphere in school that is free from harassment and oppression. In several lessons, the behaviour is excellent. For example, in an excellent music lesson, pupils in Years 5 to 7 knew that they must not touch the musical instruments until instructed and responded immediately to the word, "stop". This contributed well to the very good progress they made. There was also excellent behaviour in a Year 6 personal, social and health education lesson as they held their hands exactly as the teacher instructed them to feel the warmth of the candle. Pupils showed respect for the "quiet" card held. They maintained this behaviour through effective encouragement from staff. They listen well to ask sensible questions.
13. Pupils in all years play very well in the playground at break and lunchtime. They play football and tag games with others, keeping to the rules themselves and developing independence. They respect each other's wishes to sit quietly and their need for tranquillity. Pupils with autism and those with needs that are more complex are supported well by staff around the school to ensure the same very high quality relationships between all pupils continue beyond the classroom. During 'drinks time', pupils have very good relationships with the staff and therefore behave well, are attentive and co-operate well with each other.

14. Pupils increasingly organise themselves for activities independently. In a Year 6 mathematics lesson, they carry their chairs to the mathematics corner because they are familiar with lesson routines. Pupils take responsibility for their own belongings. For example, older pupils look after their physical education kit when they go swimming. Pupils show care and consideration for each other. In a Year 6 and 7 music lesson, higher attaining pupils helped others to clap and shake instruments.
15. The pupils have maintained the satisfactory attendance found at the time of the last inspection. The attendance rate of 91.57 per cent is broadly in line with that found in similar schools. The vast majority of absences are due to illness and medical appointments. A few parents have not explained why their children were away from school and this has resulted in an unauthorised absence rate of 0.43 per cent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The overall quality of teaching is good. This is broadly similar to the position at the time of the last inspection but teaching is better in the important lessons of English and mathematics. There is good teaching in science and personal, social and health education lessons, including the planned periods to promote pupils' learning at break time. The quality of teaching is good in all subjects except geography, history, and design and technology, mainly because the range of work in those subjects is only satisfactory. The quality of teaching in physical education is good overall and very good in swimming.
17. The school has been successful in improving teaching through staff training. The way that teachers plan lessons has improved, with often a clear introduction to lessons and effective summing up to check how much pupils have understood. There has been good sharing of information following the observation of teaching by senior managers and outside advisers. As teachers have undergone training to improve skills in the teaching of literacy, numeracy and use of ICT, this has had a beneficial effect upon teaching in most lessons. The quality of teaching is good in specific ICT lessons and there is increasing confidence for teachers to use computers to support pupils' learning in other lessons, although they do not plan consistently well for this. The way that teachers have researched and then obtained better resources for learning has had a significantly positive effect upon providing interesting lessons and promoting pupils' involvement in lessons.
18. There is very good teaching in all lessons in the 'foundation class' for the youngest pupils. The assistant head teacher is recognised as a leading teacher of literacy and exerts a strong positive influence to promote the subject. Although teachers' planning is a strength of teaching overall, it is particularly strong for the youngest pupils. Within a numeracy lesson for instance, there is thorough planning to use the language associated with 'full and empty' when investigating capacity. Planning based on ongoing assessment is thorough where the higher attaining pupils and children are expected to count whilst others respond in their own way such as indicating 'lots' or 'where they can see a penny'.
19. In a few English lessons in other parts of the school, there are examples of impressive teaching. A significant factor in the successful lessons observed, is the meticulous preparation of resources and the planning for the way that classroom support staff will support the teacher. This was evident in a lesson for pupils in Years 5 and 6 to reinforce the story of the 'lighthouse-keeper's lunch' through drama. Classroom staff followed the teacher's cue to role-play being the lighthouse keeper on the island and his wife in the cottage on the mainland. This was so effective that when it was the pupils' turn to enact their part they were clear about what they had to do. They quickly progressed to being independent.

20. Teachers make imaginative use of well-chosen resources. In a very good lesson to promote social skills for pupils in Years 1 to 4, pupils expressed surprise as they sat in a circle and each opened a parcel to find their favourite toy. Planning was effective to include all pupils in the lesson, enabling those with needs that are more complex to play a full part in making choices about sharing. However, the effective planning of resources is not consistent in all lessons; occasionally resources are not well matched to the task. For instance, older pupils may be given books intended for a younger age group.
21. Teachers usually plan effectively to encourage pupils to behave well in lessons. Staff constantly inform pupils how well they are doing and provide early warning when they are transgressing. They remind pupils well about their plans for improving behaviour. This ensures that pupils make good progress towards their targets to improve. However, there is occasional inconsistency in the way that teachers manage behaviour. For example, not gaining the interest of pupils in Years 3 to 5 at the start of a mathematics lesson led to pupils not attending sufficiently well to make satisfactory progress.
22. A noticeable feature in successful lessons observed is the good use of time. For instance, when teachers create a rapid pace pupils are often carried along with enthusiasm and interest. Lessons start promptly and there are frequent occasions where staff check how well pupils are learning. Although the school's procedures to check pupils' progress are only satisfactory, teachers use their own knowledge of pupils to keep a good check on progress and use this information well in preparing lessons day to day. There are many good examples in literacy and numeracy lessons where teachers direct questions to pupils according to their prior learning. They guide pupils' replies judiciously and this promotes further progress. However, in most other subjects such as science, teachers miss opportunities to promote pupils' skills in literacy and numeracy in the lessons and this needs further development.
23. The teaching of pupils who have additional special educational needs is satisfactory overall. The school is making good progress to ensuring that teachers have the skill to include pupils who have additional special educational needs within their lessons, although it is acknowledged that more training is required for instance, for pupils with autism. There are good examples where teachers support pupils who have difficulty communicating effectively; employing special switches to enable pupils to participate for instance, to press a switch to join in with a song. There are similarly good examples where teachers and classroom staff use signing effectively to pupils, including those who have more complex learning difficulties in lessons but there are missed opportunities to plan consistently to promote communication skills. On a few occasions, where teachers did not take sufficient account of pupils' additional special educational needs, then this leads to the teaching of those pupils being only satisfactory overall.
24. Teachers provide satisfactory homework. They follow the suitable policy of the school on homework to provide it to those pupils whose parents request it.

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

25. The quality and range of learning opportunities provided by the school are good. The shortcomings identified in the previous inspection report have been largely addressed effectively. All subjects except music, religious education and some aspects of citizenship, now have planning which enables teachers to plan work systematically so pupils can build on earlier learning. The school plans very well for the youngest pupils. The school has implemented the National Literacy and Numeracy Strategies well and these have enabled pupils to achieve well in English and mathematics lessons.

26. All statutory requirements are met to provide for all the subjects pupils are required to follow, including religious education. The school ensures that it follows the appropriate guidance to provide sex and drug education. The effective application of the literacy and numeracy strategies has led to improved achievements in literacy and numeracy since the last inspection. There is generally an appropriate balance of time allocated for subjects, although what pupils learn in geography, history and design and technology is limited. The school has identified English, mathematics, science and personal and social education as the important areas for learning. This is evident in the good time allocation they receive.
27. The curriculum for pupils with needs that are more complex and those who require support to develop basic communication skills, those who have additional behavioural difficulties and pupils with autism is satisfactory. The school acknowledges the need to improve the arrangements for pupils who have additional needs to spend time in classes in the main school. There is also good awareness of the need to improve the provision for alternative communication for those pupils who require it.
28. Despite the lack of structured activities at lunchtime, the school does provide a satisfactory range of extra-curricular opportunities. These include a residential experience for older pupils and the Duke of Edinburgh award scheme, run most effectively, as an after school club. The school uses the community well and reinforces learning effectively by the use of local amenities and trips to support the work pupils follow in class.
29. The curriculum for pupils and students in the transition class is satisfactory. Parents value the improvements to planning for what pupils and students learn since the last inspection. They are rightly pleased with the accreditation arrangements. However, there is a need to implement the plans to improve the range of subjects offered and to improve the teaching of literacy. Pupils benefit well from their guidance on careers but the school acknowledges the need to provide a greater variety of vocational training and to increase the range of work experience available.
30. The arrangements to develop pupils' personal, social and health education (PSHE) are good, both formally through timetabled lessons and at other times of the day such as lunch times. The informal opportunities provided for pupils throughout the school day are good. The PSHE programme is good and is implemented effectively. Staff place a significant emphasis on enabling pupils to make choices, take responsibility and learn to be as independent as possible. This promotes their personal development well. Pupils receive much support to take responsibility for aspects of their personal care. The targets that are established for pupils in their individual education plans help promote their personal development effectively.
31. The school promotes pupils' spiritual development well. This reflects the successful arrangements to improve this aspect from the satisfactory position at the last inspection. Pupils participate well in assemblies, where good planning enables pupils to learn more about aspects of religious education such as the celebration of festivals of other faiths and the main Christian religious festivals. Teachers plan well to ensure that pupils have time to reflect on the experiences that they have during the school day and to understand feelings and emotions and how these affect them
32. The promotion of pupils' moral development is good. Teachers check well to ensure that pupils understand right and wrong and they promote acceptable moral behaviour well in school. This is achieved for example, by stressing the need to take turns, to care and have respect for others. Teachers have high expectations for pupils to socialise and discourage

inappropriate behaviour consistently and fairly. Pupils learn the correct way to behave and understand what is expected of them.

33. Pupils' social development is promoted very well. During the week of the inspection, many examples were seen of pupils showing care and concern for others. Very good relationships between staff and pupils mean that pupils understand that their ideas are valued. Staff encourage pupils effectively to be polite and helpful through planned opportunities for them to work together. There is a wide range of age groups in class but staff are successful in ensuring that pupils respect the differences between themselves so that they get on very well with each other.
34. The school makes good use of the community to promote pupils' learning in subjects and personal development. Teachers arrange for pupils to visit places such as local shops where they follow teachers' guidance very well to behave appropriately and consider others. This is particularly successful. The school's aim to promote the personal, social and health education programme, through the good example that staff present to pupils, is successful and promotes pupils' social development well. The school plans very well for most pupils to learn alongside pupils in local mainstream schools. These opportunities contribute very effectively to the development of pupils' social skills.
35. There has been very good progress in the way that the school caters for pupils' cultural development since the last inspection. Very good planning and the use of high quality artefacts and resources provide pupils with many opportunities to develop an awareness of the richness and variety of their own and other cultures. The school has planned very well to improve the range of literature to promote cultural awareness. For instance, pupils in Years 3 to 5 learned about life in Africa and wore traditional African costume to accompany their big book about life in another culture. Visits to historical sites as well as listening to visitors to the school promote an awareness of local culture, art and drama. Pupils develop a good knowledge of other cultures. For instance, they look at African artefacts for inspiration about using shapes in art. A visiting artist provides regular support to deepen pupils' understanding. The school takes an active part in a local dance festival. Pupils receive good opportunities to work with visitors such as clog dancers and African drummers to enrich learning. Music reinforces pupils' cultural awareness very well.

Educational inclusion

36. The school continues to promote the inclusion of the pupils into local mainstream provision as a major priority of its work. The success of this and the relationships with the other schools and colleges continues to be very good. The links with a large number of mainstream primary and secondary schools and nurseries provide pupils with well planned opportunities to work alongside other pupils. Most pupils spend time in other schools each week, usually as a whole class but occasionally individually. These links have a very positive effect on the development of pupils' learning, particularly their social and communication skills and promotes their progress in a range of subjects. The staff in both schools benefit from their joint efforts. The headteacher of one of the primary schools explained some benefits available for the mainstream pupils; helping others reinforces their own skills and strengthens their thinking skills. There is a pooling of skills; New Siblands staff deepen their understanding of current mainstream practice and provide valuable guidance for others in supporting pupils who have special educational needs.
37. The school works diligently with other schools to build systematically on the success of current inclusion arrangements, where all parties value the benefits to their pupils and schools. Staff communicate effectively to clarify arrangements and organise activities that are very well suited to all pupils' needs. There is much enthusiasm for the inclusion arrangements because of their evident success. The strength of the partnership was

evident when inspectors visited with pupils in Years 1 and 2 as pupils joined a mainstream class. They followed the lead from other children and proceeded to choose and circulate between well-chosen activities in class. Pupils have well thought out targets to achieve on their inclusion visits. It is evident that pupils are making very good progress towards targets to follow instructions to work alongside others, such as when making individual toys from construction kits and tidying away. Pupils followed the good examples of others and respected each other's work.

38. The school has good and improving arrangements for pupils who have needs that are more complex and are in the school resource base. They share lessons with pupils of their own age around the school if they are unable to attend a mainstream school. There are very good arrangements for a mainstream school to share lessons in the resource base and this is very beneficial to the social development of all the pupils concerned. It provides a very good opportunity for developing relationships as pupils work alongside each other, supported by staff from both schools.
39. The school endeavours to ensure that pupils receive equal opportunities to take part in the activities of the school and succeeds well overall. There are small numbers of pupils in each year group which means teachers have to plan work for pupils' different needs in each class. In a few cases, pupils do not receive the learning opportunities appropriate for their year group. Although satisfactory overall, there are differences in the work provided for a few pupils of the same age in different classes. Occasionally pupils receive materials such as books that are not suitable for their needs. The school needs to check more closely what pupils of the same age learn in different mixed age classes to fully secure equality of provision and work fully matched to needs. The school is aware that pupils who have additional mobility needs have difficulty gaining access to all parts of the accommodation.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The adults working in school show high levels of care and concern for pupils' individual needs. The school has sound procedures for child protection and has drawn up a satisfactory policy. The deputy head teacher is the designated member of staff with responsibility for child protection and most adults working in school have a basic awareness of the procedures of the school. The necessary arrangements for pupils in public care are in place. Although the procedures for ensuring the pupils' health, safety and welfare are generally satisfactory, several procedures are too informal. For instance, there is a need to record safety checks more consistently.
41. The arrangements for first aid and medical care are satisfactory. Two members of staff are trained in first aid and parents are informed of any illness or significant injuries. The medical room is small, so pupils usually receive treatment in classrooms or the resource base. Good records are kept of all treatments and when medication is given. The school nurse is available on a part-time basis and provides an extra dimension to supporting and caring for pupils. She administers medication to pupils and arranges medical clinics at school, so minimising disruption for pupils. Health plans are not yet in place for all pupils who need them.
42. The school pays due attention to health and safety on a day-to-day basis. Staff record any potential hazards and the health and safety governor makes regular checks of the premises. The headteacher deals appropriately with any health and safety concerns. Risk assessments are undertaken for activities and safe handling of pupils, but there are no formal risk assessments of the premises. The school has drawn up good procedures for the supervision of pupils as they arrive and leave school. Arrangements at breaks are good

and the adults working during lunchtime and playtime are aware of keeping the pupils safe and secure, whilst allowing them the freedom to explore and play.

43. The procedures for checking and promoting good attendance are satisfactory. Registers are marked correctly and the school has adopted a beneficial computerised system to record and analyse data. The school follows up any unexplained absence and works closely with the education welfare officer and other agencies when attendance is a cause for concern. Parents receive clear guidance on the importance of attendance and procedures for informing the school if their child is absent.
44. Systems for checking pupils' academic achievement and their progress are satisfactory. There has been satisfactory development in this area since the last inspection but now the school has too many procedures. Some of these repeat information that is recorded in a more useful way elsewhere in teachers' planning. The recording methods were developed to help teachers demonstrate the small steps in progress that many pupils make, which were not being identified by other assessment materials. These documents are cumbersome, time-consuming to complete, references to national measurements are out of date and teachers use them differently.
45. Checks on pupils' progress are linked directly to the planning in subjects and to the needs of individual pupils. Together with their own knowledge of how well pupils are doing, teachers plan learning so that pupils make good progress. In this way records provide satisfactory information about what pupils have learned, in relation to what was planned for them to learn, and they indicate what pupils need to learn next. Teachers are beginning to use this satisfactory information to predict how much progress they expect pupils to make over a year. However, the statements that teachers make about pupils' achievement and progress are not always precise enough to indicate the small steps in improvement made by many pupils. The targets set for pupils would be better if they were linked to nationally available criteria to check pupils' progress each year and to indicate pupils' next learning target more successfully.
46. The school has made a good start to analysing the information it collects about pupils' progress and is beginning to use this information appropriately to measure the success of teaching. For example, by comparing the progress of pupils in different year groups and to set targets for their improvement. This is a good approach and will be improved when the school improves the systems for checking pupils' academic learning.
47. Procedures for measuring pupils' progress in personal development are good. Teachers set 'personal' targets for pupils that are related appropriately to the nationally recognised assessment materials. These concentrate on improving pupils' ability to learn, their attitudes to work and their behaviour. These targets are particularly effective where teachers make sure that pupils know and understand what they have to do to improve and provide regular opportunities for them to review their own progress. The programme of personal, social and health education, citizenship and the school's provision for moral and social development provide an effective framework through which the school provides good support and guidance for pupils' personal development.
48. The statutory procedures for pupils who have statements of special educational need are met satisfactorily. The annual reviews of pupils' statements are carried out effectively. The annual review report provides parents with good information about their child's level of achievement and the range of learning experiences that they have had. The annual targets set at the meeting are reviewed appropriately and new targets are set. However, these targets are not always suitable to guide a pupil's learning for the whole year. Teachers frequently set short-term targets such as 'to recognise the initial letters c, d, e' or 'to

recognise numbers to 5'. These targets are more suitable for the work to be done in individual English or mathematics lessons.

49. Procedures for checking and promoting good behaviour for the majority of pupils are effective. The reward systems used across the school are similar but suitably modified to reflect the age, ability and interests of pupils in each class. The school has an effective certificate system that is used to reward pupils' behaviour and attitudes. Pupils receive recognition for showing initiative, taking responsibility and being particularly kind and thoughtful.
50. The procedures for helping pupils who have more difficulty behaving well or who for short periods have behaviour problems are satisfactory. Procedures for recording any incidents involving these pupils, for instance, restraint and risk assessment for when they are involved in activities, particularly during visits out of school, are good. Teachers use appropriate strategies to prevent these pupils from disrupting the learning of others and these strategies also help the pupil to improve and learn better. However, the individual behaviour plans established for these pupils do not indicate how teachers expect pupils to improve over time or how they will teach them to manage their own behaviour. The plans clearly indicate the behaviour problem and the cause and they identify how staff will handle a situation but they do not set targets for improvement or identify what improvement will be judged successful. The school currently has no effective way of demonstrating how successful it is being at improving behaviour. The headteacher, who is responsible for behaviour management across the school, has good knowledge of the improvement of individual pupils and the effectiveness of the strategies used by staff. However, too much of this information is unrecorded so it is not easy to access. The behaviour policy, although adequate, has not been reviewed for some time and needs to be updated to reflect current practice in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The parents and carers have good views of the school. They are pleased that their children love coming to school and are expected to work hard. There is agreement that the teaching is good and parents and carers value the way staff treat the children as individuals. They feel that their children are making good progress and are learning to become more independent, for example through joining lessons at mainstream schools. Parents and carers consider that the staff are very approachable and they are pleased with the information they receive about how their children are getting on. They feel that the school is well led and managed and the school works closely with parents. A significant minority of parents has concerns about homework, but the inspection team judges that homework makes a satisfactory contribution to pupils' learning. The school sought parents' opinions on homework through a detailed questionnaire, and drew up a homework policy based on the views of the majority of parents.
52. The school has maintained its very good links with parents and carers found at the time of the last inspection. A parent illustrated this by saying '*We support the school and the school supports us*'. The school is very aware of the anxiety of parents whose children are about to start school and does its best to allay their worries. The new parents receive an invitation to school on several occasions to stay in their child's classroom, discuss their problems with staff and gain reassurance from meeting parents of older pupils. The vast majority of parents find the staff very approachable and always willing to talk to parents by telephone, if parents cannot come to school. Parents of the youngest children attend the coffee mornings arranged for them regularly. They value the opportunity for mutual support. The home-school diaries are very effective means of communication between

parents and staff. The school often surveys parents and considers their views for example, on individual education plans.

53. The information that the school provides to parents and carers is satisfactory. New parents receive good information about the school through meetings and a valuable welcome booklet. The detailed prospectus and governors' annual report to parents, contain all the information they should. This is a good improvement since the last inspection. The chair of governors writes informative newsletters, which review the previous term, but do not always inform parents of future events. Staff organised regular workshops and information sessions for parents in previous years, but none has taken place in the past year.
54. Parents receive useful information about what their children have been doing through the home-school diaries, but only a few teachers send parents class timetables and information about the topics that their children will be studying. The school recently drew up a satisfactory home-school agreement. Parents were replying at the time of the inspection. The annual reviews of the school give parents an appropriate analysis of how their children are getting on. Parents value the opportunities to discuss their children's progress at the termly consultations with staff.
55. The impact of the parents' and carers' involvement on the work of the school is good. Parents have been appointed to important posts on the governing body and work hard to shape the future of the school. The active parent-teacher association raises considerable funds for the school as well as organising successful social events. Parents and carers are supportive of the school and enjoy attending events such as special services and Christmas productions.
56. The parents' and carers' contribution to their children's learning is good. They are interested in their children's education and write helpful comments each day in the home-school diaries. They make valuable contributions during the termly consultations and in the discussion of pupils' statements and plans at annual reviews. Attendance at these meetings is high. A few parents help their children with work at home such as sharing books, but not all parents are aware of the school's policy of homework. It is provided for pupils if parents request it. This limits their involvement in their children's learning. The school appreciates the help given by parents who provide valuable assistance with swimming and classroom activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides good leadership and gives a clear direction for school development. His vision for improving pupils' independence and increasing learning opportunities has provided an important lead for the school to make improvements since the last inspection. This has enabled the school to implement good improvements although at times a few staff have not fully endorsed the direction the school is going. The school has acted to improve the shared vision for instance, by changing roles and responsibilities, including within the senior management team. This has not been completely successful. However, the headteacher, governors and LEA are aware of and are dealing appropriately with the situation. The recent appointment of an assistant headteacher provides further strength to the senior management team and to the school in its plans to move forward.
58. The school's developments are appropriate and reflect well national requirements, initiatives and trends that will enable pupils to achieve more academically and in personal development. The governors and the local education authority's support for the action the

school has taken continues to be rewarded by the good outcomes for pupils, where most pupils achieve well. It has enabled the school to make good progress in addressing most of the essential issues and raising standards since the last inspection and to ensure a good plan for future improvements.

59. The procedures for checking and improving the quality of teaching have improved since the last inspection and are now satisfactory. These procedures involve senior managers observing lessons and giving written and oral comments to colleagues. A few subject leaders have checked teaching and planning for example, in mathematics. However, this area still requires further improvement for most subjects. Teachers' 'performance management' is an integral part of school development; and the school intends to involve support staff formally in this process.
60. Teachers with responsibility for managing subjects carry out their responsibilities effectively. They have a good understanding of the strengths and the areas that need improving within their subjects. The procedures of the school enable them to establish an action plan that identifies areas for improvement that form part of the school development plan. This ensures that improvements to the work of the school are effective. For example, through this process the English co-ordinator has been able to contribute to the priorities of the school in its development plan to make significant improvement to the library and book stock in the school since the last inspection. The area is now a pleasant environment, well stocked with a broad range of computer catalogued books that makes a significant contribution to promoting pupils' progress in literacy.
61. There is a good long-term school development plan that forms the basis for annual school improvement. This is under constant review and enables the school to respond to challenges it faces, such as the recent change in the school population. There is strength in the way the school reviews its targets for development, providing information about how successful the target has been and the effect it has had. Another important strength in development planning is the link that is made with the finance available. The chair of the finance committee works within the school as a volunteer and maintains many of the aspects of the financial information. He is very knowledgeable and supports the headteacher very well. The headteacher and finance committee carefully track spending. Subject leaders have responsibility for managing budgets allocated to their subjects and this contributes well to ensuring that spending is linked to improving pupils' achievements. The school secretary and the clerical assistant play a very important role in ensuring that the school operates smoothly on a day-to-day basis. New technology is used well in the office as the basis for accounting procedures although training for more people is necessary in case of absence.
62. The governing body fulfils its responsibilities well. Governors have a good understanding of the strengths of the school. The well-established committee structure, very full written reports from the headteacher and presentations about progress towards the priorities in the school development plan ensure that they are able to keep a close eye on school development at all levels. The chair of governors shares the headteacher's vision for the school. This provides a coherent direction for development and management of the school. A number of governors spend time in classes as volunteer workers, as well as visiting at other times. This helps them to check what is actually happening in school and informs their ability to critically evaluate the effect of their decisions upon the quality of education provided for pupils and to fully appreciate the challenges faced by staff.
63. The number of teaching staff is sufficient to meet the needs of pupils in a school of this type. There are a good number of support staff. The arrangements to train all staff are good. This has ensured that teachers attend the courses they should and support staff

receive good opportunities for training to support teaching and learning effectively. There is a very thorough system to ensure that staff new to the school are aware of essential information that enables them to settle quickly and efficiently into the school routines. The staff handbook contains good guidance on the routines and organisation of the school but is very large and does not provide ready reference to essential information.

64. The school is well cared for and cleaned efficiently. Approved contractors carry out most repairs and maintenance. The headteacher undertakes the site manager's duties. It is believed that this will save money in the budget, although this has not been calculated fully. However, it means that the headteacher has duties and responsibilities that can interfere with more important management duties and this situation should be considered carefully.
65. Teachers make good use of the facilities and resources available to them. Overall the accommodation for learning is unsatisfactory but the school has made the best use of it, by modifications and decoration to enable learning to take place effectively. The school has provided a good base for post-16 students in the refurbished caretaker's bungalow. A small information and communication technology suite has been installed with multi-media resources. This is proving to be an important learning resource for pupils. Although the newly created music room is a through route to other parts of the school, it is still a useful addition. Absorbing corridor space has enlarged some classrooms. The art area created shortly before the previous inspection has been improved further. There are now better toilet facilities and hoists. The school has created particularly good areas for pupils to learn outdoors that include safe play surfaces. There are very good plans to create a covered play area to enhance these facilities. There remains, however, no specialist accommodation for science or for older pupils to work with resistant materials in design and technology. The hall is small for activities involving the full range of pupils in the school. Classrooms are small and corridors are narrow in places, making it difficult to manoeuvre large frame wheelchairs around school. There is insufficient spare accommodation to provide individual or small group support by visiting or school staff. The "calm room" was not seen in operation during the inspection week.
66. Resources for teaching and learning are very good in most subject areas. This is largely because of the commitment that the school made in the previous year following audits of equipment to support subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards the governors, headteacher and senior staff should:
- Improve the quality of support and equipment provided for pupils who have more complex learning needs including communication needs, behaviour difficulties and autism. (Paragraphs 6, 23, 50, 77, 86).
 - Improve the procedures for checking pupils' academic learning to make them more useful to measure pupils' progress and inform the teachers' planning for pupils to learn more. (Paragraphs 44, 45, 46, 48)
 - Extend the range of work for pupils and students to learn in the transition class in order to widen their knowledge (Paragraphs 3, 29, 143, 146).

In addition to the above key issues the school should also consider including the following in its action plan.

- Continue to work to ensure that all staff share and endorse the aims and vision of the school. (Paragraph 57).
- Ensure that pupils in classes containing pupils from more than one year group receive work matched to their age. (Paragraph 21, 39, 79, 89, 144).
- Ensure that teachers plan consistently to promote pupils' learning in literacy, numeracy and information and communication technology in most subjects. (Paragraph 17,20,81,89,116).
- Continue to work with other agencies to improve the accommodation, including developing accommodation and resources for design and technology for resistant materials. Paragraph 39, 65, 91, 102, 130).
- Complete the written planning for the teaching of music and religious education. (Paragraph 25, 117, 122).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	67

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactor	Poor	Very Poor
Number	4	16	27	10	1		
Percentage	7	28	45	17	2		

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	65
Number of full-time pupils known to be eligible for free school meals	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8	School data	0.43

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

School's results:

It is inappropriate to publish the results of pupils' achievements because no pupils reach the national standards in National Curriculum tests and tasks and no pupils are entered for GCSE. Pupils are entered for other accreditation, however there are an insufficient number to make it appropriate to publish their results.

Teachers and classes

Qualified teachers and classes: Y N – Y 13

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	6.5:1
Average class size	8

Education support staff: Y N – Y 13

Total number of education support staff	19
Total aggregate hours worked per week	595

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
----------------	-----------

Total income	753743
Total expenditure	829021
Expenditure per pupil	12953
Balance brought forward from previous year	96091
Balance carried forward to next year	20813

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

65

Number of questionnaires returned

27

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	48	44	4	0	4
Behaviour in the school is good.	55	30	4	0	11
My child gets the right amount of work to do at home.	30	15	18	4	33
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	52	44	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	30	0	4	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	62	30	4	4	0
The school is well led and managed.	55	30	4	11	0
The school is helping my child become mature and responsible.	52	36	4	4	4
The school provides an interesting range of activities outside lessons.	37	18	15	8	22

Other issues raised by parents

A few parents and carers in would like better communication with the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. The school caters very well for children under the age of five. Children achieve very well. The quality of teaching is very good and a few excellent lessons were observed. This represents a good improvement since the last inspection when the quality of teaching and learning was judged good. The accommodation for children under five has been improved since the last inspection by extending the classroom and there has been considerable improvement to the outside play area. There are three children of reception age and two part time nursery children who are under the age of five and who attend school. These children learn alongside pupils who are in Years 1 and 2. Learning is very well planned using the national guidelines. As children near statutory school age, the teacher plans very well for children to make this transfer. The teacher refers well to the national standards of work required to ensure that lesson plans promote pupils' achievement in all the subjects they should.
69. The teacher ensures that there are effective ways to check pupils' progress. There is daily recording of children's responses to activities and there is good evaluation of how effective lessons have been. The teacher uses this information about children's achievement to plan for them to make more progress. A strength of teaching is the very effective teamwork between the teacher and support staff and this ensures that all children have very good support to learn and make progress.

Personal, social and emotional development

70. Staff encourage children constantly to improve the way that they relate to each other and the success of this is evident in children's very good progress in forming friendships and working together. The verbal prompts that staff provide and the way they show children how to behave and play helps them to learn how to participate in activities. Learning extends beyond lessons. For instance, staff guide children effectively to develop social skills when they share at drinks time. The learning opportunities and experiences provided for children are very good and include very good arrangements for them to learn alongside children from a local mainstream school. Children develop confidence in playing and working alongside their mainstream friends and this enables them to share activities and reinforces their good behaviour.

Communication, language and literacy

71. Children make very good progress in developing their communication, language and literacy. They are confident to explain what they are doing because adults provide them with very good guidance through the sensitive use of questions. Children are also given effective support when adults extend their vocabulary by talking to them about their work and when they encourage children to describe what they are doing or thinking during their play. The classroom is designed well to provide good access to books. Adults constantly encourage children to look at books independently, often sitting with children and listening to reading. Children have frequent opportunities to develop writing skills. For instance, they often combine play with writing in the 'writing area'. Children fill in the class 'register' or write pretend letters. The effective displays of children's written work encourages them to read what they have written and to want to write more.

Mathematical development

72. Children are supported effectively to develop mathematical understanding throughout the day. They improve their understanding of number for instance, when they play in the shoe shop. Children are constantly encouraged to use appropriate mathematical vocabulary. When children try on shoes, adults have high expectations for children to describe if the shoes are too big or too small and to ask if they need a larger or smaller size. Adults are successful in providing opportunities to ensure that children practise what they have learned and this ensures that they make good progress. For example, when children make shapes out of boxes or hunt for treasure in the outdoor play area, adults constantly name the shapes and this reinforces children's understanding effectively. Children recognise for instance, a square enclosure made from boxes and look for a round piece of treasure.

Knowledge and understanding of the world

73. The teacher plans a very good range of activities that encourages children to explore the world around them. For example, children learn about the different jobs people do in the neighbourhood. Children are able to develop their understanding well because their learning is effectively reinforced through play, for example, by playing at 'visiting the vet'. Children are confident to use computers to support their learning and they use the mouse effectively to make changes on the computer screen or to move on to the next step of the programme.

Physical development

74. Children make very good progress in their physical development. The recent concentration on helping children transfer what they know and can do in the classroom to working in the playground has been successful in supporting very good progress. The teacher provides very good opportunities for them to run, climb and ride during playtime activities. During well organised physical education lessons, children learn how to control their movements and perform simple actions and to respond to music. In the classroom, children are encouraged effectively to develop their manipulative skills. For example, when they build with construction kits and these opportunities contribute well to the development of skills such as pencil grip and control.

Creative development

75. Children develop their creative skills very well because they use many different materials to create pictures. They have a clear idea about what they are creating for instance, when they talk about their news illustration or draw a picture. Staff are successful in enabling children to express themselves creatively throughout the day. For example, building with large cardboard boxes and painting in the playground area. Music and singing plays a strong part in promoting children's learning, for instance, to learn numbers. The teacher ensures that children achieve very well by ensuring that they listen to music regularly, respond to music through dance and make music themselves.

ENGLISH

76. Achievement is good in English. This is a good improvement since the last inspection when it was satisfactory. Overall, pupils achieve equally well in speaking and listening, reading and writing. The quality of teaching is good overall, often very good and occasionally excellent. Teachers use the 'Jolly Phonics' planning well for teaching reading, writing, and spelling using phonics. The National Literacy Strategy has been introduced

effectively and is enabling most pupils to achieve well and make good progress. Teachers have used the strategy particularly well to improve their planning. They organise better how they will teach their lessons to ensure that pupils build effectively on what they have already learned. There is a strength in the way that teachers ensure effective routines in lessons to often ensure a rapid start to lessons, familiar tasks and good summing up at the end. This is a good improvement since the last inspection.

77. Overall, standards of speaking and listening are good. Throughout the school, pupils learn to listen carefully to teachers' and classroom support staff's questions. Pupils in Year 7 are able to explain why they chose certain insects, "Earwigs scare me." Teachers promote pupils' skills throughout the day. For example in a Year 1 science lesson, pupils listened well to descriptions of animals to guess them. In all classes, pupils respond confidently to questions because teachers encourage and praise their contributions and help them to make themselves understood. Pupils in the transition class receive suitable opportunities to use their speaking and listening skills in a wider range of settings. They do this at college, visits in the local community and during work experience. By the time they move into post-16 provision, they listen attentively, have improved their levels of comprehension and communicate well. There are good examples where pupils with autism participate as well as other pupils, receiving strong support from classroom staff. However, their progress is satisfactory overall since there is inconsistency in the application of strategies to communicate with them and manage their behaviour effectively. Pupils who have needs that are more complex usually receive enough support to make their needs and wishes known. However, there is inconsistent support available to pupils who require more specialised resources for communication both in the resource base and throughout the school. For instance, there is insufficient use of communication devices and familiar objects to draw pupils' attention to the subject and signing. Consequently, their achievement and progress is only satisfactory.
78. Teachers have received good training to support and develop reading skills and plan well overall for pupils to read. Consequently, they achieve well. A higher attaining pupil in Year 2 was able to match words such as 'mum' and 'Kipper' by successfully placing cards on a large sheet. He could read 'six in the bed' with help, look at the pictures in the book and tell the story. A lower attaining pupil showed delight in her book and turned the pages, identifying 'big bear' and the 'rubber ring' in a picture of a swimming pool. Older pupils enjoy sharing the book 'Handa's Surprise' and they follow the story with enthusiasm, anticipating events and relating them to very good resources provided such as, African costumes to wear. This very good lesson illustrated the very good choice of reading resources that promote cultural development since pupils understood about life in another country as they read.
79. There are good examples of the work that pupils take part in to reinforce reading skills throughout the day. For example, pupils in Year 2 return from play, choose a book and sit down at the library tables to begin reading independently. A pupil in Year 8 in an individual session read to the teacher with confidence and was delighted with his success. The teacher is vigilant to draw attention to punctuation and the pupil responds very well to remember to use initial letter sounds to help with unfamiliar words. This promotes independent reading. Older pupils in Years 9, 10 and 11, show similar enthusiasm in literacy lessons and are reading a suitable book in the secondary class. They enjoy studying 'A Christmas Carol' by Charles Dickens. Higher attaining pupils are able to select their own book and read with understanding and comprehension. They know an increasing number of words and are keen to demonstrate these in lessons. However, not all pupils in the school have the opportunity to be heard reading on a regular basis and the reading material is not always chosen appropriately to match their age. There are also occasional missed opportunities for older or higher attaining pupils to progress at a more rapid pace in

mixed age classes. Teachers often plan well to help pupils understand the text, for instance, to simplify the big book and supplement the text with symbols, but this is not consistent.

80. Teachers promote pupils' writing skills well in literacy lessons; consequently, pupils make good progress. In a literacy lesson for pupils in Years 3 to 5, they were encouraged to extend their understanding of the story by recording information in simple sentences to describe aspects of the big book, 'The Lighthouse Keeper's Lunch.' Higher attaining pupils wrote a sentence independently, using alphabet cards. They found familiar words by referring successfully to the 'key word bank'. The teacher ensured that lower attaining pupils recorded in their own way, touching letter shapes to practise drawing them. A higher attaining pupil in the class for pupils in Years 5 to 7 was able to write 'scary snake' by himself and write his name. Other pupils received effective support from the teacher to make lines on paper. Higher attaining pupils in Year 11 redraft creative writing and produce work of a good standard. For example, they wrote good reviews of a theatre visit to see 'Joseph and his Amazing Technicolor Dreamcoat'.
81. Teachers frequently 'dramatise' lessons to accompany the class reading book. On several occasions, the teachers' and support staff's excellent exposition involved pupils effectively in the scenes. They were on the edge of their seats to say what the next scene would be, or to offer to take a part. Any thought of misbehaving is forgotten and pupils are making very good progress in learning and their involvement and co-operation with others in a common task. The way that teachers are expected to organise lessons provide the opportunity to incorporate the promotion of basic skills of literacy and numeracy in all lessons throughout the day. The effective application of this is a feature of the most successful lessons. Although there are many other good examples of this, there were a few missed opportunities to promote literacy in other subjects.
82. The subject leader is recognised as a 'leading teacher' of literacy and has made an important contribution to promoting higher standards in the school. The checking of teaching and what pupils are learning in each class is good overall. There has been good improvement in what the school expects pupils to learn since the last inspection. Teachers have a good knowledge of pupils and what to plan for them. However, they do not consistently, formally record progress in relation to what has been taught. There are good examples where teachers plan for pupils to use computers and to promote learning in other subjects such as numeracy in lessons to enhance pupils' skills, but planning for this is inconsistent.
83. Resources for learning are very good, and there is evidence of much hard work by teachers in assembling materials, for instance to accompany the big books. The school library is very well set out so that pupils can easily use the books. It is a very good resource and contains an impressive number of big books. Pupils use it well and it provides them with the experience of exchanging books in a library setting. There is a comprehensive range of computer software for English and it is utilised with increasing effect to support pupils' learning. However, teachers do not plan consistently to use computers to help pupils with their learning.

MATHEMATICS

84. At all ages, pupils of all levels of ability achieve well and make good progress in mathematics. This is because teaching is good overall and occasionally very good. Teachers have a good understanding of mathematics and high expectations of what pupils will achieve. The good progress that pupils make applies equally to boys and girls and the majority of pupils. This is good improvement since the previous inspection. A number of

important developments have led to this good improvement. The National Numeracy Strategy and the recent National Strategy for pupils up to Year 9 have been introduced successfully, along with appropriate training and improved resources. In addition, through their work with small groups and individuals, support staff make a notable contribution to promoting pupils good achievements.

85. The youngest pupils make good and often very good progress in acquiring, consolidating and using early number skills. Lessons are planned well and prepared so that learning is continuous. Accurate checking and then planning harder work ensures that pupils are challenged at an appropriate level. The teacher has a good informal understanding of the learning needs of this age group and knows how best they learn. Counting, matching and sorting activities and songs and rhymes are brought into all lessons. Because lessons proceed with pace and activities are interesting and fun, learning is good. During an outdoor mathematics lesson, pupils had great fun throwing and counting 'frogs' into a hoop. Much laughter came from pupils who were seeing how many little balls they had to roll before they hit the big ball. Pupils played an active part, were interested and concentrated very well. Lessons provide very good guidance for sharing, taking turns and working co-operatively.
86. Teachers have a satisfactory understanding of pupils' additional special needs and usually plan activities that help pupils learn satisfactorily. Higher attaining pupils in Years 1 and 2 count objects and pictures from one to ten and recognise the numerals. They recognise and name shapes and concentrate well because the lesson takes place in the dark area of the room using luminous shapes. They are confident to copy the pattern and suggest the next shape needed in the sequence. A planned opportunity for pupils to give shapes to other pupils effectively helps the development of their social skills. Lower attaining pupils begin to communicate intentionally. They seek attention through eye contact or gesture and participate in shared activities, sustaining concentration for short periods. Pupils who have more complex learning needs are supported satisfactorily in their learning by suitable approaches that utilise all senses. In one lesson pupils felt pop out numbers and were encouraged to track the hand movements with their eyes as the number song was sung. However, there is an inconsistency in the way that teachers provide suitable teaching aids for these pupils such as objects that indicate the activity to be undertaken.
87. Pupils in Year 6 learn very well because of the teacher's high expectation for learning and good behaviour. Good classroom organisation and very effective use of support staff contributes significantly to pupils' learning. In one lesson, the tasks and the support provided matched each pupil's needs well so that they could name, match and select three-dimensional shapes. Pupils listen and try hard and are delighted with their achievements.
88. By Years 9 and 11 pupils show independence in their learning and frequently work on individual tasks. Higher attaining pupils work on multiplication, learn tables and use a calculator to find the perimeter of a table. Lower attaining pupils count everyday objects such as spoons and match patterns of different shapes and colours. Pupils want to please and most concentrate well and try hard. Support staff manage difficult behaviour so well that other pupils are not disrupted. Lessons are planned well to enable staff to work with individuals to question, prompt and extend their understanding. Pupils enjoy the opportunities provided at the end of lessons to show what they have achieved.
89. Pupils' mathematical skills, knowledge and understanding are often reinforced regularly in other lessons and during informal times during the day. In the registration period, pupils count the number present. Teachers encourage them to count and match the number of

drinks to pupils at snack time and choose from a number of 'goodies'. During food technology, pupils measure quantities and learn the mathematical vocabulary using words such as, 'spoonful' and 'half full'. However, there are missed opportunities to promote numeracy consistently in other lessons during the week. Occasionally teachers do not ensure that the type of resources and an activity such as colouring, match the needs of all pupils in classes containing more than one year group.

90. Teachers plan well to promote aspects of pupils' spiritual, moral, social and cultural development well, such as encouraging sharing and co-operation. Members of the senior management team are well informed and supportive about what happens in numeracy lessons and ensure that the subject is led well. The good action plan for future development identifies well the priorities that will lead to improvement. The school has set clear targets for continuing to raise standards and drawn up suitable plans for achieving them.

SCIENCE

91. Pupils make good progress in science and achieve well. The quality of science teaching is good. This represents good progress since the last inspection. Teachers plan well for support assistants to ensure that they work as a team in lessons. This makes an important contribution to promoting pupils' learning. Pupils enjoy their science lessons and this increases their interest so that they make good progress and achieve well. Although there remains no specialist accommodation for science and this limits the range of work, pupils still achieve well. Improvement since the last inspection has been good because there has been sufficient emphasis upon promoting pupils' progress in science.
92. The best teaching observed is characterised by good planning to utilise the very good science resources, effective use of communication technology and good organisation of the classroom. There is also good judgement exercised in the time allocated to parts of the lesson to keep pupils interested. In a good lesson for pupils in Years 5 and 6, the teacher planned well for a dog to be brought in to school to support pupils' learning about teeth and different diets. The teacher provided other very good resources such as models of teeth to draw pupils' attention to the different styles of teeth in different animals. Through skilled explanation, this was linked successfully to promote good learning about healthy eating.
93. Pupils in Years 8 to 11 used a projector to view parts of the moon landings in their study of space. They co-operated well to produce craters in sand by dropping spheres of different sizes, measuring, observing and discussing the results. Pupils concentrated well to look at digital photographs of their experiment on the computer. Higher attaining pupils discussed the effects and how they are related to the size and weight of the sphere. Lower attaining pupils explored the craters to examine the effect. In this lesson, pupils with profound learning difficulties, severe learning difficulties and pupils with autism made the same progress because all pupils learned successfully together. The work that pupils follow relates well to their previous work on gravity and forces.
94. The work planned for pupils is usually well matched to individual learning needs. For instance, by the use of symbols for pupils in Year 1 when they are investigating animal sounds and matching them to the animals. The subject leader encourages other teachers successfully to make effective use of the very good resources.
95. Teachers draw effectively from national guidance documents to prepare their lessons. There is a satisfactory plan of what pupils will study in the science programmes. The new subject leader is reviewing this appropriately at present. Pupils' folders and good quality

reports to parents confirm the good progress pupils make. Teachers check pupils' learning well so that they have a good knowledge of how pupils are progressing.

96. The subject leader has a satisfactory action plan of how the subject needs to develop. Developments have been managed well since the previous inspection to ensure good improvements to the information provided to help teachers plan lessons. Although reviewing the planning of other teachers satisfactorily, the subject leader has insufficient involvement in checking how effectively pupils are learning in science lessons in order to ensure that pupils sustain their progress.

ART AND DESIGN

97. Pupils' achievements are good throughout the school and this matches the quality of teaching. This is largely the same as at the last inspection. Pupils' art is displayed well throughout classrooms and the interior of the school building. This enhances the appearance of the building and makes pupils proud of their achievements.
98. Pupils learn skills using a good range of materials. In one lesson for pupils in Years 5 and 6, they showed good attention to detail to create snowman models out of clay. Staff provide effective support to pupils who have more complex learning needs. They explain tasks well and provide detailed guidance to ensure that pupils make progress and expand their skills. The teacher ensured that a lower attaining pupil made the same progress by providing individual support to hold and shape the clay.
99. By Year 6, many pupils can mix colours, use a paintbrush and coloured pencils, draw and colour with accuracy. They can produce a collage using a variety of materials. Pupils make good progress in handling tools for instance, to cut with scissors and create 3D shapes. They learn about famous painters; in one lesson, they used printing blocks to make a calendar based on paintings by Wassily Kandinsky. Pupils used the computer well to arrange shapes in response to the artist's work. Pupils learn words associated with art so that they can describe how they have created their art.
100. Pupils make good progress in drawing and painting as they move through the school for instance, by Year 9 they produce more complex patterns in their screen printing and tie-dyeing. By Year 11, pupils have built well upon their work in sculpture. They can form simple objects and pieces of sculpture using clay, wood, card and paper. They have produced good versions of chairs based on the stimulus of design work by the Scottish artist Charles Rennie Macintosh.
101. The subject leader manages the subject well. The small art area has been improved since the last inspection and, although small, provides a useful additional space. There has been a recent improvement in the quality and amount of learning resources and they are now very good.

DESIGN AND TECHNOLOGY

102. Design and technology is taught in alternate half terms. Due to the nature of the timetable, only two lessons were observed during the inspection. However, an analysis of photographic evidence of pupils' work and teachers' plans and records confirms that pupils of all ages and attainments make satisfactory progress in design and technology. Teachers plan work well and arrange effective support to enable pupils to make good progress in lessons. However, the majority of the work observed or recorded in their files is restricted to the study of food technology. There is no workshop for older pupils and this reduces the progress that they make in using other materials.

103. The youngest pupils make good progress in using their manipulative skills when using construction toys to make models. They respond well to encouragement to build on their earlier attempts, for instance, to construct a boat that will go under a bridge. Teachers ensure that pupils understand the need to design when they make biscuits. For instance, they guide them to consider how they can decorate them. However, in a few food technology lessons there are missed opportunities for pupils to participate fully. This happened when pupils in Years 1 to 4 used only one set of equipment to make sweets. Consequently, they had few opportunities to use tools or smell the ingredients because the teacher did much of the work.
104. In Year 6, pupils learn about designing snacks and there is good planning for them to investigate and evaluate familiar products. They select their snack and learn different ways to cut, spread, and roll, toast and use shape cutters to achieve a good variety of attractive finished products. By Year 9, pupils have used a satisfactory range of different ways of joining and combining materials such as, gluing paper chains for Christmas decorations. Pupils in Year 11 create good designs and produce chairs from a different shaped cardboard boxes. In food technology pupils designed, named and made their own sweet and savoury pasty with some independence. In this lesson, the teacher planned well to promote pupils' historical knowledge. Consequently, higher attaining pupils remember why miners in Cornwall had pasties for their meal. At all ages, teachers ensure that pupils follow safe procedures for food and safety hygiene.
105. The school has introduced satisfactory guidance this year to enable teachers to know what should be taught throughout the school. This has improved the range of work that pupils follow. The school has obtained suitable resources for the range of work it offers.

GEOGRAPHY

106. It was possible to observe only one lesson during the inspection. An analysis of a limited range of pupils' work and teachers' plans and records confirms that pupils of all ages and abilities make satisfactory progress in geography. The quality of teaching and learning is satisfactory. This is the same as at the last inspection. The information for what pupils learn year on year enables teachers to plan for all pupils to build upon their earlier learning. Teachers show a good understanding of geography and the learning needs of pupils and have satisfactory expectations of what pupils will achieve.
107. By the end of Year 2, pupils begin to appreciate maps and have investigated and explored the school and the school grounds. Higher attaining pupils use this knowledge to find their way independently from their classroom to the school office and to other rooms. Most pupils can find the library, hall and playground with limited support. By the end of Year 6, pupils have gained knowledge of the local area through enjoyable visits. This includes consideration of where people work. The theme of recycling recurs in the school and has a good influence on learning about citizenship and considering their responsibilities. They enjoy taking materials to the recycling boxes placed in school.
108. Teachers plan satisfactorily for pupils in Years 9 to 11 to think about natural and man made effects on the community. Pupils consider how they could improve the school environment for instance, to improve the facilities for pupils of all ages in the school grounds. There is a good link with careers education when pupils find out about people who work in the neighbourhood. Pupils with more significant learning needs take part in a 'theme' week. For example, they use their senses on an imaginary trip from Pole to Pole. This school theme has good planning to link with work in other subjects such as history and art to enhance learning in those subjects.

109. Resources for geography are good and teachers use them well to support learning. The guidance for teachers to plan lessons provides a suitable list of the vocabulary and language that pupils in each year group should learn. The subject leader checks other teachers' planning effectively to ensure a consistency of approach and arranges good displays of geographical work to support pupils' learning.

HISTORY

110. Pupils' achievement in history is satisfactory, which is similar to the findings of the last inspection. However, the school has made improvements to what pupils will learn in lessons and to learning resources. Due to timetable arrangements, no lessons were observed during the inspection. Discussions with the headteacher, who is the temporary subject leader and an examination of teachers' planning and pupils' work, indicate that the quality of teaching is satisfactory. Teachers provide a satisfactory range of lessons for pupils, which enable them to acquire knowledge and understanding. The school has chosen a suitable cycle of themes such as 'The Tudors' and 'Victorian Children' to complement units of work from the nationally recognised subject materials. The content of these units has been adapted effectively to reflect the needs of pupils in the school. They provide satisfactory guidance for teachers when they plan lessons, particularly in promoting the development of pupils' vocabulary.
111. The plans for the subject to improve contain suitable priorities for improvement. These include an expansion of the section for pupils to learn about local history and one about personal history. The subject leader checks teachers' plans for lessons regularly and provides a useful commentary to guide them to improve the planning and preparation of work for pupils. The senior management team visits classes to check what pupils are learning, examines classroom displays and looks at pupils' work. Through this, they know about standards of work and this guides them well in planning improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Progress and achievement in information and communication technology (ICT) is good throughout the school. Pupils make good progress in lessons in the specialist room. There have been good improvements to the subject since the last inspection. This is in spite of recent difficulties beyond the control of the school, including the flooding of the specialist room and delays in the installation of equipment. The subject remains an important part of the school development plan.
113. By Year 2, pupils are becoming confident in using the computer. They can use simple graphics programs for drawing and can use the touch screen with confidence. Higher attaining pupils are gaining good skills in using keyboards, with effective support from staff. Pupils in Years 3 to 6 are learning to make very good use of the new suite and the computer display on a whiteboard on the wall. In a lesson for pupils in Years 5 and 6, the teacher planned well for pupils to use the whiteboard. One pupil was able to draw a 'reindeer' on a scenic backdrop, changing colours. Higher attaining pupils could draw a Christmas tree and use shapes for baubles, making sure they were a contrasting colour. The teacher's planning was very effective to interest pupils and ensure that they concentrated on their work to make very good progress. They behaved well and showed respect for the equipment.
114. Pupils in Years 7 to 11 are improving their skills well in word processing and graphics. They can start the task independently and are able to ask for their favourite programs. During an effective lesson, pupils made good progress using computers to present their

written work and graphics to create a class magazine. The teacher ensured that tasks matched pupils' attainment; a higher attaining pupil was able to write the date by himself and type most of the text independently. Another pupil was able to check his work by listening to a speech programme. Lower attaining pupils made similarly good progress using the 'touch screen' to select and print photographs.

115. Pupils who have more complex learning needs made satisfactory progress in a lesson to operate switches to turn appliances on and off. One pupil succeeded in turning music on and off by operating a switch with his foot and another was able to use a switch to create light and dark and to anticipate the result. Pupils used a star panel and a fibre optic screen and showed pleasure in the effects.
116. Teachers plan satisfactorily to use ICT to support pupils' learning within most subjects. For example, in science, pupils use the digital camera for recording their experiment. In art, the interactive whiteboard is used to produce pictures. They make greeting cards and are able to choose the font and the picture. In design and technology, they use e-mail to contact other schools and make use of spreadsheets. However, teachers do not plan consistently well to promote skills in ICT in lessons in other subjects throughout the day.
117. The subject is led well. There has been a good start to providing staff training but more is required. Leadership and management are good. Although the written guidance of what should be taught is satisfactory, there is a need to complete this. The room is satisfactory, but now there are only four computers and the whiteboard, so pupils cannot all work individually during a class lesson. The height of the interactive whiteboard is not adjustable, making it difficult for pupils who have more complex needs to use.

MODERN FOREIGN LANGUAGES

French

118. Pupils achieve well in French. The standards evident at the time of the last inspection have been maintained. Although pupils from Year 7 are taught in mixed age classes, the work that they follow is planned well to enable them to follow suitable topics for their age. Consequently, they achieve well. Although it was not possible to observe lessons because of time constraints, it is clear from pupils' work, their comments and records that they are making good progress, enjoying and deriving benefits from lessons. The quality of teaching and learning is good.
119. Pupils in Year 7 receive lessons alongside younger pupils. The planning of regular themes throughout the year is very suitable for all pupils and provides a good basis for them to build upon in future years. Themes such as celebrating Bastille Day widen pupils' knowledge of vocabulary and deepen their understanding of another culture and period. Pupils from Years 8 to 10 receive an hour's lesson each week and this enables them to build up knowledge systematically. They learn vocabulary and grammar and are beginning to understand important differences between French and English. Pupils' work shows that they are making good progress in writing in French to consolidate their spoken vocabulary. For instance, the names of rooms and contents in their own homes. Although pupils complete similar tasks, it is clear that teachers use their good informal knowledge of how well pupils are doing to expect pupils to complete their work differently. For instance, higher attaining or older pupils move on from learning the names of rooms in a house to drawing and labelling a plan of a home.
120. Pupils in Year 11 share lessons with students at post-16. They have short lessons of half an hour but are appropriately concentrating on building up their skills in conversation.

Pupils and students particularly like demonstrating their skills for instance, by answering when the register is called or they are required to count in French. Consequently, the subject makes a good contribution to building up their self-esteem.

121. Although the subject leader does not visit other French lessons systematically, there is good liaison with other teachers to ensure that they have a common approach. Teachers have a good knowledge of the subject. Planning is good and draws upon the good ideas of other schools and bodies to provide interesting work that is pitched at the correct level for pupils in this type of school. The subject leader has guided the choice of resources well, for instance to purchase French artefacts that are used successfully to enliven lessons.

MUSIC

122. Pupils' good achievement identified at the time of the last inspection has been maintained. The subject leader has established suitable written guidance for teachers recently based on nationally recommended materials. Teachers find it helpful when they organise their lessons. However, it is still in draft form and needs further refining in order to provide comprehensive guidance.
123. Teaching and learning are good overall and pupils of all ages and attainment, make good progress. During the inspection teaching varied from satisfactory to excellent. Teachers' subject knowledge is satisfactory but there is a need for the further development of skills. Planning is good to enrich lessons through inviting musicians such as a brass band and musicians from other cultures to play in school. Teachers often use music in lessons throughout the day; songs in literacy and numeracy lessons and by the very good range of music used during the school assemblies. This planning supports pupils to enable them to make good progress. Pupils in Years 5, 6 and 7 receive regular skilled and enthusiastic teaching by the subject co-ordinator.
124. During an excellent lesson, pupils in Years 5, 6 and 7 made very good progress because activities were planned carefully to support their learning and tasks matched to each pupil's needs. Pupils show that they can maintain a beat. They pay very good attention to the teacher and this enables them to copy the patterns that are beaten out on the drum or follow clapping patterns. Adults provide very good support by reinforcing the teachers' instructions and giving pupils verbal encouragement to ensure that they make very good progress. Pupils with more complex needs are included very effectively when adults and other pupils help them to participate.
125. Pupils of secondary age have good opportunities to learn with pupils at a local mainstream school. Working in groups, pupils from both schools explore different instruments and learn how to use them properly. Pupils are keen to participate and they enjoy learning. They smile and laugh when they try to copy the rhythms produced on a tambour.
126. Leadership and management of the subject are good. A suitable development plan has been established to improve the provision further. Improving teachers' subject knowledge has already been identified by the co-ordinator as a priority but he has not had the opportunity to observe teaching to identify training requirements. There has been a significant improvement in the quality and range of resources, particularly the range of instruments from other cultures. There is more equipment designed for pupils with more complex needs, such as the sound beam. The subject makes a significant contribution to the development of pupils' cultural awareness. The school has created a music room since the last inspection. Although it also serves as a corridor and restricts movement between classes, it is a useful space because resources are all in one place and instruments such as electronic keyboards can be left set up so they are readily available.

PHYSICAL EDUCATION

127. Pupils throughout the school achieve well in physical education. They achieve very well in swimming. Teaching and learning are good overall and pupils of all ages and abilities make good progress. During the inspection teaching was never less than good and very good teaching was seen for secondary age pupils during a swimming lesson. The good provision identified at the time of the last inspection has been maintained.
128. Pupils in Years 5, 6 and 7 work with a football coach. They make good progress and by the end of an observed lesson, they kick a ball with accuracy between two cones. The subject leader works effectively with pupils who have complex needs and provides the correct level of support to enable them to develop similar skills. The good resources, such as a football with an internal chime and a very large therapy ball, helps pupils to concentrate. The teacher has high expectations for pupils to participate and they do so well because they are allowed enough time to respond to the instructions they are given.
129. In a very good swimming lesson for pupils from several classes, pupils participated very well because they are accustomed to listening carefully and know what they are expected to do. They all make good efforts to improve their skills. For example, four pupils tried harder to develop their back crawl, younger pupils worked on gaining water confidence and pupils with more complex needs try hard to kick when they are asked. Because teachers have very good relationships with pupils they co-operate and are successful. Teaching and learning are very well managed and pupils develop good social skills working in small groups or on their own with an adult. Pupils respond well to praise and encouragement to make very good progress.
130. Leadership and management of the subject are good. The subject leader is a physical education specialist and has established a very good range of lessons for primary and younger secondary age pupils. This is based on nationally recognised materials. This ensures for instance, that teachers include well pupils with more complex learning needs. There is a recognised need to complete similar written guidance for older pupils. Throughout the school, teachers' subject knowledge is satisfactory and needs further development. There is a suitable development plan to improve the provision further. Plans include an appropriate expansion of activities based on orienteering skills and for older pupils to work with a local Judo club. There has been a significant improvement in the quality and range of resources since the last inspection. The subject makes a significant contribution to pupils' social development when they work in groups. This is particularly successful when they work with pupils from other schools. The hall is too small for the oldest pupils but the school makes satisfactory use of local facilities.

RELIGIOUS EDUCATION

131. Pupils' achievements in religious education are good and, therefore, they make good progress. They increase their understanding of religions and the beliefs of others. This is a good improvement since the last inspection. The quality of teaching is good. Although this is largely the same as at the time of the last inspection, teachers now provide a better range of lessons to include a wider study of major world faiths. This has contributed well to the school improving the promotion of pupils' moral and spiritual development to good from the previous satisfactory and to the evident very good promotion of pupils' cultural development.
132. Many of the artefacts used for lessons are of very good quality. For instance, in an assembly about the Islamic festival of Eid, pupils dressed in Muslim clothes and had a

copy of the Q'ran which was treated with due respect. The accompanying music, accompanied by pupils playing drums matched to the music enhanced pupils' learning well.

133. There is not a fully defined plan of what pupils will learn over their time in the school. This was identified as a requirement at the last inspection. However, there is satisfactory guidance of what themes will form the basis of lessons. Teachers use suitable national guidance to plan lessons. Pupils up to Year 11 study the majority of major festivals for the main religions. These cover the main Christian festivals, Divali, Eid as well as Chinese festivals. By Year 11 pupils are able to consider personal qualities and relationships in religion as well as special meals at the end of celebrations such as Passover. Records show pupils with more complex learning needs participate well, showing awareness of the activity such as, being still during periods of reflection.
134. The subject is led and managed well. The recently appointed subject leader checks what teachers plan for lessons but has not been able to check the quality of teaching in the subject. Learning resources have improved significantly and they are now very good with interesting materials and artefacts for the major faiths and religions.

PERSONAL, SOCIAL AND HEALTH EDUCATION

135. Pupils throughout the school make good progress in personal, social and health education (PSHE) because teaching is good in timetabled lessons and reinforced well in all aspects of school life. The school identifies the subject as one of the main areas of learning for pupils. The very good arrangements to include pupils in the life of other schools makes a valuable contribution to promoting pupils' good achievements.
136. Teachers plan lessons well throughout the school to enable pupils to make choices, take responsibility and work co-operatively with others. The youngest pupils have 'helper' medals to wear to show others that they have a task, such as taking the register to the office. They are encouraged to do this independently and support staff observe to ensure that they succeed. They feel very proud wearing their medals and are keen to take part. Pupils in Year 2 make choices in lessons such as, the next interesting activity. Because the activities are fun, pupils concentrate well and try their best.
137. By Year 6 pupils take responsibility to give out drinks. They allow others to choose the colour of their beaker or what drink they want. They are polite when receiving their drink using "please" and "thank you" without being reminded. Pupils in Year 9 are encouraged well to think of others and observe expressions to see how people are feeling, whether happy or sad. Teachers plan well for pupils to think about relationships in school, within the family and in the wider community. Through this work, they are encouraged to be kind and helpful to each other. They did this often during the week of the inspection. Pupils in Year 11 build on this work when they consider "golden rules" and what is acceptable or unacceptable behaviour. They choose how they should act to behave well and set their own targets to achieve.
138. All pupils have suitable personal targets in their individual education plans and teachers ensure that they provide many opportunities for pupils to learn and practise their skills, knowledge and understanding, both in school and in the wider community. There is a good range of stickers and certificates to celebrate pupils' achievements. Pupils receive praise for their efforts during the 'Good News' assembly. An important factor in the good progress made by pupils is the very good relationships that are present in school. Pupils want to do well and so they try very hard to please. Pupils receive good moments to reflect and

consider others. This support pupils learning well. Appropriate school targets are in place to help to improve on and check pupils' good achievements.

CITIZENSHIP

139. Pupils achieve well in citizenship. The school has made a good start with a new subject and the subject leader has been successful in locating suitable learning materials on the Internet. The materials drawn from the 'Institute of Citizenship' are suitable for all ages and provide good guidance to support pupils who have additional special educational needs and who require to use symbols. The detail for what pupils will learn in lessons in citizenship is contained appropriately within the planning to promote pupils' personal, health and social skills.
140. The range of work that pupils will learn in citizenship throughout the school is satisfactory. Younger pupils learn the need to give and take in play situations and are encouraged to develop ideas about mutual respect and tolerance. Pupils from Years 3 to 6 begin to learn how democracy works by learning about the voting process and taking part in a class council.
141. Other lessons in the school promote pupils' learning in responsibility. Pupils who have more complex learning needs and representing most ages in the school made good progress in a lesson to explore recycling. They were joined by a group from a mainstream primary school to understand that materials can be recycled to re-use paper. Staff supported pupils well to choose recycled materials to make Christmas cards.
142. In Years 7 to 11, pupils follow the national guidelines for citizenship and begin to understand their roles, rights and responsibilities in relation to their local, national and international communities. They began their citizenship programme in summer 2002 and have found out that living things have needs by looking after a dog, which included grooming, feeding, bathing, walking and shopping for the animal. There is not a school council, but the subject leader is using the Institute of Citizenship programme to introduce the idea to pupils and has visited another school where a school council is fully in place. During a satisfactory lesson for pupils in Year 11, pupils were preparing for the school council by reinforcing the fact that they are all important and have a right to be listened to. They shared their ideas for improving the school community.
143. In Year 11, citizenship forms part of the PSHE programme. Pupils follow a satisfactory two-year course including relationships, a healthy lifestyle, rights and responsibilities for themselves and the community.

POST- 16

144. Students achieve well and make good progress. The quality of teaching is good overall. Most students achieve well in the accreditation for 'Life and Living' (ALL). They also achieve well in the National Skills Profile (NSP). Parents value their children's success in accreditation and the work that students undertake such as work experience. The school has made good improvements since the last inspection. The department has its own separate accommodation, although students share lessons with pupils in Year 11. There is a wide spread of ages and occasionally pupils and students do not follow tasks that match their attainment. For instance on a visit to a garden centre, the higher attaining members of the class did not have work to do that was challenging enough.
145. The planning to improve students' lessons in literacy is partly in place. However, the vocational programme of study dictates much of the work in literacy. This gives the

students a satisfactory knowledge of appropriate language related to life skills. A very good lesson resulted in students making very good progress in research skills related to using the leisure centre. However, there are missed opportunities to promote more learning in literacy and numeracy by consistently promoting skills throughout the day such as on visits out of school.

146. Currently students are following the theme 'community', which incorporates PSHE and citizenship, home management, leisure and recreation and the world of work. They have been to a local theatre to see 'Joseph and the Amazing Technicolor Dreamcoat' and are carrying out a mini-enterprise event by running a coffee morning.
147. The provision for careers education is good. The students have visited a 'fair' providing guidance on choices after school. A comprehensive careers library in the classroom provides good information to inform future choices. Students learn from visitors from commerce and industry, such as a local supermarket and horticultural centre. The students have good arrangements to experience work in school and in the community. Students are well prepared for a small range of work experience and take a logbook with them. The school intends to develop more contact with outside agencies to improve the range of work experience placements.
148. Students benefit very well from attending short courses at the local college and taking part in programmes including art, cookery, communication and number. These are accredited through ALL and NSP. In the summer, some students attend the college for one day a week for the whole term. Students fit in well at college and receive good support from adults. They gain valuable social skills for instance, when they have lunch in the refectory, making their own choices and paying for their meals.
149. There are good links with the community. Students help a local 'opportunity' group by putting out chairs, getting out toys and preparing drinks for the children. They make gifts such as tabletop decorations for a sheltered home for old people. Representatives of the community come to school to talk to the students. For example, the police talk to them about drug awareness.
150. Although students achieve well, the school recognises the need to increase the range of subjects they study. For instance, there are few opportunities for students to appreciate their own culture through literature. There is only a small amount of appropriate fiction in the classroom. English and mathematics are accredited mainly through the vocational programme. It is appropriate that the school is seeking advice to raise awareness in the school of the government's proposals to improve the provision for pupils aged 14 to 19. The implementation of improvements for this age group will benefit those pupils in Year 11 who share the transition class with students at post-16 and other pupils in the school beyond Year 9. The school has drawn up good plans to widen the range of work pupils will follow and hence their accreditation. Overall, the proposals reflect high expectations to improve on the already good achievement of pupils and students in the transition class.