

# INSPECTION REPORT

## CRITCHILL SCHOOL

Frome

LEA area: Somerset

Unique reference number: 123946

Headteacher: Mr Leslie Rowsell

Lead inspector: Mr Declan McCarthy

Dates of inspection: 30 September – 2<sup>nd</sup> October 2003

Inspection number: 258887

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	2-16
Gender of pupils:	Mixed
Number on roll:	50
School address:	Nunney Road Frome Somerset
Postcode:	BA11 4LB
Telephone number:	01373 464148
Fax number:	01373 453481
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Philip Ledbury
Date of previous inspection:	February 1998

## CHARACTERISTICS OF THE SCHOOL

Critchill School is a day special school for pupils aged 2-16 with a wide range of learning difficulties including; moderate, severe, profound and multiple learning difficulties and autism. The school is situated on the outskirts of Frome. About 48 percent of pupils come from socially disadvantaged backgrounds, although all backgrounds are represented. There are no pupils who are learning English as an additional language. There are 50 pupils on roll, 11 of whom attend mainstream schools and are dual registered. There have been very few children in the Foundation Stage of learning for several years. The levels of knowledge, skills and understanding of pupils when they join the school are well below average. The school acts as a special educational needs learning support centre providing very good inclusion opportunities for pupils with advice and support to mainstream staff. The school has successfully achieved Investors In People status and has a number of productive links with the wider community such as the Frome Community Learning Partnership, Shepton Mallet Community Learning Partnership and the Family Learning Programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	Science
19639	Gill Anderson	Lay inspector	
17260	Jennifer Taylor	Team inspector	English French Physical education
16747	Alan Jones	Team inspector	Special educational needs Mathematics Information and communication technology Citizenship
23300	Lily Evans	Team inspector	Art and design Design and technology Geography History Music Religious education

The inspection contractor was:

Serco QAA

Herringston Barn  
Herringston  
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Dorset  
DT2 9PU

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The **effectiveness** of the school is **good** and it provides good value for money. Leadership and management are good and the quality of teaching and learning is good. Pupils' achievements in English, mathematics, science and personal social and health education are good because pupils learn effectively as a direct result of good teaching and good improvements to the curriculum. Teachers match tasks, methods and approaches in teaching to particular special educational needs well and there is very effective teamwork with support assistants and therapists. As a result pupils of all backgrounds and abilities, including those with more complex and severe needs, achieve equally well and are making good progress towards the targets in their individual education plans. The work of the outreach service and the Learning Support Centre is very good, promoting inclusion and achievement very effectively.

#### The school's main strengths and weaknesses are:

- Leadership, management and school governance are good and this has resulted in a strong team spirit throughout the school. However, the leadership role of curriculum area leaders is satisfactory as it not yet fully developed.
- Good teaching and learning, greatly enhanced by the strong teamwork with support staff and therapists, enables all pupils to reach their individual targets and achieve well in lessons, particularly in communication, speaking and listening. However pupils in Years 5 and 6 do not have sufficient teaching time in ICT, which is unsatisfactory.
- Opportunities for enriching the curriculum are very good and the wider opportunities for the oldest pupils to take external examinations contribute to pupils' good achievement.
- Support to pupils, parents and mainstream schools by the outreach service and Learning Support Centre is very effective and has a strong impact on inclusion and achievement.
- There are very good links with parents and the community. Highly productive links with external agencies have led to an excellent initiative, in 'total communication' to improve pupils' learning.
- Very high quality care and very good provision for pupils' personal development ensures that pupils are happy at school, have very good relationships, and positive attitudes to their learning and behave very well.

The school is more effective than when last inspected in February 1998 when it was satisfactory. The key issues identified then have been well addressed. Leadership and management are now good. There has been good improvement in teaching, learning and the curriculum. Pupils' achievements are good because they learn well as a result of good teaching.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	subjects of the curriculum	personal and social education
Year 2	Good	Good
Year 6	Good	Good
Year 9	Good	Good
Year 11	Good	Good

*Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.*

**Achievement is good** overall. Pupils in all year groups are achieving well, particularly in language and communication skills and working towards their individual targets. Pupils' achievements in personal development are equally good. They have good attitudes to learning and their achievement over a longer period at school is good. By the time they are ready to leave in Year 11, every pupil has

the opportunity to enter for at least one external examination, demonstrating good achievement since they first joined the school. Pupils' achievements in ICT are unsatisfactory in Years 5 and 6 because they have insufficient teaching time. No judgements are made on achievement in the Foundation Stage, as there are too few pupils for judgements to be reliable.

**Pupils' personal qualities**, including **their spiritual, moral, social and cultural development**, are **very good** and result in very good relationships, good attitudes and good behaviour. Pupils enjoy school, work hard and are keen to please staff. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Overall **teaching is good** throughout the school and as a result pupils' **learning is good**. The strong teamwork between teachers, support staff and therapists ensures that all groups of pupils achieve equally well. The use of assessment to check and record pupils' progress and set individual targets for pupils is good.

The curriculum is good with very good emphasis on communication, speaking and listening. There are improved opportunities for accreditation, a very good work related programme and a very good range of activities outside the normal school day. The school provides very good care for its pupils. Collaboration and partnership with parents and outside agencies are very good, enhancing pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Leadership of the headteacher and senior managers is good. Through their shared vision and commitment good improvements to the curriculum, teaching and learning have materialised. Management is good overall with a clear focus on self-evaluation. The work of the governing body is good. They are very supportive, have a clear strategic overview and a good understanding of the school's strengths and weaknesses. However, management by curriculum area leaders is not yet fully developed because only informal arrangements for monitoring their subjects are in place. Leadership of outreach provision is very good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents** support the school strongly and view it very positively. **Pupils** are proud of their school and have a great deal of respect for staff.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise pupils' achievements in ICT in Years 5 and 6 by providing more opportunities for them to use computers and acquire new skills.
- Fully develop the monitoring role of subject leaders, particularly in teaching and learning, pupil progress, provision for personal development and the use of assessment within subjects.

And to meet statutory requirements:

- Monitor the implementation of the school's Race Policy and report the findings to parents.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is good overall. Pupils in all year groups are achieving well, particularly in language and communication skills, and working towards their individual targets. Pupils' achievements in personal development are equally good. They have good attitudes to learning and their achievement over a longer period at school is good. By the time they are ready to leave in Year 11, every pupil has the opportunity to enter for at least one external examination, demonstrating good achievement since they first joined the school.

#### **Main strengths and weaknesses**

- Pupils of all ages and abilities achieve equally well because teaching, learning and the curriculum focuses on their individual and particular needs.
- Pupils improve their language and communication skills because there is a greater focus on speaking and listening and more use of communication aids.
- Pupils achieve well by the time they leave school because they have developed good attitudes to learning and there are more opportunities for them to participate in external examinations.
- Although pupils in Years 7 to 11 achieve well in ICT, pupils in Years 5 and 6 do not have sufficient teaching time in ICT.

#### **Commentary**

1. The vast majority of pupils are making good progress towards their individual targets in literacy, numeracy and personal development because teachers plan sequences of lessons more effectively to take account of individual pupil needs, making good use of assessment information. The school's own self-evaluation and detailed analysis of pupils' achievements show that pupils in all year groups and of all abilities achieve equally well as measured in small steps assessments known as 'P' Scales, including those with profound and multiple learning difficulties. The targets set for pupils are based on current assessment information, they are challenging and matched carefully to the individual needs of pupils. Pupils are improving their language and communication skills as they move through the school because teachers, therapists and support staff work closely together to ensure that language and communication is thoroughly taught with the consistent use of signing, picture symbols and electronic aids such as switches. Within subjects taught, there is a much greater emphasis on speaking and listening, which has also contributed very positively to the development of pupils' language skills. The school's targets, which are more challenging each year, for English, mathematics and science have been appropriately met.
2. Pupils are achieving well in English, mathematics, science and personal development throughout the school because teaching is mainly good and often very good. This has a good impact of their learning and as a result many pupils make enough progress to transfer to mainstream schools. There are currently 11 pupils who are successfully integrated into local schools and another 5 pupils who are integrating on a trial basis. Pupils' achievement in ICT are good in Years 7 to 11 because teaching time is allocated for this subject each week. However pupils in Years 5 and 6 are not achieving well enough in ICT because there is no time allocated to teach ICT as a separate subject in these year groups and as a result pupils do not acquire enough computer skills. However these pupils become familiar with the use of computers when used to support their learning in other subjects. In other subjects, pupils are achieving well, except in a few physical education lessons seen during the inspection where more able pupils within lower attaining groups were not sufficiently challenged. Pupils are achieving well in French and although pupils with severe or profound and multiple learning difficulties do not receive French lessons, they do participate fully and appropriately as part of the school community, in the links with the French school.



- Pupils in all year groups are achieving well against their individual targets in personal social and health education. By the time they leave school, pupils with profound multiple learning difficulties and those with autistic spectrum disorder respond more appropriately in groups and are learning to share. Pupils with severe learning difficulties understand issues surrounding puberty and sexual behaviour and pupils with moderate learning difficulties communicate and participate with a better understanding of responsible action.
- Pupils in Years 10 and 11 build on their prior achievements as they move through the school. More pupils now take a wider range of external examination courses than at the time of the last inspection, including Certificates of Achievement in English, mathematics, science, ICT and French. Four pupils also achieved the Bronze Youth Award. Almost all pupils move on to further education when they leave school, demonstrating good achievement over time, since they entered school. The school successfully ensures that all pupils are on course to achieve at least one external examination award by the end of Year 11.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good and result in very good relationships, good attitudes and good behaviour. Pupils enjoy school, they work hard and are keen to please staff. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- The school minimizes the negative impact on achievement of absence through good tailor made initiatives, for example home tuition.
- Very good provision for spiritual, moral, social and cultural development is embedded in the school curriculum and the life of the school, enhancing all areas of its work and the achievement of pupils.
- The school is beginning to identify the problems but needs to tighten up the whole procedures for recording and following up absence.
- The Race Relations policy needs to be fully adopted to contribute effectively to pupils' personal development.

### **Commentary**

- The attendance of pupils is satisfactory when dual registration and long-term sickness is taken into account. Pupils are punctual at the start of the school day although some slippage can occur later. There is good liaison with the local education authority to ensure that the school can provide home support to pupils with long-term sickness.

### **Attendance in the latest complete reporting year (81.6%)**

Authorised absence		Unauthorised absence	
School data	15.1	School data	3.3
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

- The high quality of spiritual, moral, social and cultural development was seen in an assembly: an excellent quiet ethos was generated through high level teaching skills and good use of resources. The very good provision for spiritual, moral, social and cultural development leads to good attitudes and behaviour, good achievement and low levels of exclusion.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census
White – British

No of pupils on roll
57

Number of fixed period exclusions	Number of permanent exclusions
2	0

7. Pupils' very good relationships with others and their personal development reflects the very good ethos of the school. Pupils were encouraged to think about how important they are to each other and reflected and responded well. Pupils develop confidence and improve their self-esteem very well because of the very good provision for personal development. This enrichment running through school life has led to the development of very good personal qualities in pupils, and the very positive attitude they have to school life, which is reflected in their survey. There are very good opportunities to promote cultural development, for example, through the strong links with the French and German school. However the Race Relations policy has yet to be monitored and the findings of monitoring reported to parents.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Good teaching enables all pupils to learn well, resulting in good achievement throughout the school. The school provides very good care for its pupils. Collaboration and partnership with parents and outside agencies are very good, enhancing pupils' learning.

#### **Teaching and learning**

Overall teaching and learning are good throughout the school. Very good teamwork between teachers, support staff and therapists ensures that all groups of pupils achieve equally well. Very good support for teaching and learning is provided by the Learning Support Centre and Outreach Service. Assessment is good.

#### **Main strengths and weaknesses**

- The very good teamwork with support assistants and therapists in planning and support for teaching enhances the quality of pupils' learning and their achievements.
- Assessment is used well to record pupils' progress and to plan lessons which ensure a close match of tasks to pupils' different abilities.
- Very good relationships towards pupils ensure they are keen to learn, behave well in lessons and focus on their tasks.

#### **Commentary**

##### **Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18 (45%)	16 (40%)	6 (15%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

8. Pupils' learning and achievements are good because teaching throughout the school is good. There has been good improvement to teaching and learning since the last inspection, as a result of effective monitoring by senior managers. In almost every lesson seen, teachers planned effectively, making good use of assessment information to ensure that every pupil, was fully included in lesson activities, by matching tasks and resources closely to their individual needs.

Teachers take full account of pupils' individual education plans in order to build up skills gradually, and ensure that effective strategies are put in place, that ensure full access by all pupils to learning. For example, in lower ability classes, pupils with profound and multiple learning difficulties are provided with objects of reference and multi-sensory teaching approaches to stimulate awareness of a topic.

9. Learning support assistants and therapists make a very good contribution to teaching in lessons. This was very evident in mixed age and mixed ability classes where pupils with severe or profound and multiple learning difficulties received very good support for language and communication. Therapists also provided very good support for activities for pupils with more complex needs, in physical education lessons.
10. All staff have very good relationships with pupils in lessons. Teachers generate a positive atmosphere for learning with good use for encouragement, praise and ongoing feedback on how well pupils are achieving. As a result, pupils are well motivated, they concentrate, try hard and persist in the face of difficulty, show respect for others, behave well and work productively. Although pupils with more complex learning needs are reliant on teachers and support staff in lessons, teachers do their utmost to develop group learning and independence skills, by structuring their lessons carefully to enable this to happen.
11. Teachers promote literacy, particularly language and communication, and numeracy skills well in lessons. This facilitates access to learning and raises pupils' confidence and self-esteem. Teachers have extended their use of ICT to support teaching and learning within subjects, since the last inspection. Although this is still a developing area, in lessons where teaching was good or better, good use was made of ICT where appropriate, for example the teacher used multi-media software and imaginatively in a science lessons for pupils in Years 3 to 6 to remind them of their work on habitats. This captivated pupils who then made firm links from this earlier work to their current topic on classification. The teacher also provide opportunities for pupils to use word processing in other subjects such as English and design and technology. Pupils also use computers for research, as seen, for example, in a Year 9 religious education lesson where pupils researched Hindu gods and goddesses.
12. As they move through the school, teachers ensure that the level of challenge gradually increases and expectations are higher so that pupils try very hard to succeed in the targets that are set for them. As a result, the overwhelming majority of pupils succeed, many younger pupils transfer to mainstream school and the vast majority of Year 11 pupils enter further education when they leave school.
13. Teaching support provided by the Learning Support Centre and Outreach Service is very good and ensures that pupils who attend mainstream schools are fully included and achieve well.

## **The curriculum**

Whilst there was too little evidence to judge the quality of provision in the Foundation Stage, the curriculum for pupils in Years 1 to 11 is good. There are very good opportunities for enrichment through high quality experiences. The school environment and materials to help pupils learn are good. There has been good improvement since the last inspection.

## **Main strengths and weaknesses**

- Very good use is made of the local community to extend pupils' learning.
- There is a rich arts programme with high quality visits and contributions made by artists and musicians.
- The learning environment is rich and stimulating and members of staff prepare very good resources to help pupils communicate and to support them in their work.
- There are many opportunities for pupils outside lessons to take part in activities and residential visits.

- Work preparation for more able pupils is very good.
- Pupils with profound learning difficulties and some with severe learning difficulties do not have equivalent access to work experience.
- Pupils with severe or profound and multiple learning difficulties in Years 7 to 11 do not learn French, although they are equally involved with their peers in the well-established links with the French and German school.
- Information and communication technology in Years 5 and 6 do not have enough teaching time.
- There are insufficient pupils to form peer groups in some age groups. This is especially true for the youngest pupils.

## Commentary

14. Teachers are aware of the opportunities outside school to develop the curriculum and pupils' experience is enriched by very good educational visits. Pupils visited Smythwick for a science lesson during the inspection to look at habitats. They saw waterboatmen living in the pond and spiders in bushes and birds in trees. This first-hand experience helped them to remember important scientific facts.
15. There are very good opportunities for pupils to experience and take part in art and musical events. Most pupils participated in a performance of Sheherazade with the Bath Philharmonic orchestra recently and all pupils participated in a musical performance professionally recorded to video and DVD to celebrate the school's recent 25<sup>th</sup> anniversary.
16. Residential opportunities, lunchtime clubs and activities that extend beyond the school day are an important feature of the school. One of the highlights of the football year was coaching from the Football Association. Pupils also work for charity events such as a sponsored swim and Ted's Day Out. They learn about international issues through Fair Trade Fortnight and the annual exchange with schools in Germany and France.
17. Members of staff work hard to make sure that the school is attractive and interesting. There are many displays allowing pupils to explore and experience interesting objects, such as a real silk turban or the full range of national newspapers. These motivate pupils, who are keen to share their interest with visitors, and acts as a good resource during lessons. This broadens their interests and helps them remember what they have been taught.
18. Very good resources to support communication are used across the whole school. Very good use is made of digital photography to personalise records and materials. Symbol vocabulary sheets are designed for each activity, helping pupils who do not use spoken language to communicate, building language skills for pupils with autism who use the picture Communication Exchange System (PECS) and supporting independent writing and spelling for others. This is helping pupils develop very good communication skills.
19. Work preparation for the oldest more able pupils is very good. There is systematic building of experiences such as interviews, observing health and safety rules and timekeeping. Very good use is made of community connections to provide a wide range of work experience placements. The programme for the majority of less able pupils is limited. They take part in the elements that are judged appropriate but do not have an equivalent programme designed to be more accessible.
20. Some age groups are very small, especially amongst younger children. This limits opportunities to learn from other children or to develop friendships within a group children of the same age. In some group lessons, such as physical education, this limits what pupils achieve. There are not enough pupils of a similar ability to provide challenge at an appropriate level and there are too few pupils to form teams.

## Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good and as a result pupils feel happy and secure in school. The provision of support, advice and guidance for pupils based on the monitoring of their achievements and personal developments is good because the school knows individual pupils extremely well and tailors support to meet their needs. The involvement of pupils in the school's work is good as the school respects the pupils' views and appropriate initiatives are implemented.

### Main strengths and weaknesses

- Key issues identified at the last inspection have been addressed very well. Child protection procedures are very good due to the very conscientious approach of the designated person and high quality liaison with outside professionals.
- The new changing facilities are of high quality, and have been sensitively thought through, ensuring greater privacy for pupils.
- A range of appropriate and imaginative training for learning support assistants has widened their skills enabling them to give very good support to pupils.

### Commentary

21. This is a very caring school where the individual needs of each pupil are at the forefront of the minds of all staff, whatever their role. This is evident in the learning support staff, whose training has developed their specific knowledge of children, counselling skills and information and communication technology to help deliver courses. This ensures that they are strong team players, for example making tailor-made resources of a very high standard to meet the individual needs of pupils. Health and safety issues identified in the last report have been carefully addressed, particularly through the good leadership and management of the assistant headteacher. As a result staff are vigilant in ensuring pupils are carefully supervised and safe at all times. The needs of pupils even before they start in the school are beginning to be addressed, for example developing their communication skills. By the time they are in school, whether full time, or on dual placement, these are being addressed very well for all pupils. Through the work of the school council pupils know that their views matter as they see them being taken into account in improving school routines and facilities.

## Partnership with parents, other schools and the community

The school has very good links with parents and the local community which have a very positive impact on the achievement of pupils. There is very good support for parents because the school listens to them carefully. The impact of school services, particularly speech therapy and outreach, is of very high quality. The school's links with other schools and colleges are also a strength and make a very good contribution to the learning of all pupils, particularly those on dual placements.

### Main strengths and weaknesses

- The school does all it can to develop excellent initiatives to empower parents as partners in their child's learning.
- The school has highly productive links with external organizations and has capitalized on its excellent working with Somerset Total Communication to improve pupils' learning and their parents' involvement.
- Learning support assistants are benefiting from specialized training, which enables them to make a very valuable contribution to the school's partnership with schools and parents. Their inclusion expertise makes a particularly valuable contribution to dual placements.
- Links with the community are very good because the school knows how to harness these to enrich its work to the full, for example through work experience initiatives it has won the Business Education Partnership Award on more than one occasion.

## **Commentary**

22. The school listens to parents very well and does all it can to take into account their wishes whilst addressing the best interests of the child. The school has very effective strategies to enable all parents who are able to support their child's learning in meaningful ways.
23. Excellent working, through the speech therapist with the Somerset Total Communication initiative is empowering parents and pupils by recognizing that communication is the key to learning. The aim, which is beginning to be achieved, is to ensure that all people with total communication needs in the county, have a consistent and coherent approach to meeting them throughout their lives and in all environments. The school has been energetic and enthusiastic in adopting this and the community is responding well. This is an exemplary approach to inclusion and ensures communication skills between parents and pupils are extended.
24. The Federation of local schools is a very good model of a community learning partnership which, through the special educational needs co-ordinators is enhancing the learning of pupils whether through access to other professionals or widening the experiences of pupils. Local fundraising has raised £110,000 for the hydrotherapy pool.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Leadership of the headteacher and senior managers are good. Management and school governance are good.

### **Main strengths and weaknesses**

- The headteacher and deputy head and senior management team provide good leadership for the whole staff. Their shared vision and commitment have ensured good improvements to the curriculum, teaching and learning.
- Very good management by senior staff, particularly monitoring of teaching and learning and the analysis of pupil performance, has enabled the clear setting of well-chosen priorities for improvement and challenging whole school targets for pupils' achievements.
- Subject leaders have a clear vision of how to develop and improve their subjects although they have not all yet fully developed their monitoring roles.
- Governors provide very good strategic support for the school and have a good knowledge of the school's strengths and weaknesses. Although they ensure that most statutory requirements are met, they have yet to monitor the implementation of the Race Equality policy and report their findings to parents.

## **Commentary**

25. The headteacher's good and purposeful leadership and ability to motivate staff have led to the establishment of a highly effective senior management team. The deputy head provides equally good leadership and has inspired staff in the development of their subjects. The assistant heads are equally effective in their day-to-day management responsibilities and share the same vision and commitment for improvement as the headteacher and deputy head. Their combined team skills have resulted in good improvements to the curriculum, teaching and learning since the last inspection, the successful award of Investors In People status, the development of strong partnership links with schools and the local community and the pursuit of a number of initiatives, such as Business Education Partnership and the excellent Family Learning Programme. These strong features of the school's work plus the very good work of the Learning Support Centre are significant aids to pupils' achievements and are very effective in promoting inclusion throughout the school. Furthermore, the planned development of the hydrotherapy pool as a community resource should further strengthen links within the community.

26. Overall, management throughout the school is good. The very good management by senior staff has led to more regular and systematic monitoring of teaching and learning and resulted in a much higher proportion of good and better teaching in lessons and good arrangements for staff development and induction of new staff. The ongoing year-on-year analysis of pupil performance, by senior managers has led to an effective school development plan with well chosen priorities for improvement and raising pupils' achievements. As a result, through careful management, the school continues to improve each year. For example, in setting more challenging targets for raising standards.
27. Subject leaders have a clear vision of how to develop and improve their subjects through well-conceived action plans to develop their subjects. However, they have not all yet fully developed their management roles, particularly more formal arrangements for monitoring teaching and learning. At present for most subjects, monitoring is mainly carried out through ongoing informal discussions and through the joint planning process with staff.
28. There has been good improvement in school governance since the last inspection, through better training, support and advice. As a result governors now provide good strategic support for the school and have a good knowledge of the school's strengths and weaknesses. They have a well-organised committee structure and are fully involved in school improvement planning. Although they ensure that most statutory requirements are met, they have yet to monitor the implementation of the Race Equality policy and report their findings to parents.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	813,370	Balance from previous year	103,104
Total expenditure	807,674	Balance carried forward to the next	108,800
Expenditure per pupil	14,685		

29. Financial management is good, despite the large carry forward figure in the budget. Much of this is ear-marked funding for buildings and repairs and the school has ensured that only a relatively small percentage of this has been ear-marked as a contingency to retain adequate staffing levels. Good financial controls are in place. The school evaluates its spending decisions well and seeks to achieve best value.

**THE OUTREACH SERVICE AND LEARNING SUPPORT CENTRE**

The support provided to pupils, parents and mainstream schools by the outreach service and Learning Support Centre is very effective, and has a strong impact on inclusion and achievement.

**Main strengths and weaknesses**

- Leadership and management are very strong.
- Very good partnerships result in positive benefits to pupils, parents and staff.
- The scope, flexibility, responsiveness and resources are of high quality.
- The advice provided and well targeted training successfully enhance opportunities for inclusion.

**Commentary**

30. Leadership is innovative and provides a clear vision for future developments, such as a hydrotherapy pool for the whole community. Evaluation is thorough in all aspects of the service and the centre, and they have a deservedly high reputation. Managers are committed to facilitating successful inclusion. They are confident and knowledgeable. Analytical planning and challenging targets promote pupils' progress within ambitious inclusion programmes.

31. Very positive relationships, excellent teamwork and highly productive dialogue result in a transfer of skills and knowledge, enabling mainstream staff to improve provision for pupils who may otherwise be excluded. Pupils gain wider curriculum and social interaction opportunities, and make progress in key skills, attendance and improving behaviour. The very positive partnership with parents aids success.
32. Pupils with a wide range of needs are supported in schools covering a full age range. The service and centre are reliable, very approachable and highly adaptable to changing needs. The breadth of high quality resources loaned or provided is extremely valued within the school and mainstream schools. Very pertinent and practical advice, linked to observation and working alongside mainstream staff, is well received. Locally identified training needs are very well met and highly appreciated. The work of the service and centre has promoted a strong ethos of inclusion within the local community of schools.



## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

This area is not reported in detail as the school has too few pupils of this age for judgements to be reliable.

### **SUBJECTS IN KEY STAGES 1, 2 3 and 4**

#### **ENGLISH AND FRENCH**

##### **English**

Provision in English is **good**.

##### **Main strengths and weaknesses**

- Across the school pupils achieve very well in speaking and listening and achieve well in reading. Achievement is satisfactory in writing. This represents good improvement since the last inspection. Overall attainment in English is good.
- Teaching is good throughout the school. Motivating lessons are planned to address the needs of each pupil, and so pupils make good progress.
- Resources for teaching English are very good.
- Assessment is good. It is clear and helpful and guides teachers in what to teach next.
- Curriculum leadership in English is good. There has been training for all staff and the National Literacy Strategy has been implemented for all pupils from Years 1 to 11.
- Literacy and communication are well developed across the curriculum.
- The standard of planning varies from barely satisfactory to very good.
- Adults do not use consistent strategies to support pupils' reading and spelling.

##### **Commentary**

33. Very good standards in speaking and listening are being developed by pupils being given very good opportunities to contribute and respond in most lessons. Symbol vocabulary sheets, created by classroom staff, are provided for each topic, so that there are concrete resources to support pupils with little verbal communication and those who use the Picture Exchange system. This links well to the Somerset Total Communication initiative, where a standard set of picture symbols and signs are used throughout the community. Pupils are very effectively supported to indicate symbols by pointing or looking. Adults know pupils very well and respond quickly to any communicative efforts. This encourages pupils to try even harder. Many members of staff also have good signing skills and use these very effectively to emphasise key concepts and words. Teachers of older pupils use humour and good relationship with pupils to encourage all to contribute to discussions. They teach pupils to listen to each other, so that they interact well and build on what others have said.
34. The curriculum leader for English has encouraged the development of a very positive 'book culture' within the school and this is making a good contribution to the development of good achievement in reading. Pupils read regularly in groups and as individuals. They enjoy stories and have access to a large collection of good quality books within school and, for older pupils, to a local larger school library. This motivates them to choose carefully and develop their own favourite genres and authors. Teachers are also using computers well to make their own book using digital photographs.
35. Pupils do a significant amount of recording and writing during the school day. Teachers place an appropriate emphasis on independent writing and encourage pupils to contribute and compose their own work in a range of different contexts, for example book reviews, diaries, retelling

stories from history, newspaper articles and poems. This build confidence and creativity. Adults, however, do not sufficiently emphasise correct and consistent phonic strategies, so opportunities to develop spelling skills are often lost, and sometimes pupils are confused by their explanations.

36. There is a large book stock of high quality, age-appropriate material, and teachers also make good use of a large resource library based in the school. Teachers and members of the support staff use computers and digital cameras well to produce symbol sheets, reading materials and personalised resources.
37. All the pupils are regularly assessed on the three aspects of English using national standards. This provides a helpful record of their progress from year to year and is helping teachers plan work at the appropriate level for each pupil. More training has been planned to ensure that all teachers are assessing pupils consistently.
38. The curriculum leader has worked successfully to establish the literacy strategy. More detailed monitoring of planning and teaching, with feedback to teachers, would help share the good practice within the school.

### **Language and literacy across the curriculum**

39. Literacy and language are well developed across the curriculum. For more able pupils, there are expectations that they will do some writing and reading in most lessons. For example, in a French lesson, pupils had their workbooks and pencils ready to write down new words and some, unasked, noted down other vocabulary as the teacher wrote it in the board. For a Youth Award project, older pupils have drawn and photocopied their own small graphics. They can now independently record the personal hygiene products used by each person that they interview. Symbol vocabulary sheets and PECS books are routinely used throughout the day and are particularly effective in including pupils who do not use spoken language to answer questions, direct an activity or to make a choice – for example which colour paint to use or which way to turn. Several pupils have also just received communication aids through a national scheme and adults are beginning to use these in a similar way. Teachers manage classes well and are good at facilitating discussion within the group. They are skilled at allowing pupils to talk about their own experiences and ideas, while maintaining the main flow of the lesson and not getting too far from the subject. Pupils know that their contributions are valued and listened to, and this helps them to become confident communicators. Some teachers also help pupils to think about the words that they use – for example in a French lesson pupils were encouraged to listen carefully to the words in a French phrase and see if they could think of a similar English word and to look on the label of a coffee jar for the word ‘café’.

### **French**

Provision for French is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well. They speak with accents that are as good as that expected in mainstream schools.
- Teaching is very good.
- The programme of work is enhanced through European exchanges.
- Resources are good and used creatively.
- More able pupils gain accreditation in French.
- Although they have a French experience, some pupils with severe learning difficulties and those with profound learning difficulties do not have regular French lessons.

## Commentary

40. In the two lessons seen, pupils were achieving very well because of very good teaching. They hear good French spoken and have many opportunities to reflect and respond to questions in French. One way that the teacher builds the confidence of younger pupils is to use phones and puppets for role-play. French is used for the majority of the lesson and understanding is built through the use of gesture, pictures and pantomime. In this way pupils learn to respond to a variety of commands and greetings. Pupils thoroughly enjoy the lessons and are keen to respond to questions and challenges. Lessons are carefully structured so that pupils practise known phrases, learn new vocabulary and then combine these in new ways. In one lesson pupils were learning 'j'aime..' and je n'aime pas...' By the end of the lesson they were using the phrases confidently in a variety of contexts. Teachers have high expectations of what pupils will achieve during the lesson and work very hard, for long lessons, to achieve this. The work that pupils do for the accredited course is good, but does not reflect the confidence and enthusiasm shown in lessons.
41. The school is part of a tripartite European Comenius project that links Critchill to a special school in Germany and a special school in France. Each year the schools host a residential visit for the others and pupils attend the host school for a fortnight. In this way long-term relationships are built up between pupils and schools and all the pupils in the host school benefit from meeting visitors from other countries. Pupils with significant support needs have been included in the visits.
42. The curriculum leader has attended useful courses and developed resources. Lessons are an hour long, so a good variety of materials and activities are needed to maintain interest and motivation. Good use is made of video, printed materials and some good vocabulary resources developed by teachers. French food and drink is also well used.
43. The higher attaining students in Year 11 gain accreditation in French through the Certificate of Achievement. The syllabus drives a broad and useful programme of work at an appropriate level, giving pupils recognition for their work.
44. The classes of pupils for severe and profound learning difficulties do not have modern foreign language lessons. However they participate equally in the links with the school in France and Germany. Similar pupils in other LEA schools make good progress in the subject and enjoy the regular opportunities for multi-sensory experiences in a different context and the chance to become familiar with the language, sounds, smells and tastes of another country.
45. All aspects of the taught programme in French have seen significant improvements and this is reflected in attainment and accreditation. This represents very good improvement since the last inspection.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Leadership and management are strong.
- Teaching is consistently good, resulting in pupils achieving well.
- Numeracy skills are promoted well in some subjects, but they are not embedded in planning across the whole curriculum.

## Commentary

46. Throughout the school, all pupils are achieving well in mathematics when taking account of the diversity of their special educational needs. Pupils with profound and multiple learning

difficulties are making good progress through P scale levels, and pupils with moderate learning difficulties are gaining good results year on year by the time they leave the school. All statutory targets have been met with the exception of those for Year 9. This, however, is not a significant issue due to the small group of pupils involved and the minimal difference between what was attained and the target set. Individual numeracy targets are well achieved over time.

47. Leadership is driving improved achievement in mathematics. Individual performance is tracked, and the effectiveness of teaching, planning, assessment and their use to meet all needs is monitored well. The strong sense of direction includes developing information and communication technology resources to support learning in numeracy. Recent initiatives have been well managed, ensuring whole school training on the National Numeracy Strategy, an emphasis on addressing the age and ability range within the school, and the enhancement of resources. Leadership has made a strong contribution to the significant improvement in pupils' progress since the last inspection.
48. Teaching has also improved in all age groups and particularly for pupils with profound and multiple learning difficulties or with autistic spectrum disorder. The quality of teaching is good throughout the school, with examples of very good teaching of pupils in Years 1 to 6. This has enabled all pupils to make good progress and achieve well. Teaching is interactive and maintains the pupils' interest. Effective planning facilitates access and learning for all pupils, and promotes independent learning. Numeracy targets are realistic and challenging, with pupils achieving them well. They deepen their understanding of mathematical words, and of activities such as telling the time, and using money and calculators purposefully. Teaching assistants strongly contribute to learning in mathematics, often being well deployed to support the successful meeting of individual needs, based on regular and thorough assessment. Information and communication technology is occasionally used to good effect, for example, high quality images of ten green bottles and the sound of breaking glass on an interactive whiteboard gain the attention and keen anticipation of pupils with severe learning difficulties, and extend their understanding of subtraction.

### **Mathematics across the curriculum**

49. The school recognises and plans for the need to enhance opportunities to develop numeracy across the curriculum. Although numeracy is not regularly incorporated into planning in other subjects, there are examples of good practice. Numeracy skills are particularly developed well in science, such as measuring height and weight in the health and growth lessons, and recording the number and types of insects in a mini-beast lesson. Other areas of promoting numeracy include counting steps forwards and back in a dance lesson, measurement and graph work in design and technology, and keeping time in music.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well because teaching and learning are good and they have good opportunities for investigating for themselves.
- Leadership and management are good.
- Literacy and numeracy skills are promoted well and the use of ICT is developing well.

#### **Commentary**

50. Throughout the school, all pupils including those with more severe and complex needs are achieving well in science and there are no differences in the achievements of boys and girls. Pupils in Years 1 to 6 are developing a good knowledge and understanding of living and non-living things, life cycles, the solar system, light and properties of materials. Pupils in Years 7 to

9 develop further knowledge and understanding of electricity and magnetism, forces and motion and life processes such as photosynthesis. By the time they leave school, pupils in Year 11 have increased opportunities for gaining Certificates of Achievement of science. In 2003, three pupils gained the Certificate of Achievement in science, with one pupil awarded a distinction. The school's targets for science have been met and in some cases exceeded.

51. Teaching has also improved in all age and ability groups. The quality of teaching is good throughout the school, with examples of very good teaching of pupils in Years 3-11. This has enabled all pupils to learn effectively and achieve well. Teachers maintain the pupils' interest through very good relationships and providing them with a variety of activities. Teachers plan their lessons well to ensure all pupils are fully included in activities. Teachers ensure that all pupils have full access to learning by matching work closely to their particular abilities. Learning support assistants provide very good support in lessons, particularly in their use of signing and symbols as an aid to communication. Teachers promote literacy and numeracy well in lessons and are improving the use of computers to support teaching and learning. In all lessons, key words are written down for pupils and their meaning is discussed within the context of the topic. Speaking and listening is developed well through question and answer session and scientific writing is developed as pupils write up their investigations. Numeracy skills are well promoted through the use of standard units of measurement and recording data from investigations in tables or graphs. There is an increased use of computers, as was seen, for example, in a lesson for pupils in Years 3 to 6 where the teacher made very good use of multimedia software to record the class trip to Smythwick, where pupils observed different habitats.
52. Science is well led and managed by the co-ordinator, and the science curriculum has improved significantly since the last inspection, with good use made of national guidelines to ensure that all pupils in mixed year groups systematically build up their knowledge and skills year on year. There is an increasing focus on developing communication, literacy and numeracy, more use of computers and a sharper focus on practical investigation. The co-ordinator currently monitors the subject by looking at planning and discussing issues informally with staff. He now rightly plans to develop more formal systems of monitoring teaching and learning. Good systems for tracking pupils' progress are in place, which are used well to plan the next stage of learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- There are insufficient opportunities for pupils in Years 5 and 6 to access the ICT curriculum.
- Pockets of good leadership exist, but the overall management role is underdeveloped.
- Teaching for pupils in Years 7 to 11 is very good, resulting in good achievement.
- Teaching and learning opportunities are being created by a recent growth in resources.

### **Commentary**

53. Pupils in Years 1 to 6 are underachieving in gaining basic keyboard and mouse skills as their curriculum entitlement has not been met. Pupils in Years 7 to 11 are making good progress within a curriculum that has broadened since the last inspection. A few pupils are able to join ICT lessons in a local mainstream school. Pupils with moderate learning difficulties are leaving school with independent basic ICT skills, and pupils provided with communication aids are learning to use them effectively.
54. Minimal improvement has been made since the last inspection in teaching ICT as a subject to pupils in Years 5 and 6. ICT has only been timetabled for some pupils from the beginning of the school year. Inevitably, these pupils are underachieving. They are insecure in using a computer

when opportunities may arise in other subjects. Where teaching has started there is good planning and assessment, but at this very early stage of development there is insufficient evidence to judge impact. No work was provided for scrutiny for this group.

55. The lack of ICT in Years 5 and 6 indicates unsatisfactory leadership for that age group. The ICT curriculum leader provides trouble-shooting input and advice, but the management role does not include formal monitoring. There is a drive towards spreading the use of ICT for learning, access and communication across the school, and training has been well received by staff. Initiatives in using ICT and building up resources are encouraged well.
56. Expert teaching of ICT for pupils in Years 7 to 11 leads to good achievement. Very effective planning linked to differing abilities is backed up by very clear assessment procedures and analysis of attainment of skills. A balance of strong challenge and nurturing with very supportive relationships leads to highly motivated pupils. They concentrate, increase their independence, evaluate their work and are proud of their achievements. Progress in touch-typing skills and gaining information from the Internet are areas of particularly good progress.

### **Information and communication technology across the curriculum**

57. The school is acquiring a range of new technology. A growth in the use of communication devices is providing pupils with the greatest difficulties the opportunity to express themselves more fully. Desktop computers are being upgraded, and ten new laptops are being put into use as a mobile suite of computers. Digital cameras and video are used very effectively by staff to record work and activities, and the images are well displayed in celebration around the school. Whilst the direct use by pupils of ICT as a tool for learning is underdeveloped, teachers across the school use ICT effectively to reinforce and extend knowledge and understanding. Teachers use ICT to custom make high quality resources, and make good use of multimedia presentations and the interactive white board, especially in science, literacy and numeracy lessons.

### **HUMANITIES**

One lesson in history and three in geography were observed and evidence was gathered from very good quality displays and scrutiny of work and planning. There was not enough evidence to judge overall provision in history, but pupils achieve well because teachers adapt work suitably to meet a wide range of needs. The programme of study is mapped out well to show skills' progression through the school and pupils are routinely assessed against lesson learning objectives. There are planned visits for each unit which enhances experiences such as World War Two simulation and role play at Yeovilton Museum. Resources are very good and pupils use them appropriately to compare old with new, but the role of the curriculum manager is underdeveloped.

#### **Geography**

The provision for geography is **good**.

#### **Main strengths and weaknesses**

- Good links with other subjects and planning for first-hand experiences.
- The monitoring of teaching by the curriculum manager is undeveloped.

#### **Commentary**

58. Pupils achieve well in geography and this represents satisfactory improvement since the last inspection. Teachers use very good quality resources and whenever possible give pupils first-hand experiences. The work in geography is well planned to meet the strands of the National

Curriculum and links well with other subjects, which reinforces language and broadens pupils' understanding.

59. In the lessons observed the quality of teaching was at least good and sometimes better. Good planning, teamwork and relationships ensure pupils are focused, interested in their work, and improving their skills. There are good opportunities for discussion. A less successful feature of one lesson was a missed opportunity for allowing pupils to work independently and insufficient time given to pupils to work on their tasks.
60. The subject leader has not yet developed or implemented systems for monitoring teaching and learning across the school.

### **Religious education**

The provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and gain accreditation by the end of Year 11.
- Spiritual, social, moral and cultural development are promoted very well through this subject.
- The role of the curriculum manager is underdeveloped.

### **Commentary**

61. Pupils' achievement is good throughout the school because teachers plan work appropriately. They nurture pupils' interest well through role play, discussion and good deployment of resources. For example, they use the lighted candle as a focus for reflection and the joss stick to promote the idea of spirituality in the study of Hinduism. The quality of teaching is good overall and ranged from satisfactory to very good. Literacy, numeracy and computer skills are promoted well in lessons. For example, in a Year 9 lesson, pupils used the computer to research Hindu gods and goddesses pupils' work showed use of the computer to research pilgrimages to various religious places throughout the world.
62. The programme of study follows the locally agreed syllabus and has good breadth and balance. Pupils have very good opportunities for spiritual reflection and consider moral issues carefully within the subject. Opportunities for social development are very well promoted through group work and discussion and although there are no opportunities for pupils to visit places of worship other than Christian, very good use is made of videotape resources and artefacts from different faiths to promote an awareness of different world faiths. Monitoring of teaching has not yet been undertaken by the curriculum manager.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons were observed in design and technology, two lessons in art and design and music, supplemented by one short observation in each. Inspectors sampled pupils' work and videotape evidence.

#### **Art and design**

The provision for art and design is **good**.

#### **Main strengths and weaknesses**

- All pupils achieve well and gain accreditation at the end of Year 11.
- The use of ICT is underdeveloped.

## Commentary

63. Pupils' achievement in art and design is good and this represents satisfactory improvement since the last inspection. Pupils are successful in gaining accreditation through the Welsh Joint Examination Board at Bronze/Silver entry level. The quality of teaching is good. This is because the planned work challenged pupils to extend their skills. The work of artists is now used effectively to extend understanding. For example, the work of Goldsworthy inspired pupils to produce unique sculptures in a contrasting range of natural materials. Teachers now use multicultural resources well, and planning is usually linked to other areas of study. Teachers use assessment well because it is integral to the planning and evaluation of lessons. For example, in setting precise learning objectives for each lesson and reviewing progress against these with pupils at the end of a lesson.
64. The curriculum has a good balance of work in different mediums and shows clear progression. Although digital photography is used very well to record pupils' experiences, it has not been explored as a medium for art in itself, and the use of computer software is underdeveloped.

## Design and technology

There was not enough evidence to judge provision overall. However evidence from photographs, displays and pupils' work shows good achievement by all age groups in design and technology, which is well planned to increasingly give pupils opportunities to make choices, decisions, evaluations and draw conclusions about their own work. Literacy skills are promoted very well through words and symbols. Word processing is used well by teachers and pupils but the use of ICT by pupils is not yet in place to produce graphs from surveys such as favourite jelly flavour. Communication aids are used routinely to assist pupils with profound and multiple disabilities to make choices. Personal, social and health education, including independence skills, is promoted well through design and technology.

## Music

The provision for music is **good**.

## Main strengths and weaknesses

- Rich enhancement through music projects have made strong contributions to pupils' communication skills and personal, spiritual, social and cultural development.

## Commentary

65. Pupils' achievement in music is good because of the wealth of opportunities for performance over the last two years. This is satisfactory improvement since the last inspection. There are strong links through projects with the Bath Philharmonic Orchestra such as *Scheherazade* at the Frome Festival and a dramatisation of the *Magic Flute* through the Jackdaws Music School. This makes a very good contribution to pupils' communication skills and personal development as they interact with others from the wider community at such events.
66. The quality of teaching in the two lessons observed was very good. This is because teachers and special needs assistants work together well to ensure pupils experience music as fully as possible, making links between recorded sounds, for example the sea, and their own interpretations by playing instruments. Individually, music therapy is used very well to promote associations and foster communication skills in pupils with profound and multiple disability, autism and emotional behavioural difficulty. Pupils who have an interest in learning an instrument have good encouragement to improvise responses using the keyboard and piano.



67. The planned curriculum is clearly linked across programmes of study to provide themes for learning skills such as the study of water in Years 3 to 6. Assessment is included in each lesson plan and is used routinely to guide teachers' planning.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils develop team skills and enjoy their lessons.
- Attainment in lessons is sometimes limited by very small peer groups and a lack of challenge.
- The programme of work is broad and balanced with good opportunities for extra-curricular sport. There is a good planning for progression through the school.
- There is a good variety of games equipment.
- The inside and outside accommodation is too small. Mats and outdoor play equipment are in need of replacement.

### **Commentary**

68. Two gymnastics lessons, a dance lesson and two games lessons were seen. Provision was discussed with the co-ordinator and planning was scrutinized. The majority of lessons were for less capable pupils.
69. In lessons where teaching was at least good pupils worked hard, attaining good standards. In the games lessons, they were aware of the effect of exercise on their bodies. The majority of pupils, however, were unable to sustain energetic activity for many minutes and tired quickly. A few were working at standards close to the national average, controlling balls effectively, dribbling and dodging skilfully. Pupils of all ages all showed maturity in accepting defeat without argument. The teacher refereed fairly with very good humour, maintaining interest and motivation with commentary and feedback to help pupils follow rules and build skills. This led to pupils working well as a team. They understood and followed the rules. Older pupils were developing and testing good co-operative strategies. In dance, pupils had worked out their own routines and were now learning the line dance for performance to the whole school. They had to listen, watch closely and copy carefully. Skills were carefully modelled to help everyone succeed. Pupils had great fun during the lesson and all of them were very effectively included.
70. In three of the lessons for lower attaining pupils attainment was satisfactory. Teachers had planned effectively for the individual learning needs in the group and therapy was very well integrated into lesson activities. In all these lessons, however, there was a lack of challenge for the more able pupils in the group and too few opportunities for energetic activity. This was largely due to the very small number of pupils of similar ability.
71. The PE curriculum is good. It is broad and balanced with good opportunities for outdoor activities including climbing and canoeing on residential trips. Pupils participate in sponsored swims, football matches against other school, football coaching and local sports days. Good use is also made of links with other schools and the top class do PE with their mainstream peers. Since the last inspection a secure programme of work has been developed. This represents satisfactory improvement.
72. The hall is too small for all but the youngest pupils, which limits activities. The co-ordinator is taking full advantage of several national sports schemes to develop and broaden the range of games equipment, but basic resources such as mats need to be replaced. The outside area is well used at playtimes, but equipment and the playground surface is in need of refurbishment.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Provision in PSHE is **very good**.

### Main strengths and weaknesses

- Strong leadership, but an underdeveloped management role exists.
- Teaching is very good for pupils in Years 7 to 11, and PHSE and citizenship are promoted well in all subjects throughout the school, leading to good achievement.

### Commentary

73. Pupils of all abilities achieve well, and a strong contribution is made towards their personal and social development. They make good progress regarding individual PHSE targets. Pupils with profound and multiple learning difficulties and those with autistic spectrum disorder learn to respond appropriately in groups and share. Pupils with severe learning difficulties achieve a basic understanding of the issues surrounding puberty and sexual behaviour. By the time pupils with moderate learning difficulties leave the school they have gained skills in communicating and participating, and an understanding of responsible action.
74. The new, enthusiastic PHSE and citizenship curriculum leader has a strong sense of direction, and is able to broaden the very good provision reported at the last inspection. There is greater focus on health issues through productive dialogue with the older pupils and developing the positive input by the school's nursing sister. Steps have been taken to ensure all key PHSE issues are addressed across the school, but formal monitoring is not yet in place. There are plans to develop this aspect of the management role. Sex education is very well implemented, and the programme for teaching the dangers of drug misuse is being developed confidently.
75. The work of pupils in Years 1 to 6 shows they are highly motivated. Opportunities are regularly well taken within other subjects to raise relevant issues, particularly those related to social and moral development. Additionally, PHSE and citizenship are well promoted during the breakfast club and lunchtime in regard to healthy eating and social interaction, with good achievements made in understanding and behaviour. The very good quality of teaching and learning with pupils in Years 7 to 11 results in good progress in gaining a maturing outlook and confidence. Teaching is stimulating and well planned to fully involve all pupils in contributing to thinking about and discussing responsibilities. Pupils with severe learning difficulties receive information with great clarity and are able to increase the appropriateness of their responses with regard to sexual behaviour. Pupils with moderate learning difficulties enjoy role play and come to see another person's point of view. The teaching of citizenship is well planned within other subjects, such as human rights in religious education and global issues in geography. Overall personal development is embedded in all subjects, is well promoted by all staff and is well achieved by pupils of all abilities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*