

INSPECTION REPORT

Eleanor Smith School

Plaistow

LEA area: Newham

Unique reference number: 102793

Headteacher: Andrew Hall

Lead inspector: Charles Hackett

Dates of inspection: January 19th-22nd, 2004

Inspection number: 258894

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:	5-14
Gender of pupils:	Mixed
Number on roll:	82
School address:	North Street Plaistow London
Postcode:	E13 9HN
Telephone number:	020 8471 0018
Fax number:	020 8472 1388
Appropriate authority:	Newham Local Education Authority
Name of chair of governors:	Mrs D Boyce
Date of previous inspection:	01/06/1998

CHARACTERISTICS OF THE SCHOOL

Eleanor Smith is the only school in the London borough of Newham specifically for pupils with emotional and behavioural difficulties. It takes boys and girls aged from five to 14, all of whom have statements of special educational needs or are in the process of statutory assessment. Currently there are 82 pupils on roll, the large majority attending the primary unit. All pupils have previously experienced considerable problems in school and as a result their achievements are well below expected levels when they join the school. Almost all are attached to a mainstream school and most attend Eleanor Smith and their mainstream school for parts of each week. The present pupil population matches that of the local area, with over 50 percent being of black ethnic backgrounds. There are no pupils for whom English is not their first language.

The role of the school has changed considerably since the previous inspection. The school no longer has responsibility for the primary support services of the borough, which resulted in over 20 of the school staff being transferred out of the school last year. The school has maintained its role within the borough in its work with primary pupils but now secondary pupils are admitted and educated on a separate site approximately two miles from the primary department. A small number of pupils originally deemed unsuitable for the secondary department were subsequently admitted to the department by the borough as a result of the closure of an education otherwise programme. This is the third year secondary pupils have been on roll.

Over the past two years since the retirement of the long serving headteacher and the departure of several experienced staff there has been instability amongst the staff team and three short-term temporary headteachers. The new headteacher was appointed to the post four months ago after a six-month period as acting head. The uncertainties over the school's role and its management has particularly affected the development and management of the secondary department.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21081	Charles Hackett	Lead inspector	ICT, physical education, modern foreign language
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18498	Denise Morris	Team inspector	English, art
17182	Dr Mike Farrell	Team inspector	Mathematics, science, design and technology, personal, social and health education
17848	Tina Clarke	Team inspector	History, geography, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Eleanor Smith is a **good school with many impressive features**. Pupils in the primary department make good and often very good progress in their learning whilst those in the secondary department make satisfactory progress. Almost all make very good improvement in their attitudes and behaviour. Teaching in the primary department is good and often very good and in the secondary department it is satisfactory. The overall quality of the leadership and management of the school is now good but the management of the secondary department is currently unsatisfactory. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- In the primary department a very positive atmosphere combined with good quality teaching successfully helps pupils make good improvements in their achievements and their learning.
- The very effective partnerships with other schools result in almost all pupils being able to attend for part of each week a mainstream school and mainstream schools benefiting from the expertise of Eleanor Smith staff.
- The primary department has very good arrangements to measure how well pupils are learning and uses this information well to plan work for pupils.
- Pupils' achievements in art and photography are very good.
- As a result of high quality care and support pupils in the primary department make very good progress in improving their behaviour and attitudes towards being in school; pupils in the secondary department make good progress in these areas.
- Pupils' attendance in the secondary department is poor.
- The National Curriculum is not fully implemented in the secondary department and the school does not include religious education on its timetable.
- The accommodation and resources in the secondary department are poor; the outside play area is very poor. The accommodation in the primary department is also unsatisfactory.
- The links the school has developed with parents, particularly in the primary department, are very good and have a positive impact on pupils' learning.
- The school puts insufficient emphasis on developing pupils' spiritual awareness.

It is difficult to judge the extent the school has improved since the previous inspection because the school has changed significantly. There have been improvements in the way in which subjects are led and managed and in the development of assessment procedures. Although the governors have continued to support the school well they are still not ensuring that the school is fully meeting its statutory responsibilities.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 6	Good	Very good
Year 9	Satisfactory	Good

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

Pupils in the primary department **achieve well**, many pupils make very good progress. Achievement is **satisfactory** within the secondary section. These judgements apply to the small number of girls in the school as well as any pupils who display additional special needs. Primary pupils' very good achievements in art compare very favourably with those of pupils in mainstream education and secondary pupils' photography work is also very good. Achievements in personal, social, health and citizenship education are good and in English and mathematics throughout the school pupils make good progress. Progress is also good in science in the primary department but is poor in the secondary. Progress throughout the school in information and communication technology (ICT) is satisfactory. Pupils' personal qualities are improved considerably by the work of the school. Their moral and social development is **very good**. Cultural development is **satisfactory** but the emphasis on developing pupils' spiritual awareness is **unsatisfactory** overall. The attitudes and behaviour of pupils are **very good** and this represents very good progress when consideration is given to the considerable difficulties pupils had before they arrived at Eleanor Smith. Pupils' attendance is **good** in the primary department but **poor** in the secondary.

QUALITY OF EDUCATION

The school provides a **good** quality of education for pupils.

Teaching and learning in the primary department are **good** and often very good. Throughout the school the teaching of English is good and in other subjects an important emphasis is placed on helping pupils develop their literacy skills. Mathematics is also taught well although it could be improved if more reference was made to numeracy in the teaching of other subjects. The teaching and learning in ICT is satisfactory. Teaching and learning in the secondary department is **satisfactory**; the permanently appointed teachers teach well but their effectiveness is reduced by the work of temporary staff and weaknesses in the overall management of the department. Ways of measuring pupils' achievements (assessment) is done particularly well in the primary department and is being developed well by the senior teacher in the secondary department. The curriculum is satisfactory and appropriately puts considerable emphasis on developing pupils' basis skills in reading, writing and mathematics. Pupils who attend the school full time are limited opportunity to study religious education and in the secondary department are unable to study a modern foreign language. The accommodation in the secondary department is cramped and there is a lack of specialist facilities that would assist teachers to teach a wider range of subject areas. Resources are also unsatisfactory in the secondary department. On the other hand resources in the primary department are very good. There are only a few activities that extend the curriculum offered to pupils outside of the teaching day, mainly because of transport difficulties.

The quality of care, guidance and support given to pupils is **very good** in the primary department and good in the secondary department. In the primary department links with parents, other schools and the community are very good. They are satisfactory in the secondary department.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The leadership of the new headteacher is effective, a particular strength being the way in which the school's current strengths and weaknesses have been evaluated and plans made to bring about improvements. The acting deputy headteacher provides exceptional day-to-day support to colleagues and gives pupils valuable support in controlling their behaviour. The management of the secondary department is unsatisfactory and as a result many of the successful elements of the primary department are not effectively built upon/followed through. Governors provide **good** support. The chair of governors adopts a 'hands on' approach and is well known to staff and pupils within the primary department. However, as governors they have failed to address the weakness within the secondary department or ensure that all statutory requirements have been implemented.

PARENTS' AND PUPILS' VIEWS

Almost all parents who responded to inspectors value the work of the school and recognise the progress their children have made. They particularly recognise the improvement in their children's basic skills and behaviour. Pupils in both departments of the school are positive about the school. They like their teachers and the work, highlighting a range of subjects and activities, many making a special mention of art. They also stressed their confidence that there was always someone to talk to if they had a problem.

IMPROVEMENTS NEEDED

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

- Improve the accommodation in both the primary and secondary departments and develop and extend the resources available for teaching in the secondary department.
- Improve the management of the secondary department.
- Increase the emphasis placed on developing pupils' spiritual awareness.
- Improve the attendance of pupils in the secondary department.

And to meet statutory requirements:

- Ensure that all pupils have the opportunity to study religious education and secondary pupils learn a modern foreign language.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils in the primary department **achieve well**, many of them very well and the achievements of those in the secondary department are **satisfactory**.

Main strengths and weaknesses:

- Pupils' improved rates of progress both at Eleanor Smith and in their mainstream schools are largely because of significant improvements in their reading, writing and number.
- They achieve well in English and mathematics and in the primary department, in science. Secondary pupils' achievements in science are poor.
- Achievement in art in the primary department is very good. Secondary pupils' work in photography is also very good.
- Progress is satisfactory and improving in ICT throughout the school, although skills in using computers are not well developed in other subjects.
- Although the progress of pupils in the secondary department can be good in lessons their overall progress is reduced by weaknesses in the teaching of temporary staff, the curriculum and their poor attendance.
- All pupils no matter their sex, special educational needs or ethnic background make similar rates of progress.

Commentary

1. Parents are very pleased with the progress of their children and report that because they are able to develop good basic skills, these give them the confidence to return to their mainstream school classes and become more effective in their learning. It is because of these improvements, coupled with the very good progress most pupils make in improving their attitudes and behaviour, that a few are able to return full time to mainstream education. Without exception all of the mainstream schools spoken to during the inspection reported that progress for their pupils who also attend Eleanor Smith part time as well as their own schools is much improved. Evidence suggests that primary pupils have maintained this level of progress since the time of the last report.
2. Pupils are developing their basic skills well in English and mathematics. They are improving their reading and writing skills through regular practice and the insistence on high standards from staff. A scrutiny of their completed work shows their handwriting has improved; much of their work in the primary department is neatly presented. The good progress of primary pupils in science is as a direct result of the good teaching they receive but the poor progress in science of secondary pupils is because of inadequate teaching.
3. The progress that primary pupils make in art is impressive and shows pupils have developed a wide range of skills and techniques. Work on display shows original pieces as well as work based on the styles of famous artists. Secondary pupils achieve well in photography and their work shows a good appreciation of the world around them.
4. Progress of pupils is satisfactory and improving in ICT as a result of the efforts of the newly appointed subject leader and the links he has established with the teacher responsible for ICT in the secondary department. Pupils are developing good basic skills and most are confident using computers. Their use, however, has not been developed well in lessons. Many of the activities pupils undertake on computers in lessons are 'extras' to their work and not as a way to increase their learning.

5. Secondary pupils make good progress in many lessons, especially those taken by the three permanent staff. However, this is not always reflected by the work in their books or the records of their achievements in previous years. Management of the secondary department has failed to give sufficient emphasis to setting clear expectations for pupils' achievements and the work of temporary staff to meet these.
6. Progress of pupils identified by the school as having additional special needs is similar to all other pupils. They are well supported by staff. The girls are not disadvantaged because they are well supported by staff and fully integrated into lessons and activities. There is no difference in the achievements of pupils from different ethnic backgrounds

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their moral and social development are **also very good**, cultural development is **good** but spiritual development is **unsatisfactory**. The attendance and punctuality of primary pupils is **good** but **poor** for secondary pupils.

Main strengths and weaknesses

- Pupils in the primary department enjoy coming to school and often show real excitement in their learning in the classroom.
- Pupils' very good progress in improving their behaviour is a reflection of the high quality support offered to them by staff.
- Their moral and social development is fostered well by the positive relationships encouraged throughout the school and the emphasis put on pupils taking on responsibility for their actions.
- There are very limited planned opportunities to develop pupils' spirituality.

Commentary

7. In the primary phase, pupils show a keen interest in their school and what it provides, speaking highly of the staff and what is offered. Primary pupils in particular show real excitement in taking part in activities, such as the practices in basic number skills that often form the start of mathematics lessons. Secondary pupils showed similar pleasure in developing their swimming techniques in a lesson at the local leisure centre.
8. There is no evidence of bullying, racism or other forms of harassment because the school takes great care to follow up disagreements or any suggestion of harassment of any kind. The primary department sets very high expectations for pupils' conduct and supports this by very effective structures that give pupils clear boundaries as to what is allowed or not permitted. Similarly recent tightening of the management of pupils at lunchtime in the secondary department has brought about significant improvements in their behaviour. Although last year there were a significant number of temporary exclusions the increased stability in staffing has seen a reduction in these during the current academic year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background

No of pupils on roll
37
1
1

Number of fixed period exclusions	Number of permanent exclusions
8	0
2	0
0	0

Mixed – White and Black Caribbean	7	7	0
Mixed – any other mixed background	6	4	0
Black or Black British – Caribbean	12	6	1
Black or Black British – African	8	0	0
Black or Black British – any other Black background	4	6	0
Any other ethnic group	4	1	0

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

Commentary

9. Pupils are willing to take responsibility and are very well supported in this by the staff as they rigorously encourage the pupils to reflect on their behaviour and its consequences. In this the deputy head teacher sets an admirable and impressive example, patiently, quietly and with great professional skill engaging children often when their behaviour is difficult and enabling them to return to lessons and continue with their learning. Secondary pupils are well supported by staff through such means as the effective provision for TOPS (time out with positive support). The TOPS approach, ably led by its co-ordinator, enables pupils to reflect on their behaviour and to return to lessons once their behaviour is under control. Pupils' have very good relationships with each other and staff and this contributes to their confidence and self-esteem.
10. Although the school celebrates various religious festivals, spirituality is not supported through assemblies and there are no planned activities as part of the curriculum to cover this aspect. The decision of the school not to include religious education on the timetable means that whilst many part time pupils will have religious education lessons in their mainstream school there is no guarantee that all pupils will do so. Through the efforts of the school pupils respect the feelings and values of others very well and are encouraged in principles that help them distinguish right from wrong. Pupils are encouraged to recognise the responsibilities of living in a community. Pupils' appreciation of their own and other communities is satisfactory. However, while there are opportunities to recognise and appreciate aspect of other cultures, these are not as well developed as they could be given the very varied cultural backgrounds of the children.

Attendance

Attendance in the latest complete reporting year 2002 to 2003

Authorised absence		Unauthorised absence	
School data:	6.32%	School data :	8.68%
National data:		National data:	

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

11. Most pupils attend well in the primary department and many show good improvement in their attendance from when they were in full time mainstream education. The school carefully monitors their absences and the learning mentor works very well with parents to ensure they understand the importance of regular attendance at the unit and at their mainstream schools. Punctuality is good because most pupils are brought to school on time by bus transport.
12. In the secondary department, however, attendance is poor and those who do attend are often late because they have to get themselves to the school, often from a considerable distance away. There are very high levels of unauthorised absence and a few pupils are non-attenders.

Although the checking of absences has improved recently, there has been no noticeable impact on attendance levels as yet.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good** and although the overall curriculum is **satisfactory** the emphasis placed on improving pupils' achievements in reading, writing and number is effective. The partnership with parents and links with other schools and the community are **very good** in the primary department. In the secondary department these aspects are satisfactory.

Teaching and learning

The overall quality of teaching and learning in the primary department is **good** and often **very good**. In the secondary department it is **satisfactory**.

Main strengths and weaknesses:

- The planning of what will be taught in the lessons is effective and the structure of lessons ensures that pupils are focused and usually eager to learn.
- In English, mathematics, art, photography and, in the primary department, science, teachers' good subject knowledge is used well.
- Support staff work effectively with teachers and help provide a team approach to teaching.
- Staff in the primary department manage pupils' behaviour well and successfully keep pupils focused on their work.
- Classroom displays are impressive and help create a positive learning atmosphere.
- Although the permanent teachers in the secondary department are effective, temporary staff are less so and as a result pupils do not achieve as well.
- Assessment arrangements are good and information is being used well to analyse progress. This is particularly so within the primary department.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(6)	11(31)	13(37)	8(23)	1(3)		

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

Commentary

13. Although there have been changes in staffing in the primary department since the previous inspection, the standards of teaching have been maintained. Teachers are clear about objectives, ensure that there are suitable activities and then use a variety of effective methods to check at the end of the lessons what pupils have learnt.
14. Teachers' good subject knowledge is very effective in supporting pupils' learning in a number of subject areas. This is particularly the case in art where the teacher is able to use her expertise to introduce a variety of topics and demonstrate to pupils a range of techniques. This was the case in a lesson for Year 6 pupils when they were making heads in clay from their own drawings. The teacher having explained various techniques to pupils and the most appropriate tools to use, then supported pupils as they made their own choices as to what was best to suit their own individual design.
15. In many lessons the teacher and support staff work very effectively together in creating a learning environment. In the musical technology work undertaken in the secondary department the

teacher and youth worker work very well together. This enables a wide range of techniques to be used to produce different types of music. As a result of the support, pupils are able to record their own compositions based on the popular 'garage' type of music.

16. Teachers use established behaviour management strategies to effectively support pupils' behaviour. These involve giving clear instructions to pupils and having high expectations as to their behaviour. The work of the acting deputy head, the school special educational needs co-ordinator and the learning mentor is very effective in supporting the maintenance of these standards of behaviour. Temporary staff in the secondary department do not have the advantage of such effective support from senior colleagues and are less effective at managing pupils' behaviour. Teachers frequently refer to the behaviour points system during their lessons and pupils may lose free time as a consequence. Effective practice is seen when teachers record the points at various intervals during lessons so that pupils are frequently reminded of the need to maintain high levels of behaviour.
17. The quality of displays throughout the school is very high. Teachers and support staff ensure that pupils' work is celebrated by this high quality of presentation. In a number of classrooms the level of display is such that a very positive learning atmosphere is created. This is particularly so in the class for the youngest pupils where work in a wide range of subject areas is clearly displayed alongside reminders of basic skills such as key words and basic number concepts.
18. The quality of teaching is not as consistent in the secondary department. During the inspection good and very good individual lessons were seen in mathematics, literacy, geography and musical technology. However, teaching is not always at this standard because a number of temporary staff are employed within the school and evidence suggests that these staff are less successful at focusing pupils on their learning. Work in pupils' books shows too many activities based on cutting and sticking information sheets and the work is poorly presented. In addition, there is too much work that has not been checked and marked.

Assessment

19. Staff work well together to improve the way in which the school assesses pupils' progress and records their achievements. There are links between subject leaders in the primary department and the senior teacher in the secondary department, which are effective and when developed further, will help improve the achievements of pupils in the secondary department. Much of the information however, at the moment, is recorded on various forms of paper and the use of ICT to improve the way in which data can be analysed would be beneficial.

The curriculum

The curriculum in the primary department plays an important part in establishing the improvements most pupils make in their learning. Overall it is **satisfactory** and opportunities for extra-curricular activities are also **satisfactory**, but both are **unsatisfactory** in the secondary department. The quality of accommodation for the primary site is **unsatisfactory** and for the secondary poor. Although resources in the primary department are **very good**, in the secondary department they are **poor**.

Main strengths and weaknesses

- The curriculum in the primary department is very effective at improving pupils' literacy and numeracy skills and helps give pupils the chance to achieve very well in art.
- Statutory requirements for the curriculum are not met in the secondary department and neither department offers religious education lessons on their timetables.
- Although staff on the primary site make best use of the accommodation, the weaknesses in the accommodation on both sites have a negative impact on the work of the school.

- The resources in the primary department are used well but the lack of resources reduces the quality of teaching in the secondary department.

Commentary

20. The curriculum on offer in the primary department is relevant and meets the requirements of the National Curriculum. The emphasis placed on developing pupils' literacy and numeracy skills results in many pupils being able to learn more effectively both at Eleanor Smith as well as back in their mainstream schools. As this is the main aim of the school this emphasis is very appropriate. Although parents recognise that such a concentration on literacy and numeracy means that there may be aspects of the curriculum that pupils may miss they appreciate the benefits to their children of this approach. In addition the excellent opportunities to study and develop skills in art and photography have a beneficial effect on building up pupils' belief in their own achievements.
21. In the secondary department an insufficient range of subjects are offered to pupils, particularly those pupils who attend for the full week. In this department it is unsatisfactory that pupils do not learn a modern foreign language and those in Years 7 and 8 do not study music. In other foundation subjects management fails to ensure that the full range of expected aspects are covered. There is a lack of career education for secondary pupils and the career service is not involved in pupils' transition reviews. Neither department ensures that pupils are taught religious education; a weakness noted in the previous report.
22. An appropriate range of extra-curricular activities is offered in the primary department. The lunchtime clubs are enjoyed by pupils, who talk about them eagerly, and these encourage their personal development well. After school clubs are very difficult to organise because of transport difficulties. In the secondary department lunchtime activities play an important part in helping pupils develop positive relationships with each other but insufficient extra activities are planned.
23. Despite the unsatisfactory physical structure of the premises of the primary site, staff work hard to ensure the impact on pupils' learning is limited; the site manager makes a significant contribution to supporting teachers' efforts. The very good resource area in this department is very well used by staff and proves very useful when new staff are planning to teach topics for the first time; more experienced staff are able to show them the resources available. On the secondary site there are too few specialist facilities, especially for science, English and physical education. The outdoor space is very inadequate for its purpose and cannot be accessed by pupils due to mud and uneven surfaces. Pupils cannot go outside at playtimes and lunchtimes because of this. Consequently, their physical development opportunities are limited and this has an impact on their achievement. The development of the secondary department has not included a build up of resources for each subject area and as a consequence the temporary staff asked to teach a range of subjects are severely hampered by the lack of equipment and books available for them to assist their teaching.

Care, guidance and support

The school's overall standards of care, welfare, health and safety are **good**. The arrangements to support, advise and guide pupils are **good** and there are good opportunities for pupils to air their views.

Main strengths and weaknesses

- Pupils are cared for and supported well by all staff, particularly in the primary unit.
- Pupils have very good and trusting relationships with adults.
- Support staff work effectively in both units to support and manage pupils' behaviour.

Commentary

24. The primary unit is a very caring place in which pupils are happy and well looked after. The quality of support and guidance offered to pupils is very good because staff have very good relationships with them and a very good understanding of their needs. This helps pupils to

develop confidence and learn to behave and achieve well in lessons. Pupils have individual education plans and these focus well on areas for improvement for pupils. All adults working in the school have the pupils' best interests at heart. At the breakfast club, for example, there is a warm and supportive atmosphere while pupils are encouraged to enjoy their food and talk about themselves. At lunchtime, midday staff continue the high quality care and guidance provided in the classroom, so that pupils feel calm, settled and enjoy their meal and playtime. Health and safety and child protection procedures and training are given appropriate importance. The tight structure to the day in the secondary department supports pupils to behave well out of class and be able to join in games such as pool at lunchtimes with their friends.

25. Pupils' very good relationships with adults give them confidence to talk about their difficulties and to trust that they will be listened to seriously. This level of support is particularly effective in the primary department when pupils have fallen out with each other. Parents are very pleased with the pastoral care provided for their children. They are particularly positive about the way in which staff deal with problems calmly and work to build up their children's self-esteem by helping them to understand what they have done wrong and praising them for their achievements. Staff listen to pupils' problems, helping them find solutions, return to their classrooms and join in activities again with other pupils.
26. In both departments, pupils are given good quality support and guidance to help them improve their behaviour and attitudes towards learning. Teaching assistants and in the secondary department youth and community workers are effective in managing and supporting pupils' behaviour because they know them well and maintain a consistent approach. This is particularly important in the secondary unit where pupils have experienced a large turnover of teaching staff. In both departments, staff are sympathetic and understanding of pupils' difficulties outside school and are sensitive to their personal issues while fulfilling their statutory duties to monitor and record concerns about pupils' well-being. Pupils themselves appreciate the care given to them and report that they are confident that if they have a problem they have someone they can talk to about it. The weaknesses already identified in the careers education offered to secondary pupils reduce the quality of support offered to them.

Partnership with parents, other schools and the community

The school has **very good** links with parents in the primary unit and **satisfactory** links with parents of secondary pupils. In the primary unit links with other schools and the community are **very good**. In the secondary unit links with other schools and the community are **satisfactory**.

Main strengths and weaknesses

- The primary unit has a very good partnership with parents and they are very satisfied with the education provided for their children.
- The very good work of the learning mentor has helped develop strong links with parents and the community.
- Staff in the primary department liaise very well with colleagues in mainstream schools.
- Parents of secondary pupils have very little involvement in their children's learning.
- The secondary unit's links with the community are underdeveloped and their links with other schools not as well developed as those in the primary.

Commentary

27. Parents are very pleased with the education and care provided for their primary age children. The school has worked hard to forge strong links with them and encourage them to be involved as much as possible in supporting their children's education both in the unit and mainstream school. They are particularly complimentary about the support and welcome offered to them when their children start at the school. Parents are very positive about the communication that the school has with them so that they always know if there are problems, but also when things have gone well. Inspectors support these positive comments and feel the school makes considerable efforts

to communicate with parents. Parents of primary age pupils receive good quality reports of their children's learning and progress as well as regular communications in home school books and telephone calls.

28. The learning mentor has worked hard to develop the primary unit's partnership with parents and to help them feel positive about their child's placement there. Very good relationships are promoted through home visits, invitations to activity mornings, concerts, outings for parents and social events. Parents are very pleased with the fortnightly meetings held in the primary unit where they discuss mutual issues of concern and learn how to help their children. Very few parents of secondary pupils attend these meetings however. The learning mentor is proactive in seeking links with local companies and organisations, such as football clubs, to provide funding for resources, opportunities to extend pupils' learning beyond the classroom and rewards for pupils' achievements.
29. The school recognises that the very good work being done to develop partnerships with the primary unit now needs to be replicated in the secondary unit. While links with parents are satisfactory, few are directly involved in their children's learning and in the work of the unit. The unit is situated in a relatively deprived area, but even so, more could be done to develop links with the community to broaden pupils' experiences outside the classroom and to enrich the curriculum. Parents of pupils in both the primary and secondary units receive very good information through regular newsletters about the work done by the school.
30. Staff provide a very effective outreach service that supports pupils well when they are in their mainstream schools. Mainstream staff report on how important this is for pupils and of their own appreciation of the advice they receive; the work of the acting deputy headteacher is consistently acknowledged in this. The help and guidance offered ensures that for most pupils their part time integration into mainstream schools is successful and for a few pupils they can return to mainstream full time.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are now **good**. The governance of the school is also **good**.

Main strengths and weaknesses

- Senior staff play a significant part in the improvements pupils make with their behaviour. The acting deputy head makes an excellent contribution to this.
- The new headteacher's ability to effectively evaluate the school's strengths and areas for development.
- The unsatisfactory management of the secondary department has reduced the effectiveness of the school's work with older pupils.
- The 'hands on' support from the chair of governors provides positive support for primary staff.
- The governors have failed to address the weaknesses in the secondary department and ensure that all statutory duties are carried out.
- The leadership skills shown by the subject co-ordinators in the primary department and the senior teacher in the secondary department have brought about improvements.

Commentary

31. An important strength of the work of the senior staff is the impact they have had on the improvements of pupils' behaviour. Systems to reward and show pupils how they should behave are very effective. Senior staff ensure that these systems are implemented with a high level of consistency.

32. The acting deputy headteacher plays a pivotal role in the effectiveness of the work of the primary department.

The acting deputy headteacher is an excellent practitioner with pupils who have emotional and behavioural difficulties and has provided dedicated service to the school for many years. Throughout the uncertainties of recent years he has provided the leadership and managerial stability that has ensured that (despite the vulnerability of schools with similar pupil populations as Eleanor Smith) the school has functioned effectively. His contribution to the management of the day-to-day running of the primary department ensures that even on days when pupils experience difficulties behaving appropriately the positive learning environment in the school prevails. His ability to defuse a situation in a manner that ensures that pupils retain their dignity and self-respect is inspirational to his colleagues. His calm yet assertive style quickly takes control of potentially difficult situations and often as a result of his interventions and support pupils are able to quickly resolve their problems. The quality of his support is greatly appreciated by his colleagues in school, staff in mainstream schools, parents and by pupils themselves who show the greatest of respect towards him.

33. In the short time the headteacher has been appointed he has shown that he fully understands the strengths of the school and the areas that require development. The information provided to the inspection team demonstrates a very insightful knowledge of the work of the school and ways in which this information can be used to improve the quality of its work. For example, he has already recognised that links with mainstream could be even further improved by the setting up of formal partnership agreements.

34. The chair of governors is a frequent visitor to the primary department and her passionate support is much appreciated by staff and pupils. She has played an important part in ensuring that the primary department continues to set high standards, works very effectively with parents and made sure that a high quality headteacher was appointed. Her efforts and those of her governor colleagues have seen the school through a difficult period and are much appreciated by staff and parents. However, the governors have not, as a body, ensured that the quality of education provided in the secondary department is of a suitable standard and that all pupils have access to the full National Curriculum and religious education.

35. The previous report was critical of the lack of leadership of subject areas. There has been considerable improvement in this aspect, mainly due to the work of the teaching and learning co-ordinator in the primary department. Subject co-ordinators have effectively developed the work in their subjects and ensured that there is a good range of resources available. They are clear about how they want to develop their areas, for example the recently appointed ICT subject leader has a clear plan of how the quality of provision for ICT will be improved in the future. The senior teacher in the secondary department, although given too heavy a workload, has also demonstrated very positive leadership skills in seeking to improve the quality of planning for a number of subject areas.

36. The secondary department manager has not ensured that sufficient support is given to temporary staff. For example, teaching and learning, particularly that of temporary staff is not monitored sufficiently and as a result, pupils are not making the progress that they should be.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	2016765
Total expenditure	1911692
Expenditure per pupil	This figure can not be accurately calculated

Balances (£)	
Balance from previous year	-30846
Balance carried forward to the next	90981

It is not possible to accurately reflect the level of expenditure per pupil as previously the financial allocation to the school included money for outreach support staff. As this is not the case now it is difficult to compare the above expenditure with current budget arrangements. However, it is clear that the school considers its expenditure very carefully and appropriately uses its money to further the achievements of its pupils.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGES 1, 2 AND 3

Throughout the following section of the report overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects.

ENGLISH AND MODERN FOREIGN LANGUAGE

Modern Foreign Language

Although it is a statutory requirement for secondary pupils to have the opportunity to study a modern foreign language this is not offered by the school.

English

Six lessons were seen covering pupils in the secondary and primary departments.

Provision in English is **good** throughout the school.

Main strengths and weaknesses

- The National Literacy Strategy has been implemented well and leads to consistently high standards of teaching throughout the school.
- Pupils' achievements are reflected in their increased confidence to read, write and join discussions in lessons.
- The leadership and management of English, both in the primary and secondary departments, ensures that pupils are developing their skills well.
- Resources for learning, whilst very good in the primary department, are inadequate in the secondary department where accommodation is also unsatisfactory.

Commentary

37. The subject is well organised with many very relevant activities so that pupils enjoy lessons, work hard and achieve well. This represents an improvement on the previous inspection. Teachers plan lessons well to reflect the National Literacy Strategy. Because of this lessons have a good structure and appropriate content to meet the needs and abilities of the pupils. Different tasks are set to ensure that the higher and lower attaining pupils achieve as well as they can. Younger pupils in Years 1 and 2 talk to each other about their news listen well to their peers and join in with responses appropriately. Pupils show, when focusing on words beginning with 'z' that they are able to use their phonic skills to spell unknown words such as 'zig zag'. By Year 2, many pupils can recognise and read simple text and show enjoyment of stories. They achieve well as they learn about different characters from a story they are reading.
38. Older pupils in the primary department also achieve well in English. Pupils in Year 5, whilst writing a story for a younger child, show good understanding of the kind of text a young child would enjoy, and are developing their own repetitive and simple texts that are very appropriate to the task set. By Year 6, pupils gain confidence in speaking and mostly listen well to their teachers. They join in with discussions, generally making appropriate comments. They express their opinions about stories and characters and many read accurately. Their writing is developing well and is almost always neatly printed.
39. By the time they reach the secondary department, pupils have developed a good routine and understand that work has to be completed in the time allowed. Pupils in Year 8, for example, show that they are able to put a list of words in alphabetical order in a given time span. They achieve well as they develop their understanding of how dictionaries work. Pupils show good understanding of grammatically correct structures in their written text and most write neatly.

40. Although they learn well in their lessons, secondary pupils' achievement over time is only satisfactory. Targets for improvement are not always assessed. This is because absence is high, and there have been staffing difficulties in recent times.
41. The leadership and management of the department are good. The quality of the work of the English department has been effectively monitored and clear issues for further improvement have been identified. The English programme is enhanced well through visits to the local library and local amenities such as the Discovery Centre. A recent pantomime visit was used well for writing plays to extend pupils' literacy skills. The lack of a suitable library facility in the secondary department is a weakness that inhibits independent research and reading. There are also too few books for reading and research and this impacts on pupils' enjoyment of literature and their long-term achievements.

Language and literacy across the curriculum

42. The development of pupils' literacy skills in other subjects of the curriculum is **good** and there are many examples of pupils using their literacy skills well. Reading and writing skills are fostered through planned opportunities in subjects such as geography, mathematics, science and art. In Year 7, for example, pupils practised their writing as they made lists indicating the advantages of certain sites for the building of a sports stadium. In art and science pupils label diagrams and drawings carefully, and in mathematics they develop their vocabulary well as they learn about the properties of shape.

MATHEMATICS

Nine lessons were seen covering primary and secondary departments.

Provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning is good and as a result pupils make good and often very good progress.
- Both the leadership and the management of the subject are good enabling all staff teaching the subject to teach effectively within an agreed curriculum framework
- Although in lessons methods to check on pupils' progress are often very good, data on the attainment of pupils is not sufficiently used to improve their standards.
- Information and communication technology, especially computers, is not used effectively enough to support and extend learning.

Commentary

43. Since the previous inspection, when provision was judged satisfactory, the school has made good progress in improving the quality of teaching and pupils' achievement. Pupils throughout the school achieve well. Primary pupils in particular make very good progress in their number work. The regular focus on this at the start of lessons supports this. The progress of pupils in this subject makes a strong contribution to them being able to return to their mainstream schools and succeeding.
44. Teaching and learning is good for pupils of all ages because lessons are well planned and structured and draw effectively on the National Numeracy Strategy in the primary phase and the Key Stage 3 Strategy for the secondary sector. The management of pupils' behaviour is effective and well supported by established routines. This means that lessons can proceed without interruptions that disturb pupils' learning. Teaching assistants make a good contribution to pupils' learning, for example, when working with pairs or small groups of pupils. Their knowledge of pupils is used well to keep them on task.

45. The subject leader supports colleagues well in planning and teaching their lessons. The clear curriculum ensures that a good range of mathematical aspects are covered. As pupils move through the school new topics are introduced and the rate of pupils' learning is maintained well. Good support is given to newly appointed staff, particularly in showing what resources are available for the teaching of different aspects.
46. In many lessons seen during the inspection teachers assessed very well how pupils were learning through careful questioning and at the end of lessons checked on what pupils had learnt. However, more needs to be done to ensure that the data gathered on pupils' achievements is used more rigorously to plan what will be taught in future lessons.

Mathematics across the curriculum

47. The promotion of pupils' mathematical skills in other areas of the curriculum is satisfactory. This is because pupils do practise their mathematical skills in other subjects, however there is no overall school plan to ensure that this happens.

SCIENCE

Four science lessons were seen covering primary and secondary pupils.

Provision for science is **good** in the primary phase but **poor** in the secondary phase.

Main strengths and weaknesses

- For primary aged children teaching and learning is good and often very good, as a result pupils achieve well.
- For secondary aged pupils teaching and learning is poor and as a result pupils' achievements are poor.
- The curriculum for secondary pupils is very weak and does not give pupils sufficient scientific experiences.
- Resources in the secondary department are very poor and make it very difficult for the temporary staff, even if they are science specialists, to teach the subject effectively.

Commentary

48. Since the previous inspection, when provision was judged satisfactory, the school has made good progress in developing the subject in the primary department. In this department pupils can describe features of living things and recognise and name parts of the human body and plants. Year 6 pupils can give explanations of changes in living things and begin to relate these to health and diet. Teaching is brisk, purposeful and well organised. Relationships are good and behaviour management is skilled. Teaching assistants are well deployed and make a significant contribution to pupils' learning, for example by teaching small groups within the teacher's lesson structure. The teacher with responsibility for leading the subject does so effectively. Although, assessment in the subject is satisfactory more needs to be done to ensure that information available is fully and formally used to further inform teaching and to stretch pupils further in their attainment.

In an exemplary science lesson the focus was on 'micro-organisms' and keeping healthy.

In this inspiring lesson the pupils were enthusiastically absorbed in their work for a full hour. They examined examples of decaying food through transparent bags and the teacher used humour well when asking them if they would eat the food and the pupils disgustingly declined. Precise teacher questioning at a level that they could understand and respond extended the pupils' vocabulary. Pupils animatedly described the stages of food decay ("green, soft, disgusting") and related it to their own experiences ("milk goes yellow with bacteria"). The support assistant played a key role in the teaching and helped pupils work in small groups. Pupils worked at levels suited to their previous learning and were rotated through some of the tasks which included taking pictures of micro-organisms from the internet, observing and recording stages of decay in other food samples, following

experimental procedure, and recording procedures for kitchen hygiene. In the excellent plenary session, pupils listened to others with respect and explained their work with the support of the teacher.

49. The secondary department manager has not ensured that temporary staff are able to effectively offer an adequate curriculum. Pupils have no opportunities to undertake scientific experiments. Pupils' work is poorly presented and uninspiring. The management of pupils' behaviour was satisfactory in the lesson observed during the inspection when there were two pupils and three adults in the classroom but pupils show little interest in the subject. Assessment is poor and there are no records of pupils' achievements over time. The accommodation and resources for teaching the subject are very poor with no laboratory facilities and limited secure storage for chemicals or other equipment.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Two lessons were seen in the secondary department and one lesson in the primary. Pupils were also observed using computers in other subjects.

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils in both departments are making satisfactory progress in learning the basic skills of using a computer.
- Teachers throughout the school are seeking to ensure that pupils can confidently use computers for a range of purposes. However, the benefits of using ICT are not given sufficient emphasis in lessons.
- The plans of the new co-ordinator and teacher with responsibility for ICT in the secondary department to develop the subject are good.
- There are sufficient computers in both departments; however many need updating and maintenance work to improve their reliability and staff need further training to ensure that they are used more effectively.

Commentary

50. Pupils have acquired skills in opening and closing programmes, in setting up folders and saving their work. Pupils in the primary department are beginning to understand the concept of databases and how computers can be used to review and analyse data. Secondary pupils can use a commercial software programme to present their topic work well. All primary pupils have regular good opportunities to practice their mathematical skills through the use of a commercial mathematical programme (ICT) used throughout the primary department. These achievements represent an improvement since the previous inspection.

51. The computer suite in the primary department when set up was an innovative resource. However, the computers are now in need of repair and maintenance and it is partly because of their unreliability that staff are not making as regular use of them as they could. Although there are computers available in classrooms teachers are not fully planning for the effective use of them and other forms of technology such as digital cameras, TV's and videos. Computers are used more to consolidate learning rather than to increase pupils' learning. For example little use is made of the Internet to research information for subject areas such as history and geography. Staff will require further support if they are to develop the skills that will make ICT play a more significant role in the teaching of their subject areas.

52. The new subject leader and the teacher in the secondary department who is teaching ICT are aware that much needs to be done to improve the use of ICT in the school. They have met and drawn up a good development plan that will both enhance the facilities in the school and the skills of staff in teaching pupils. These plans will need to be supported when governors draw up the

new budget for the next financial year. Appropriately the plan is a five year plan, which will take account of the rapid changes that occur within this subject area.

Information and communication technology across the curriculum

53. The use of computers across the curriculum is satisfactory. Computers are used in English to help pupils present their work neatly and in art primary pupils have used the internet to find information about an artist. In the secondary department the pupils follow a music technology course. This is effective: during the inspection two pupils were observed using sophisticated equipment to produce 'garage' music and record this on a compact disc (CD).

HUMANITIES

History and Geography

As limited information was available and only one lesson seen during the inspection in both history and geography judgements on provision for these subjects are not possible.

54. In the one history lesson seen in the secondary department, pupils were successfully discussing discrimination and slavery. They are able to understand and explain that discrimination is treating people differently because of their race or culture. Good use is made of correct terminology, for example, 'source material' and 'primary sources'. The teacher and support worker use humour well to motivate and challenge pupils. As a result of the very good teamwork between the teacher and support worker, pupils are keen and interested and apply themselves well. The climax of the lesson was the viewing of an excerpt from a video of 'Roots', which pupils watched avidly and discussed sensitively. This work makes a positive contribution to pupils' cultural education.

55. In the one geography lesson seen in the secondary department, good teaching, together with the teacher's good subject knowledge, resulted in good learning and behaviour. Pupils were encouraged to consider the best site for a sports ground, out of four options. Pupils can describe the features of each site and give reasons for their decision making; for example, 'roads are important for getting to a sports ground, so we need to have it near a road'. Pupils are aware of issues surrounding access and safety.

Religious Education

Provision for religious education is **poor**.

56. Religious education is not timetabled in either departments of the school. Individual pupils do have religious education lessons in the mainstream school they also attend but the school has no way of monitoring this.

57. Religious festivals are celebrated and discussed in assemblies and in literacy lessons when the book being studied by pupils covers a religious event or a particular religion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

58. It is not possible to make a whole school judgement on design and technology because only one lesson was observed during the inspection. The lesson in food technology in which pupils aged seven made pizza was good with the teacher well supported by the teaching assistant. Pupils showed obvious enjoyment and developed their skills well.

Music

59. It was not possible to make a judgement on the provision for music because no lessons were taught in the primary sector during the inspection (music is only taught for part of each school year) and only one lesson was observed in the secondary sector.
60. Pupils' musical experiences are developed well in the primary phase by a music festival for three days every May when workshops are held throughout the school for two days leading to a performance on the third day. In the second half of the winter term each year every class had a music lesson for an hour a week and these lessons contributed well to the Christmas concert. A video of this year's performance shows good involvement of pupils in a range of activities, all being happy to sing in front of an audience. The accommodation and resources available for music are satisfactory.
61. In the secondary phase the single lesson observed, in which pupils aged 13 and 14 were taught in a local recording studio, was very good. The two pupils involved showed excellent attitudes to their learning and were thoroughly enjoying the experience. However, it is unsatisfactory that only this age group of pupils benefit from regular music lessons.

Physical Education

One physical education lesson in each of the primary and secondary departments was seen.

62. Although parts of two lessons were seen during the inspection there is insufficient information to make a judgement on the provision for physical education. Secondary pupils were seen in a swimming lesson at the local leisure centre and benefited from the expertise of a swimming instructor who is well supported by school staff. Most pupils have good techniques in using their legs for the front crawl and are developing the use of their arms for the backstroke. A primary group of pupils were seen in a satisfactory gymnastics lesson. Pupils show good balancing skills and can combine these with different movements and different ways of travelling over a range of apparatus. However, the lesson did not test or build up pupils' cardio-vascular fitness levels. Additionally there were no opportunities to take part in any team or game activities that could have helped develop pupils' involvement and enjoyment in taking part in physical activities.

ART

Three primary and one secondary art lesson were observed.

Provision for art is **very good** and a strength of the school and has improved since the previous inspection.

Main strengths and weaknesses

- Primary pupils achieve very well in a wide range of activities and clearly enjoy their lessons. Secondary pupils' photographic work is very good.
- The use of multi sensory, and tactile resources is a major strength because the pupils interact so well with them.
- The teachers responsible for art have very good subject knowledge and use this well in demonstrations for pupils.
- Displays of pupils' art and photography work are exceptional.
- There is no art room for secondary pupils and this limits the work pupils can cover.

Commentary

63. The art teachers in both departments have very good skills in the subject. In the primary department, lessons are particularly exciting and very well organised and as a result pupils achieve very well and produce high quality work that shows standards are in line with those expected of pupils in mainstream. The very good achievement in Year 6 was evident in a lesson

in which pupils were making hands in clay as part of their 'Human Figure' project. They achieved very good models and clearly made improvements in their knowledge and skill as they recalled work of the ceramic artist Jill Crowley. Attention was paid to minute detail such as the nails, and the proportions. In another lesson, Year 6 pupils were excited and enthusiastic about the task of making a man from colourful pipe cleaners. Again they focused carefully on their designs and worked hard to achieve an accurate figure. The end results were very good. Effective use is made of the digital camera to allow pupils to record their own work.

64. In the secondary department although pupils achieve well, lessons are not as well planned and resources are not always relevant to pupils' needs and abilities. For example, in a Year 7 lesson seen resources were too small for pupils to see the detail the teacher was trying to encourage pupils to focus on, consequently pupils were not very clear about the techniques they were being asked to try. Older pupils in Year 7 could recall accurate factual information about the artist Picasso and benefited from some very good still life examples to help them work in his style. The photography work of pupils in the secondary department is of a very high quality and shows good awareness of the visual qualities of the world around them.
65. The lack of a dedicated space for art in the secondary department has a negative impact on development and hence achievement. It means there is less specialist equipment and fewer facilities and pupils are working on unsuitable desks to carry out their work. The art room in the primary department is small but space is used well and timetabling arrangements reduce numbers in art lessons and ensure that pupils have sufficient space to work at a range of activities.
66. The local art exhibition provides a medium in which pupils can exhibit their own work to the community. Visits to local galleries, such as the Tate Modern, are regular features and enable pupils to see contemporary work and also learn to appreciate the work of others. Provision for art has been recognised as a major strength with the national award of the 'Arts Mark' in 2002. The very high quality of display work in both departments provides a focus for staff and pupils and shows the school's high level of commitment to art.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSCHE)

Five lessons were seen overing both the primary and secondary departments.

Provision for PSCHE is **good**.

Main strengths and weaknesses

- Topics covered are relevant to pupils' ages and interests.
- Teaching and learning is good and pupils gain a good understanding of a wide range of topics.
- There is a good range of resources for teachers to use in their lessons.
- Both the leadership and the management of the subject are good.

Commentary

67. The previous inspection did not make a judgement on PSHCE so it is not possible to judge the extent of any progress. An important strength in the work covered is that care is taken that lessons are relevant. For example, in a lesson for secondary pupils a discussion about whether a local leisure centre should be demolished to make way for private housing interested pupils and encouraged their involvement. They recognised that the decision made would have an impact on them.
68. Teachers show good subject knowledge and ensure that pupils are interested in the lessons. Assessment is good in lessons because teachers question pupils and use their responses to check what they know and modify the course of the lesson accordingly. Resources, particularly books in the primary department, are very relevant and cover the aspects of the subject well. They are well used by staff to make the lessons interesting.

69. Leadership of the subject is good and there is a simple but effective system of evaluating and monitoring planning especially for primary age children. The learning and supportive environment of the primary department helps support the work in the subject and in the secondary department the structured lunchtimes contribute well to pupils' social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
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).

In a special school such as this, **standards achieved are judged against individual targets and not national standards.*