

INSPECTION REPORT

GREENHALL SCHOOL

Stafford

LEA area: Staffordshire

Unique reference number: 124524

Headteacher: Sandra Barlow

Lead inspector: Mike Kell

Dates of inspection: 17th – 19th May 2004

Inspection number: 258909

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special (physical disability)
School category:	Community
Age range of pupils:	2 – 5 years
Gender of pupils:	Mixed
Number on roll:	33
School address:	Second Avenue Holmcroft Stafford
Postcode:	ST16 1PS
Telephone number:	01785 246159
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P O'Leary
Date of previous inspection:	30 th March – 2 nd April 1998.

CHARACTERISTICS OF THE SCHOOL

Greenhall School's designated roll is 50 children, which is much larger than average for a school of this type and age range. All children attend full-time and a few stay up to the age of six years if they are not considered ready for transfer to another school by the time they are five years old. There are 10 children under the age of three years, 13 are aged three years, eight are in reception year and rising five years of age and two are aged six years. The children are taught in five mixed age classes; all contain children in the age range two to five years and they are grouped according to their level of need. Two of these classes are taught using the principles of conductive education.

There are similar numbers of boys and girls in the school and all children have a Statement of Special Educational Need or are undergoing statutory assessment. The majority of children's difficulty is identified as physical disability, although some children have autism and others have severe or profound and multiple learning difficulties. Therefore, the children's development, especially their attainment, is significantly delayed compared with others of a similar age. The school has a wide socio-economic mix and it takes children from a large geographical area. Almost all children are from a White British background and all have English as their first language.

The school is recognised by the local education authority as a Key Learning Centre for the extent of its outreach provision in supporting pupils with physical disability in mainstream schools. Currently, in excess of 60 pupils across the local education authority are supported in this way.

The school has received a number of awards in recognition of its work. In 2003 it received both a Schools Achievement Award and the Inclusion Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13101	Mike Kell	Lead inspector	Personal, social, emotional development English as an additional language
9052	Helen Barter	Lay inspector	
22391	Nick Smith	Team inspector	Physical development Creative development Special educational needs
27960	Jane Reed	Team inspector	Mathematical development Knowledge and understanding of the world
14573	Hugh Wareing	Team inspector	Communication, language and literacy

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Greenhall is a very good school that is excellently led and very well managed. Very good teaching promotes children's learning and they achieve very well. The excellent school ethos results in children showing exemplary behaviour and attitudes to their work. They make outstanding gains in all aspects of their personal development. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership and very good management provided by the headteacher have a significant impact on the quality of education provided.
- Pupils make very good gains in acquiring new skills, knowledge and understanding.
- Assessment procedures are outstanding and the data is used exceptionally well to plan individual work.
- An excellent school ethos is evident in the exemplary behaviour and attitudes of children.
- Excellent links with parents contribute positively to children's learning and development.
- There are excellent procedures for ensuring children's care, welfare, health and safety.
- There is first rate provision for promoting all aspects of children's personal development.
- The quality of support and guidance given to children is excellent.
- Higher attaining children do not have regular opportunities to extend their information and communication technology (ICT) skills.
- The quality of outreach provision is not monitored routinely.

The school has made very good progress since the last inspection. Nearly all the key issues identified at that time related to inadequacies in accommodation and these have been remedied by the move to a new, purpose built school. The key issue relating to improving the quality of assessment in two areas of learning has been addressed very effectively. There have also been improvements in the overall level of children's achievements and in provision for their spiritual, moral, social and cultural development. Other, very high quality aspects of provision like links with parents and the community have been maintained.

STANDARDS ACHIEVED

In relation to their prior levels of attainment and capability, **boys and girls of all ages achieve very well.** Children with multi-sensory impairments and those with the most complex difficulties achieve equally well because of teachers' very good knowledge of their needs. When children enter the school, their development, especially their attainment, is significantly delayed compared with others of a similar age. Although children achieve very well, their learning difficulties mean that their levels of attainment remain below national expectations and none reach the early learning goals by the end of the Foundation Stage. However, overall all children make very good progress in relation to their prior levels of attainment and this is evident in the progress they make towards P levels (performance indicators for pupils with special educational needs, which precede the Level 1 descriptors of National Curriculum subjects). Children are especially successful in improving their personal, social and emotional skills, where they make excellent progress, and they achieve very well in all other areas of learning.

Children's attitudes and behaviour are exemplary. Attendance is **excellent**, as is the **provision for children's spiritual, moral, social and cultural development.**

QUALITY OF EDUCATION

The school provides a very good quality education for its children. **Teaching and learning are very good overall.** Teachers know children's needs very well. They manage them extremely well, based on excellent relationships and the appropriate use of praise. They have very high

expectations of children's attitudes, behaviour and work. Very strong teamwork means that teaching assistants make a very significant contribution to children's learning. Exemplary assessment and recording procedures enable teachers to respond to individual children's needs. Very accurate information on children's achievements is translated into meticulous lesson planning that enables children to be provided with activities that build very effectively on their prior learning and abilities.

The school provides a very good range of worthwhile curricular opportunities and other activities that enrich the curriculum. A very structured approach to planning ensures a very broad and balanced curriculum for all children. Lesson planning shows an approach that integrates the different areas of learning, constantly reinforcing skill acquisition in more than one area, and individual planning and target setting meets each child's needs. Children are very well prepared for the next stage of their education. Accommodation and resources are very good and meet the needs of children with physical disability and associated difficulties very well and they are enhanced through offsite activities and use of the community.

The quality of provision for children's care, welfare, health and safety is excellent. The support and guidance given to children and their families is outstanding. Staff know the children very well and their views are treated with great respect. The way in which the school listens and acts on children's views and wishes is very good.

The partnership between the school and its families is exceptional. Excellent links contribute positively to children's learning and development. Very good use is made of the community to extend and enrich children's education, and there are very good links with other schools, particularly prior to children beginning integration programmes. The school provides a very good outreach support service to teachers and pupils in mainstream schools.

LEADERSHIP AND MANAGEMENT

Governance of the school is very good and governors ensure that all statutory requirements are met. The leadership of the headteacher is excellent and that of other key staff is very good. The effectiveness of management within the school is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are delighted with the school and say that they are made to feel part of another family, the 'Greenhall family.' Children are very happy to come to school and eager to learn. They participate each day with great enthusiasm and enjoyment in all activities.

IMPROVEMENTS NEEDED

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

- Develop the range of ICT hardware and programs and provide the most competent children with more opportunities to extend their keyboard skills and experience of more challenging programs.
- Introduce a formal mechanism that enables the headteacher to routinely seek from other schools their views on the quality of outreach support provided for their staff and pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning

Children enter the school with levels of attainment significantly below the expected levels for the age group. Although children achieve very well, their learning difficulties mean that their levels of attainment remain below national expectations and none reach the early learning goals by the end of the Foundation Stage. However, overall all children make very good progress in relation to their prior levels of attainment and this is evident in the progress they make towards P levels¹.

Main strengths and weaknesses

- Teaching is generally very good, resulting in children's very good achievements across all areas of learning.
- All children, including those with multi-sensory impairments and more complex needs, achieve equally very well because of teachers' very good knowledge of their needs.
- Staff always take opportunities to reinforce children's physical development and communication skills.
- Children are especially successful in improving their personal, social and emotional skills.
- Meticulous monitoring, assessment and recording procedures underpin the very good gains in learning that children make.

Commentary

1. Staff have an extremely good understanding of all the areas of learning. Children's very good achievements owe much to the quality of staff. The many adults who work with children do so as exceptionally well organised teams. The very high quality teamwork between teachers and teaching assistants, in activities such as planning and assessment, plays a very important role in the standards of achievement that children show. These two features of teaching are particularly impressive and have a significant influence on the progress that children make. Planning is excellent, showing an approach that integrates the different areas of learning with clear aims based on children's individual targets. Therefore activities that are appropriate to children's age, interests and physical abilities are provided. The use of assessment information in producing individual programmes of study is excellent. Links with other agencies, such as physiotherapists and speech and language therapists, also make a significant contribution to the very good progress children make across the areas of learning.

2. Children's personal, social and emotional development is encouraged in all lessons. As a result of teachers' high expectations, and their skills in identifying opportunities to promote personal, social and emotional development, children's achievements are excellent. When children enter the school they have little awareness of others, limited self-help skills and cannot carry out many tasks independently. During their time in the school children make rapid gains in all these areas. Break times see them learning to take turns, such as using bicycles and trolleys, and how to co-operate and play with each other. All children have eating plans, which are matched to their capabilities, so that at lunchtime a number learn to eat independently. Their developing self-help skills are evident in other ways too, such as personal hygiene; some use the toilet and wash with minimum assistance and supervision.

3. Given the nature of their special educational need, it is important that staff constantly reinforce aspects such as gross motor skills, mobility and fine motor skills. Children achieve very well in this area because of the carefully prepared individual programmes and targets. In particular, the children in the classes that employ a conductive education approach make extremely good gains

¹ P levels give performance indicators for pupils with special educational needs. There are eight levels leading into the Level 1 descriptors of National Curriculum subjects.

in mobility and posture. Some children are not mobile or are very unsteady, but they do begin to negotiate their passage on foot through classrooms. Other children are much more agile. They use outdoor equipment confidently, climbing, jumping and sliding and some are skilled on wheels, pedalling scooters and tricycles.

4. Adults are always looking for chances to develop children's literacy and communication skills. Communication is emphasised in all lessons, with children's contributions welcomed and valued. Children anticipate the next line in familiar stories and rhymes; they take part in role play, such as acting as shopkeepers; some follow simple instructions, making appropriate responses to simple requests; higher attaining children respond to questions such as "What colour?" and "What is it?" when using art materials.

5. Children achieve very well in their mathematical development. They join in number songs and rhymes with enthusiasm, understand sequencing associated with activities like making bubbles, and some recognise shapes and colour, sorting objects according to these features. Many lessons provide children with opportunities for their creative development. They make very good progress in this area of learning as they experiment with paint, make objects, sing and listen carefully. Children make very good progress in knowledge and understanding of the world. A number use ICT well, with some showing good competence, such as creating computer generated patterns on the screen. Others use ICT as a communication aid, to express choice and to demonstrate control, such as selecting and controlling the colours of lights displayed on sensory toys. However, higher attaining children do not always have sufficient opportunities to consolidate and extend their keyboard skills through experience of a wide range of programs.

Pupils' attitudes, values and other personal qualities

6. Children's attitudes and behaviour are excellent. Their personal growth, through the provision for their spiritual, moral, social and cultural development, is excellent in all respects. Attendance and punctuality are excellent.

Main strengths and weaknesses

- Children have excellent attitudes to school and enjoy everything that they do.
- Children's behaviour is excellent because the school expects it of them.
- The school is a very happy community where the quality of relationships between everyone is outstanding.
- The nurturing of children's personal development by all staff is a very strong feature of the school.

Commentary

7. Apart from when there are medical reasons, children attend school whenever they can. There are no unauthorised absences. Parents value the school highly and want their children to attend as much as possible. Punctuality is also excellent because the transport brings children to school on time each day.

8. Children are very happy to come to school and participate each day with great enthusiasm and enjoyment in all their activities. They are eager to learn and try as hard as they can in everything they do. Their pleasure in creating fruit and vegetable prints, in playing with others outside in the sensory garden and in pressing switches to illuminate bubble tubes are only a few examples of children's excellent involvement observed during the inspection. Parents are delighted with the pleasure shown by their children in coming to school and know that this has a significant impact on their learning and achievement.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	11.9
National data	10.7

Unauthorised absence	
School data	0.0
National data	0.5

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

9. Children's behaviour is excellent and contributes greatly to their learning. No children have been excluded from school in the year prior to the inspection. They respond very well to teachers' very high expectations of them and learn increasing responsibility for their own behaviour as they mature. Children who have more challenging behaviour are very well managed and are helped to improve through sensitive and caring guidance from all staff. The school works in close partnership with parents to help them guide their children so that the school and home work together in overcoming any behaviour problems. The school strongly believes in itself as a community of staff, parents and children who work and learn together. This ethos is reflected in high levels of respect for each other, strong, supportive relationships and a happy, purposeful atmosphere. This is an outstanding feature of the school.

10. The confidence with which children come into school each day is a direct reflection of the excellent work that the school does to promote their personal development. They are all nurtured as individual young people. They are treated with respect and dignity and staff place the highest value in developing in them a sense of self-worth. This culture of respect has a significant impact in developing children's positive self-image, an empathy and understanding for the feelings of others and a growing understanding of knowing right from wrong. Children are given time to think and reflect about everything they do which gives them confidence to be part of the school and the wider community. They are able to take on responsibility; for example, when caring for mini-beasts in the garden, helping others put their shoes on or tidying away resources. Lunchtimes are an excellent social occasion where children are helped to be as independent as possible and to learn good manners. By the time they are aged five years, children's personal development is such that they are very well prepared and confident to move on to their next school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

11. Teaching is very good overall. Therefore, children learn very well and make very good progress in all areas of learning. Lessons also make a very good contribution to children's personal development. Assessment and recording procedures are outstanding.

Main strengths and weaknesses

- Teachers know their children, and their needs, very well and therefore they manage and support them extremely well.
- Excellent relationships and the appropriate use of praise and encouragement underpin teachers' very high expectations of children's attitudes, behaviour and work.
- Very strong teamwork means that teaching assistants make a very significant contribution to children's learning.
- Meticulous lesson planning enables children to be provided with activities that build on their prior learning and abilities.
- Teaching methods, such as conductive education in two classes, are employed very effectively.
- Time is used very productively and very good resources are used very well to motivate and involve children.
- Exemplary assessment procedures enable teachers to respond to individual children's needs.

Commentary

12. The overall quality of teaching and learning is very good. Lessons have very many strengths and are very rewarding and stimulating experiences for children. Teachers are extremely well organised, with classrooms structured and resources readily available. Children are motivated by teachers' choice and use of these very good quality learning resources, including materials that are adapted and tailored to enhance the learning of pupils with additional needs, such as materials for those children with sensory impairments. Teachers have extremely high expectations of children and they manage their behaviour and physical needs efficiently and with minimum fuss. This is underpinned by the quality of relationships, encouragement and trust that feature in all lessons. Lessons are orderly and children understand, and follow, very well established routines. Therefore, they settle very quickly, listen carefully to what they are asked to do and respond positively and amiably. As a result, time is used very efficiently as lessons are busy sessions during which all children try very hard, approaching their work with very impressive interest and enthusiasm.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	7	0	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.

13. Lesson planning is excellent. Plans have clear aims that are based on children's individual targets and, therefore, captivating activities are provided that are appropriate to their age, interests and physical abilities. The plans identify what children are expected to learn and show clearly the activities that have been chosen to develop their skills, knowledge and understanding. A very impressive feature of lessons is the integrated approach to planning which shows that although the main focus of a lesson is in one area of learning, opportunities are always maximised to promote learning in other areas too. In particular, adults are always looking for the chance to develop children's communication and personal skills and there is constant acknowledgement of the need to reinforce elements of their physical development such as mobility and fine motor skills. This is particularly evident in the two classes where conductive education is employed; very skilled and qualified practitioners implement the principles and practice of this approach consistently so that children are fully aware of what is expected of them in terms of their posture.

14. The very good achievements that children show owe much to the quality, range and expertise of the many adults who work exceptionally well together as teams. The very high quality teamwork between teachers and very effective teaching assistants plays a very important role in promoting children's learning. The assistants contribute greatly in ensuring that all children participate fully in lessons and are included in all activities. Links with other colleagues, such as physiotherapists and speech and language therapists, identify specialist support and activities and teaching assistants carry out these procedures routinely during the week. They, too, contribute to children benefiting fully from their time in school.

15. In addition to providing many opportunities for children to make academic progress, teachers are committed to developing their personal qualities too. They are able to do this because they have extremely detailed understanding of the children's needs, which are articulated as very clear personal targets in individual education plans (IEPs). All elements of their personal development are considered and promoted effectively. This is evident in the ways in which teachers expect children to carry out tasks independently, such as feeding themselves or moving from one area of the classroom to another, and also in their interactions with adults and other children. Children collaborate very well at these times, whether they are contributing to whole class discussions or practising social skills at snack times and lunch.

16. High quality two-way communication contributes greatly to children's very good achievements. Children's learning is enhanced by the communication expertise shown by adults.

They supplement oral communication with a variety of augmentative and additional communication systems, such as Makaton signing, and text. Adults are skilled at conducting oral sessions; they both give information and use questions to probe for evidence of learning. Many discussions take place in lessons and so children get used to expressing their own views orally and listening to those of others and develop increasing confidence and self-esteem by doing so. Information and communication technology is used appropriately to support children's communication. For instance, switches are available to enable them to participate fully in lessons as well as encouraging their personal development as they express choices and make independent contributions. In addition, their use of special access devices like touch screens and modified computer mouse ensure equality of opportunity as all pupils can access programs to enable them to learn.

17. The school has devised its own assessment system, taking the best practice from procedures in general use, such as a commercial system and P levels, and adding to and improving them. Current procedures link these two systems with the early learning goals of the Foundation Stage curriculum. This provides teachers with very detailed information about children's progress against nationally recognised criteria. Teachers understand the importance of accurate assessment, are skilled observers, and use the procedures consistently throughout the school.

18. The use of assessment information in producing individual programmes, which are incorporated into lesson plans, is excellent. The very good progress made by the children demonstrates the effectiveness of the way in which assessment data is used. There are very clear links between assessment, planning, teaching, monitoring progress, and then producing new targets. Children are aware of their targets, which are written in child friendly language, and take great pride in achieving them. Ongoing assessment and recording in lessons includes regular feedback to children, which is both accurate and motivating. All staff are involved in this ongoing assessment in lessons and agree on the achievements to be recognised in lesson evaluations. The progress files are highly impressive, containing moderated evidence of targets achieved with annotated samples of work and digital photographs.

The curriculum

19. The school provides a very good range of worthwhile curricular opportunities and other activities that enrich the curriculum. Accommodation and resources are very good and meet the needs of children with physical disability and associated difficulties very well.

Main strengths and weaknesses

- A very structured approach to planning ensures a very broad and balanced curriculum.
- Lesson planning shows an integrated approach, constantly reinforcing skill acquisition in more than one area of learning.
- Individual planning and target setting meets each child's needs.
- Excellent procedures prepare children for the next stage of their education.
- The overall curriculum is enhanced very well, both through offsite activities such as horse riding, and on site with the provision of the sensory garden, outside play area and the covered area for outside play.

Commentary

20. The curriculum is very broad and balanced and is designed to cater for all children's needs. Long and medium term plans ensure that all areas of learning are given equal emphasis over time and that each area is covered regularly and frequently. Curriculum breadth and balance is further guaranteed through lesson planning; plans are very good at incorporating aspects of all areas of learning so that opportunities are being constantly provided to consolidate learning and rehearse previously acquired skills.

21. A significant feature of the curriculum is the way in which it is designed and delivered to meet individual needs. Therefore, all children are enabled to achieve equally well because their individual

curriculum needs are met so effectively. Children are grouped according to need and ability, rather than by age, and each class is provided with a curriculum that is appropriate, challenging and enjoyable. Teachers are skilled at adapting their lesson plans to reflect the abilities and achievements of the children in their class; they consistently provide work suitable to meet the needs and targets of each individual as identified in IEPs. This careful planning ensures that each increment of improvement, however small, is recognised, recorded and celebrated so that children understand their success and benefit from the positive effects on their confidence and self-esteem. In particular, the arrangements for preparing children and pupils for the next stage of their education are excellent. Very detailed transition programmes are planned and very full records are provided to help with the transition to their subsequent schools. These give very clear information about children's achievements based on their performance against individual targets and current targets.

22. Since the last inspection, the school has moved to a new building that has been designed to suit the needs of the children. Great imagination has gone into the planning to provide an environment that engages the pupils and provides them with facilities to support their development. Of particular note are the covered play area that provides an area for outdoor play even when the weather is bad; the sensory garden that has been designed to allow wheelchair access to all areas; and the wild garden that is used to give children an appreciation of natural environments. The layout of the rooms has led to a noise problem in the main teaching area, but plans to modify the acoustics are in hand, costed and budgeted for. Similarly plans are in hand to increase storage space for learning resources. These resources are very good and are used very well by adults and children. As well as benefiting from the environment and resources in and around the school, the curriculum is further enhanced very well through planned off site visits to amenities like local parks, activities such as horse riding at a local stables, and visitors into school like theatre groups and musicians.

Care, guidance and support

23. The quality of provision for children's care, welfare, health and safety is excellent. The support and guidance given to them is also excellent. The way in which the school listens and acts on children's views and wishes is very good.

Main strengths and weaknesses

- The care and support given to children and their families is outstanding.
- Meticulous assessment procedures for academic and personal progress provide staff with excellent information with which to support and guide children.
- Health and safety procedures are excellent.
- Staff know the children very well and their views are treated with great respect.

Commentary

24. This is an exceptionally caring school in which children are very well looked after. As a result they are happy and confident and learn very well. All staff, including lunchtime and office staff and transport escorts, have excellent care, concern and respect for the children and their families. The school recognises the anxieties that families face when children first start at the school and does everything that it can to build its partnership with them and give them confidence that their children are receiving the best possible care. Excellent health and safety and child protection procedures, and very careful monitoring of children who are giving cause for concern, ensure that all children are cared for very well and are helped to achieve their best.

25. Children receive the highest quality educational and personal support and guidance because staff have a genuine interest in understanding and providing for their individual needs. All staff, including therapists and teaching assistants, work together as teams to ensure that every child's needs are fully met. The highest quality assessment of children's academic and personal progress enables staff to set clear targets in very high quality IEPs. These are then articulated in very detailed lesson planning which identifies targets for each child to work towards in every lesson. As a result, children's success at achieving these can be easily evaluated and children know that they have done

well because their achievements are openly praised. This raises their self-esteem and encourages them to work and achieve as well as they can. The outstanding support for children's personal development helps them to gain confidence in their learning and to mature and behave very well.

26. The relationships between children and staff are outstanding and this means that children have every confidence to communicate with adults and make their wishes known. Every child in the school has a voice because they are treated with utmost respect and genuine warmth and concern. While adults know the children very well and are able to anticipate their difficulties, they always listen patiently and give them time to communicate, to express a choice and to let staff know when they are unhappy.

Partnership with parents, other schools and the community

27. The school enjoys excellent links with parents that contribute positively to children's learning and development. There are very good links with the community and other schools. The school provides very good outreach support to teachers in mainstream schools.

Main strengths and weaknesses

- The partnership between the school and its families is exceptional.
- Links with the community are used very well to extend and enrich children's education.
- The liaison between Greenhall and other schools prior to children beginning integration programmes is extremely detailed.
- Schools receiving outreach provision are very supportive about what they receive; outreach teaching is very good and illustrates practices that are beneficial to the receiving school.
- Monitoring of the outreach service needs is not yet formalised and carried out routinely.

Commentary

28. The school is an open and friendly place where parents are viewed as highly important partners in supporting their children's learning. Parents are delighted with the school and say that they are made to feel part of another family, the 'Greenhall family.' Some describe it as a 'lifeline' because of the high levels of care and support given to them and their children. This gives them confidence that their children are provided with the best education for their needs and encourages them to support their learning both in and out of school. Parents are invited at every opportunity to see their children at work, to talk about their progress with teachers and to support activities such as festivals, sports days and fundraising events. They are provided with excellent written information in, for example, Annual Reviews of children's Statements of Special Educational Need, end of year reports and in school documentation. Home-school contact books are used very well by all parties to maintain regular communication. Opportunities for parents to come into school and work with their children and teachers are limitless and parental involvement during the school day is positively encouraged. The commitment to staffing and supporting the 'School for Parents' for children aged under two years and their parents is one example of the school's dedication to providing parents with the highest quality care and support even before their children enter the school.

29. The school uses every opportunity it can to forge links with the community. A wide range of visits made outside school and visitors to the school, such as theatre groups, church leaders, police officers and musicians make a very good contribution to children's achievement because they make learning interesting. Links are also used well to promote children's personal development. They learn that they can contribute to the community as well as benefiting from it, for example, by taking part in a sponsored walk for charity or inviting local elderly people to a party. Local people, shops and businesses also provide good support for fundraising activities.

30. The school has very good links with other schools, particularly in terms of the liaison between them prior to children beginning integration programmes with a view to full time placements in mainstream schools or other special schools. Planning for such transition programmes is extremely detailed, involving a number of visits and very detailed communication with the receiving school. In

addition, Greenhall provides the school with very full records about the child's prior achievements and current targets, and a single page transition sheet for the new class teacher to use as a quick reference in the early days. The children are equally very well prepared through staged visits to the school and the compilation of a photographic record of the new school. Strong links are being forged with other schools too, such as with a local playgroup and the nursery class from a local school, and these ventures have a significant impact on developing children's social skills, confidence and communication skills.

31. The school provides very good outreach support to pupils in mainstream schools. Schools speak very highly of the direct help and support they receive and comment upon the prompt replies and quality of advice given in response to telephone queries. The provision has many strong features. The quality of teaching, the level of the interchange of information and ideas between the teacher providing the outreach support and teaching assistants who help pupils in class, and advice about resources combine to support the learning of these pupils very well. Initial visits and assessments are very thorough and then the level of support is tailored to the needs of each school. This may vary from a single visit to provide advice and assistance, to a series of visits designed to meet specific teaching needs.

32. Receiving schools monitor and evaluate the support through regular reviews of pupil progress, subsequent to and, as a result of, the support but they do not report formally to Greenhall's headteacher on the quality of the service they receive. This is because the local education authority has indicated that it will carry out such monitoring. However, this does not yet take place and Greenhall should be carrying out its own formal monitoring and evaluating of its work in this area.

LEADERSHIP AND MANAGEMENT

33. Governance of the school is very good and governors ensure that all statutory requirements are met. The leadership of the headteacher is excellent and that of other key staff is very good. The effectiveness of management within the school is very good.

Main strengths and weaknesses

- The headteacher shows excellent vision and aspirations for the school and its children.
- The governing body supports the school very well and has been instrumental in helping to manage the change associated with establishing the new school.
- The headteacher employs first rate systems for monitoring and evaluating performance data to ensure that all groups of pupils achieve equally well.
- Exceptionally rigorous and systematic procedures enable the headteacher to monitor and evaluate all aspects of the school's work.
- All staff share the drive and commitment of the headteacher and work as effective teams, dedicated to running a school in which every child matters.
- Financial management is very efficient, with the principles of best value applied very effectively.

Commentary

34. Following the school's move to its current premises just after the last inspection, and the subsequent changes that had to be managed, governors have been able to ensure that their statutory duties have been fulfilled while continuing to be very helpful and supportive to the headteacher. A number of governors have been involved with the school for very many years, since its inception in 1969, but they have maintained a refreshing attitude to their duties and responsibilities. They have a detailed understanding of the strengths and weaknesses of the school and have been fully involved in developing and helping to shape its vision and direction in addition to providing effective support and back up for day to day issues. A very efficient committee structure ensures that new initiatives and proposals from the headteacher receive constructive challenge and that appropriate monitoring and review systems are always incorporated.

35. The headteacher has an excellent vision of how she wishes the school to develop, based explicitly on raising children's achievements and maximising their opportunities for integration into mainstream schools. This vision is understood and subscribed to by all staff and pursued with levels of enthusiasm that characterise the school. Classes are taught by very strong teams whose members have clarity of aims and purpose; all staff teams have an excellent commitment to running an inclusive school that enables all children to achieve to the best of their abilities. All adults in the school provide excellent role models for the children in their care, based on the quality of relationships and the ways in which they treat children with dignity and respect.

36. The school employs extremely rigorous and systematic procedures that enable it to collect a great deal of evidence about its performance. Consequently, its evolution is planned and driven by a substantial amount of data and supported by highly effective performance management procedures and associated professional development of staff. The headteacher carries out routine monitoring of all aspects of classroom practice. Regular observations of teaching and learning are carried out and areas for development are discussed in detail. All stages of planning are monitored and reviewed routinely and this ensures that all children follow a broad and balanced curriculum. Teachers' assessment records are analysed and the headteacher uses this information to monitor and track individual children's progress. In addition, the headteacher collates and uses this information very effectively to compare the performance of different groups of children. For instance, regular analyses examine the achievements of children, in terms of P levels, according to gender, special educational need and class group in all the different strands of the areas of learning.

37. In addition to the routine monitoring, spot checks are carried out to guarantee that planned activities are being delivered and that individual children's needs are being met. For example, visits to classrooms are used to check that a particular area of learning shown on the timetable is actually being taught at that time; a particular lesson, such as mathematical development, may be visited to check that the activity provided for a particular child reflects the numeracy target in their IEP. In addition, the headteacher sometimes shadows an individual child over a period of time to evaluate the quality and range of their learning experiences.

38. One aspect of the school's work that is not monitored so robustly is seeking the views of mainstream schools about the quality of the outreach provision they receive, but this is not entirely the fault of the school. It has recognised the need to carry out such quality assurance checks but the local education authority has hindered this development by indicating its intention to carry out such monitoring centrally. However, this has not yet taken place and, as the school receives designated funding to provide such a service through its own staffing, it should be responsible for monitoring the provision notwithstanding any mechanism which the local education authority wishes to implement.

39. The school is able to succeed in achieving its objectives because spending priorities are identified following consultation and governors are adept at challenging proposals prior to final decisions being made. Budget surpluses are built up with a very clear purpose in mind. As a result, the principles of best value are built in to all purchase decisions. For example, although the building is new and purpose built, deficiencies have been identified. A lack of storage space, and acoustic problems associated with the ceiling in the large main teaching area have been recognised as problem areas and funds have been accumulated to deal with them.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	581620
Total expenditure	568280

Balances (£)	
Balance from previous year	16660
Balance carried forward to the next year	30000

Expenditure per pupil	11142
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40. Day to day finances are managed very well, as confirmed by an audit in March 2004 which found no significant causes for concern.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Although there are two pupils in Year 1, they are taught, appropriately, the National Curriculum programmes through the areas of learning in the Foundation Stage curriculum and therefore individual subjects are not reported upon.

42. Because of the small size of the school, individual teachers do not have curriculum responsibilities. Leadership and management of all areas of learning are undertaken by the headteacher and deputy, who carry out these responsibilities expertly. They monitor all elements of provision routinely and robustly.

43. Common assessment procedures are in place across all areas of learning. The procedures are excellent and ensure that children are challenged at an appropriate level. Very comprehensive baseline assessments are carried out when children are admitted to the school and, therefore, teachers have very detailed knowledge about each child's level of functioning in the different areas of learning. The outcomes of these initial assessments form the basis of extremely personalised programmes of study that are tightly linked to achieving the criteria for different P levels. They comprise a number of very specific and detailed targets which identify observations and strategies that enable very small steps in progress to be noted and recorded. Such meticulous monitoring of pupil progress is reflected in very detailed, dated and annotated assessment records and the setting of new targets. These new targets are progressive and build systematically on prior achievements.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Adults are very aware of individual children's personal needs in all areas, including social and self-help skills like feeding, toileting, washing and dressing.
- Learning is fun; children are keen, excited and motivated to learn.
- Teachers are highly skilled at balancing the reinforcement of existing skills and encouraging children to develop new ones through exploration and investigation so that they can find out things for themselves.

Commentary

44. Most children enter the Foundation Stage of learning with very underdeveloped personal and social skills. They make excellent progress in this area during their time in school because they are extremely well taught. This represents very good improvement since the last inspection when children were judged to make good progress in their personal, social and emotional development. Children make very good progress in listening to, and co-operating with, each other and in developing understanding of acceptable ways of behaviour. The quality and appropriateness of the activities provided stimulate children and therefore they are eager to learn. Lessons are fun occasions and children show interest and take pride in their work. They demonstrate appropriate ways of behaving and concentrate very well and some are able to maintain this focus even when not directly supervised.

45. Staff set clear boundaries and have very high expectations. They are consistent in applying these expectations and ensure that children know what is expected of them. Appropriate levels of challenge are evident in all the activities that teachers plan but teachers' skills are apparent in the careful and sensitive way in which the tasks are set at the boundaries of children's capabilities. Therefore, they are valid challenges because they are achievable but they require children to make an effort and improve their levels of performance. Some of these tasks involve self-help skills such

as using cutlery, indicating the need to go to the toilet, or dressing independently. Adults are very adept at giving children the time and opportunity to practise these skills and at knowing when to support, prompt or intervene. Consequently, they make impressive progress in developing and refining these skills.

46. Other targets are more focused on social skills involving others too. For instance, a child with multi-sensory impairment had a target relating to being aware of, and greeting, other children and was supported in this by the use of objects of reference and a pre-recorded switch for saying 'Hello'. Other, more mobile and capable children, have suitably challenging and appropriate targets relating to sharing and co-operative working. Such careful planning enables pupils to learn about relationships and friendships and they make excellent progress in this respect, interacting very well with each other and with adults. Relationships are exceptional; adults and children treat each other with courtesy and respect and this helps the children to succeed.

47. Children's personal, social and emotional development is encouraged in all lessons and at every other opportunity. Teachers' approach to planning integrated lessons, in which opportunities to develop a wide spectrum of skills are always identified, means that adults are constantly alert to developing children's social and personal skills. Therefore, when children were involved in exploratory play activities they used equipment and washing up liquid carefully and sensibly. In a session focused on developing knowledge and understanding of the world they prepared food, using knives safely under supervision, and reinforcement of a class's understanding of the book 'Handa's Surprise' saw children dressing up, and helping each other to do so, before participating enthusiastically in role play. Break times are occasions when children learn to take turns, such as using bicycles and trolleys, and how to co-operate and play with each other as they use the slide and climbing frame. Lunchtimes are very rich sessions for developing many skills. All children have feeding plans which are matched to their capabilities so that some are focused on independent eating while in other cases the targets are much simpler but equally appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children achieve very well in communication skills, especially in speaking and listening.
- Communication is fully integrated into all areas of learning.
- Teaching and learning are very good and are based in very high quality planning.

Commentary

48. The range of severity of special educational need is very wide in each year group, and between year groups, with some younger children having better levels of attainment than older ones. Achievement ranges from very early P levels to P 8 and, for the highest attaining pupil, elements of National Curriculum Level 1. All children are challenged at an appropriate level and expectations are very high. Therefore, overall children of all ages and capabilities achieve very well and make very good progress over time compared with their prior achievements. They make such very good progress as a result of the many opportunities they are given to communicate. The very good standards of achievement identified during the last inspection have been maintained.

49. Communication is emphasised in all lessons in all areas of learning and children's contributions are encouraged, welcomed and valued. Awareness of others is very well promoted, especially in the physical development activities in the conductive education groups where music is used very well to promote good listening skills, with the use of rhythm to encourage the development of good speech patterns. Children show anticipation of the next line in familiar stories and rhymes. In art, the higher attaining pupils are challenged by questions, "What colour?" and "What is it?" They take part in role play, acting as shopkeepers, using a play telephone, giving and following instructions, using traffic lights, and making food for the "Hungry Caterpillar" in their Big Book story.

In addition, there is very good use of subject specific vocabulary in mathematics and physical development. Activities such as these provide children with rich experiences of language in many different contexts. In addition, planning gives them a very good range of opportunities to follow simple instructions, to make appropriate responses to simple requests and encourage their imagination and their skills at organising and sequencing ideas.

50. Staff are very skilled in communicating with children and encouraging a response, with very good attention given to the development of children's speaking and listening skills. For those children who have difficulty speaking, other ways of helping them communicate are employed. Responses may be verbal, by facial expression or by gesture and the children are motivated to communicate because lessons are interesting and exciting. Lesson planning always includes individual targets which are rooted in excellent assessment and recording procedures. Progress towards these targets is always reviewed at the end of lessons and targets amended accordingly. Staff are so skilled at observing their children that they recognise even the smallest steps in progress and so tiny alterations to targets are possible. As a result, children are always being challenged to improve their performance. Children receive very high levels of support and encouragement to develop their communication skills. Teaching assistants make an excellent contribution to the success of teaching and learning in this area of learning. The excellent relationships and very good teamwork create a very good learning environment in which children grow in confidence and self-esteem.

51. Very good use is made of books and other stimulating visual resources. The children learn to love books as they take part in interesting projects built around Big Book stories; displays around school illustrate the enthusiastic response to such stories as *'Handa's Surprise'*. Story sacks are used for those children who need a multi-sensory approach and ICT is used effectively to make lessons exciting as children are introduced to another way of accessing information and stories. Some children use interactive games on the computer to encourage their language development, while others are provided with electronic aids such as switches to enable them to make choices and to contribute to lessons, such as joining in with a story.

52. Every opportunity is taken to encourage children to record their experiences. More competent children learn to handle writing tools and make meaningful marks on paper with increasing control. On other occasions, their experiences are recorded using digital photographs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Very well planned activities to develop mathematical skills foster a delight in learning and enquiry and meet the needs of a range of capabilities.
- Teachers provide many opportunities for discussion to develop children's understanding of mathematics and increase their mathematical vocabulary.

Commentary

53. Children achieve very well in their mathematical development because the work is very well focused on their individual targets and because activities are appropriate and enjoyable. Adults work very hard at making mathematics lively and interesting for the children, so they enjoy their learning and remember it. As a result, children have very good attitudes and they feel their answers are valuable, which encourages them to contribute.

54. Teaching is very good as it is very tightly focused on the children's individual targets and this enables them to learn very well and make very good progress. Staff work very well as teams and teachers' planning of lessons ensures that teaching assistants are all fully engaged in working with

individuals or groups of children. Every lesson includes evaluation of pupils' progress and achievement, to which all members of staff involved contribute.

55. Teachers are very skilled at seizing all opportunities to teach the technical language of mathematics and at using simple tasks like singing to reinforce learning. For instance, children increase their awareness of shapes and measures as adults point out 'squares' and talk in terms of 'big' and 'small'. Furthermore, adults emphasise positional vocabulary such as 'next to' and 'over' when telling stories or requesting children to put their chairs 'under' the table. Children join in songs and number rhymes with enthusiasm. These help them to remember numbers and sequences and are used to good effect in preparing children for lunch and snacks.

56. Activities involving exploratory play are used very well to encourage children to discover things for themselves, such as an understanding of sequencing associated with making bubbles. Their understanding of shape and measurement is developed well through a range of activities that reinforce their knowledge; children recognise shapes and colour and sort objects according to these features. Those with more profound and complex needs benefit from the sensory area where they feel textures, hold shapes and reach and make choices using switches, to select coloured lights and sounds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children achieve very well against their individual targets and experience a wide range of activities which increase their awareness of the world around them.
- Teachers have very thorough understanding of each pupil's abilities and needs and plan work accordingly.
- Activities are very interesting and motivating.
- Staff work extremely well as teams and make very good use of the school grounds and local facilities.

Commentary

57. Children make very good progress in their knowledge and understanding of the world and make rapid progress in reaching their individual targets. Children's progress is monitored exceptionally well and very good records are kept and this information is used very effectively to develop future planning to meet individual needs.

58. Teaching and learning are very good overall. The quality of teaching has been maintained at this very high standard since the last inspection, due to the regular monitoring and evaluation by the headteacher. Targets for each child are detailed and challenging and this high level of expectation means that children achieve very well. As a result, they show high levels of interest and very good attitudes towards their learning. Frequently, children make more progress against their own targets than is expected but staff are very skilled at amending these targets quickly and appropriately.

59. Teachers provide a very varied and wide range of appropriate and interesting activities that stimulate children's curiosity and develop their awareness and understanding of their environment. Very good opportunities are provided for the children to explore and manipulate objects within the natural world. Teachers structure the learning environment very well, with a range of relevant resources to promote learning and the children are encouraged to use these resources extremely well through adults' skilled combination of questioning, prompting and instructing. For instance, outdoors in the soft play area, children showed great enjoyment and understanding of changes in the environment as they chose activities that were more suited to being carried out in the sun or in the shade. Some were able to show understanding of the need for sunhats.

60. All children get opportunities to develop a sense of time and a sense of place through activities linked to community facilities. For example, a group of children with more profound and complex needs clearly enjoyed the experience of travelling on a train, as could be seen in photographs showing the delight on their faces. These digital photographs are also used effectively to reinforce children's awareness of other people as they are encouraged to recognise themselves and others. Information and communication technology is used in other ways too. Some children use digital photographs as stimuli in lessons, such as for dressing up, while less oral children or those with more profound or complex needs use switches to aid communication. For instance, a boy communicated his desire for 'more' during a snack time while other pupils use switches to express choice and to demonstrate control, such as selecting and controlling the colours of lights displayed on sensory toys. Generally, children show good ICT competence, such as creating computer generated patterns on the screen, but higher attaining children do not always have sufficient opportunities to consolidate and extend their keyboard skills through experience of a wide range of programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Very good accommodation and resources are used to provide challenges for every child; both inside and outside activities provide very good opportunities for play throughout the day.
- Programmes of study are used very well to build on children's prior learning and to prepare them for the next stage.
- Success in the programmes of study has a very positive influence on children's confidence and personal development.
- Children who are taught using a conductive education approach follow programmes which are very individual and very specific and involve highly challenging daily routines.

Commentary

61. The very wide range of opportunities the children have for free and structured play, and the opportunities to use small and large equipment, contribute greatly to their physical development. These opportunities are underpinned by very high quality individual programmes that add direction and focus to these activities. As a result, children achieve very well in developing their motor skills and increasing their understanding of how their bodies work and what they need to do to be healthy and safe. Their learning is greatly enhanced by the quality of the accommodation and resources. A superb outside environment has been designed to inspire and challenge, with very carefully planned and equipped areas for play and physical activities. Indoor facilities, such as the hydrotherapy pool, provide staff with many opportunities to encourage physical development. All children benefit from this excellent hydro-therapy pool; children with sensory needs have intensive, planned sessions that balance routine procedures with small new experiences that gradually extend children's horizons, while more competent and mobile children are introduced to pre-swimming skills and water safety.

62. An impressive feature of lessons is the way in which children trust the adults who work with them and this gives them the confidence to attempt new activities and to widen their experiences. In swimming and horse riding, for example, very high quality relationships, trust and encouragement support children's very good progress even when activities are challenging. In addition, teachers' planning identifies aspects of personal and social development that are to be promoted as well as children's physical skills. This is because teachers are very adept at organising lessons that address and touch upon many areas of learning. In particular, the conductive education groups follow very imaginative individual programmes that set out to improve not only mobility and posture, but also personal development and preparation for the next stage of education.

63. The very good progress that children make occurs as a direct result of adults' knowledge of the children's capabilities, teamwork, and very carefully planned activities that are determined following meticulous assessment procedures. All these factors are illustrated, for instance, in the case of physiotherapy input. Physiotherapists carry out detailed assessments and develop programmes for children to follow. These specific routines are managed and monitored on a day-to-day basis by teaching assistants while the teacher plans lesson activities fully aware of each child's physical capabilities and the programmes that are in place. Consequently, children are always being challenged to explore their world by developing and extending their mobility. Some are still beginning to negotiate their passage on foot through classrooms, while others are skilled on wheels, pedalling their scooters and tricycles in 'traffic' as they explore their world and use their imagination when playing safety games with traffic lights.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Staff make very good provision for the wide range of children's disabilities.
- Very good accommodation and a very good range of resources to support and encourage children's creative development.
- Children achieve very well because of the staff's very good understanding of their needs.
- Children have many opportunities to discuss, to share thoughts and ideas and feelings through a range of art, music, movement, dance and role play activities.

Commentary

64. The school provides a very wide range of opportunities for children to explore and experiment with ideas and materials and these are planned in ways which stimulate all the senses. Many lessons provide children with activities involving painting, making, singing and listening. They experience a very good range of opportunities to explore art. They colour and make their own pictures using paint and crayons. Some of the youngest and least mobile children explored the paint with fingers and used sponges as tools, while more competent children in a conductive education class were able to do simple printing.

65. Children are also given many opportunities to experience oral work, particularly singing, and many join in enthusiastically. Music features in many lessons; children follow the actions associated with songs and therefore songs are used very effectively to support learning, such as to name parts of the body. Music is used effectively and imaginatively in other ways too. In particular, it is used to create mood and moments of quiet reflection and relaxation. For example, children with sensory impairments were able to relax to music after an art session in which they had experienced different textures and light, and music is also used to prepare children for listening to, and taking part in, familiar stories.

66. Resources and accommodation are used creatively by staff to enrich the quality of the activities. The playgrounds encourage imagination when children 'go into the jungle', the sensory garden provides many examples of scent and textures that are discussed and shared. Role play and dressing up feature highly; staff enable children to play at being shopkeepers as the main hall becomes a shopping mall; children play at planning meals and staff use snack time to develop others' understanding of shape and colour.

67. Children are taught very well. Teachers inspire children; they encourage them to explore; they require them to make choices; they provide them with activities that fire their imagination. At all times teachers' expectations are realistic because they know the children so well and set appropriately challenging individual targets. These targets are reflected in lesson plans and children's progress towards achieving them is very carefully monitored and assessed. The nature

and appropriateness of the activities mean that children have excellent attitudes to their work and behave extremely well, and the quality and detail of the targets means that children achieve success. Their degree of success is aided considerably by the quality of relationships that exist between the children and adults. Consequently, children learn very well because they are given appropriate tasks in a supportive environment within which they feel secure and have confidence in those around them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

