

# **INSPECTION REPORT**

**LANGLEY SCHOOL**

**Sutton Coldfield**

**LEA area: Birmingham**

**Unique reference number: 103630**

**Headteacher: Mr A Reid**

**Lead inspector: Adrian Simm**

**Dates of inspection: 9<sup>th</sup> to 11<sup>th</sup> February 2004**

**Inspection number: 258934**

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

© Crown copyright 2006

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	3 – 11 Years
Gender of pupils:	Mixed
Number on roll;	83
School address:	Lindridge Road Sutton Coldfield West Midlands
Postcode:	B75 7HU
Telephone number:	0121 329 2929
Fax number:	0121 311 1513
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Lynda Thomas
Date of previous inspection:	9 <sup>th</sup> to 12 <sup>th</sup> February 1998

## CHARACTERISTICS OF THE SCHOOL

Langley School educates 62 boys and 21 girls aged 3 to 11 years who have moderate and severe learning difficulties. Around 17 per cent of pupils have autistic spectrum disorders (ASD), which is higher than at the last inspection. Pupils come from the north, east and centre of Birmingham. Some pupils are on school transport for up to 75 minutes getting to and from school. Forty per cent of pupils are entitled to free school meals, which is high. Pupils' attainment on entry is low in comparison to their chronological age. Around 25 per cent of pupils come from family backgrounds other than white British. Just over 11 per cent of pupils have English as an additional language. For these pupils, the principal languages are Punjabi and Urdu. They are at the very early stages of communication and language development and as such are at the same level of learning as other pupils. All pupils have statements of special educational needs. The school is involved in a range of initiatives that include:

- Excellence in Cities – parental support and barriers to learning project
- Outreach work with local mainstream schools
- A bid to re-locate and share the site of a local mainstream primary school

The school has achieved the following awards:

- Investors in people in 2001
- Basic Skills Quality Mark in 2002
- Birmingham Schools' Award in 2003 for the quality of Continuing Professional Development

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Religious education Personal, social and health education and Citizenship Design and technology English as an additional language
9176	Gillian Barker	Lay inspector	
27409	Sue Hunt	Team inspector	English Geography History Physical education
15292	Jan Pollard	Team inspector	Mathematics Art and design Music Special educational needs Foundation Stage
10781	Bob Thompson	Team inspector	Science Information and communication technology

The inspection contractor was:

**CHASE RUSSELL LIMITED**

**WINNINGTON HALL  
WINNINGTON  
NORTHWICH  
CHESHIRE  
CW8 4DU**

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Langley is a **good** school with some very good features. In subjects that are the main focus of provision, pupils achieve well as a result of good teaching and learning. Overall, good leadership and management by the head teacher and his deputy have ensured that the school has improved well since the last inspection. High priority is put on supporting successfully pupils' spiritual, moral, social and cultural development. As a result, pupils achieve very well in their personal and social development. The school is funded highly, but the length of the school day is well short of provision in similar schools nationally. This was a feature of the last inspection. Because the school does not make best use of its budget in this respect, it only provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Staff have very good relationships with pupils. This leads to very good attitudes, behaviour and personal and social development in pupils.
- The headteacher and deputy headteacher are highly committed to moving the school forward and raising achievement. However, the time pupils are taught in lessons at Key Stage 2 remains low in comparison with similar schools.
- The school ensures all staff continue to develop their skills and knowledge very well.
- The school ensures that teachers and support staff provide very well for pupils with English as an additional language.
- Some targets are vague in pupils' individual education plans, which hamper staff's evaluation of their progress.
- Very good links with parents, other schools and colleges and the community ensure pupils' learning is supported very well.;
- Governors bring their broad experience to bear very well on encouraging the school to continually strengthen its provision.

The school has moved on well since the last inspection in improving pupils' achievement. This is most obvious in reading and writing with Years 3 to 6, with Foundation Stage children and with all pupils in information and communication technology. Development issues from the last inspection have been improved very well, apart from the length of the school day. Whilst pupils now receive more time, it is still well short of that provided by most similar schools.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	<b>Good</b>	<b>Very good</b>
Year 6	<b>Good</b>	<b>Very good</b>

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

Pupils' achievement is **good**. Children achieve well in the Foundation Stage, as do pupils in Years 1 to 6 in reading, writing, mathematics, science and information and communication technology. They achieve very well in speaking and listening and in personal and social development, which both permeate the whole of school life. In religious education and physical education, pupils' achievement is satisfactory. It is not stronger, partly because of a shortage of taught time. Achievement in other subjects was not the focus of the inspection although here also, time is lost because of the shortness of the school day. Because staff build on their very good knowledge of pupils' special educational needs and are consistently improving their own teaching expertise, all pupils achieve well in those important subjects that are the main focus of the school's provision. Boys and girls, those with English as an additional language and pupils with differing special

educational needs achieve equally well. Pupils' spiritual, moral, social and cultural development is **very good**. Their attitudes to school and their behaviour are very good. Attendance is good.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching is **good** in the Foundation Stage and in Years 1 to 6. This results in pupils learning well. Teachers and support staff work closely together. This is very obvious where support staff monitor very closely and record precisely the effectiveness of what is provided in lessons for pupils with English as an additional language. Staff use different but effective ways to ensure that pupils learn. For those with behaviour difficulties, staff's very good knowledge of how pupils are likely to react to situations means that difficulties are often pre-empted. This is part of the very good relationships staff have with pupils, which results in pupils working very hard for the full length of lessons. Staff frequently check on what pupils know and understand by careful and very effective question-and-answer sessions, both at the beginning and end of lessons. Some pupils' targets in individual education plans (IEPs) are not as precise as they might be. This is affecting how well staff are able to check on the quality of pupils' progress.

The curriculum offers good opportunities for enriching pupils' learning. Provision for personal and social development is very good. Pupils take part in a very good range of trips off site in which they learn practically and from residential experiences, which contribute to the provision even more. Links with other schools are very strong and ensure that pupils' learning opportunities are much broader than would otherwise be the case. Links with parents provide very effective opportunities for them to support their children's education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The school is led very well by the headteacher who strikes the right balance between improving provision for pupils' personal and social development and their academic achievement. Teamwork is very good with the deputy headteacher who leads, amongst other things, provision for pupils with English as an additional language. Also, the school does very well in providing opportunities for staff to continue to build their expertise to enhance pupils' learning. This is important at a time when the school is admitting increasingly pupils with more complex learning needs. Management is good, with regular checks on all aspects of the school's performance. However, because of the short school day, which has been evident since the last inspection, provision is not quite as effective as it should be in some subjects where time is short. This is why management is not stronger. Governance is good. Governors are committed to the school and provide active support. However, they too have not ensured that pupils receive a similar amount of time in lessons as would be expected nationally.

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

A very high majority of parents are highly satisfied with the school, particularly because of the good quality of leadership and management, the good teaching and learning and because their children like school. Pupils really enjoy what the school provides for them.

## **IMPROVEMENTS NEEDED**

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

- Increase the time pupils are taught during each school day to the recommended level. Ensure pupils' achievement is improved in those subjects, which have a shortage of time.
- Ensure pupils' IEPs are used to plan for and measure even more specifically pupils' achievement in relation to their priority learning needs.

All statutory requirements are met

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects.**

Pupils' achievement is **good**.

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

- Children in the Foundation Stage achieve well.
- Pupils achieve very well in personal and social development and in speaking and listening.
- Pupils with English as an additional language and those with autistic spectrum disorders achieve equally as well as other pupils.
- Achievement in religious education and physical education is satisfactory. It is not stronger, partly because insufficient time is available for teaching these subjects in comparison with other similar schools.
- Pupils achieve the targets set for them in national curriculum assessments although the school's process for measuring this is not as clear as it might be.

#### **Commentary**

1. When they join the school, pupils' attainment is low. Those children who start in the Foundation Stage have complex learning needs. Despite this, they achieve well against the goals expected of them. In nearly all subjects inspected, pupils in Years 1 to 6 achieve well. This includes reading, writing, mathematics, science and information and communication technology (ICT). They achieve very well in speaking and listening. This is in line with the good quality of teaching. It shows a marked improvement in standards since the last inspection in English with pupils in Years 3 to 6 and in ICT. Strengths in mathematics and science have been maintained. The school's approach in supporting staff in continuously building their skills is very effective. This has contributed to the upward trend in achievement during a time when the school is admitting pupils with more complex learning difficulties. All pupils do very well in their personal and social development, because of the very good relationships staff develop with pupils and because pupil-choice is integral in most activities at a level that staff know is right for each pupil.
2. The school is short of around two and quarter hours a week for pupils' learning in their lessons in comparison with similar schools nationally. Pupils receive sufficient time in English and mathematics and do well in science despite a slight shortage of time. However, the loss of time is felt mainly in non-core subjects. The school's records of pupils' levels show that, whilst they are not underachieving, pupils' achievement in subjects such as religious education and physical education are satisfactory rather than higher. This is in part due to the lack of time for these subjects. For example, physical education is only taught for around half the expected time, as is religious education in some parts of school, such as the class for pupils in Years 3 and 4.
3. The school sets statutory targets for pupils in Year 6. For some pupils, targets use national curriculum levels, and for others for whom this is not appropriate, the school uses 'P' scales. Regardless of their levels, pupils achieve well and many exceed their targets by one level. However, at levels where the targets can be assessed both by national tests and teachers' own assessment, the substitution of teacher assessment levels where tests levels were not achieved leads to some lack of clarity about the basis of the data.
4. The achievement of pupils with autistic spectrum disorders is good, because they are known well to staff who do their best to ensure that their needs are met. This is one example of where the school has set out to improve their expertise through additional training, and is monitoring



the effectiveness of their teaching very closely. Governors are paying particular attention to this. In all year groups, girls and boys achieve equally well. Staff are very careful to plan activities that appeal to all pupils and to vary the teaching and learning approaches they employ, so the needs of different types of learners are met well.

5. Pupils with English as an additional language are in the early stages of language acquisition. They benefit as well as all other pupils from the well-thought out teaching methods to improve pupils' standards in communication, including speaking and listening. Pupils' and staff's good use of alternative methods of communication, such as signing and picture clues, gives all pupils in need of this approach alternative ways of communicating well when they need to draw upon these methods.

## Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are **very good**. Their personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Attendance is **good**.

## Main strengths and weaknesses

- Pupils co-operate and give of their best. Imaginative thought has been given to ways of maintaining a calm environment.
- Pupils understand the need for carrying out tasks in their own time for the good of the school community even if this means sometimes missing playtimes, which they really like.
- Spiritual, moral, social and cultural development is a core part of the philosophy of the school.

## Commentary

6. Attendance is monitored regularly with help from the local education authority. Very good links with parents enable support assistants to follow up unexplained absence. The bus escorts have an important role as a channel of information for parents to explain absence. Termly certificates encourage the good attendance. Punctuality is no longer an issue as it was at the last inspection.

## Attendance

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

Authorised absence	
School data:	8.4
National data:	9.1

### 2002/2003

Unauthorised absence	
School data :	0.1
National data:	0.6

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

7. Pupils speak with enthusiasm about school life. They like the rewards they get for doing well. The atmosphere of constant praise and the recognition of good work helps them concentrate, feel they are making progress and enables them to recognise those qualities worth developing. Every pupil, including those with more complex learning difficulties, is expected to take on tasks within the classroom or in the wider school. They perform these sensibly, even if they dislike sometimes missing part of playtime to do them. Older pupils successfully fulfil the role of house captains, represent the school on the cluster schools' pupil council and attend award ceremonies. They work independently on, for example, ICT tasks.
8. Behaviour is calm and relationships are very good. Staff know what triggers upsets for some pupils and how to pre-empt them to avoid confrontation. Pupils make very good use of a quiet area provided and a special 'Smiles' club where they can go if they want to. Name-calling does sometimes happen, according to pupils. However, they know how to seek help and have a

mature understanding of the situation, including strategies for avoidance. Pupils who may have experienced failure in a mainstream school have a chance to achieve success. One pupil explained that he did not look forward to holidays because he enjoyed school so much.

**Exclusions – no pupils have been excluded from the school since 2001/2002.**

***Ethnic background of pupils***

Categories used in the Annual School Census	No of pupils on roll
White – British	55
White – any other White background	4
Mixed – White and Black Caribbean	4
Mixed – White and Asian	2
Mixed – any other mixed background	2
Asian or Asian British – Indian	3
Asian or Asian British – Pakistani	6
Asian or Asian British – any other Asian background	1
Black or Black British – Caribbean	2
Black or Black British – any other Black background	1
Chinese	1
No ethnic group recorded	2

9. Spiritual insight is very evident in the atmosphere of the school. Pupils respond to very well planned assemblies where their enthusiastic singing and careful listening are a joy. They explore ideas through the Barriers to Learning initiative, which helps them talk about their own feelings and concerns. They produce expressive artwork where they depict human character in portraits. Pupils with autistic spectrum disorders discover the excitement of controlled self-expression, which recognises that, for example, music communicates to others. Moral judgement is evident in the way pupils discuss matters like graffiti (there is none in school), help draw up their own class rules, understand concepts such as forgiveness and tolerate those they find difficult. There is an emphasis on taking turns. Help by adults to recognise what is right or wrong in their actions usually produces the required effect. Staff are very good role models for the pupils, which helps them develop their own moral code. Pupils respect the school and its surroundings.
10. Social development is helped by placing pupils in different social situations, such as one-to-one contact with an adult, small group work, class work and more formal occasions. Photographic records indicate that pupils are responsive to the chance of meeting others and enjoy events such as harvest celebration and shared work in other schools. The social codes involved in shared meal times are fully understood. Even when having an 'off' day, a pupil was able to say 'please', without prompting, when he needed water. The school is providing a secure social base.
11. Cultural development is helped by using external resources as well as its own. An artist in residence helps pupils produce interesting work, for example, on aboriginal culture. Displays draw attention to the way words are written in Punjabi and Urdu. Christian festivals are celebrated and visits made to places of worship, such as a synagogue. Pupils talk of their experiences of holidays abroad and the work cultures they experience at home. For example, these issues are explored in literacy lessons. Parental involvement in the school introduces pupils to wide cultural differences, for example, in cookery.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. Partnership with parents, the community and the impact of links with other schools are **very good**. The standard of care is **very good** whilst the support and guidance which pupils receive are **good**. Curricular opportunities are **satisfactory**.

### Teaching and learning

The quality of teaching, learning and assessment of pupils' work is **good**.

### Main strengths and weaknesses

- Pupils and staff have very strong and trusting relationships. This encourages pupils to work hard and concentrate very well in lessons.
- Staff set out to consistently improve their skills so that the school provides the best it can for all pupils.
- Pupils' individual needs are met well and challenging behaviour is effectively and consistently managed.
- Teachers use assessment well to plan their lessons and to help students achieve well. Targets in some IEPs are vague, which reduces how well staff judge the quality of pupils' achievement.

### Commentary

12. Teaching and learning are good overall with some that is very good. Only one lesson during the inspection was unsatisfactory. This was in PSHE at Year 6. Whilst the lesson contributed satisfactorily to pupils' reading skills, it did not sufficiently offer pupils opportunities to discuss the main purpose of the lesson, which was to talk about different ways they could deal with teasing, should it happen. Overall, teaching and learning in the Foundation Stage are good. English language and literacy are taught well. The quality of teaching and learning in mathematics, science and ICT is good. Good teaching and learning in lessons in religious education and physical education during the inspection do not fully reflect how well pupils achieve, because of the shortage of lesson time devoted to the subjects. The careful planning of lessons and an interesting range of activities contribute to the strengths of teaching and learning. Lessons seen during the inspection are summarised in the table below.

#### *Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	18	3	1		

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

13. Teaching and learning are good because teachers know their pupils very well. They know how best to support each pupil in their learning and in behaviour support where this is necessary. Pupils' understanding of how they can improve is good because staff work out well from lessons what pupils know and find difficult to understand. They explain to pupils how to improve. For example, in a very good religious education lesson with Years 2 and 3, the teacher checked carefully at the opening of the lesson just how much the pupils had remembered from the previous lesson. By signing for those pupils who needed it, staff checked that the pupils recollected why they were 'very special people' themselves and how this could be related to why Jesus was a special person. This is one type of effective assessment used by staff. Also, the school is building more and more information about how well pupils are progressing. Pupils are set targets against national expectations and are assessed in National Curriculum tests and specific teacher assessment, set against National Curriculum levels. Staff also use another nationally recognised approach to assessment, known as 'P' scales, for those

pupils working below National Curriculum levels. This process is good but has not quite been in place long enough for it to be fully effective.

14. All staff know the specific special educational needs which each pupil has, the levels at which the pupils are working and, therefore, plan future learning that is just right. Targets are set for pupils to help in this process. Teachers, teaching assistants and therapists all contribute to the targets set in individual education plans, which is a very good way of working. However, the written targets are sometimes vague. This leads to an inconsistency in recording the reasons why some pupils' targets are only partly achieved or not achieved at all. This is to do with the quality of how well the targets are set out and their effectiveness in helping staff to assess the quality of pupils' progress. It does not mean that pupils are not learning well. Part of the school's success in improving teaching is the way staff continually develop their skills to meet the changing needs of the pupils. Since the last inspection, more pupils have been enrolled at the school with autistic spectrum disorders. The school has risen to the challenge and staff, including the headteacher, have set out to improve their expertise relevant to these pupils' more specific special educational needs.
15. Relationships with pupils are of a very high quality. This results in pupils working hard and learning well. There is a welcoming atmosphere in the classroom and pupils are happy to learn. Staff always tell pupils what they are about to do. The important objectives for the lessons are written down clearly on white boards and discussed with pupils before they start. There are very good levels of support in lessons and these are deployed very well to ensure that each pupil gains the maximum benefit from the teaching. Teaching assistants challenge and question pupils and help them to succeed. Staff manage challenging behaviour calmly and effectively by consistently using agreed strategies.

## **The curriculum**

The curriculum is **satisfactory**. Opportunities for enrichment are **good**. The accommodation and resources are also **good**.

## **Main strengths and weaknesses**

- There are good enrichment activities, including regular residential opportunities, for all pupils.
- There is insufficient taught time for all foundation subjects.
- Accommodation has been maintained at a good level since the last inspection.
- The quality of planning and the consistency of monitoring the curriculum have improved since the last inspection.

## **Commentary**

16. An appropriate range of learning activities is provided for all pupils, including sex and relationships education, which is taught in Year 6 with help from the school nurse. The National Strategies for Literacy and Numeracy have been implemented effectively. Pupils with English as an additional language achieve well. Their progress is closely monitored by support assistants and very effectively overseen by the deputy headteacher. Provision for ICT has improved and is now good. However, provision for physical education has not improved since the last inspection and remains satisfactory. The new subject manager for the subject has yet to fully implement the current action plan. Planning for lessons has improved and is in place for all subjects, with the head and deputy headteacher checking the quality of this on a regular basis. However, because the school day is so short, a fact criticised at the last inspection, the teaching time, particularly for foundation subjects, is greatly reduced. The short school day results in pupils missing around two and quarter hours of teaching time per week. This equates to around three and half weeks lost time over one academic year. English and mathematics are taught for the full time expected.

17. There is a rich and varied programme of visits, events and visitors into school that is good. This includes theatre visits, separate residential experiences for younger and older pupils matched to their particular needs, two lunchtime clubs per week and a drama club where pupils rehearse plays to perform to the rest of the school and parents. In addition, there is the drop in 'Smiles Club' for pupils to chat to support staff and take part in activities, such as making a cup of tea or art therapy sessions. Two afternoons each week, a visiting artist comes to the school to work with all pupils on art projects. Very colourful and attractive pictures and friezes result from this.
18. The match of teachers and resources to the curriculum is good. The high quality of support staff contributes to good teamwork in all lessons. The speech and language therapist works closely and very effectively with the teaching staff to support pupils' individual needs and wider curriculum planning. The school supports staff development very well. This includes training for support staff, two of whom are studying for a foundation degree in Early Years Education, four are studying for the teaching assistants' National Vocational Qualification (NVQ) at Level 3. Two other learning support assistants have completed training and are assessors for the NVQ course. All staff have had New Opportunities Fund training in ICT and, in addition, support assistants attended joint training for ICT in the North Birmingham area. All of this impacts well on pupils' achievement.
19. The accommodation is good. It provides an environment in which pupils learn and contributes effectively to their good achievement. Despite possible plans to relocate the school in the near future, there have been notable improvements made to the existing building since the last inspection. A sensory and ball pool area has been incorporated into the main building. A moveable canopy has been erected to provide protection for Foundation Stage children playing outside in inclement weather. In addition, two quiet rooms with computers have been provided for teachers to work in during their non-contact periods. The building is very well maintained.

### Care, guidance and support

Provision for the care, welfare, health and safety of the pupils is **very good**. Provision for the support, advice and guidance of pupils based on the monitoring of their achievements and personal development is **good**. Involvement of pupils through seeking, valuing and acting on their views is **good**.

### Main strengths and weaknesses

- Policies and procedures, designed to care for pupils' welfare, are followed thoroughly.
- All adults know pupils very well and are approachable.
- Effective ways have been developed to help pupils' emotional development.
- Ways of checking on how well pupils are achieving, using comparison against national levels, have not been in place long enough to be fully analysed and evaluated.

### Commentary

20. A very high majority of parents responding to the questionnaire for the inspection appreciate the very good quality of care provided by staff who know the pupils' needs very well. For example, staff and the Chair of Governors are trained in child protection procedures, which are appropriate and understood within school. Regular checks are in place to ensure that the environment is safe. The cleanliness of the premises is commendable. Care plans are established with advice from school nurses and therapists, which is a very good way of working.
21. Three support staff, trained in listening skills, support pupils' emotional needs very well. As a result, the 'Smiles' club is available where pupils use expressive play as an outlet for any concerns they may have and there is time for basic counselling. Play times and lunchtimes are orderly and pupils play happily. Safety surfaces are in place for large playground equipment. Pupils now have a soft playroom where, for those who need it, they relax and work out

irritations. All staff are trained in taking 'circle time', an approach that helps pupils express their own views and gain the patience to listen to one another. A consultant in behaviour management helps teachers assess problems very well and modify the way they respond.

22. Pupils are involved very well in setting targets for themselves, which are displayed in classrooms. They are largely for behaviour and re-enforced by continuous praise and encouragement by staff. Prompts are used well, such as colour-codes to help pupils line up. Targets set for language development are checked and evaluated daily. This day-to-day approach is used well to help pupils understand what they need to do to improve more. However, assessment of pupils' attainment against national levels has not been in place long enough for the school to make full use of data, for example, to work out how well individuals or groups of pupils are doing over a longer period of time. This is being developed.
23. In addition to well-established ways of settling pupils into school life or in preparing pupils for moving on to another school, the school is using the services of mentors, to work with those pupils who may require extra help. A home link support assistant's work focuses on easing pupils and parents into school and helping them understand routines, like individual education plans and formal reviews of pupils' progress. Care is taken when setting up classes to produce a balanced, inclusive group. The fact that girls are in a minority is taken into account and they are fully integrated into all lessons and school life. Transition to secondary school is helped by close liaison with the special educational needs co-ordinators in other schools.
24. Pupils' views are checked on during discussion times known as circle time and by follow-up of activities. Records of visits to mainstream schools, for example, include comments such as "I liked doing counting in 100s". This type of comment points to visits that are not intimidating and are worth including in the curriculum. Choice is built well into the way work is done with those pupils who have difficulties in communicating. Effective signing means that teachers can work out what helps them and re-enforce it.

## **Partnership with parents, other schools and the community**

Links with parents, the community and with other schools and colleges are **very good**.

### **Main strengths and weaknesses**

- Time and resources are devoted to developing very close relationships with families.
- Questionnaires are used to seek parents' views, which generally result in action.
- Community resources are used very effectively.
- Formal written progress reports to parents lack information about pupils' achievement and ways this might be improved. A few parents express some doubt about their knowledge of standards reached and would like to know more.

### **Commentary**

25. Clear information is provided to parents in the school prospectus. Monthly newsletters add to this. If necessary, translations are made available by a Punjabi and Urdu speaking learning support assistant. Whilst parents have a good range of opportunities for finding out how well their child is getting on, for any who rely solely on pupils' annual progress reports, these do not summarise pupils' achievement in sufficient detail.
26. The school is prepared to make time and other resources available to establish trusting and understanding relationships with parents. Parents are welcome in the school. They attend assemblies and fun days, in addition to more formal meetings. Their skills are sought and used at times, for example, in Asian and Chinese cookery. Home-school liaison staff are very effective in strengthening these links.
27. Parents are fully involved in all decisions about their children, which include effective involvement in pupils' individual education plan reviews. Also, they are an integral part of the

process for the 'Framework for Intervention', which helps improve pupils' behaviour where this is necessary. Homework is not a regular feature, apart from learning weekly spelling lists for some pupils. Parents are encouraged to help pupils at home. Workshops for parents are held from time to time, for example, managing pupils' behaviour or signing for those pupils who need an alternative way to communicate. An opt-in scheme for a daily diary enables parents to seek help if they need it. Parents' views are sought through regular questionnaires and acted upon. Questionnaires reveal really positive support on the part of most parents who are complimentary about the school. For example, "staff are very approachable, helpful, welcoming and above all make every effort to see parents". When there are complaints, action is taken. The school is currently reviewing its procedure for this.

28. The school is successful in attracting support from the community in, for example, donations or volunteers such as a church youth worker. Through the local neighbourhood Inclusion Network, staff make their expertise available to nursery and playgroup providers. As the lead school in the network, staff also provide an understanding of methods used in special schools to its partner schools. This leads to a worthwhile exchange of professional expertise, together with pupil-visits to lessons in other schools. This system is working very well. Staff of another school's expertise made Very good use in the expressive arts in preparing a bid for Artsmark status. Partnerships with universities result in very helpful professional development, degree courses for interested members of staff and a moderation system by which pupils' levels on a national assessment system, known as P levels, can be analysed, evaluated and reported to parents.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Leadership is **very good**. The management of the school is **good**. Governance is **good** with some very good aspects.

### Main strengths and weaknesses

- The headteacher gives the school a very clear direction and is effective in managing its changing role.
- The headteacher has created an effective senior management team.
- The governors contribute well to the direction of the school.
- Staff have very good opportunities to continuously develop their skills.
- The school does not get best value from all of its budget because the time pupils spend in lessons is short each day in comparison with other similar schools.

### Commentary

29. Overall, the high quality of leadership praised in the last report has been maintained. The headteacher inspires the school to constantly look to the future. The senior management team has been extended by the appointment of a new bursar who is taking over from a well-established and valued office manager who is retiring. The population of the school is rapidly changing in that an increasing number of pupils tend to have more complex learning difficulties than at the last inspection. The headteacher has the energy, enthusiasm and vision to lead the school through this uncertain period. An example of this vision is the innovative development of a class for autistic spectrum disorder pupils, which has been in place since September 2003. The headteacher undertook additional training, very relevant to the needs of ASD pupils. The success of the provision is being monitored closely by the school. Another example is of all the work that has gone into planning a possible move of the school to co-locate with a local primary school. These are examples of many others, where governors report that the headteacher brings solutions, rather than problems, to governors' meetings.
31. The quality of management is good. The further professional development of staff is seen as an important aspect of the school. All staff are encouraged to develop their skills and expertise. This is particularly important at this time when the population of the school is changing rapidly.

All professional development training is linked well to the school improvement plan and is co-ordinated very effectively by the deputy headteacher. Also, the school is dealing effectively with the reducing numbers of pupils, at the same time as the needs of pupils' are becoming more complex. The equivalent of around four full time teachers have left in the last few years and replaced by less than two full time equivalent staff. This is an effective way of reducing staff without resorting to redundancies. This is a very important part of the school's management strategy in line with its three-year funding plan. It is because of the changing situation that governors have predicted shortfalls in their budget in the short term. They are planning for this by retaining income each year to offset their spending requirements in the near future. They fully understand the need for prudent spending, linked to the school improvement plan. Because the school's income is very high, retaining income each year has not resulted in serious deficits in provision. The school is well staffed and resourced. By the end of financial year 2003 – 2004, the predicted carry-over will be around £115,000, which is approximately 11.5 per cent of its income. This has already reduced from the high figure of 2002 – 2003 shown in the table below.

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

Income and expenditure (£)		Balances (£)	
Total income	981,926	Balance from previous year	89,005
Total expenditure	910,722	Balance carried forward to the next year	160,209
Expenditure per pupil	10,973		

32. The headteacher is strongly committed to a clear set of educational aims, which are pursued effectively, achieving good provision for pupils. Aims are well understood by other senior staff who contribute positively to good leadership. In many areas of the school's work, high expectations are well established and these result in strong teaching and learning. The headteacher has driven continual improvement well and, despite any uncertainty about the future role of the school, many developments have continued steadily in a positive vein. Very good partnerships have been developed with the local community and neighbouring schools. This is valuable for integration, joint training and updating of expertise and sharing good practice and works very well. A very good atmosphere pervades the school, sustaining the effective performance of staff and this is a great benefit to pupils who continue to achieve well in many areas of school life.
33. The governors make an effective contribution to the direction of the school and have a very good understanding of its work. They fulfil all statutory requirements and are effective in guiding and supporting developments. They are particularly interested in the pilot work in the ASD class and look forward to the reports presented to them by the headteacher. The Chair of Governors spends a lot of time in school, both in her professional capacity of medical officer and her role as governor. Through this work, she has very good knowledge of the strengths and weaknesses of the school. Expertise of other governors is readily brought to bear on planning and monitoring. Governors are not afraid to challenge senior staff when necessary about how provision can be improved even more. A good example is when presented with an update of the school's assessment procedures, they asked for further information to be brought to the next meeting before they felt they had a good understanding of the new process. Governors have a good concept of best value. However, the time pupils spend in lessons is short each day in comparison with other similar schools. Over a school year, this amounts to around three and a half weeks of lost time where best value is not gained from the income available. Taking into account the good standard of education provided by the school, the value added to pupils' achievements, weighing this against the relatively high income of the school and the short school day provided, the school gives satisfactory value for money.



## PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.

*Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects that reflect the standards achieved by pupils.*

Four lessons were seen in the Foundation Stage. A variety of other activities were also observed and contributed to the judgements made.

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** with some very good features.

#### Main strengths and weaknesses

- Lessons are very well planned to meet the individual needs of the children.
- Behaviour is very well managed. Children are beginning to understand the difference between appropriate and inappropriate behaviour.
- There is good achievement by the children, particularly in communication, language and literacy.
- Very good teamwork between all members of staff, who have detailed knowledge of the children, results in staff's anticipation of their needs.
- Children are secure and are constantly supported by staff who work hard to ensure there is a positive learning environment.

#### Commentary

34. There are too few children in the Foundation Stage and insufficient evidence to make a separate judgement in each area of learning. The children have complex needs and enter the school with well below average attainment. Staff make pupils' school experience one where the children learn with enjoyment. Provision is effective and children achieve well as shown in the following examples. This is good improvement since the last inspection when children's progress was judged as satisfactory.
- In **personal, social and emotional development**, children enjoy the welcoming session and each has a sitting mat. They sit in their own place and respond well to the personal welcome by the teacher. Snack times are very well undertaken with children learning to take turns, sitting with others, communicating with them and becoming more familiar with the picture exchange communication system (PECS). Children co-operate well with staff who encourage them to make choices of snacks and drinks.
  - In **communication, language and literacy**, children use and understand simple signs in Makaton and are learning to associate pictures with objects and activities. These aids to language are used well with children who try hard to speak clearly. Children recall simple rhymes and most have the confidence to stand in front of the group and recite these to others, at times with adult support. They are excited and stimulated when their name-card is held up and all recognise and say their own names. They enjoy looking at books.
  - In **mathematical development**, children are introduced to number activities well, through number rhymes, and the sequencing of numbers, through number tiles and games. Every activity is very well supported with language to enhance children's growing awareness of number. There is good use of ICT programs that the children enjoy and are confident in using. Some children count beyond ten and those needing additional support are well monitored and helped to achieve their tasks.
  - In **knowledge and understanding** of the world, children have opportunities to explore and investigate objects. They have large floor puzzles to fit numbers into spaces and toys to encourage the matching of shapes. They enjoy making marks with crayons, often in a vigorous

way. They show interest in the computer and know how to operate simple equipment. They enjoy feeling the texture of dry and wet sand and making it into shapes.

- In **physical development**, children use the equipment with support and are gradually gaining confidence in their movement, although some find controlling their speed difficult. There are good opportunities for outdoor play, with many large wheeled toys that help children to develop physical skills and confidence. The new playground canopy means outdoor work can continue in inclement weather.
- In **creative development**, children learn to sing and join in the songs and rhymes. They enjoy the video that supports their learning of Makaton skills. They follow the tunes and some of the words. They paint boldly, using colour, and their portraits show that they are learning good brush control.

35. Teaching and learning are good overall, because there is very good differentiation in the lessons that allows the children to achieve well. There are good records kept and children's progress is monitored well in all areas. Good use is made of visiting specialists who offer help and support for the children's learning. There is good leadership and management of the Foundation Stage, which ensures that all staff have a detailed knowledge of the children's needs.

## SUBJECTS IN KEY STAGES 1 AND 2

## ENGLISH

*Lessons in English were seen in all year groups, together with a range of pupils' work and other evidence of pupils' achievement.*

Provision in English is **good**.

### Main strengths and weaknesses

- Speaking and listening are very good throughout Years 1 to 6.
- Writing has improved and is now good.
- Pupils have good opportunities to practise and apply their literacy skills in lessons in other subjects.
- Literacy targets in IEPs are not always specific and consistently applied.

### Commentary

36. Pupils achieve well. This is a significant improvement since the last inspection when pupils' progress was satisfactory. This is due to the introduction of the National Literacy Strategy and the good quality of leadership and management by the subject manager. This has been particularly effective with communication skills in working closely with the speech and language therapist. Pupils' progress is checked on closely, using 'P' levels, published reading tests and culminates in Year 6 with Standard Assessment Tests (SATs) and teacher assessment. This is a good approach. However, targets in some pupils' individual education plans are vague, which leads to lack of clarity at times about just how well pupils are progressing.
37. The youngest pupils arrive with very low levels of attainment in literacy. Many have speech and language problems, and some have associated behavioural difficulties. However, good management of behaviour and very effective promotion of speaking and listening skills by teachers, together with high quality input from the speech and language therapy service, results in very good development of pupils' ability to listen and to communicate clearly. Picture Exchange Communication System (PECs) is used well with the younger ASD pupils. As they get older, pupils become very confident speakers. During an inclusion visit to a local primary school, two Year 2 pupils very confidently answered questions in a science session. This was helped by the high quality of support from the teaching assistant accompanying them who used Makaton signing well, when appropriate.
38. Achievement in writing is good, which is an improvement since the last inspection when the school was criticised for the lack of provision to support pupils' free and creative writing. Younger pupils achieve well as they overwrite and copy letters and words and work at targets, such as independently writing their own names. Higher attaining pupils move on to writing simple sentences independently. For example, in Years 5 and 6, pupils write about their weekend news and stories they have read, such as 'The Magic Paintbrush'. In particular, in Year 6, pupils enjoy writing poetry about their cats and rabbits. They redraft their work by word-processing it on the computer.
39. There has been good improvement since the last inspection in reading. The library is better equipped and is used as part of a resource for literacy. Books are beginning to be grouped in different levels so pupils can choose ones at the right level. However, despite achieving well, pupils are not as confident as they might be in the reading. The subject manager has recognised this and has put strategies in place to improve reading even further.
40. Pupils throughout the school achieve well because teaching and learning are good. Part of this is the very good relationship between pupils and staff, which leads to staff knowing pupils' individual learning needs very well. The sheer delight on the faces of two pupils with English as an additional language in a Year 5 lesson when they achieved so much with their reading was a joy to see. Another element of good teaching and learning is the high quality of teamwork

between teachers and teaching assistants. All staff use praise frequently to motivate pupils and this encourages them to try even harder.

## Language and literacy across the curriculum

41. Staff give good attention to literacy in their teaching of other subjects. For example, in geography in Year 6, pupils label maps and write descriptions of comparisons made between schools in this country and India. During a Year 2 physical education lesson, pupils used and understood words and concepts such as 'under, over' and 'around'. Pupils are encouraged to read during PSHCE and as part of a religious education session, Year 3 pupils rearranged and completed sentences to tell the story of Jesus and his mother, Mary. There are effective opportunities throughout the subjects for speaking and listening and for the use of key words at the beginning of lessons.

## MATHEMATICS

*Lessons in mathematics were seen in all year groups, apart from Year 1, together with a range of pupils' work and other evidence of pupils' achievement.*

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Teachers plan their lessons well, because they ensure the needs of pupils of all abilities and those with additional special educational needs are met.
- The quality and range of activities are good and well matched to pupils' different learning needs. As a result, pupils learn well and enjoy their lessons.
- There are very good resources to support mathematics. Information and communication technology is well used.
- The learning support assistants are well-briefed before lessons. They manage the pupils well and have a positive impact on their learning.

### Commentary

42. The good standard has been maintained since the last inspection, partly because the staff have adapted the National Numeracy Strategy well to the needs of the pupils. Trends over time show that standards are rising. Teaching and learning are good overall and pupils achieve well. This is because the lessons are well planned with clear objectives. The learning support staff are well informed about the subject and work well with the pupils, helping them to gain confidence in mathematics. They have a positive impact on pupils' learning. This results in the pupils being interested in the tasks set. They try hard to co-operate and complete them.
43. In Years 1, 2 and 3, pupils work productively writing numbers and setting them out in the right order. The teachers make good use of discussion, such as when pupils have to find and explain mistakes deliberately put into number sequences. They really enjoy this type of activity. The use of 'shape lotto' presented as a game and the very good use of the interactive whiteboard with a shape computer program provided them with good experiences to enjoy their learning. Opportunities to draw and label shapes consolidated their previous work on recognition.
44. Pupils in Years 3 and 4 pupils work well making and interpreting pictographs, which extends their previous work of block graphs. Good practical use is made of 'real' money during role-play to buy 'tuck'. There is good use of key words, which pupils need to extend their understanding of mathematics. Year 4 and 5 pupils show that they understand a range of angles in shape work, whilst Year 6 pupils use a number square to find multiples of a given number. Because the lessons are so varied and the work is well matched to the pupils' individual needs, pupils

enjoy lessons and learn well. The very good resources are well used by staff to make lessons interesting and enjoyable. Good checks by staff take place during the lessons and the information from these feeds into the regular monitoring of what pupils know and understand.

45. Subject leadership and management are good. The subject manager gives clear guidance to other staff and is well organised. The outcomes from the monitoring of lessons and staff training undertaken have been fed well into how lessons are taught, particularly on how best to use question-and-answer sessions.

### **Mathematics across the curriculum**

46. Mathematics is well used across the curriculum. A good example of this is the recent religious education trip made to a synagogue. In discussion, pupils considered the shapes of objects in the building, and the size and shape of the building itself. In physical education, references are constantly made to shape and size, which reinforce pupils' mathematical learning. Teachers encourage pupils well to use mathematical language in different contexts.

## **SCIENCE**

*The subject was only timetabled in three classes during the inspection. These were seen, together with a range of pupils' work and other evidence of pupils' achievement.*

Provision for science is **good**.

### **Main strengths and weaknesses**

- Pupils of all abilities are achieving well because of good quality teaching.
- Pupils enjoy science and are well motivated and interested.
- The subject co-ordinator ensures the school is up-to-date in its thinking and that staff expertise is strong.
- Support from learning support assistants (LSAs) is very good, which enhances provision.

### **Commentary**

47. Teaching and learning in science are good. This represents good improvement from the previous inspection. Lessons are well planned and prepared with clear learning objectives. Planning, support and resources take account of the wide range of learning needs, so that all pupils are fully included and there are opportunities for all pupils, including those with additional special needs, to show good achievement. Through effective questioning, teachers successfully encourage pupils to think of ways they could carry out their work differently and, for example, improve their investigation techniques. Including pupils in assessing the quality of their own work is encouraged and works well. Literacy, communication and numeracy skills are regularly reinforced.
48. Pupils have very positive attitudes to science because lessons are invariably exciting. They enjoy joining in scientific investigations, such as building electrical circuits. As a result, they achieve well against science targets. Staff use correct scientific language. Consequently, pupils use scientific language well in their explanations, which enhances their understanding. Key words that pupils need for particular learning are effectively displayed. This improves pupils' language and communication skills. Pupils work well together when building circuits, showing high degrees of collaboration and co-operation, which strengthen their social and personal development.
49. Science is well led and managed. The co-ordinator is readily available for informal and formal support for colleagues. The co-ordinator meets regularly with science teachers from other schools to update information and to share good practice. Information and communication technology is well-integrated into science. All staff have pursued their New Opportunities Fund

(NOF) training which gives them the expertise to use the school ICT hardware and software. Computer microscopes are used well, inter-active CD ROMs are available and scientific concepts are built well into other subjects, for example, in history topics when pupils investigated ships floating and sinking.

50. Like the teachers, support assistants know the pupils very well. Because relationships are very good, a climate of trust and security is created in class. Support assistants play a valuable role in supporting pupils and helping them to keep on task, for example, when building an electrical circuit and when extra help is needed to attach the crocodile clips. Staff support sensitively and intervene when necessary, but withdraw where pupils can be encouraged to complete the task as independently as possible. Support assistants make a very valuable contribution to the quality of pupils' learning. They ensure pupils with additional learning and behavioural difficulties are fully included in lessons, which enhances their achievement and progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*Lessons were seen in three classes where ICT was timetabled during the inspection and in several other classes where it was used in other subjects.*

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils of all abilities achieve well because of high quality teaching.
- The subject co-ordinator ensures a good commitment from staff to improve their own skills and knowledge.
- Resources are good, easily available and effectively used.
- Information and communication technology is used well to support other subjects of the curriculum.

### **Commentary**

51. The school now provides timetabled ICT lessons for all pupils. This helps to ensure that pupils learn all the necessary parts of the subject and are taught systematically the skills and knowledge they need. Good teaching encourages pupils to use computers in meaningful contexts. Work is built into the planning of most lessons, so pupils enhance their learning well by accessing the topic or curriculum through ICT. Provision for ICT has improved well since the previous inspection. Pupils' achievement is good.
52. The subject manager has clear vision and enthusiasm for the subject and provides effective leadership and management. She has supported her colleagues through a period of rapid development by effective training. The employment of a part time ICT technician has been a boost for the subject. He keeps all hardware and software working, supports staff and at times takes lessons. All teachers have completed their New Opportunities Fund (NOF) ICT training and all support staff have completed a range of courses, such as CLAIT. The school was very fortunate, and very grateful, to take advantage of free ICT training from a local college. Improved training of staff impacts positively on the achievement of pupils.
53. The range of resources is good, with a rolling programme in place to replace older hardware. The development of an ICT suite has had a positive impact on pupils' achievement. Not only do pupils improve their skills, but also it is so obvious that they increase in confidence, self-esteem, fine motor control and the ability to concentrate for longer periods. The school has at present only one inter-active white board, but this is proving so successful that the co-ordinator is pressing to develop this aspect more.

## Information and communication technology across the curriculum

54. Pupils gain an understanding of the power of ICT in many aspects of life, because they are given well-planned opportunities to use the technology in other lessons. For example, in science, pupils use the computer microscopes well. There is a huge drive on to use the computers in the ICT suite for mathematics and English. This works really well and pupils gain in their literacy and numeracy skills. Digital cameras are used effectively to record pupils' work. In English, older pupils use word processing to re-draft their work and present it neatly. An effective sensory room has been developed, which allows pupils to use a wide range of switches to investigate what happens when a switch is touched. The library is equipped with an effective ICT system that allows the school to track books used by the pupils.

## HUMANITIES

*No judgements were made in geography and history because they were not part of the focus of the inspection. Lessons were seen in three classes in religious education, together with a range of pupils' work and other evidence of pupils' achievement.*

### Religious education

Provision for religious education is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is effective in supporting and extending pupils' feelings and understanding of moral issues, as well as learning facts about different religions and cultures.
- Lessons are organised well and involve the effective use of teaching assistants.
- The amount of time devoted to religious education is short in some classes in comparison with other schools nationally.
- There is a good range of resources and visits to places of interest, which enliven lessons.

#### Commentary

55. Provision has developed satisfactorily since the last inspection. The subject's contribution to improving pupils' literacy skills is now satisfactory in writing. Speaking and listening skills are used very well, including signing by staff and pupils, where pupils find it difficult to respond verbally. This was very effective in a very good Year 2 lesson about 'special people'. As pupils listened to the story of Jairus' daughter, you could have heard a pin drop. Interest and concentration were outstanding. The subsequent role-play of the story not only consolidated pupils' learning, but also allowed them to put their own ideas and feelings into the story. Signing was very evident by the staff team and ensured all pupils could join in. For future evaluation, the teaching assistant carefully noted, not only how well the teacher made provision for pupils with English as an additional language, but also their subsequent responses. This is one example of very good practice, which is replicated in other classes.
56. Leadership and management of the subject are satisfactory and strengthening. Staff evaluated the effectiveness of their planning recently and decided a new approach was required to improve pupils' achievement. This has been organised effectively but has been in place for only a short time. As a result, whilst teaching and learning during the inspection and evidence of pupils' very recent achievement show these to be good, evidence over a longer period shows pupils' achievement only to be satisfactory overall but strengthening. This is because teachers now make the subject more relevant to pupils' needs. A good range of resources, such as a Torah, sparked Year 5 and 6 pupils' memories of their visit to a synagogue. Checking on pupils' progress in their learning is now in place, but has not been happening long enough for reliable information to be yet available. Some of the impact of the current good quality of teaching and learning seen during the inspection is lost, because pupils in Years 1 to 4 receive significantly

less taught time in the subject than would be found nationally. Good links with a range of other subjects, such as drama and personal and social, health and citizenship education, are contributing to improvements in the subject.

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

*Art and design and design and technology were not part of the inspection focus. One lesson was seen in music. As a result, no judgements were made about these subjects.*

### **Physical education**

*Lessons were seen in three classes, together with a range of school documents and teachers' record keeping.*

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The teaching of specific skills is good, especially in gymnastics.
- Pupils are enthusiastic and eager to improve.
- The subject management is satisfactory overall, although not all current targets for improving the subject have been met.
- Time allocation for physical education is not adequate in comparison with other schools nationally.

### **Commentary**

57. Provision has not improved since the last inspection when it was satisfactory. Leadership is still satisfactory. The subject manager, who has been in post just over one year, has started to plan more improvements, but as yet, has not put these plans into action. There is at present a teaching programme incorporating gymnastics, swimming, games and dance. However, insufficient time is allocated to these over the year. Therefore, although in individual lessons pupils do well and are enthusiastic, overall they are not achieving as well as they could.
58. Pupils achieve satisfactorily. All pupils and staff dress suitably for lessons. During a Year 1 session, the teacher used a warm-up activity to help pupils identify part of their bodies. By the time pupils are in Years 5 and 6, they sequence activities such as a balance, a roll and a finishing position. During a very good Year 5 session, the teacher videoed the pupils, so that they could see their own progression. All pupils go swimming at some stage during the school year, achieving well by the time they reach Year 6.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education and Citizenship (PSHCE)**

Only one lesson was seen with Year 6. Because PSHE permeates the whole of the school day, a variety of other activities was observed and contributed to the judgement made.

Provision is **very good** overall.

### **Main strengths and weaknesses**

- There are very good opportunities for learning during the school day, supplemented by very good opportunities outside school. As a result, students achieve very well.



- Good quality programmes of work for PSHE have been introduced recently. The use of other subjects to extend pupils' understanding of citizenship could be stronger.
- Very good day-to-day activities permeate the whole school.

### **Commentary**

59. All staff are very aware of the importance of promoting pupils' personal development. As a result, pupils' achieve very well. This happens, for example, in structured play in the Foundation Stage first thing in the morning when the children arrive. Also evident in exciting and interactive school assemblies and at lunchtimes, where pupils are consistently supported in making choices in a broad range of social situations. Because staff understand the pupils' needs very well, they are very good at doing this informally. Staff ensure that pupils are encouraged to do as much as possible for themselves. Residential experiences and working with pupils at other schools all contribute to the very good provision, which has been built upon well since the last inspection.
60. Very good teaching and support promote the development of social and self-help skills very well. For example, in a Year 5 and 6 science lesson, pupils quickly formed themselves into groups, to test how to put together a simple electrical circuit. The fact that some of the wires, bulbs, batteries and connectors initially proved a little unreliable merely added an extra hurdle for the pupils to overcome. Their very good initiative and independence came to the fore as they conversed with adults to overcome their problems.
61. The impact of personal, social and health education and citizenship as a subject on the timetable is beginning to contribute appropriately to pupils' overall personal development. However, in one PSHE lesson with Year 6, whilst the contribution to developing pupils' literacy skills was satisfactory, opportunities were lost for pupils to discuss their own views on the different ways they could overcome teasing, if this were to happen. Also, the citizenship element, whilst strong in other subjects, such as religious education, is also not yet formally built into the broad range of lessons that can contribute more successfully to pupils' achievement.
62. The school uses a commercial package to track pupils' progress. Because this has been in place for only a short time, insufficient information is available yet to allow staff to analyse strengths and weaknesses across the school and adapt the programme as necessary. This is planned for. Satisfactory leadership and management of the subject ensure that the teaching of PSHE, as a subject, is beginning to link more seamlessly with the school's day-to-day support for pupils' personal development. This is beginning to work effectively.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

**Inspection judgement****Grade**

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>see below*</b>	<b>3</b>
Pupils' achievement		3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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 in relation to students' individual targets and not in relation to national standards.