

INSPECTION REPORT

MERSTONE SCHOOL

Marston Green

LEA area: Solihull

Unique reference number: 104133

Headteacher: Amanda Mordey

Lead inspector: Alastair Younger

Dates of inspection: 10th –13th May 2004

Inspection number: 258948

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	2-19
Gender of pupils:	Mixed
Number on roll:	64
School address:	Exeter Drive Marston Green Birmingham West Midlands
Postcode:	B37 5NX
Telephone number:	0121 788812
Fax number:	0121 7792800
Appropriate authority:	The Governing Body
Name of chair of governors:	Brian Kendrick
Date of previous inspection:	1/7/2002

CHARACTERISTICS OF THE SCHOOL

Merstone is a school for up to 67 girls and boys aged 2 to 19 who have learning difficulties. Most have severe difficulties but there are groups of pupils whose difficulties are more complex and profound. There is also a growing group of pupils with autism. There are currently 64 pupils on roll. Nearly all have statements of special educational need. The four who do not are very young and are currently being assessed. The youngest pupils who are admitted have very little previous learning and their attainment on entry is very low. A few pupils are admitted later in their education, especially at Post 16, and their attainment on entry is low. Most pupils are white and English is their main language but there are 11 pupils from ethnic minority backgrounds, one of whom comes from a family where English is not the main language spoken. There are no refugee or traveller pupils and only one is in public care. Because of the nature of their difficulties, pupils are disapplied from the assessment arrangements of the National Curriculum. In Years 7 to 9, with the agreement of their parents, they are also disapplied from French to enable them to spend more time learning basic personal, social and health education skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23587	Alastair Younger	Lead inspector	Information and communication technology, French, religious education
12536	Sylvia Bullerwell	Lay inspector	
10702	Henry Moreton	Team inspector	English, special educational needs, English as an additional language
10228	Sue Russam	Team inspector	Foundation stage, science, art and design, design and technology, geography, music
30142	John Morris	Team inspector	Mathematics, personal, social, health and citizenship education, history, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Pupils achieve well because they are well taught. Leadership and management are good and governance is satisfactory. The school is giving **good value for money**.

The school's main strengths and weaknesses are:

- Much of the teaching is of high quality. However, though satisfactory overall, there is still scope for improvement in assessment.
- Pupils in the Foundation Stage make very good progress. In the rest of the school, pupils make good progress in English, mathematics and personal, social and health education.
- Science provision is weak, but the school is beginning to address this.
- Pupils are very well behaved and keen to learn. Their personal development is good.
- There is effective monitoring of teaching, but not enough monitoring of the curriculum.
- Pupils are very well cared for and their views are carefully listened to.

There has been **good improvement** since the previous inspection. There has been very good improvement in the provision for pupils in Years 10 and 11 and good improvement for those at Post 16. Monitoring of the school's work and pupils' progress are satisfactory overall, and both have improved since the previous inspection.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Good	Good
Year 6	Good	Good
Year 9	Good	Good
Year 11	Good	Good
Year 13	Good	Good

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

Achievement is good. In the Foundation Stage, children achieve very well in relation to the goals that they are expected to reach by the end of the reception class. In Years 1 to 11, achievement is good overall. By the time they leave, a few of the highest attaining pupils demonstrate the ability to work at Level 1 of the National Curriculum in several subjects. For most pupils, attainment is judged by the use of nationally recognised 'P scales', designed to measure the progress of pupils in the run up to Level 1. These indicate that pupils are making good progress in most subjects. Good achievement spreads across many important areas, including English and mathematics, but it does not extend to science, where too little time is spent teaching the subject and pupils' achievement is, therefore, unsatisfactory. At Post 16, pupils' achievement is good and they are well prepared for leaving school.

Pupils' spiritual, moral, social and cultural development is good. Their personal development is very good and is reflected in the very good behaviour of pupils around the school. Pupils' attitudes are very good. They come to school cheerfully and look forward to their lessons. Attendance is good. Most pupils attend whenever they can but many have frequent absences for medical reasons.

QUALITY OF EDUCATION

Pupils receive a good quality education, largely because they are **well taught**. Teachers plan lessons carefully to ensure that individual needs are being well met. They make it clear what each pupil is expected to learn, use interesting methods to make learning fun and ensure that the pupils with most need are very well supported with the help of skilled teaching assistants. Teachers have a good understanding of how to teach numeracy and literacy but are less confident when teaching science. In nearly all lessons, a good balance is kept between promoting learning, whilst ensuring that the personal development of pupils is not neglected. Although assessment has improved since the previous inspection, it still lacks the precision needed for recording the very small steps that many pupils make. The curriculum is satisfactory overall and it is well enriched by a good programme of visits and visitors. There is a good emphasis on helping pupils to communicate and to improve their mathematical skills, but science has been neglected, with insufficient time being dedicated to its teaching. Overall, although pupils are taught a suitable and varied range of subjects, there is little consistency in the amount of time spent teaching them. There is insufficient monitoring of what is being taught as opposed to how well it is being taught. Pupils are encouraged and enabled to express their views and are very well looked after. Parents are very well involved and informed about their children's education and progress, and close links with local schools and colleges open up new learning and social opportunities for many pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and governance is satisfactory. The headteacher gives good leadership and is well supported by her deputy. Increasingly, subject leaders are coming to terms with the importance of keeping an eye on their areas of responsibility. However, arrangements for monitoring of the curriculum are not as well developed as those for teaching, and this is a weakness. The school runs smoothly. Staff clearly understand what is expected of them and there are good systems in place to ensure that they fulfil their duties. No one is overburdened and subject leaders are given suitable time, and empowered to complete their duties. Links with other schools are actively pursued to improve opportunities for pupils. Governors are supportive and look after the best interests of the school, ensuring that it meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. They wish it could be open throughout the year and their children tend to agree, such is their enjoyment. A very small proportion of parents have minor concerns but many of these are out of the control of the school. Most parents are very comfortable in their relationship with the school, feeling that they are listened to and welcomed. They feel a true partner in their children's education and are happy that their children are well taught in a well-managed school.

IMPROVEMENTS NEEDED

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

- improve provision for science;
- improve monitoring of the curriculum by keeping a closer check on what is being taught in each class and how much time is allocated to each subject;
- review assessment procedures to use smaller steps to measure the rate of pupils' progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Achievement is good overall.

Main strengths and weaknesses

- In the Foundation Stage, children achieve very well in relation to the goals that they are expected to reach by the end of reception class.
- Achievement in English, mathematics and personal, social and health education is good throughout the school but achievement in science is unsatisfactory.
- There have been particular improvements in the achievement of pupils in Years 10 and 11 and at Post 16.

Commentary

1. Most pupils arrive in reception with virtually no skills of literacy and numeracy and very limited personal and social development. These children get off to a flying start in the Foundation Stage classroom. This is because their needs and abilities are very quickly and carefully assessed and clear plans drawn up to address each individual's learning and developmental needs. Many people are involved in this, including outside agencies and parents. This ensures that the full range of needs is identified, including special educational needs. Following this, children are very well taught, with close attention being paid to ensuring that they make very good progress within each of the Early Learning Goals that form the mainstay of the curriculum. There is a very wide range of need in this class, but skilful assessment, planning, teaching and support ensure that each child is achieving very well. This high standard has been maintained since the previous inspection.
2. The overall quality of teaching and learning for other pupils is of a high standard, much of it being very good or better. As a result, pupils of all ages, irrespective of gender or degree of special educational need, are able to build well on previous learning and are achieving well in many subjects of the curriculum, including English, mathematics, personal, social, health and citizenship education and information and communication technology. Most of the targets the school sets are met. A few of the higher attaining pupils are reaching Level 1 of the National Curriculum in information and communication technology, English and mathematics by the time they leave. About a third make annual gains of about one P level every two or three years in most other subjects, whilst about another third maintain the level they are at. A few of the lowest attaining pupils, often with degenerative conditions, regress slightly but this is kept to a minimum by skilled teaching and care. Throughout the school, pupils with the greatest degree of difficulty receive effective extra support to help them improve their reading and language skills through the use of symbols, signs and individual and group speech and language sessions. This helps them to achieve well in relation to the difficulties they face. Science is the only subject where achievement is unsatisfactory. The subject has been neglected and lacks status, with too little time being given to its teaching and the curriculum remaining underdeveloped.
3. In Years 10 and 11, pupils are currently achieving very well in lessons in response to the often inspired work of a recently appointed temporary teacher. Older work in their files, however, is not up to this standard, which is why their achievement is judged good overall. By the age of 16, however, pupils are well on course to gain ASDAN Transitional Challenge awards in independent living skills, self-advocacy, positive self-image, personal development and personal autonomy. The achievement of pupils at Post 16 represents a significant improvement since the previous inspection. It now forms a clearly separate part of the school where pupils

are strongly encouraged and supported to become more independent. Pupils are achieving well as they study modules related to ASDAN 'Towards Independence' modules, or, for higher attaining pupils, Entry Level Qualification in Life Skills. Increased opportunities are also being given to them to attend colleges and participate in work experience.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their behaviour and attitudes are very good. Attendance and punctuality are both good.

Main strengths and weaknesses

- Pupils' very good behaviour ensures that the school is very settled at all times, allowing all pupils to concentrate on their work, free of stress or harassment.
- Pupils are keen to come to school and they work hard in lessons.
- Pupils are helped to take increasing responsibility and to learn about themselves and others.

Commentary

4. Very good teamwork amongst staff encourages and helps pupils to behave very well in lessons and at break and lunchtimes. Positive values and guidance about what is right or wrong are promoted very well. The school assemblies at the end of the day closely reflect the warmth and caring nature of relationships between pupils and between pupils and staff. The focus on developing good behaviour and positive responses is fruitful. Pupils are enthusiastic about learning and behave very well in lessons. When they respond negatively to instructions, staff react in a very calm, careful and consistent manner, effectively helping pupils to overcome minor moments of personal crisis. There have been no exclusions in recent years and there is no evidence of bullying or racism.
5. The very caring and supportive environment results in pupils wanting to come to school. Parents say their children love attending and this is clearly evident from the pupils' responses to the questionnaire and, in particular, their efforts in lessons. Attendance is good and there is no unauthorised absence. Much of the authorised absence is for medical reasons. At Post 16, the new Connexions card gives credits to students for good attendance which they can exchange for a range of rewards, and this has had a positive effect on their attendance. Elsewhere, however, there are no rewards for pupils achieving high levels of attendance, missing a golden opportunity to celebrate success.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.81	School data	0.03
National data	N/A	National data	N/A

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

6. Pupils are successfully encouraged to take responsibility and to develop skills for independent living. Responsibility lists in classrooms itemise areas where pupils can help out, for instance, by collecting registers, taking messages, helping and supporting others at break times. These activities help to develop self-esteem and team work. Pupils are involved in helping others, recently raising £500 for children with leukaemia and £80 for Shelter. Pupils learn the difference between right and wrong and learn to help each other. A good merit system for work and effort is linked to a weekly celebration assembly. This encourages pupils to work hard and behave well and gives them a clear idea as to how they can improve. A few classes display a ladder of awards to encourage pupils to take more responsibility for their behaviour and achievement.

Class councils encourage older pupils to express opinions and extend personal awareness. There is currently no school council but plans are well developed to introduce one in the near future. The wide range of visits and activities in the community opens doors for pupils to broaden their experiences and feelings of self-worth.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are well taught and there is a satisfactory curriculum. The care of pupils is very good.

Teaching and learning

Teaching and learning are good and assessment is satisfactory.

Main strengths and weaknesses

- Most lessons are very well planned to incorporate interesting activities, well matched to pupils' abilities.
- Teaching assistants and other support staff often play an invaluable role in helping pupils to learn.
- Assessment procedures are satisfactory overall but they do not give an immediate picture of pupils' progress.

Commentary

7. A high proportion of lessons are very well taught and, in a few, the teaching is excellent. Most of the best teaching is in the Foundation Stage and in Years 10 and 11. In Years 10 and 11, there is consistently strong teaching but it is not currently matched to pupils' achievements because the teacher is relatively new to the school and pupils have not yet reaped the full benefit of it. The Foundation Stage has a much longer established history of strong teaching and, as a result, pupils are learning and achieving very well.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (9%)	11(31%)	17(48%)	4(12%)	0	0	0

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

8. All of the best lessons are immaculately planned to ensure that individual needs are being met. In the Foundation Stage and Years 10 and 11, this planning is particularly strong, but it is also a very good feature of much of teaching for other age groups. At its best, planning pays close attention to individual education plans. This is particularly effective when the plans are based on good assessment of pupils' previous work and this is why it shines out in the Foundation Stage and in Years 10 and 11. Pupils enjoy learning because most teachers go out of their way to be innovative in their teaching and to present pupils with activities that combine learning with fun. A 'mystery bag' in a Year 11 mathematics lesson added excitement to the activity of identifying long and short items. Year 6 pupils have visited an airport to stimulate thought about forces in science. Pupils are often asked about their own experiences and this greatly adds relevance to learning. In a very good Year 9 English lesson, for example, each pupil recounted their experiences of the previous weekend and other pupils were encouraged to ask them questions. Each pupil had a moment of glory and the attention of the class, whilst at the same time developing speaking and listening skills.

9. In most lessons, teaching assistants are offering very effective support to teachers and greatly helping to include all pupils in learning. In a Year 6 English lesson, a lower attaining pupil dictated responses to the teaching assistant, then transferred the text into a document, using a computer. In a Post 16 English lesson, the assistants helped individuals to focus on what the teacher was saying and explained, by accurate signing when necessary, any bits that the pupils had misheard. In a Year 6 science lesson, the teaching assistants greatly helped include pupils with the most difficulty, allowing them to handle apparatus. Assistants often help individuals who have become agitated but many are also adept at maintaining the flow of lessons when teachers feel a situation merits their own involvement to address the problem. This is because assistants are well briefed and understand the pupils' needs very well.
10. Staff have gone to great lengths to improve assessment procedures and each pupil now has a record of their academic and personal achievement. However, this record is often difficult to access because it occasionally contains outdated information and the systems used tend to identify what a pupil can do, but not sufficiently what progress he or she is making. This means that potential breakthroughs or problems are not easily identifiable. The use of nationally recognised 'P scales' to record the relative position of a pupil in the learning hierarchy is allowing simple comparisons to be made between pupils' performance in different subjects. However, many of the pupils are developing at a rate below that at which these scales provide a sharp assessment tool and the very small signs of progress are not sufficiently recorded. The school needs look no further for evidence of very good assessment practice than its own Foundation Stage and in the class for Year 10 and 11 pupils. In both of these classes, there is skilled, precise assessment of pupils' progress that the rest of the school would do well to follow.

THE CURRICULUM

The curriculum is satisfactory. It is well enriched through visits, lunchtime activities and visitors who have special skills or interests. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum focuses particularly well on promoting communication skills and providing pupils with many, varied opportunities to improve their personal development.
- There is a hugely improved curriculum for pupils at Post 16.
- The Foundation Stage curriculum is very good.
- The amount of time spent teaching different subjects varies too much between classes and the science curriculum is weak.

Commentary.

11. The curriculum meets statutory requirements and provides effectively for pupils' needs by concentrating on their communication, language, literacy and numeracy skills, as well as their personal development. The national strategies for English and mathematics form the basis for what is taught in literacy and numeracy lessons. In other subjects, schemes of work are based on national guidelines, with appropriate adaptations made where necessary. There is a good, appropriate and effective programme of personal, social and health education. The curriculum is being continually developed with new and creative ideas. Developments in the Post-16 provision have been especially good since the time of the last inspection. The headteacher is effective in encouraging links between subjects that help pupils make more sense of their learning.
12. The school has worked hard to provide a good range of opportunities for pupils to participate in sport and the arts. Good use is made of regular visits to community-based facilities, such as those for swimming and riding. Links with other school and colleges enable groups and individual pupils to utilize more specialised facilities. This has been particularly beneficial for sixth form students who are following a three year accredited programme of study.

13. Since the time of the last inspection, the school has maintained a very good range of learning opportunities for children in the Early Years Assessment unit. The curriculum has been very well adapted to meet the wide range of ages and abilities of children in the class. Whilst the learning environment is in need of redecoration, activities provided for the children are lively and stimulating. However, in other classes, particularly for pupils in Years 3 –11, there is too much variability in the amount of time spent teaching different subjects. This has resulted in some subjects not being taught in sufficient detail, or often enough. The impact of this has been most evident in science. Teachers' planning shows that aspects of the subject are taught over too long a period of time and this results in too little variety in the breadth and balance of what is taught and learned. As a core subject of the curriculum, insufficient time is given to the subject in many classes. In some classes, where teachers lack confidence, the subject has an even lower profile.
14. The school is aware of these weaknesses and has recently been more active in trying to realign elements of subjects, so that the overall curriculum provided in each class is more cohesive. Although there are still areas for development, the school has made good progress in bringing about significant improvements over the last two years. In part, this is accounted for by the improving match of staff to the curriculum. The contribution made by visiting therapists is also invaluable in enriching pupils' learning experiences.

Care, guidance and support

Arrangements for the care, welfare, health and safety of pupils are very good. Pupils are given good support, advice and guidance and their views are listened to very closely and taken account of in school improvement.

Main strengths and weaknesses

- Pupils are very well looked after in a safe environment.
- Staff help pupils to make wise choices about how they want to conduct their lives.
- There are many opportunities for pupils to express their views.

Commentary

15. The care of pupils is a main priority of all staff. Pupils' personal and medical needs are met, due to the very good knowledge staff have of pupils through the effective partnership with parents. The school nurse effectively trains staff to help pupils and is in school each day to monitor pupils' feeding programmes. The school methodically ensures that procedures for child protection follow the recommendations of the local area child protection committee. The designated teacher attends annual training and keeps staff regularly updated. Risk assessments are rigorously completed for trips, the building and individual pupils where necessary. The governing body monitors health and safety within school through the building committee. There is very good supervision at lunchtimes and well-established routines that enable midday supervisory assistants to work with pupils on their lunchtime targets.
16. Support and guidance for pupils' personal development follow a planned programme throughout school, which enables pupils to think about the choices they can make regarding behaviour, a healthy lifestyle, the need for rules, safety of themselves and others and care for the environment. By the time pupils are in the sixth form, they are mature, caring individuals who take a pride in learning to be independent citizens, through such achievements as gaining their bus pass which allows them to travel to college courses without support.
17. The school considers pupils' views in a number of formal and informal ways, including class councils and during personal, social and health education lessons. Pupils like being involved and feel they are valued and listened to by all staff. Pupils are very proud of their involvement in the improvements to the playground area and their choice of equipment. Pupils in Years 7 and 8

were seen at lunchtimes, proudly using the microphone system that they chose after discussions by the class council about how they would spend their class fund.

Partnership with parents, other schools and the community

There are very close links with parents and the community. There are good links with other schools and colleges.

Main strengths and weaknesses

- Parents are kept well informed about their children's progress and are fully encouraged to participate in their education.
- Many links with the community help broaden opportunities for pupils' learning and personal development.
- Links with the local college start at Post 16 and, as a result, pupils in Year 11 do not have access to the benefits of vocational courses on offer.

Commentary

18. All parents have signed the home/school agreement to work in partnership with the school and are very happy with how the school supports their children. Parents have the opportunity to meet teachers each term to discuss children's progress. They also have regular contact with the school through the use of home/school diaries or by telephone. Parents are fully involved in the annual review each year and contribute a written form about their expectations, concerns, the progress and achievements of their children. They receive a good annual written report that tells them what pupils can do and the progress they are making. The school brochure and Early Years prospectus are very informative about procedures and routines. Newsletters are effective in keeping parents informed about events in the school calendar and welcome parents to celebrate the achievement of their children by attending special celebrations, such as Mothers' Day Assembly or the Easter Bonnet Parade. Parents give support through the Friends of the School Association who organise social and fundraising activities for pupils' benefit.
19. All classes have a planned visit into the community every two weeks. These visits are linked to different areas of the curriculum and enhance pupils' learning by first hand experience, for example, Class 2 studying new and old architecture and learning map reading skills during a visit to the Bullring shopping centre. These well-planned visits also promote pupils' skill of living in a community, being independent, using money, travelling, social skills and relevant knowledge about the world around them.
20. The school has held successful sessions for parents, such as Makaton training and Internet use to help parents to support their children at home. The parent room at school is also a suitable base for the specialist toy library and information leaflets that give parents useful access to other support services available to them.
21. The school has good links with a number of schools to provide some mainstream education to meet individual pupils' needs. However, the school does not yet provide work experience or access to vocational courses for pupils in Year 11. Post 16 students benefit greatly from opportunities they have to do as college courses and work experience, such as gardening at a guesthouse or assisting the cook in school.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good. The leadership of the other key staff is good. The effectiveness of management is good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The school has a strong commitment to inclusion.
- The head teacher has led a successful drive for improvement.
- The foundation department is particularly well led and managed.
- There are weaknesses in the management of the curriculum and in the procedures for assessment.

Commentary

22. The school is now an effective one. The headteacher has diligently acted upon weaknesses identified in previous inspection reports. At times, the pace of change in certain areas has been a little slow, but significant progress has been made in most areas, so that most weaknesses have been completely overcome. The leadership and management of the school have built a much stronger teaching team, especially for pupils in Years 10, 11 and beyond, where there were problems in the previous inspection. This is demonstrated by the many very good and excellent lessons observed in these areas. A major strength is that the children get a very good start to their education in the school as a result of a very effective foundation department.
23. There is much improved monitoring of teaching which has enabled the head teacher to build up a clear view of the school's strengths and weaknesses. All staff are helped and encouraged to improve their performance. Teachers are observed and supported in the classroom and managers are being empowered to fulfil their duties. The role of subject leaders in particular has been developed well, with the deputy head teacher taking on a significant teaching commitment to release subject leaders to perform their management duties. The effectiveness of monitoring and the good training that is made available to staff are evident in the improvements that have been made over the last few years, especially in teaching and learning.
24. The previous weaknesses in the curriculum and in monitoring and evaluation of provision have mostly been addressed, although a few issues remain. In particular, the curriculum is still not monitored closely enough to ensure that the achievement in all classes is at the same high level as, for example, in the foundation department. There also needs to be a crisper and more rigorous approach to in the application of the assessment arrangements, which suffer from too many new initiatives which are not fully followed through. The leadership of design and technology also needs to be resolved.
25. The school is efficiently run. All staff are efficiently deployed throughout the day. Spending on resources is carefully monitored and spending decisions are made prudently, acting on the good information provided by the administrative staff. Communication is clear and the days run very calmly and smoothly. When responsibility can be delegated, this is done, and those given additional responsibilities are given the support they need to carry them out effectively.
26. The governing body is supportive and works hard on the school's behalf. It has played its part in the improvement made. Governors have ensured that all statutory requirements are met. The governing body is involved in setting the strategic direction of the school and is developing increasingly effective working arrangements. However, at the moment, it is not doing enough for itself to evaluate standards.
27. The key contributory factor in moving the school forward is the commitment to pupils' interests, which are the focus for all the school's staff. The school now has a clear sense of direction. There is a strong sense of teamwork and shared values amongst all staff. There are no significant barriers to further development and the school is in a good position to move forward.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	890523
Total expenditure	899328
Expenditure per pupil	12848

Balance from previous year	37302
Balance carried forward to the next	28497

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children achieve very well because they are very well taught.
- Leadership and management are very good.
- The quality of the curriculum is very good.

Commentary.

28. At the time of the inspection, five children were in the Foundation Stage class. Of these, two attended full time and three on a part time basis. One child was of pre-school age, two were of nursery age and two of reception age. The quality of provision for these children is a strength of the school. The children make very good progress and achieve very well in relation to their individual needs because the quality of teaching they receive is very good.
29. Children join the Early Years Assessment Unit with a wide range of special educational needs. Their needs are becoming more complex and frequently they are functioning at very low levels which reflect significant degrees of developmental delay. Thorough and rigorous assessment procedures quickly identify the level at which each child is functioning. Based on this information, individualized learning programmes are devised. The range of activities reflects the recommended Foundation Stage curriculum, based on the Early Learning Goals.
30. Due to the nature of the children's special needs, great emphasis is rightly placed upon developing their communication, language and literacy skills. Very thorough programmes are developed in conjunction with, and input and advice from, the speech and language therapist. Signs and symbols are used well to aid learning for those children who cannot communicate verbally. The environment reflects a multi-sensory approach to learning. It provides good stimulation, which engenders a natural curiosity for learning.
31. Good use is made of the small but vibrant outdoor play area. Opportunities to promote personal and social education and a growing awareness of the world around them, encourage children to investigate their surroundings with confidence and independence. Every possible opportunity is used to make outdoor play constructive and meaningful. Staff are imaginative in creating links with other areas of learning, such as through story or music tapes, number rhymes and the use of puppets or other small word play equipment. Children's creative development is also encouraged through their art work. In one lesson observed, the children thoroughly enjoyed helping to mix grey paint as part of making three dimensional elephant heads during their 'rumble in the jungle' topic.
32. Throughout the day, staff never miss any opportunity to promote children's learning. When they arrive at school, they are immediately given meaningful tasks to complete, such as using tools to encourage early mark making. During registration, they count how many people are in class today, learn the days of the week and sing their welcome song. At lunchtime, great care is taken to ensure children who need help with feeding are afforded the dignity they deserve and, for those who are able, the opportunity to select their preferred meal. Midday supervisory staff play a valuable role in this context and give children good support when they are learning to use cutlery.
33. Within the class, the day-to-day leadership and management of provision are very good. The co-operative working practices between all staff are excellent. The teacher's knowledge of, and

leadership of the curriculum and teaching are excellent. All staff are highly skilled and make invaluable contributions to children's learning.

34. Although at the time of the last inspection provision was also judged to be very good, it is noticeable that there has been no degree of complacency. There is clear evidence that good developments since then have brought about more improvements, which continue to be ongoing. The staff group generate a refreshing and commendable enthusiasm for their work, in spite of the décor of the classroom being in need of a facelift.

SUBJECTS IN KEY STAGES 1,2,3,4 AND POST 16

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision for English is **good**.

Main strengths and weaknesses

- Pupils of all abilities communicate well.
- All teachers are well supported by the teaching assistants.
- The leadership and management of the subject are good.
- Opportunities to develop literacy need to be more sharply identified.

Commentary

35. Pupils achieve well. All classes cover a wide ability range, so it is not appropriate to judge progress by year groups. However, because teaching is good, often very good, and sometimes excellent, individual good progress is very clearly seen. Pupils are encouraged to participate in discussions from an early age, using signing and symbols for support, where necessary.
36. Speaking and listening and reading are very well promoted through a combination of shared reading, group sessions, and individual work with adult support. There is a strong focus on each pupil, in turn, telling their news and being able to ask questions of others. This contributes to the very good attitudes, values and personal qualities seen. Pupils respond appropriately and take turns. At Post 16, they identify what is meant by 'good listening skills' and practise them regularly.
37. In writing, emphasis is placed on good sentence structure and the higher attaining pupils write well, using capital letters and full stops correctly. Handwriting skills range from overwriting, through underwriting, to copying from a book or board, often with adult support. As early as Year 6, the expectation is that written text makes sense. Consequently, the more able pupils are beginning to form lower case letters correctly and understand that writing is formed directionally, a word at a time. In Year 9, the more able pupils use their word-books to develop their repertoire of new words and were able to write a sentence about their visit to the fair or to the swimming baths. Vocabulary is being steadily developed, through the use of well prepared resources, focused on individual needs. By Year 11, the more able pupils know the meaning and importance of using key words such as 'why', 'what', 'where' and 'who'?
38. Teaching and learning are good. Teaching is often very good, and occasionally excellent. The teaching assistants make a significant contribution to the quality of teaching in English. A lesson observed with pupils in Year 1 and 2 was exceptionally well planned, making use of all adults in providing a total of four very different activities, well matched to the needs of pupils. As a result, every pupil achieved his or her potential in the lesson. Skilled use of information and communication technology meant that pupils were engrossed, showing a real desire for learning, and interest and urgency in what they were doing. Consequently, they successfully

developed their handwriting skills, phonic awareness and their familiarity with switches and other communication aids. Assessment was ongoing and immediate. In a lesson with more able Year 9 pupils, exceptionally sensitive evaluation was done, including effective self-evaluation of their own literacy targets. In virtually all of the lessons observed, teachers ensured that the work set was well suited to the specific learning needs of all pupils.

39. The subject is well managed by a dedicated co-ordinator who has produced a curriculum and schemes of work, which address the specific needs of this school community well. This has had a significant impact on the quality of overall provision. The detailed planning removes the risk of missing out important steps, enables building on previous learning, and provides class teachers with the resources needed to ensure good individual progress. There is a need to ensure that the actual teaching reflects the planning in some classes. Good work has been done to ensure that all pupils have access to a wide range of literature, including fiction, non-fiction and poetry books. Information technology is used well to enhance teaching and learning, through the production of symbol resources, and worksheets, and the use of word processing by older pupils, often independently. The library is too small and it has to be used as a classroom, on occasions.

Language and literacy across the curriculum

40. Communication, whether spoken, signed, or supported by symbols, is encouraged in all lessons. The expanding of pupils' vocabulary, including subject specific words, is included in many lesson plans, and in literacy work, word-books are often used.

French

41. All pupils in Years 7 to 11 are currently formally disapplied from being taught French. This is always done with the full approval of parents and the local education authority and correct procedures are followed. The school has a clear policy for the teaching of French, should any pupil not be disapplied. There is also a link with another special school, which would allow for the teaching of Spanish. Good consideration is given to the fact that, for many pupils, signing and the use of Makaton are extra languages already, and time that would normally be spent teaching a modern foreign language is often used more beneficially in giving extra support to communication.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The progress and achievement of pupils in applying numeracy skills are good.
- Accreditation of progress at the age of 16 is good.
- Some assessment procedures are good but there is a lack of consistency in the use of assessment to indicate and celebrate small steps of progress.
- Teaching is good overall, and on occasions, very good.

Commentary

42. Pupils gain the confidence to use their developing numeracy skills in a wide variety of ways. There is developing number awareness and recognition. By the end of Year 2, pupils have developed a good range of numeracy skills, often linking them to simple rhymes and songs. For example, one pupil with severe and complex learning difficulties focused well, as a learning support assistant demonstrated counting on her fingers. By the end of Year 6, pupils have covered all the appropriate elements of the National Curriculum and higher achieving pupils are developing skills of applying their improving numeracy to practical situations. A mixed ability class of Year 6 pupils learned about full and empty by choosing bottles of cream or bags of

sweets and identifying which category they fell into. There is very well targeted support by teaching assistants to develop involvement and understanding.

43. By the end of Year 9, pupils have achieved well as they develop skills of problem solving, including data collection, comparison of sizes, time, ordering and money. The application of mathematical skills to promote independent skills develops well from then on, up to the time they leave. One pupil in the Year 10 and 11 group was going shopping during the numeracy lesson. With a support assistant to help her develop skills for independence in the community, she said, "I am looking forward to using a £10 note to buy two magazines. Last week I went on the bus and bought a ticket by putting money in the slot machine. Going out is really helping me. My mum thinks I am much better and she is very happy when I go shopping with her."
44. In the previous inspection report, progress in mathematics in Years 11 and 13 was considered to be only satisfactory but there has been a good improvement in terms of accreditation, and achievement now is good. Up to the age of 16, pupils follow the ASDAN traditional challenge course with the emphasis on developing numeracy skills in practical situations. Very good planning by the teacher in the Years 10 and 11 class extends the learning of all pupils, in particular, the higher achievers, linked to individual educational plan targets. The Post 16 group follow the ASDAN course "Towards Independence", and one pupil is working on the ASDAN Entry level course. These courses develop numeracy skills with an emphasis on developing practical skills for independent living. The Post16 co-ordinator is aware that the current range of accreditation for numeracy in the sixth form is limited and is reviewing the development of additional accreditation to offer greater challenge to higher achievers.
45. The use of assessment to inform lesson planning is good. However, the use of annual "P" scale assessments to denote progress is too broad and fails to indicate very small steps of progress. Planning across the department is good overall, but lacks consistency. In Class 1, very good records are kept regarding progress made. For example, for one pupil who uses an 'advocate communication aid', detailed records inform planning and the involvement of the parents, who have been trained by the teacher to use the aid at weekends at home. A recent audit of resources identified areas of shortage and the school has purchased a range of activities and software to promote learning and interest in numeracy. Leadership and management of mathematics are good. The subject leader has a good understanding of the standards being achieved and is successfully developing the department.
46. Teaching overall is good. Good, detailed planning is often the key to the good or better teaching. Teaching is enthusiastic and challenging. In a very good Year 9 lesson, the teacher effectively used an interactive whiteboard to involve all pupils and develop their confidence to use a number of mental arithmetic skills to add on numbers. There was good inclusion by questioning and support by both learning assistants and peers. When one pupil got the answer to five add two, the other pupils clapped enthusiastically at the achievement. Teachers and teaching assistants work well together, motivating and supporting groups of pupils with a wide range of needs. In a very good Years 10 and 11 lesson, very good variation in individual tasks challenged pupils of all ability levels and helped develop understanding. When teaching is less effective, the opportunities for pupils to apply their numeracy skills lack the detailed planning to ensure consistency of understanding and team work between the teacher and support staff.

Mathematics across the curriculum

47. The planned promotion and development of opportunities for pupils to apply and reinforce numeracy skills for independent living and in other classroom lessons are good. However, on educational visits, links between numeracy and other subjects are not always noted in planning and consequently, opportunities are lost to reinforce skills.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Inadequate time is given to teaching the subject.
- The range and quality of learning opportunities are not good enough.
- The recently appointed co-ordinator has a clear vision of how to bring about improvements.

Commentary

48. Throughout the school, pupils do not achieve as well as they could in science. This is because they get too little time to make adequate gains in their skills, knowledge and understanding of the subject. Teachers' timetables indicate that less than half the recommended time is devoted to science. In several classes, it is taught as part of a topic, and, in some, it alternates with other subjects. Overall, it is not given the status it warrants as a core component of the curriculum.
49. Due to the limitations imposed by the lack of time, pupils are not given sufficient opportunities to learn. The way in which the curriculum is planned means that topics in areas of study are not changed often enough. In most classes, themes are only changed once a term, so it is a long time before learning in these areas is revisited. Science is planned on a two-year cycle because most pupils are taught in mixed age classes. This is a good initiative, which has the potential to be further refined in order to increase the range of programmes of study offered to each class.
50. Little science was taught during the inspection and only one lesson could be observed. Whilst teaching and learning were satisfactory in the lesson, a scrutiny of pupils' work reveals weaknesses over time, due to the quality and range of learning opportunities provided, and also the time constraints. In discussion with the recently appointed, temporary co-ordinator, it is also evident that some staff lack confidence in their own knowledge and understanding of the subject.
51. As there has been no substantive co-ordinator for a considerable period of time, there has been inadequate monitoring of standards and of teaching and learning. This has also contributed to provision currently being unsatisfactory. Nevertheless, the present postholder has already prioritised areas for development. The priorities have rightly been identified as the need for more rigorous monitoring and the introduction of thorough assessment, recording and reporting, which is effective in informing planning. There will also be some whole school staff training to improve teachers' knowledge and understanding of the most effective way to teach the subject across all year groups. This would also involve giving thought to modifying what is taught in order to best meet the needs of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The method of teaching ICT is well thought out to promote learning in the subject as well as promoting pupils' personal development and ability to communicate.
- In Years 10 and 11 and at Post 16, the subject is well linked to everyday life and pupils' individual interests.
- The subject is well led.

Commentary

52. There is a good approach to teaching ICT, and pupils of all ages and abilities are well taught and achieve well. In Years 1 and 2, pupils learn how information can be received in different ways and from different sources. They learn how to respond appropriately to the receipt of information and know that different things happen as a result of their actions. Most pupils recognise that they can press switches to attract attention and can anticipate the response of machines when they press different switches. A few pupils recognise that certain sequences of events always happen in a particular order. Pupils pick up skills, including the use of switches, to help them make choices and to communicate. They develop language, for instance, responding to instructions and learning the names of pieces of equipment, such as computers, keyboards and printers. Personal development is improved through pupils learning the importance of sharing equipment, taking turns and expressing choices, likes and dislikes. In Years 3 to 6, pupils use switches and computers with increasing confidence to help them to communicate. They gather and organise information and then use it to help them make decisions. As they grow in confidence, they learn that machines, especially computers, are controlled by instructions. A few pupils are able to use computers to produce signs, symbols, pictures and text to help them express themselves. In a well-taught Years 8 and 9 lesson, pupils opened a document they had previously worked on and typed extra text in. When they finished, they saved their work. This aspect of control is developed further with older pupils as they learn how to manipulate a remote controlled car or use a remote controller to select television programmes.
53. In Years 10 and 11 and at Post 16, as they study towards ASDAN accreditation in 'Technology Around Us', pupils identify and name different pieces of office equipment and also those technical appliances around the home that rely on ICT for their operation. They learn that some, such as microwaves and washing machines, are programmable, and that others, such as vacuum cleaners, are activated by switches. In a well-taught lesson, stimulating resources were used to help pupils explore their musical interests. Individual tasks were very well planned to capitalise on each pupil's interest and ability. The most able pupil used the Internet to research his interest in a favourite group whilst the least able used a foot switch to register a response to music being played.
54. The subject is well led. There is thorough planning to avoid unnecessary repetition of work and to ensure that all teachers include opportunities for pupils to use technology to aid their teaching. All pupils, other than those in Years 1 and 2, are taught ICT as a separate subject. Senior staff have begun to monitor lessons and good feedback is given to teachers about the quality of their planning, the presentation of pupils' work and the recording of their progress. A careful check is kept of the use of expensive resources to make sure that the school is getting the best use out of its substantial expenditure.

Information and communication technology across the curriculum

55. Computers and switches are being effectively used to help pupils to communicate. They are also being used to create sound effects as part of pupils' exploration of musical ideas. A few pupils are able to create different sounds and then sequence them to form a composition. In Years 10 and 11, pupils are using computers effectively to enhance the presentation of their work.

HUMANITIES

Work in geography was sampled but there is insufficient evidence upon which to make secure judgements about provision, standards or progress. Judgements in history are based on an examination of pupils' work, an examination of documentation and discussions with pupils and teachers.

Geography

56. Overall, pupils are given a satisfactory range of experiences to promote skills and knowledge relevant to their prior achievement. Teachers plan to teach the subject regularly, but themes and topics are not changed often enough. As a result, pupils can be studying the same aspect of the subject for too long and this curtails the range of work which is taught. Very good use is made of the local and wider environments to enliven pupils' learning. An example of excellent teaching and learning was observed during the inspection. A class of Year 9 students learned about recycling and recyclable materials. The teacher had planned imaginative and innovative ways to make learning meaningful. He provided opportunities to use such materials to make masks and, during the course of the lesson, used every opportunity to promote vocabulary, language and numeracy skills. Students who needed the greatest assistance with the task were given very good support which enabled them to achieve their full potential.

History

57. Pupils at an early age are gaining awareness of timelines. The very good displays of personal photographs in Year 1 files, "All About Ourselves", stimulate the interest of pupils and the support of many parents. Pupils at all ages are developing an understanding of events in the past and contrasting events with life today. Pupils in Years 5 and 6 are looking at how the village of Marston has developed over time. One of the dinner ladies, who has lived in the village for over 30 years, has given a talk on the changes that have taken place, using photographs and a range of artefacts for sensory development and understanding. The curriculum is enriched by the visits that bring history alive. For example, pupils in Year 9 visited the 'Black Country' museum in Dudley to compare Victorian school days to life in school today. There is good pictorial evidence of pupils really enjoying their experiences. The recently appointed co-ordinator is keen to develop theme days with more emphasis on cross-curricular link ups. She is aware that current assessment does not give more than a satisfactory indication of progression.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Up to Year 9, pupils learn about a wide range of different religions and make good comparisons between these and Christianity.
- Beyond Year 9, pupils learn more about relationships and the subject makes a very good contribution to their personal development.
- The subject is well led but records of pupils' progress lack detail.

Commentary

58. Achievement is satisfactory. In Years 1 and 2, pupils focus upon expressing and communicating their feelings. They listen to religious stories and poems and to music and these experiences are used as a springboard to stimulate discussion and reflection. There are many opportunities for pupils to contribute in their own way to celebrations and festivals, for instance, by visiting the local church for a harvest thanksgiving. In lessons, pupils have the added stimulus of being able to feel and explore artefacts related to the topics they are studying and learn that a lot of religion involves familiar rituals which are adhered to by followers. In Years 3 to 6, pupils link the special places, texts and people of different religions, learning that there are many similarities between all religions and this helps to open up their minds to life in a multicultural society. They have visited a Sikh temple, and higher attaining pupils have helped prepare meals for special occasions. In Years 7 to 9, pupils increase their understanding of the relevance of ceremonies, for instance, the ways in which birth is celebrated and how babies are welcomed into different religions. The teaching of religious education is good. Lessons are well planned with good use being made of a wide range of artefacts to arouse pupils' interest. There are frequent trips to different places of worship, which further stimulate pupils' interest.

59. Beyond Year 9, pupils continue to learn about Christianity and other religions, but there is an added emphasis on how they conduct their own lives and the importance of understanding that other people can have different views to them, without necessarily being wrong. The importance of forming good, stable relationships is emphasised, as well as the importance of reliability and high moral values. This teaching and learning play an increasingly strong role in helping pupils' personal development. Teaching for these older pupils is good overall and, in a very effective lesson for Year 10 and 11, pupils' achievement was very good as they learned about the sacred writing of Sikhism. A huge range of good quality artefacts had been gathered to illustrate the theme and every pupil was involved either in role-play or in sensing sights, feelings and aromas as the class re-enacted the story of Guru Granth Sahib.
60. The subject is well led. The agreed syllabus of the local authority has been carefully adapted to ensure that it remains relevant to all pupils and at Post 16, pupils continue to be taught the subject as a part of an accredited ASDAN course, 'The Wider World'. A weakness is assessment, which is unsophisticated and lacks detail. For instance, pupils are recorded as having 'engaged in reflection' or 'taking part in activities with others' but there is no explanation as to how they demonstrated this or what they had learned.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in art and design, design technology, music and physical education was sampled but insufficient lessons were observed in any of these subjects for secure judgements about provision, standards or progress in these subjects to be made.

Art and design

61. An evaluation of the quality and range of pupils' work indicates that they achieve well and make good progress. However, not enough time or care is taken to display pupils' work or acknowledge their efforts by celebrating their achievements. Well-presented work makes too little contribution to enhancing the quality of the learning environment. The co-ordinator has high expectations and a clear vision for future developments in provision. He is a skilled practitioner and sets a good role model through the high quality of his own teaching. He has started to devise good systems to monitor the progress pupils are making in their work.

Design and technology

62. The school rightly perceives provision for design technology to be in need of further development. At the time of the inspection, there was no co-ordinator to take responsibility for bringing about improvements. Teachers' records indicate that the subject is taught regularly, but the quality and range of pupils' work seen during the inspection indicate that what is planned is not always taught. In the one lesson observed, the quality of teaching and learning was good because the teacher and support staff placed a high priority upon teaching the pupils new skills. Pupils had prepared their ideas using their sketchbooks and were given good encouragement to evaluate their work when it was completed.

Music

63. Music is used to enhance many aspects of school life. In assembly, pupils enjoy singing and readily volunteer to stand at the front in order to sign to classmates who need an additional aid to communication. There are good links to other areas of learning, and, in one session observed, the speech therapist was very effective in developing language and speech through the medium of music and song. In a lesson for pupils in Years 10 and 11, the quality of teaching and learning was very good because the teacher was confident in her own knowledge and understanding of the subject and was able to provide students with the opportunity to listen, perform and appraise their work. Students were familiar with how to play a good range of percussion instruments and were very sensitive in their evaluation of each other's work. The co-

ordinator is a subject specialist and her expertise is well utilised. The very good quality of teaching and learning in the lesson she taught was typified by her high expectations, good use of support staff and resources, and the way in which she engendered pupils' enthusiasm through the lively pace she generated throughout. Pupils achieved very well in both performing and composing. One pupil, in particular, made remarkable progress in learning and following colour coded music notation when playing the keyboard.

Physical education

64. A wide range of activities is offered to pupils up to the age of 11. Activities include athletics, dance, tennis, golf, football, donkey riding and swimming. The donkey riding develops skills of posture, body control, self-confidence and personal awareness. From the age of 11, in addition to developing skills, emphasis is placed upon developing leisure pursuits which the pupils can continue independently or with family and friends. Pupils visit a centre for outdoor pursuits, including rock climbing, canoeing and abseiling, which develop confidence and the thrill of adventure. Post 16 pupils use the local leisure centre linked to their ASDAN course. There are good links with the community, including Birmingham City and Aston Villa football clubs, local schools for re-integration of pupils, and the 'Awards for All' project, which create wider options for pupils. Swimming is an important element of the school curriculum. Pupils currently have access to the local leisure centre and a hydrotherapy pool based on a social services complex. The visits to the hydrotherapy pool enable pupils with physical disabilities that restrict mobility to develop improved mobility and body awareness. Pupils can gain independence by exploring new movements free of artificial aids. In the lesson observed, there was very good inclusion of a pupil with cerebral palsy with a purpose built ramp to access the water. His smile as he relaxed and floated in peace on the water, underlined the importance of the hydrotherapy pool to improve the mobility, motor skills and self worth of the pupils.
65. Staff training to develop programmes for pupils with more profound movement difficulties is planned. The school has been awarded £5,000 by Sports England to purchase new mats and equipment for dance and movement. Assessment that recognises small steps of improvement in pupils' skill levels and celebrates success is currently limited.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

Provision for PSHCE is **good**.

Main strengths and weaknesses

- The course makes a good contribution to developing pupils' social development, in particular, skills for independent living.
- Pupils develop effective skills in self-advocacy.

Commentary

66. The varied programme of work is taking an increasingly important place within the curriculum and is having a positive impact upon the attitudes and behaviour of pupils. This is due to the good leadership and management of this vitally important area of the curriculum. Pupils follow work on personal development, relationships, working with others, personal organisation and independence. Very good records of small steps in progress are kept.
67. The development of programmes for pupils from Year 9 onwards is linked to the ASDAN 'Transitional Challenge' accreditation and has resulted in good personal development of the senior pupils. They are developing skills for independent living, self-advocacy, positive self image, personal and social skills and personal autonomy. This is a good improvement since the previous inspection report. The development of self-advocacy has been supported by the promotion of class councils, and in the Year 10 and 11 class with a well organised student notice board, giving pupils information about how they can access support in the community.

One pupil said, "The class council is important. I am the chairperson and we have talked about rules. I told another girl to stop being cheeky to a teacher. I have really got better in this class because I have confidence to help other people and not to shout. I have helped set the rules for the class and this has really helped me."

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

