

# INSPECTION REPORT

## VERMONT SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116625

Headteacher: Mrs J Wilson

Lead inspector: Alan Tattersall

Dates of inspection: 19<sup>th</sup> - 21<sup>st</sup> January 2004

Inspection number: 259028

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 Special
Age range of pupils:	5-11
Gender of pupils:	Male
Number on roll;	19
School address:	Vermont Close Off Winchester Road Southampton Hampshire
Postcode:	SO16 7LT
Telephone number:	023 8076 7988
Fax number:	023 8076 6902
Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Stride
Date of previous inspection:	9 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Vermont School provides places for 28 boys and at present educates 21 aged between seven and eleven who have emotional and behavioural difficulties (EBD). Six pupils have statements of special educational needs, one is pending and all attend full time. The remainder of pupils are dually placed in Vermont and local schools as part of the assessment process. The school is situated in the city of Southampton and pupils travel in from the city and neighbouring areas. Sixty-three percent of pupils receive free school meals, which is high for a school of this type. There is one pupil from an ethnic minority group who has English as an additional language and is not at an early stage of language acquisition. Attainment on entry is below average because of pupils' special educational needs. The school achieved the Investor in People Award last year. Two teachers provide training and outreach support to staff and 50 pupils with EBD in city primary schools. Vermont's deputy headteacher spends up to half her time providing support to local schools including the host schools of 12 dual placement pupils.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20466	Alan Tattersall	Lead inspector	Science, geography, history, religious education and English as an additional language.
19693	Sally Hall	Lay inspector	
14563	Graham Pirt	Team inspector	English, art and design, personal, social, health education and citizenship and music.
23643	John S Ward	Team inspector	Mathematics, information and communication technology, design and technology and physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** quality of education for its pupils. Pupils' achievements, teaching and learning and the leadership and management of the school are **satisfactory**. The school provides **satisfactory** value for money.

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

- Teaching and learning are very good in music and good in information and communication technology (ICT), reading, communication and physical education.
- The late entry of many dual roll pupils in Year 6 makes it difficult for the school to improve their behaviour or return them to their mainstream school. Pupils' behaviour is not always managed as well as it should be and there are too many instances of physical restraint.
- Decisions about whether pupils on assessment placements require statements of special educational need are not made early enough.
- The school has suitable plans to make improvements but does not have appropriate systems for evaluating them.
- The school's outreach support for pupils who have emotional and behavioural difficulties is valued by local schools.
- Parents value what the school does for their children.
- Staff work well together as a committed team.
- Attendance is good.

The school has made **satisfactory improvements** since the last inspection. There is better planning for what pupils will learn in most subjects but more improvement is needed to raise pupils' achievement in writing. The improvement in information and communication technology is good. Several improvements to teaching such as planning lessons and making the learning intentions clear to pupils have ensured that teaching and learning is often good. Although systems to help pupils behave well are leading to improvements, they are not yet effective in ensuring that all pupils learn consistently.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 6	<b>Satisfactory</b>	<b>Satisfactory</b>

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

Pupils' achievement is **satisfactory** for all pupils regardless of background. Achievement in English is satisfactory. Although pupils make good progress in their communication and reading skills, achievements in writing are satisfactory. Pupils participate and achieve very well in music. They respond well to the school's use of ICT, make good progress in developing their skills and achieve well. Their achievement in physical education is good. Pupils' achievements in personal, social, health education (PSHE) and citizenship are satisfactory. Their attitudes to learning improve when they enter the school and most usually enjoy lessons and want to learn. However, there are a significant number of occasions when pupils misbehave or choose to leave the classroom during lessons. This reduces their opportunities to learn. Exclusion rates have been high but the school has taken satisfactory action to ensure that these are now low. However, the number of incidents where pupils are physically restrained by staff is high. Pupils' spiritual, moral, social and cultural development is satisfactory. Attendance is good. This is a considerable improvement on pupils' attendance prior to entering the school.

## QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are satisfactory overall. Teaching is often good and a strong feature of lessons is the planning for what pupils will learn. Teachers and assistants work together effectively as a team to promote pupils' learning. There is particularly good use of ICT through the interactive whiteboards to enliven lessons. The systems to check what pupils are learning are satisfactory and provide information for teachers to plan for pupils to make more progress. The curriculum is good. Pupils receive lessons in a good range of subjects and this is facilitated by very good buildings and grounds. The school makes effective use of facilities in the community and visitors to school to enrich pupils' learning. Links with parents are good. There are good links with local schools to provide valued support to help pupils who have EBD and for dual roll pupils that enables a few to spend time in their designated school. However, the late entry of dual roll pupils in Year 6, makes it difficult for the school to improve their behaviour before they leave and enable them to return to their local school. The school acknowledges the need to further improve systems to record pupils' behaviour, particularly the frequency of pupils opting to spend time out of class and, what they are missing. Although largely beyond the school's control, many pupils lack statements of special educational needs for too long and this is against the requirements of the Special Educational Needs Code of Practice.

## LEADERSHIP AND MANAGEMENT

Leadership and management is **satisfactory**. The headteacher, supported by the deputy headteacher has arranged effective staff training and development to ensure that staff form good teams in class to support pupils in their learning. The measures to improve teaching have been largely successful. The deputy headteacher spends up to half the week managing the support provided to other schools and supporting the few dual roll pupils who are placed in them. However, this means that she is not available during this period to provide day to day support in school such as managing pupils' behaviour. Governance of the school is satisfactory. Governors are active in support of the school for instance, in finding ways to improve resources. They often visit the school and have a strong commitment to its development. Management of the budget and financial control systems are satisfactory. Although the school sets out its intentions for development well, these are not linked consistently to spending or evaluated in terms of the outcome.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and carers value the work of the school and the improvement they see in their children. They feel that staff are very helpful to them and they welcome the regular information they receive about their children's success. Pupils like coming to school and particularly enjoy learning to swim and working with computers.

## IMPROVEMENTS NEEDED

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

- Implement more effective systems to improve pupils' behaviour, including reducing the frequency of the need to physically restrain pupils.
- To work with the Local Education Authority to have due regard for the Special Educational Needs Code of Practice regarding pupils' assessment for statements of special educational needs.
- To work with the Local Education Authority to resolve the problem of the late entry of pupils in Year 6.
- To ensure that the planning for improvements include appropriate systems for evaluating spending and outcomes.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects.**

Achievement is **satisfactory** for all pupils.

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

- Pupils' achievement in music is very good.
- Achievement in English is satisfactory overall. It is good for reading and speaking and listening but satisfactory for writing.
- Achievement in ICT and physical education is good.
- Weaknesses in the effectiveness of the school's systems to improve pupils' behaviour reduces opportunities for learning and consequently pupils' achievement in many lessons.

#### **Commentary**

1. Pupils' attendance at their previous schools has been poor and they have fallen behind in developing their skills and knowledge. As a result, when they start school their levels are below national expectations. Pupils' achievement in school has been maintained since the last inspection and there has been an improvement in music, communication, reading and ICT. The school sets satisfactory targets for pupils to achieve in English, mathematics, science and PSHE and citizenship. Pupils make appropriate progress towards achieving them. This is particularly evident in those pupils who have statements of special educational needs. The progress and achievement of pupils who are on dual placements is less consistent. For instance, few are able to achieve targets to improve their behaviour sufficiently to return to spend time in their chosen mainstream primary school.
2. Pupils receive good, regular support to improve their reading. This has improved their confidence in reading aloud and pupils' liking for books. The school recognises that there is still a need to find ways to increase pupils' interest in improving their writing skills. Pupils do not like writing and this leads to them avoiding it. This, added to the fact that much of their work consists of completing worksheets or copies of whole class tasks recorded on and printed from the class interactive whiteboard, means that they do not make the same progress as in reading and communication.
3. Achievement in mathematics is satisfactory. Although pupils occasionally make good progress in lessons, this is inconsistent because the work is not always challenging and at times behaviour is not managed well. As with several other subjects, methods teachers use do not consistently ensure that pupils settle sufficiently to their work. It is agreed that pupils can leave the classroom in order for instance, to calm down. However, in several lessons this happens too frequently and there are inconsistent arrangements to check what pupils are missing in class to make up the work to make more than satisfactory progress. This is the case in discrete PSHE and citizenship lessons. The ineffectiveness of systems to prevent most pupils' behaviour deteriorating during lessons and the number of pupils leaving the room leads to pupils' learning being unsatisfactory. However, observations of their achievement at different times of the day and a scrutiny of work and records show that overall pupils' achievement in PSHE and citizenship is satisfactory.
4. Pupils achieve very well in music. They are inspired by the lessons they receive and their very positive attitudes to learning carries over into other lessons that follow during the day that they receive music lessons. Pupils' favourite lessons are in ICT. This is emphasised by their good achievement. For instance, pupils will volunteer to write on the class interactive whiteboard when they are reluctant to write on paper. They are familiar with the Internet. When they need to research information such as in religious education, they will suggest that the teacher should search the Internet to provide the class with the information to complete a time line of events since the birth of Jesus.



5. Pupils make good progress in physical education. Parents and pupils confirm that pupils are enthusiastic about swimming. They participate in lessons well and have a good knowledge of their own learning since they are pleased to tell visitors how far they can swim and about the progress they are making. Their enthusiasm and the guidance they receive, ensures that they achieve well. Most pupils are able to achieve standards that are comparable to those in mainstream schools and this encourages them to want to follow this up by visits to the swimming baths in their leisure time.

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

Pupils' attitudes, behaviour and relationships are **satisfactory**. Attendance is **good** and pupils' punctuality is satisfactory. Pupils make **satisfactory** progress in their spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- The good relationships between staff and pupils and the care and support pupils receive promotes their confidence and trust in adults.
- Pupils become aggressive at times. This leads to a high number of physical restraints.
- There are few exclusions and the school works satisfactorily to keep pupils in school.
- Pupils like coming to school and attendance levels are better than those found in similar schools.

### **Commentary**

6. The school has had satisfactory success in improving pupils' attitudes, values, personal development and behaviour from the unsatisfactory position at the last inspection. A major priority of the school is to improve standards further. In the majority of lessons, pupils are interested in their work and manage to concentrate for significant periods, often over a complete lesson. For example, when pupils in Year 6 read with expression sections from 'Zinderzunder' by Philip Ridley. They clearly enjoy opportunities to contribute their ideas and with encouragement from staff will listen well to each other. Pupils take good care of equipment and appreciate being able to use the interactive whiteboards. In discussions with visitors, pupils express positive attitudes about their work and enjoy their time at school.
7. The behaviour of pupils is usually satisfactory and occasionally good. This is an improvement since the last inspection. Pupils are polite when meeting and greeting visitors and are pleased to talk about their work and what they have learned. Where behaviour is occasionally unsatisfactory, pupils become quickly aggressive if they are unable to do what they want or feel another child is causing problems for them. This happens for example, if they make comments about each other. In lessons where the teacher uses effective behavioural strategies, these incidents remain isolated and most pupils continue with their lessons. Staff use approved procedures to physically restrain pupils in order to maintain safety. Although the school has taken satisfactory steps to improve the way that teachers manage pupils' behaviour and reduced the extremely high number of restraints, the number is still too high. The school recognises the need to implement more effective guidance for several pupils in order that they can develop strategies to better manage their own behaviour.
8. The school includes behavioural targets in pupils' individual education plans. These are satisfactory overall. Most targets are specific and time limited although not all are sufficiently short term to make a difference to how pupils behave.
9. The provision for pupils' social, moral, cultural and spiritual development is satisfactory. Pupils respond well to opportunities for taking responsibility or being helpful to others, for example by opening doors to adults. Although most pupils are making satisfactory progress in their moral development, the school's behavioural policy does not contain a clear and progressive

description of either rewards or sanctions to assist pupils in managing their behaviour better. As a result, not all pupils have an understanding of the consequences of any violence towards pupils and staff. This reduces the effectiveness of the school's approach to developing pupils' understanding of what is right and wrong.

10. The relationships between pupils and staff are good and supported by the regular visits by governors to meet with pupils and hear children read. Although there is little display of pupils' art, they learn about famous artists and the art of different cultures. Pupils' spiritual development was unsatisfactory at the last inspection but it is now satisfactory. Music provides good spiritual moments for pupils and their success in singing raises their self-esteem. Pupils have satisfactory opportunities to learn about other cultures through music, art and dance. During assemblies pupils enjoy opportunities for social development by singing and the presentation of golden achievement awards. Whilst these are satisfactory, further opportunities for reflection and pupil involvement are missed.
11. Pupils agree there is little incidence of bullying and that all staff ensure that any occurrences are dealt with rapidly. Most parents share this view. However, procedures for recording any incidents of bullying or racial comments are not maintained consistently.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	26	57	0
Mixed – White and Black Caribbean	1	6	0

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

As the table shows, exclusion rates have been high. However, these are gradually being reduced and the current number of exclusions from school is low. Only two pupils were excluded during the past term for a total of four days.

## Attendance

### Attendance in the latest complete reporting year, 2002-2003(%).

Authorised absence		Unauthorised absence	
School data:	10.1	School data :	7.8
National data:	12.2	National data:	7.7

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

12. Although pupils' attitudes to learning are satisfactory, they have developed a strong preference for their current school. This means that those with a history of poor attendance and running away from previous schools now have better attendance levels. Attendance is good and parents confirm that their children enjoy coming to school. One pupil said he would like to change the school into a hotel so that he could stay all the time. The staff work with parents and carers successfully to encourage the few pupils who are still reluctant to come to school. Unauthorised absence for the last reporting year was high, but has reduced to 5 per cent for the first term of the current academic year. Pupils travel to school by organised transport and nearly always arrive promptly; any lateness is due to traffic problems.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The satisfactory teaching and learning ensures that pupils' achievement and progress are satisfactory. Pupils follow a good curriculum that is enriched well by links with the community and other schools. Pupils receive a satisfactory standard of care. Parents and carers have a high regard for what the school does for their children. Procedures for assessment are satisfactory.

### Teaching and learning

Teaching and learning is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning in music is a strength of the school.
- Teachers plan lessons that are interesting and usually ensure that pupils know what they will learn.
- Teacher assistants and teachers work as an effective team to support pupils' learning.
- Teachers make effective use of ICT to make lessons interesting.
- Strategies to improve pupils' behaviour are often successful but more improvements are needed to develop them further, particularly to reduce the need for the high number of physical restraints.
- Systems are not effective for pupils who opt to spend time out of lessons to make up the work they miss.

### Commentary

#### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	7	7	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; four lessons were too short to judge the quality of teaching.

13. The quality of teaching is satisfactory and is often good or very good in several subjects. This represents a satisfactory improvement since the last inspection. The continued improvement of teaching and learning remains appropriately one of the school's main priorities for improvement. A strength of lessons is the teachers' planning to make them interesting. This is evident in most subjects. For example, well chosen reading matter in English and materials for investigations in science have a positive effect on increasing pupils' interest in learning.
14. There are a significant number of occasions when pupils leave classrooms. Often staff are successful in persuading pupils to improve their behaviour and return to work. However, there are not consistent arrangements for pupils to make up the work they miss. Although occasionally good, there are weaknesses in teachers' management of pupils' behaviour. Often the strategy of ignoring attention-seeking behaviour works well. However, it is not consistently successful in reducing incidents. For instance, to implement successfully a school improvement aim to reduce the amount of swearing in lessons.
15. Staff work effectively as teams in the classroom. This is a strong feature of lessons. In an English lesson for pupils in Years 3 and 4 for instance, the teacher was able to rely upon the teacher assistant to work alongside pupils and to be involved in supporting them to behave. This good practice enables the teacher to concentrate upon providing other pupils with more individual attention.

16. The teaching and learning in music is very good and ensures that pupils are very well engaged in lessons and when singing in assembly. The teacher's enthusiasm and expertise provides interesting and enjoyable lessons that make a strong contribution to raising pupils' self-confidence and demonstrating that pupils can co-operate and behave very well. Lessons provide an excellent example of how the teacher encourages pupils to overcome their aversion to writing. Pupils move on to their next lesson in the day with raised self-esteem, more positive and encouraged to participate. Teaching in physical education is good. This is evident in swimming lessons, which are planned effectively to enable pupils to develop skills systematically. Through encouragement and high expectations, pupils achieve well.
17. Staff capitalise well on pupils' growing confidence in reading to promote further learning. Pupils' improvement in speaking and listening owes much to staff explanation in lessons and judicious questioning to elicit pupils' answers to questions. For instance in science, pupils in Year 6 explain well how they will alter a circuit to power a toy car. Teachers need to base much of their evaluation of pupils' progress upon verbal responses since they are reluctant to write. Teaching and learning of writing is satisfactory. Although the school has tried many ways to improve pupils' written response, it remains an area the school recognises for improvement.
18. Teachers and teacher assistants have received good training in ICT. This enables them to guide pupils well to learn skills. The use of ICT is often a feature of teachers' explanations such as in the use of the interactive whiteboard and this increases pupils' knowledge of how to use equipment. Occasionally teachers are able to encourage pupils to word process their responses to lessons. However, teachers could encourage pupils to make more use of ICT to record their own written responses.
19. A strength in lessons is the choice of tasks that motivate pupils. In mathematics for example, pupils concentrate hard to extend their counting from counting in twos, to tens with higher attaining pupils beginning to understand negative numbers. Pupils' behaviour is often a challenge but when teachers are successful in regaining their attention or reminding them of rewards for behaviour, this encourages them to behave well. On these occasions pupils achieve well. The school recognises the need to develop training for all staff so that behaviour is managed consistently across the school.
20. The school has introduced satisfactory systems to check how well pupils are learning, particularly pupils' long term progress in subjects. This is helping to raise standards further in relation to pupils' achievement and the quality of teaching. The introduction of the 'P' level measurement of small steps in learning, the school's own reading assessments and the introduction of new computer records has strengthened assessment practices and means that progress is carefully tracked. This ensures that all pupils, including those who have English as an additional language, make the same progress. Teachers use the information gained from assessments well to set targets through the individual education plans (IEPs). The use of such assessment is particularly strong in English and mathematics. It remains a school priority to improve the consistency of the information that teachers collect on how well pupils are learning and the provision of guidance for pupils to improve further. This is evident in the weaknesses in the on-going recording in lessons of how pupils are achieving academically and the provision of advice. For instance, marking is not done consistently to provide guidance on how pupils can improve. There is also a weakness in the day to day recording of what pupils miss when they absent themselves from lessons.

## **The curriculum**

The curriculum is **good**. The school has made significant improvements to the curriculum since the previous inspection when learning opportunities were then judged to be satisfactory. There are good arrangements to enrich pupils' learning through visits in the community, links with artists and participation in sport.

## **Main strengths and weaknesses**

- The good use of information and communication technology in many areas of the curriculum
- Links with the community to enrich pupils' learning are good.
- The effective use of outside expertise to teach music.
- Staffing and resources are good and accommodation is very good.
- More planning is required for pupils to develop writing skills in lessons throughout the day.

## Commentary

21. A considerable amount of work has taken place to improve planning for subjects, representing a good improvement since the last inspection. All the subjects of the National Curriculum are taught and there is a good balance of time allocated for lessons for English, mathematics, science and most subjects. Activities are made relevant and interesting for pupils and this aids their learning well. The provision for information and communication technology has been improved well since the previous inspection. Although there are no pupils identified with significant additional learning difficulties, the school ensures that work is planned on an individual basis to meet the need of pupils with different abilities, including those who have English as an additional language.
22. The National Strategies for Literacy and Numeracy have been introduced satisfactorily. This has contributed well to aspects of teachers' planning for lessons for instance, for the use of mental arithmetic in mathematics lessons. However, there needs to be more emphasis upon developing writing skills in English and other lessons. The school has been innovative in using the School Music Service to provide a teacher to lead the very good music provision. Drugs and sex education is addressed appropriately through the PSHE and citizenship programme.
23. Most documents that provide teachers with guidance on what pupils will learn during their time in school are good and ensure that all pupils learn their subjects systematically. Learning opportunities for pupils are enriched by activities outside the school for instance, games at lunchtime and visitors to school such as drama groups. The school uses the community well to support the curriculum for example, to study a coastal town as a contrasting area in geography.
24. The school is well staffed with teachers whose skills match the requirements of subjects and the needs of the pupils. Teacher assistants make a valued contribution in support of teaching and learning in school and to support a small number of dual roll pupils in their local school.
25. The accommodation for learning is very good. The school has spacious and well planned outside play areas and pleasant, internal accommodation with very good specialist areas for learning, including a well equipped ICT suite and interactive whiteboards in each class. However, the siting of the library in one of the corridors is not well positioned to offer a quiet area for pupils to read and for independent study. The good resources for learning support pupils learning well.

## Care, guidance and support

The school's provision for the pupils' care, welfare and safety is **satisfactory**. Pupils receive satisfactory support, advice and guidance. Involvement of pupils through seeking their views is satisfactory.

## Main strengths and weaknesses

- Pupils feel that they can turn to adults working in school if they need help.
- The induction arrangements for new pupils are good.
- The school does not have a formal way to ascertain pupils' views and does not discuss pupils' behaviour with them sufficiently to encourage improvements.

## Commentary

26. The parents speak very highly of the way in which staff show care and concern for the pupils and their families. One parent said that the 'school is like a family and the staff have the patience of saints.' The parents feel that the teachers and teacher assistants understand the pupils' needs and the inspection team share these views. Staff make new pupils feel welcome and they quickly settle into school routines. It was clear through observations and in response to the Ofsted questionnaire that pupils feel they can talk to adults when they are worried or upset. Teachers track the progress of pupils' personal development, celebrate their successes and make valuable comments in the pupils' annual reports.
27. The school has sound procedures to ensure that pupils work in a safe and secure environment. It has dealt well with the health and safety issues raised at the previous inspection. Risk assessments of pupils and activities have been completed and supervision at lunchtime and break is good. Child protection procedures are well known by adults working in the school and they know to report any concerns to the headteacher. The arrangements for first aid are satisfactory.
28. In lessons, assemblies and reviews, staff value pupils' views. Through these discussions, pupils have voiced their opinions about introducing a school uniform and the school is responding to their requests. As yet there is no formal forum for pupils to be involved in whole school developments. Parents welcome the way that the school enables their children to make a 'fresh start' each day and not to remind pupils of past misdemeanours. However, a weakness in care is that the school does not involve the pupils sufficiently in considering how they can improve their own behaviour, particularly the consequences of their violent outbursts on others.

## Partnership with parents, other schools and the community

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

## Main strengths and weaknesses

- The school gives good support to parents and carers.
- Parents receive good information about how their children are progressing.
- The school provides good support to local schools to support their pupils who have EBD.
- Good links with the community support pupils' learning well.
- There are good links with other schools but few pupils are able to spend time in them.

## Commentary

29. Links with parents have improved well since the last inspection when they were satisfactory. Parents and carers hold the school in high regard, and parents at the pre-inspection meeting felt that 'the school had transformed their children'. They rate highly the support they receive from staff and the many opportunities available to find out about their children's progress. For example, staff discuss the best way of communicating with home and then either telephone or write to parents each week about their child's successes as well as any concerns.
30. There are useful reviews each term for pupils on dual roll, involving parents, staff and other professionals. Parents are invited to comment on their children's individual education plans and annual reviews. The pupils' annual reports are good and provide useful information about what pupils can do, how well they are progressing and what they need to do to improve their work. Staff make valuable home visits and offer to transport parents to meetings.
31. The school's good partnership with the community enriches the curriculum and has a positive impact on pupils' personal and social development. This is evident in the way pupils respond well to meeting visitors in school. Visitors such as theatre groups and a speaker on the dangers of

drug abuse share their professional expertise with the pupils. The school makes good use of the locality through a range of visits, for example to a local farm, a football club and a castle.

32. Through its outreach support, the school has established beneficial partnerships with mainstream schools. Staff have good opportunities to discuss curriculum issues with teachers from other schools at the frequent meetings organised by the local authority subject advisors. There are good links with schools through the dual roll programme where all pupils maintain a good link with a designated school. However, only a few pupils are able to work in their mainstream school through personalised programmes. The school provides valued support for EBD pupils in other schools and training to local teachers in the management of pupils' behaviour. Pupils socialise with those from other mainstream and special schools through sporting fixtures.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is **satisfactory**. The headteacher works well in developing staff teams with satisfactory support from the deputy and subject leaders. The management of the school is **satisfactory**, as is its governance.

### **Main strengths and weaknesses**

- The headteacher has developed good staff teamwork through a strong commitment to their professional development and training.
- Governors are supportive of the school and are committed to its development.
- The measures to improve teaching through guidance from senior managers and staff training have shown success but are not yet effective in ensuring consistent management of pupils' behaviour.
- The school identifies the action to make improvements but does not consistently evaluate developments in terms of costs and outcomes.
- Many pupils are admitted too late in Year 6 and this reduces opportunities to improve their behaviour.
- Decisions about whether pupils on assessment placements require Statements of Special Educational Need are not made early enough and pupils remain too long without statements.
- The systems for evaluating outreach work are not effective

### **Commentary**

33. The school is led and managed satisfactorily. The headteacher has worked conscientiously to improve the quality and range of educational opportunities available. She has been particularly successful in improving links with parents, the community and other schools. The deputy headteacher provides satisfactory support in leading developments in planning and teaching. This has improved the effectiveness of staff in the classroom, although it is recognised that more improvements are required in the management of pupils' behaviour. However, the role of the deputy headteacher in supporting dual roll pupils in local schools takes her out of school for up to half the week. This limits the time she is able to provide for day to day management of the school, for instance, to support teachers with the management of pupils' behaviour. This is an important function during the long-term absence of the senior teacher responsible for this.
34. The senior management team has a sound understanding of the school's strengths and areas for development. They have appropriately sought external guidance to enhance their understanding in order to make improvements. The Governing Body is committed and very supportive of the headteacher. Governors make a positive contribution to the school's management and have a satisfactory grasp of the school's strengths and weaknesses.

35. There is a detailed plan of priorities and it includes relevant targets from several reviews by the local education authority and one commissioned by the Governing Body. The plan has weaknesses as a basis for school development. Too many targets span only one year.
36. Subject leadership is satisfactory. Leaders make a strong contribution to the quality of education provided through the demonstration of new resources and materials at staff meetings and by sharing their subject knowledge and enthusiasm. However, their plans for subject development do not consistently show the benefits of changes they propose or costs to be included.
37. Arrangements for staff development are good and performance management is well established. Targets are also in place for teacher assistants through a series of professional development interviews. The school holds an *Investor in People* award and there is a good emphasis upon providing professional development for staff. The emphasis on training and the personal consideration of the headteacher towards her staff strengthens the way they work as a team.
38. Inclusion is satisfactory. The headteacher together with the deputy headteacher manage a team based at the school that provide training and support for pupils who have EBD which is highly valued by mainstream schools. There is a strong commitment to provide inclusion opportunities for all pupils who can benefit from part time placement in mainstream schools through its dual placement scheme. However, few pupils learn to behave better to take advantage of placements. A significant reason for this is the increasing trend for boys to join the school in their final year of primary education. Their behaviours are entrenched and they have the added difficulty of coping with national tests and the imminent transfer to secondary education.
39. Support for pupils' special educational needs is satisfactory. However, only a minority of pupils have Statements of Educational Needs. Three pupils have been on an assessment placement for over fourteen months and this is unsatisfactory.
40. The use of teacher assistants to accompany dual roll pupils to lessons in mainstream schools supports their experience of inclusion. The school monitors the effectiveness of its work to support local schools and the effectiveness of improving pupils' behaviour well. However, there is a need for senior managers to evaluate the allocation of staff to this and the provision of support to other schools, including the two teachers who support 50 pupils in local schools, to ensure the efficient use of resources.
41. Governors provide strong support to the school and are committed to moving it forward. Their knowledge of pupils and contact with the school outside of meetings is impressive. They recognise the need to be more involved in undertaking their responsibilities for subject areas to understand better what is happening within the curriculum. They receive detailed and accurate financial information, which assists them in planning and evaluating new developments such as ICT. This has led to substantial improvements in this subject from the time of the last inspection.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	504680.32	Balance from previous year	41139.78
Total expenditure	546063.93	Balance carried forward to the next	1742.00
Expenditure per pupil	12016		

*The funding provided to the school is based upon 42 notional places.*



42. Monitoring of expenditure and financial control systems are satisfactory. This has enabled the school to manage finances with little left over. Governors receive regular information in order to monitor expenditure. However, the way that funding is provided to the school creates difficulties in evaluating fully the effectiveness of expenditure. For instance, the notional number of pupils that the school receives funds for is not related to either the number of pupils in the main school or the number supported in mainstream schools. This prevents, for instance, a comparison of the school's performance with other schools in terms of the expenditure per pupil.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2.**

### **ENGLISH**

*Lessons were seen in all classes and discussions were held with pupils as well as a scrutiny of their written work in books and files and on display, reports and records.*

Provision in English is **satisfactory**.

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

- Pupils achieve well in speaking and listening and reading.
- There are too few opportunities for pupils to develop better writing skills.
- The very good use of interactive whiteboards maintains pupils' interest and extends their learning, but pupils could use ICT more to write for themselves.

#### **Commentary**

43. Pupils' achievement is satisfactory overall. It is good in communication skills and reading has improved well since the last inspection, when it was satisfactory. Achievement in writing remains satisfactory. Pupils make good gains in their self-expression and in their listening skills by the end of their time in school. Many join in lessons readily and have extended the length and complexity of what they say. They recognise and use nouns and adjectives and provide descriptive analyses of characters in books such as 'The Borrowers'.
44. Although many pupils' attainments are below those of others of their age, there are a small number of pupils who have reading skills closer to their age. Strong support for reading skills ensures that pupils enjoy reading. As a result they are keen to do well and make good gains in their letter and word recognition. By Year 6, the least able read simple sentences with increasing understanding whilst the most able are reading with expression and understanding in a fluent manner. Teacher assistants play a valuable role in promoting pupils' progress in English, supporting the development of reading, spelling, speaking and listening.
45. The school acknowledges that many of the pupils have a reluctance to write and this is evident in lessons in most subjects and the small amount of recorded work in their books. These show satisfactory progress. Handwriting is supported through progressive copying activities. A range of sequencing and other activities are used to help pupils understand how texts are structured and to organise their own writing. Higher attaining pupils use dictionaries to write short sentences about these. Lessons in music provide a very good example where the teacher motivates the pupils so effectively that they are eager to write. However, most pupils could make more progress in writing if there were greater imaginative opportunities to encourage writing in lessons throughout the day and if ICT were used more for pupils to write for themselves.
46. The achievements made by pupils are the result of the satisfactory and often good and very good teaching in the subject. Teachers use questions well to recall features of previous learning. Teachers follow the planning well and set high expectations for pupils to behave well which leads to pupils participating fully in the lesson. They can predict outcomes in stories and show good comprehension. This is clear when reading the story 'What made Tiddalick Laugh?' Pupils can explain the content of the story and then analyse the use of adjectives. These are then entered on the interactive whiteboard and stored as a record of pupils' work.
47. The work that teachers plan for pupils of different ability is well matched to their needs and the tasks are varied to suit them. However, in most lessons the amount of writing expected from pupils is limited and not all opportunities are followed. For instance, pupils often receive a copy of the work that teachers have written on the interactive whiteboard to keep in their files rather than being encouraged to write for themselves.

48. The introduction of the National Literacy Strategy has improved the way that teachers plan lessons to promote pupils' skills in speaking and listening and reading. Drama is good and teachers' guidance and the resources used encourage pupils to participate with enthusiasm. For example, the older pupils performed a version of 'The Jabberwocky' to the remainder of the school. The library is part of a corridor and is not conducive to relaxed reading and enjoyment of books. There is a satisfactory amount of books at appropriate levels.
49. The co-ordinator manages the subject well in many respects but satisfactorily overall. Leadership has led to good improvements since the last inspection. However, there is a greater need to check what pupils are learning in each class. For instance, to ensure less use of worksheets. Assessment of pupils is regular, and pupils' main areas for development in literacy can be tracked through their individual education plans. Day to day assessment and guidance is less rigorous. For instance, there is a need to ensure that teachers provide comments to guide pupils when they mark their books. The subject leader's plans for improvements provides details of actions to be taken such as obtaining advice, but does not contain information about proposed developments that will lead to improvements in the subject.

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

50. Language and literacy across the curriculum are satisfactory. Teachers use a range of texts in lessons and pupils are encouraged to find information from different sources, including the Internet. Teachers ensure that they introduce important words in lessons for instance, to explain the meaning of 'partition' in mathematics. The subject co-ordinator works closely with her colleagues to enable them to plan work and ensure that pupils are challenged at an appropriate level. However, the use of too many worksheets throughout the school limits opportunities for pupils to develop their writing skills.

### **MATHEMATICS**

*Lessons were seen in each class and pupils' completed work and records scrutinised.*

Provision in mathematics is **satisfactory**.

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

- Teachers plan well to improve pupils' skills in mental arithmetic.
- Teachers do not manage pupils' behaviour consistently well and this reduces pupils' achievement.
- ICT is used well to support pupils.
- The systems to check pupils' level of achievement are good.

#### **Commentary**

51. Teaching and learning are satisfactory. There has been a satisfactory improvement since the previous inspection. A strength of lessons is the implementation of the National Numeracy Strategy to promote mental arithmetic. Lessons usually begin with a brisk introduction to sharpen skills of mental arithmetic. During this part of lessons teachers are lively and enthusiastic for example, during a game of 'Fizz Buzz' to reinforce mental mathematics strategies. Instructions and explanations are clear and informative and pupils make good gains in knowledge and understanding of mathematical operations. Skilful questioning motivates the pupils and checks their understanding. In the main activities, tasks are interesting. There are good examples of support for lower attaining pupils from teacher assistants and more able children are provided with appropriate levels of challenge. However, this is not consistent and occasionally questions and tasks are not sufficiently varied to challenge the different range of attainment.
52. Pupils' behaviour was challenging in all the lessons observed. The school and consequently teachers do not have sufficient strategies or employ existing strategies to consistently improve

pupils' behaviour. Although it is accepted policy to ignore occasional incidents such as swearing as part of their behaviour management strategy, it led to too much swearing in two lessons. There is not a consistent approach to managing pupils' behaviour and consequently, pupils make less progress than they could. In one lesson, this led to teaching being unsatisfactory. The rapid decline in behaviour of one pupil and the effect on others prevented effective learning taking place.

53. Teachers plan well for pupils to use ICT to promote interest and learning. For example, pupils in Year 4 use the interactive whiteboard to demonstrate their understanding of number lines to add numbers in blocks. Year 6 pupils use ICT to calculate percentages and equivalent fractions and have printed copies of their results in files. There are good systems in place to assess pupils' achievement, for instance, to produce a 'P' level and to set realistic targets.
54. The subject is led and managed satisfactorily. The co-ordinator has produced a useful curriculum development plan, which has led to clear targets to inform future planning and teaching. Resources for learning are good and well organised. Monitoring of teaching has led to good improvements in the subject. However, more needs to be done in the effective implementation of strategies to improve pupils' behaviour to ensure that pupils achieve more.

### **Mathematics across the curriculum**

55. Pupils have good opportunities to use their mathematical skills and knowledge in other subjects. Several lessons provide incidental opportunities such as in religious education when they count backwards from the current date to determine dates of birth. They frequently count in physical education and swimming. Tally charts for behaviour and counting their points consolidate skills. There is good planning for pupils in Years 3 and 4 to develop greater knowledge of angles when they programme a motorised, wheeled model (Roamer), to move along the floor, changing direction.

### **SCIENCE**

*Timetable arrangements meant that only one lesson was observed. Inspectors examined pupils' completed work and records to make judgements on nearly all aspects of provision other than teaching and learning.*

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers plan interesting lessons.
- Equipment and practical tasks encourage pupils to investigate.
- Pupils do not have enough opportunities to record their work.

### **Commentary**

56. Pupils' achievement is satisfactory. Evidence shows that teachers plan well and ensure teacher assistants know what they are expected to do. In the lesson observed, the teacher and the teacher assistant worked well together to encourage pupils to participate. Through effective questioning, pupils began to make suggestions on how to alter wiring to make a toy car's headlights shine brighter.
57. Pupils are reluctant to write but the small amount of work available for scrutiny shows that topics are interesting and pupils are making satisfactory progress in a suitable range of topics. However, pupils could record work more and build upon their previous skills to make better progress for instance, in setting out how they draw conclusions. Leadership of the subject is satisfactory. The recently appointed subject leader has made a good start to improve the planning for what pupils will learn during their time in school. The current focus of developing

planning for experimental work has begun to improve this recognised weakness in pupils' learning. The systems for recording pupils' ongoing progress are at an early stage of development but will provide the information to plan more for individual learning. The plan for improvements in science lacks detail to show developments and is not linked closely to the use of funds in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The introduction of interactive whiteboards in all classrooms and the training completed by staff have enhanced this subject considerably.
- The quality of teaching is good.
- Pupils enjoy using ICT and make good progress in lessons.
- Subject leaders lack opportunities to check how well pupils are learning throughout the school.
- Pupils could make more use of ICT to develop skills in writing.

### **Commentary**

58. Provision has improved well since the last inspection and is now good. Lessons are characterised by interesting and varied activities, the involvement of most children and the use of attractive and stimulating resources. As a result, pupils achieve well. They are keen to learn and make good progress. For example, pupils in Year 4 understand how to use directional language to turn the Roamer through a 90-degree turn and can use technical vocabulary to describe this operation. All are able to write a series of instructions for the program. In Year 6, pupils can enter data on a spreadsheet and copy and paste information using the automatic facilities on the computer.

59. The quality of teaching and learning is good. Staff are confident in teaching the subject and their enthusiasm is transferred on to the pupils. The improved system of planning, with a timetable for each class to use the specialist ICT room and in particular the introduction of whiteboard technology has contributed significantly to promote pupils' progress.

60. Leadership and management of the subject is satisfactory overall. The two subject co-ordinators have made good progress in leading and managing this subject. They consult staff effectively and this has led to a good consensus of what pupils will learn. There are good systems in place to ensure that teaching is good. However, the co-ordinators do not yet check what is happening in lessons and this is a missed opportunity to make further improvements. The subject development plan lacks a detailed programme of action with targets linked to school priorities.

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

61. Teachers use ICT well to support lessons. There is particularly good use of the interactive whiteboard for the classteacher to demonstrate to the class and retain information of the lesson. Teachers are adept at obtaining information instantly from the Internet for instance, to answer a historical question for a pupil. This has engendered pupils' interest in searching for answers themselves. The whiteboard also provide a way for the teacher to print a record of the lesson for pupils' files. Although there are occasionally good examples of pupils using computers for word processing, pupils could use computers more to record their own work.

## **HUMANITIES**

*Two lessons were observed in religious education. Inspection arrangements precluded the observation of lessons in geography and history and the subjects were not part of the inspection focus. Therefore, judgements are not made about teaching, learning or provision. However, pupils' completed work shows that they follow a suitable range of tasks and teachers' planning is satisfactory.*

### **Religious education**

Provision in religious education is satisfactory.

### **Main strengths and weaknesses**

- Teachers use ICT well to make lessons interesting.
- Pupils could record their own work more.

### **Commentary**

62. Provision has improved since the last inspection when it was unsatisfactory. Teaching and learning are now satisfactory. Pupils in different year groups follow the same tasks in lessons but at a level suitable for their age. Pupils behaved well in Years 3 and 4 to construct a time line. Staff were successful in encouraging pupils to discuss their feelings about events in their lives. Pupils in Years 5 and 6 are reluctant to learn the subject and make this known to the teacher. However, through perseverance, pupils are eventually persuaded to engage sufficiently to make satisfactory progress. For instance, through discussion of history, pupils reveal knowledge of the life of Jesus and relate this to the calendar.
63. Teachers miss the opportunity to encourage pupils to record for themselves to promote a recognised need for improvement in writing skills. Teachers plan to use ICT well in lessons to draw time lines on the interactive whiteboard and record what is written for future use. They use ICT well for instance, to search the Internet for dates linked to the Christian calendar. Although pupils follow a suitable range of learning opportunities, a scrutiny of their work confirms the limited amount of written work and pupils' reluctance to write about the subject.
64. Leadership of the subject is satisfactory and this has enabled satisfactory progress in the planning for what pupils will learn since the last inspection.

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

*It was possible to observe only one lesson in art and design but none in design and technology. Two lessons and a whole school singing assembly were observed in music. Two lessons in physical education including one of swimming were observed. Judgements are made from the lesson observations, scrutinising pupils' work, teachers' records and talking to staff, pupils and parents.*

### **Art and design**

65. Pupils receive lessons in either art and design or design and technology at different times of the year. During the term of the inspection only one class receives art on the timetable. Although there are pictures painted by famous artists displayed in school, there is little evidence of pupils' art and it was not possible to judge pupils' progress. In the one art lesson observed, pupils were able to roll clay and make a coil pot. In this lesson, the teaching was very good and this was reflected in the progress that the pupils were making in the lesson. The work followed the plan for the subject, and by the end of the lesson all pupils were successful in making a pot. The teacher had high expectations of good behaviour and this contributed to the success of the lesson.

66. The subject is well managed and planning is good to take opportunities to link with other subjects such as literacy, numeracy and ICT. There is a good art room and resources are appropriate for the subject.

### **Design and Technology**

Long term and termly planning is good and a good choice of interesting topics is provided. For instance, pupils design and make models incorporating a cam in the movement such as a footballer kicking a ball. Tasks they complete are supported by good record booklets designed for use by pupils to develop their project from design to completed article and supported by opportunities for pupils to evaluate their work. Leadership and management of the subject is satisfactorily.

### **Music**

Provision for music is **very good**.

### **Main strengths and weaknesses**

- Teaching is very lively and encourages pupils to participate eagerly and to behave very well.
- Very good subject knowledge that informs very good planning.
- Resources and accommodation are very good.
- A good range of composing, performing, singing and playing opportunities are provided.

### **Commentary**

67. Teaching and learning is consistently very good and enables pupils to achieve very well. Lessons are planned very well using the specialist knowledge of the music teacher from the Schools' Music Service. Consequently, pupils make very good progress in their learning. The pupils' involvement in music makes a very effective contribution to their personal development and the positive ethos of the school. Pupils sing with enthusiasm during assembly as they join in the words and actions. There is a strong emphasis on listening and performing but pupils are also being challenged well to compose. This also links well with literacy and is a good example of the encouragement of pupils to record as they write phrases to which they have to add music.

68. Pupils listen well to examples of music in the pentatonic scale and are encouraged very well by the teacher to create and play their own compositions in that scale using a very good range of instruments. Consequently, pupils are making very good progress in the appreciation and playing of an instrument. The final pieces of music played are very creative and the students enjoy the opportunity to perform. Very good opportunities are provided for all pupils to experience different instruments such as tablas, African drums, glockenspiel and keyboards. All of the pupils take great care of the very good range of instruments and respond very well to the very high expectations for their behaviour.

69. Senior managers work well with the visiting teacher to ensure that the subject is led and managed well. The current focus for development is appropriate to link what pupils learn more consistently with what pupils learn in other lessons throughout the day. The music room, although small, is a valuable resource in the school.

## **PHYSICAL EDUCATION**

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

### **Main strengths and weaknesses**

- The school has very good indoor and outdoor accommodation for physical education.
- Pupils follow a good range of sports and activities.

- Progress in swimming is good.
- Most pupils participate well in lessons and try hard to improve their skills.
- There is no current development plan to identify areas for improvement.

### **Commentary**

70. Pupils achieve well. Teachers' planning is good for pupils to learn games skills systematically. For example, pupils in Years 3 and 4 develop confidence to learn individual skills for instance, to bounce a ball over a net with their hand. Lessons promote their social development well for instance, to co-operate together and work in pairs. Pupils are making good progress to throw and receive accurately and progress to using a racquet in preparation for competitive games of tennis and badminton.
71. All pupils have a weekly swimming lesson at a nearby pool and are confident in the water. Most are able to swim the width of the pool using a variety of strokes. Pupils are able to float on their backs and stomachs and almost half of Year 4 pupils can swim the length of a pool. The behaviour of a few pupils disrupts the achievements of others but the close support from teachers and teacher assistants prevents others from becoming distracted.
72. Leadership and management of the subject is currently satisfactory, being undertaken by a teacher assistant supported by senior managers. The amount of resources are good and well organised and maintained. An appropriate commercial scheme is used to plan activities and this is supported by useful termly and weekly plans. However, the existing curriculum plan is out of date and there are currently no targets which identify areas for improvement.

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

*Two lessons and one part lesson of discrete PSHE and citizenship were observed. Pupils were observed in lessons and at different times of the day when the school plans to promote pupils' progress.*

Provision for pupils in personal, social and health education and citizenship is **satisfactory**.

### **Main strengths and weaknesses**

- Lunchtimes provide good opportunities for staff to promote pupils' PSHE and citizenship.
- Topics in discrete lessons are relevant to pupils' needs.
- The ineffective use of strategies to manage pupils' behaviour in discrete lessons prevents them from making better progress.

### **Commentary**

73. Teaching and learning is satisfactory. A scrutiny of pupils' work and records and lessons and social times that contribute to learning in the subject demonstrate that achievement overall is satisfactory.
74. PSHE and citizenship is planned for as discrete lessons as well as being incorporated into other lessons and parts of the school day. It is regarded as a vital part of the school curriculum and most of the behaviour management strategies are related to improving personal and social behaviour. However, pupils' achievement is satisfactory overall since their behaviour is not managed sufficiently well for them to make better than satisfactory progress. In a lesson for pupils in Year 6, they initially co-operated for a short period to share ideas about bullying. However, the behaviour of pupils deteriorated and the strategies available were insufficient to encourage pupils to continue learning.



75. The work planned for the subject provides pupils with suitable learning opportunities that includes arrangements for pupils to learn about their place in the local and wider community. There is a satisfactory plan of what pupils will learn throughout their time in school. Detailed lesson plans have been produced for many of the lessons, providing good guidance for teachers.
76. The arrangements to promote pupils' PSHE and citizenship throughout the day are satisfactory and, consequently, pupils are encouraged to grow in maturity and responsibility. Opportunities are provided for the development of social skills and social interaction. For example, the lunchtime arrangements, where pupils sit in class groups with their class teachers and teacher assistants enable an extension of spoken language through conversation.
77. There are positive aspects to the planning of lessons for classes to take turns to cook an international breakfast and share it socially. In the lesson observed for pupils in Years 5 and 6, they made satisfactory progress but there were missed opportunities to involve pupils in sharing and responsibility and pupils were unclear about what they were learning.
78. Opportunities for discussion in circle time activities address aspects such as friendship, bullying and responsibility. However, there are missed opportunities in the times when pupils discuss their behaviour during the day to understand their need to improve rather than counting points for rewards at a later date.
79. Leadership of the subject is satisfactory and this is a satisfactory improvement from the previous inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

*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 individual targets and not in relation to national standards.